



Second Grade Child Find Procedures





SECOND GRADE GIFTED CHILD FIND PROCEDURES

“There is something that is much more scarce, something rarer than ability. It is the ability to recognize ability.” Robert Half

During the first semester, second-grade teachers (and other staff who might come in contact with second graders) will observe the students in their classrooms and note any gifted behaviors. Following the observation period, teachers will complete the forms described below and turn them in to their school’s *Gifted Referral Screening Team (GRST)* or gifted specialist. **The GRST will begin the referral process on each student that appears in the top two boxes on the *Second Grade Child Find Quadrant Form*.**

This packet includes:

- *General Procedures To Be Followed in Observing Students and In Recording Information About Them.* These pages (1 & 2) include tips for observers and instructions for following the procedure.
- Pages 3 & 4 contain the directions for completing the *TABs* and an explanation of the ten traits/aptitudes/behaviors that you will be looking for in your students. This list contains ten of the most common gifted behavior characteristics. Teachers should familiarize themselves with these characteristics.
- Page 5 includes the roster for recording names of all students and boxes to indicate their rating for each characteristic.
- Page 6 is the *Second Grade Gifted Child Find Quadrant Form*. Teachers are to enter each student’s name in one of the four areas provided.

GENERAL PROCEDURES TO BE FOLLOWED IN OBSERVING STUDENTS AND IN RECORDING INFORMATION ABOUT THEM

Observational Procedures:

Give each student equal consideration on each behavior characteristic. This point is most important. When you observe students for a specific behavior characteristic, be careful not to overlook anyone in the group. Be aware of your biases: Everyone is biased for or against certain students. This is as natural as liking or disliking certain foods, clothes, or sports. The important thing is to recognize your biases and make allowances for them. If you like a student, you may see more good qualities in him/her than he/she actually has. On the other hand, if you find it hard to like a student, you may find it difficult to see good qualities in him/her.

“To see things in seed, that is genius.” Lao-tzu

NOTE: THE TABS, OR TRAITS, APTITUDES, AND BEHAVIORS, ARE TEN ATTRIBUTES DERIVED FROM THE LITERATURE ON GIFTEDNESS AND ARE PRESENTED AS REPRESENTATIONS OF BASIC CORE ATTRIBUTES ASSOCIATED WITH THE GIFTEDNESS CONSTRUCT (FRASIER, HUNSAKER, LEE, MITCHELL, CRAMOND, KRISSEL, GARCIA, MARTIN, FRANK, FINLEY, 1995).

“The same qualities may look different in different contexts—copper looks and behaves very differently when it is combined with oxygen instead of sulfur. But it does not cease to be copper.” (Raven, 1992).

Filling in the Roster:

1. List the names of all students in your class on the roster found on page 5.
2. Familiarize yourself with the traits/aptitudes/behaviors listed on page 3 or 4.

Observe students during the first semester to see which students demonstrate the behaviors listed. While observing your class, please consider one category at a time. Compare each student with other students in your class from the same experience/environment. Therefore, most students will be Average (3); a few will be Above Average (4) or Weak (2). Usually only one student will earn a Superior (5) or Developing (1). For example, you will give a 5 to the student in your class that demonstrates the *most* Motivation. The two or so students who are next in line when considering motivation will receive a 4. Most other students will receive a 3. Then you will move on to the category of Interests and follow the same pattern.

Most classrooms follow a bell-shaped curve. Unless you are teaching a cluster class (6-8 of the highest achieving students in the grade level have been clustered in your homeroom) you should only have one or two students per category who would be assigned a Superior (5).

3. It is recommended that you ask other staff (e.g., physical education teacher, library/media specialist, guidance counselor, art or music teacher, enrichment teacher) who know your students for their observations. By soliciting their assistance this important activity becomes a “team” approach and allows for multiple perspectives to be considered. Many schools invite all its support staff to a grade level meeting so that they can contribute to the TABs.
4. As you consider each student, keep in mind the basic observational procedures described above.
5. Please total the points across on the *TABs Classroom Observation Form*.
6. The final step of the Child Find process is to use the information gleaned from completing the observations and the *TABs Classroom Observation Form* to complete the *Second Grade Gifted Child Find Quadrant Form*. Read the statements in the quadrants and enter each child’s name in one of four areas.

“GIFTEDNESS IS A CONCEPT OR PSYCHOLOGICAL CONSTRUCT, NOT A TRAIT OF A PERSON. WE DO NOT MEASURE GIFTEDNESS DIRECTLY AS WE WOULD TALLNESS. INSTEAD WE INFER GIFTEDNESS BY OBSERVING CERTAIN CHARACTERISTICS OR BEHAVIORS OF INDIVIDUALS. OUR INFERENCES ABOUT GIFTEDNESS WILL BE ACCURATE TO THE EXTENT THAT THE CHARACTERISTICS OR BEHAVIORS WE CHOOSE TO OBSERVE ARE RELEVANT TO THE CONSTRUCT AND ARE VALIDLY AND RELIABLY APPRAISED” (HAGEN, 1980, P.1)

TABs Classroom Observation Checklist for 2nd Grade Child Find

(A worksheet for observing students' exhibition of the core attributes of giftedness developed by Dr. Mary Frasier & Associates, The University of Georgia)

DIRECTIONS: While observing your class, please consider the following **traits, aptitudes, and behaviors (TABs)** associated with giftedness. Use the scale at the bottom of this box to summarize your evaluation and enter into the table provided.

1 – Developing 2 – Weak 3 – Average 4 – Above Average 5 - Superior

Important



While observing your class, please consider one category at a time. Compare each student with other students in your class from the same experience/environment. Therefore, most students will be Average (3); a few will be Above Average (4) or Weak (2). Only one or two students per category should be a Superior (5). For example, you will give a 5 to the student in your class that demonstrates the most Motivation. The two or so students who are next in line when considering motivation will receive a 4. Most other students will receive a 3. Then you will move on to Interests and follow the same pattern. If your class does not fit the normal (bell-shaped) curve, please include anecdotal information for each child.

Motivation

Evidence of desire to learn.

Student may:

- demonstrate persistence in pursuing and/or completing self-selected tasks. Tasks may be culturally influenced.
- focus motivation on **non-school** activities rather than school activities.
- be an enthusiastic learner of non-school or school subject matter.
- aspire to be somebody, do something.

Interests

A feeling of intentness, passion, concern or curiosity about something.

Student may:

- demonstrate unusual or advanced interests in a topic or activity.
- be a self-starter.
- pursue an activity unceasingly.
- be beyond age group in activities /interests.
- show concern for local and global issues.

Communication Skills

Highly expressive and effective use of words, numbers, symbols.

Student may:

- demonstrate unusual ability to communicate verbally, physically, artistically, or symbolically.
- use particularly apt examples, illustrations, or elaborations.
- use this ability in or out of the classroom.

Problem-Solving Ability

Effective, often inventive, strategies for recognizing and solving problems.

Student may:

- use effective & often inventive strategies for recognizing and solving problems.
- be able to change strategies if selected solution doesn't work.
- create new designs, invent.
- use this ability in or out of the classroom.

Humor

Brings two heretofore unrelated ideas or planes of thought together in a recognized relationship.

Student may:

- have keen sense of humor which could be gentle or hostile.
- have exceptional sense of timing in words or gestures.
- demonstrate unusual emotional depth.

Inquiry

Questions, experiments, explores.

Student may:

- ask unusual questions for age.
- play around with ideas.
- demonstrate extensive exploratory behaviors directed toward eliciting information about materials, devices, or situations.

Leadership

Displays leadership among his/her peers.

Student may:

- be quick to help others.
- carry out responsibilities well.
- lead others on the playground or in other unstructured situations (could be in a negative or positive way).

Reasoning

Logical approaches to figuring out solutions.

Student may:

- make generalizations.
- use metaphors and analogies.
- think things through in a logical manner.
- think critically.
- think things through and come up with a plausible answer.

Imagination/Creativity

Produces many ideas; highly original.

Student may:

- show exceptional ingenuity in using everyday materials.
- have wild, seemingly silly ideas.
- solve problems through non-traditional patterns of thinking.
- produce ideas fluently/flexibly.
- be highly curious.
- display figural or verbal creativity.

Insight

Quickly grasps new concepts and makes connections; senses deeper meanings.

Student may:

- show sudden discovery of correct solution following incorrect attempts based primarily on trial and error.
- display high ability to draw inferences.
- appear to be a good guesser.
- possess heightened capacity for seeing unusual and diverse relationships.
- integrate ideas and disciplines.

TABs Classroom Observation Checklist for 2nd Grade Child Find

(A worksheet for observing students' exhibition of the core attributes of giftedness developed by Dr. Mary Frasier & Associates, The University of Georgia)

DIRECTIONS: While observing your class, please consider the following **traits, aptitudes, and behaviors (TABs)** associated with giftedness. Use the scale at the bottom of this box to summarize your evaluation and enter into the table provided. **This checklist includes both sides of the "coin."**

1 – Developing 2 – Weak 3 – Average 4 – Above Average 5 – Superior

<p>Motivation- Evidence of desire to learn. Student may:</p> <ul style="list-style-type: none"> • demonstrate persistence in pursuing and/or completing. • self-selected tasks. Tasks may be culturally influenced. • focus motivation on non-school activities rather than school activities. • be an enthusiastic learner of non-school or school subject matter. • aspire to be somebody, do something. • be easily bored with routine assignments and repetitions; learn at faster pace. • find it difficult to wait for others. • want to do things her/his own way. • sometimes not want to stop one project to start the next. • dislike interruptions. • be overly aggressive. • challenge authority. • refuse to do assignments because "already know it." 	<p>Inquiry-Questions, experiments, explores. Student may:</p> <ul style="list-style-type: none"> • ask unusual questions for age. • play around with ideas. • demonstrate extensive exploratory behaviors directed toward eliciting information about materials, devices, or situations. • go on tangents; can be obnoxious with questions. • like to "stump" people with hard questions. • dominate discussions. • become a "pest."
<p>Interests-A feeling of intentness, passion, concern or curiosity about something. Student may:</p> <ul style="list-style-type: none"> • demonstrate unusual or advanced interests in a topic or activity. • be a self-starter. • pursue an activity unceasingly. • be beyond age group in activities/interests. • show concern for local and global issues. • read constantly, often at inappropriate times. • dominate discussions; extend comments with details beyond the comprehension of age-mates. • go on tangents with no follow-through. • lose other students by explaining or over-analyzing issues. • neglect other responsibilities. 	<p>Leadership-Displays leadership among his/her peers. Student may:</p> <ul style="list-style-type: none"> • be quick to help others. • carry out responsibilities well. • lead others on the playground or in other unstructured situations (could be in a negative or positive way). • become "bossy." • be unwilling to listen to classmates. • lead others into negative behavior. • be too authoritative. • be impatient with others.
<p>Communication Skills-Highly expressive and effective use of words, numbers, symbols. Student may:</p> <ul style="list-style-type: none"> • demonstrate unusual ability to communicate verbally, physically, artistically, or symbolically. • use particularly apt examples, illustrations, or elaborations. • use this ability in or out of the classroom. • show off. • invoke peer resentment. • constantly talk to and monopolize the time of the teacher. • lose or "turn off" students with high level of vocabulary. 	<p>Reasoning-Logical approaches to figuring out solutions. Student may:</p> <ul style="list-style-type: none"> • make generalizations. • use metaphors and analogies. • think things through in a logical manner. • think critically. • think things through and come up with a plausible answer. • notice too much in classroom; may appear off-task. • not follow directions readily. • overlook details. • tell teacher better ways to do things. • unwilling/unable to show work or details.
<p>Problem-Solving Ability-Effective, often inventive, strategies for recognizing and solving problems. Student may:</p> <ul style="list-style-type: none"> • use effective & often inventive strategies for recognizing and solving problems. • be able to change strategies if selected solution doesn't work. • create new designs, invent. • use this ability in or out of the classroom. • interfere with others. • be perfectionistic. • avoid reflective, divergent responses. • sometimes be too innovative. • be stubborn. • unwilling/unable to show work or details. 	<p>Imagination/Creativity-Produces many ideas; highly original. Student may:</p> <ul style="list-style-type: none"> • show exceptional ingenuity in using everyday materials. • have wild, seemingly silly ideas. • solve problems through non-traditional patterns of thinking. • produce ideas fluently/flexibly. • be highly curious. • display figural or verbal creativity. • get lost in own thoughts. • appear to be daydreaming or inattentive. • not follow-through. • constantly doodle or draw.
<p>Humor-Brings two heretofore unrelated ideas or planes of thought together in a recognized relationship. Student may:</p> <ul style="list-style-type: none"> • have keen sense of humor which could be gentle or hostile. • have exceptional sense of timing in words or gestures. • demonstrate unusual emotional depth. • be out-of-sync with classmates and become socially isolated. • make jokes at adults' or classmates' expenses. • play cruel tricks on others. • be the class clown. 	<p>Insight-Quickly grasps new concepts and makes connections; senses deeper meanings. Student may:</p> <ul style="list-style-type: none"> • show sudden discovery of correct solution following incorrect attempts based primarily on trial and error. • display high ability to draw inferences. • appear to be a good guesser. • possess heightened capacity for seeing unusual and diverse relationships. • integrate ideas and disciplines. • overlook details. • be out-of-sync with classmates. • appear to be showing off or make other students feel inadequate. • impolitely correct adults.

TABs Classroom Observation Form Teacher/Team _____ School _____ Date _____ Enter your student roll below.	Motivation	Interests	Communication	Problem-Solving	Humor	Inquiry	Leadership	Reasoning	Creativity	Insight	Total Points	For Office Use
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
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27.												

SECOND GRADE GIFTED CHILD FIND QUADRANT FORM

TO BE COMPLETED BY EACH SECOND GRADE TEACHER AND

SUBMITTED TO YOUR LOCAL SCHOOL OR SCHOOL SYSTEM GIFTED ADMINISTRATOR.

DATE _____ TEACHER _____ SCHOOL _____

Enter the name of each child on your roll in one of the boxes below. Names in the top two boxes become gifted referrals.

Indicate the race of each child using **W**=White, Non-Hispanic; **B**=Black, Non-Hispanic; **H**=Hispanic; **A**=Asian, **P**= Pacific Islander; **I**=American Indian or Alaskan Native, **M**=Multi-racial

<p>Based on my observations, the following students frequently displayed many of the characteristics on the behavior checklist: I therefore recommend them for consideration for further assessment with no reservations.</p>	<p>The following students displayed strengths in a number of the behavioral areas of the checklist: I therefore recommend them for further assessment.</p>
<p>The results of my observations and the behavioral checklist are inconclusive about the following students. More time and observations may be needed before making a final recommendation.</p>	<p>The results of my observation show that while the following students exhibited some of the behaviors on the checklist, the display was not significant enough to recommend them for consideration for further assessment at this time.</p>

Adapted from the **Referral Summary Sheet**, research edition, developed as part of the National Research Center on the Gifted and Talented Project at the University of Georgia, June 1999

<p>Total Referred by Race (Top 2 boxes only): W _____ B _____ H _____ A _____ PI _____ I _____ M _____</p>
