

# Ideas for Enrichment and Identification



# Introduction

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The intention of this presentation is to take a proactive approach to gifted identification and provide parents and general educators with enrichment supports. With our drop in identification, it is more important than ever to find and meet the needs of these learners.

The ideal time to request testing for gifted is during elementary years, specifically early elementary. However, testing can be requested from first through eighth grade in the state of West Virginia. Although many of the following ideas would be better suited for elementary students, many can still be applied or provided to middle school students. We hope to provide families with ideas for supports at home as well.

# Definitions

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**Enrichment:** Provided in general education setting, at home, and/or in small group settings. The child does not have an IEP for gifted, but may benefit from these extra challenges.

**Gifted Education:** Provided to students with IEPs. The special education minutes stated in the IEP must be met. These programs are often referred to as TAG, HOTS, GATE, etc.

General Educators

# Traditional

- ❑ Benchmark scores
  - ❑ Grades
  - ❑ Standardized test scores
  - ❑ Classroom performance
-

## Common Gifted Characteristics

Use this checklist to help identify gifted learners who may demonstrate some of these characteristics.

Perfectionistic tendencies		Needs to know "why" often		Critical thinker/ skeptical	
Curious/ inquisitive/ clever		Impulsive/ high energy		Heightened self-awareness	
Interest in problem solving activities and scenarios		Deep thinker/ thinks about thinking/ daydreamer		Has either very strong or very weak executive functioning	
Friends with similar high ability levels		Independent learner/ persistent		Wide range of interests	
Strong sense of justice		Avid reader from an early age		Creative/ inventive	
Hard time accepting failure and criticism		Strong ability to focus intensely on areas of high interest		Enjoys conversing with older peers and adults	
Great sense of humor/ witty		Makes logical associations		Grasps new concepts quickly	
Learns and demonstrates new knowledge quickly		Thinks and worries about things bigger than themselves		Develops asynchronously compared to same age peers	
Exceptional memory/ recall		Gets bored with grade level work		Observant/ enjoys exploring	
Enjoys building and designing		Superior mental math abilities		Struggles with emotional regulation	

## Gifted Characteristics Checklist

# Activities

How can you promote enrichment in the classroom to identify high achievers and gifted students?

- ❑ Puzzle station
  - ❑ Daily logic puzzle or brain teaser
  - ❑ Puns, riddles, Rebus puzzles, analogies, palindromes, and other fun word play activities
  - ❑ Makerspace
  - ❑ Classroom topic extensions
  - ❑ Dr. Joseph Renzulli's Top 10 Ways to Successfully Personalize Learning:  
<https://gifted.uconn.edu/wp-content/uploads/sites/961/2023/03/Renzulli-Top-10-Ways-to-Successfully-Personalize-Learning.pdf>
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# Activities

- ❑ Challenge area set up for early finishers ready for more complex work
  - ❑ Portfolio
  - ❑ One book to challenge them and one book for enjoyment
  - ❑ WVAGT Pinterest boards:
    - ❑ Quick Critical Thinking Activities
    - ❑ Gifted Extensions for General Education
    - ❑ <https://www.pinterest.com/wvagt0466/>
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## FIND THE TOP VIEW



A



B



C



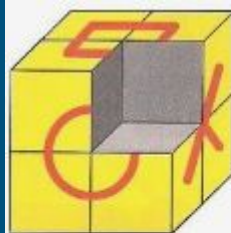
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$$\text{Gorilla} + \text{Gorilla} + \text{Gorilla} = 6$$

$$\text{Pig} + \text{Gorilla} + \text{Gorilla} = 16$$

$$\text{Pig} + \text{Monkey} + \text{Pig} = 29$$

$$\text{Monkey} \times \text{Pig} + \text{Gorilla} = ?$$



1



2



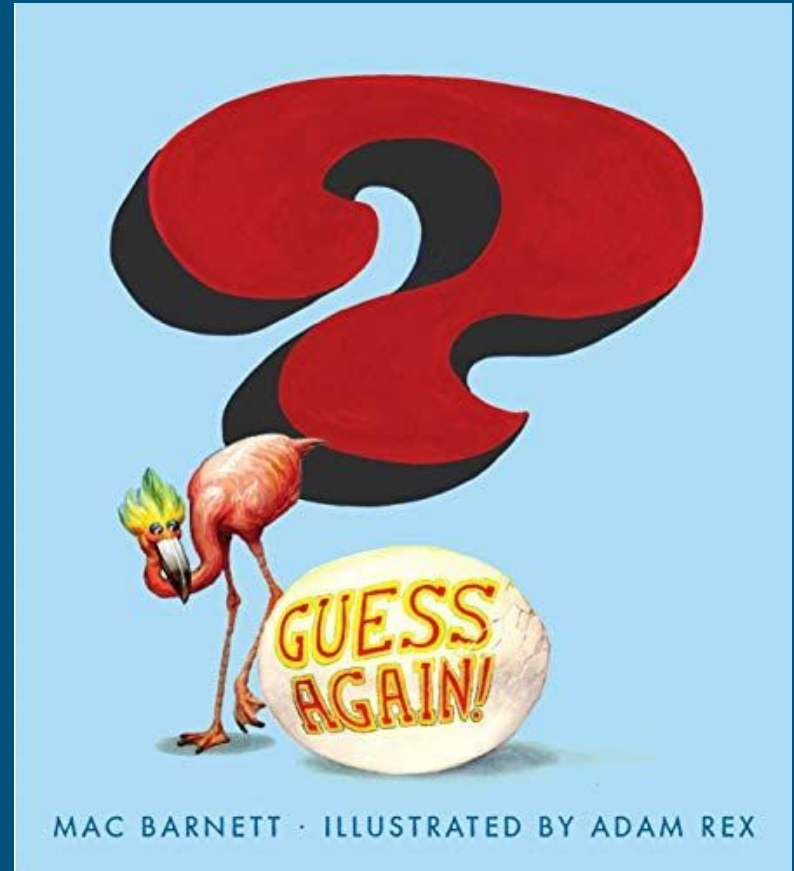
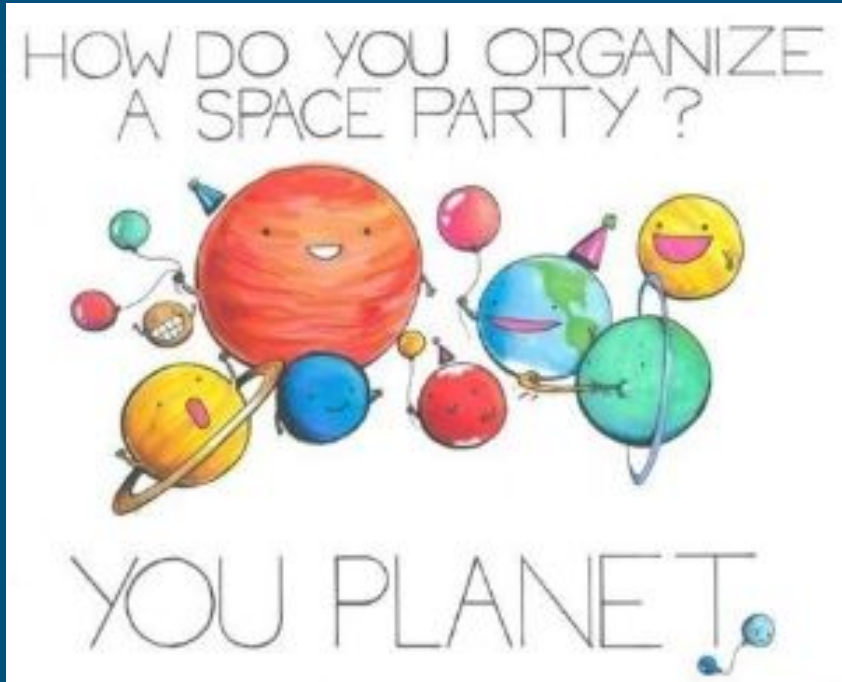
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4



5



A pun and a great early elementary book (K-2)

# Questions for CRITICAL THINKING

advanced

How High Can You Take Your Students?

basic

Create: How could you create/improve the facts?

**What would it be like if...?**    **What would it be like if...?**    **What might happen if...?**

Evaluate: Do you agree or disagree with the facts?

**Would it be better if...?**    **Why do you think that...?**    **What would you recommend...?**

Analyze: What is the relationship between the facts?

**Why do you think...?**    **What motive is there...?**    **What can you conclude...?**

Apply: How do the facts affect you?

**How would you solve...?**    **What would result if...?**    **How would you use...?**

Understand: What do you know about the facts?

**Can you explain...?**    **Describe what happened...**    **What does it mean...?**

Remember: What are the facts?

**Who?**    **What?**    **Why?**    **How?**  
**Who?**    **Where?**    **When?**

Book Title: \_\_\_\_\_

Author: \_\_\_\_\_



What is the main theme of this story?



What special writing techniques does the author use? Give examples.



Do you notice any patterns in this book?



What moral or ethical issues are raised in this book? What controversies exist?



Are you left with any unanswered questions?



How would this book or story be different if it were written from a different point of view?



What changes over time? What doesn't change? What impact might this story have on the future?

Critical thinking extensions for the general education classroom

Parents

# Home

How can we enrich our children  
at home?

- ❑ 2D and 3D puzzles
  - ❑ Escape rooms
  - ❑ Tower defense games
  - ❑ Family game night
  - ❑ Helping with a hands-on project
  - ❑ Visit historical landmarks and museums and talk with them about what they saw
  - ❑ Access to books on a higher reading level
  - ❑ KiwiCo. Subscription
  - ❑ WVAGT Pinterest Board:
    - ❑ For Parents of Gifted Children
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# Home

- ❑ Child Find: Provided services and programs in public schools
  - ❑ <https://www.berkeleycountyschools.org/cms/lib/WV01000962/Centricity/Domain/5285/Child%20Find%20Brochure%202020-211.pdf>
- ❑ Have your child create a grocery list, plan a road trip, etc. within parameters such as dietary needs, budget, length of time, etc.
- ❑ Governor's School  
<https://govschools.wv.gov/Pages/default.aspx>
- ❑ Become a parent advocate of gifted education by sharing how to make a referral and other helpful info with other parents.

# Websites

- ❑ Emotional support:  
<https://www.sengifted.org/>
- ❑ Policy 2419 (WV's Special Education Services):  
<https://wvde.us/special-education/policies-and-compliance/policy-2419/>
- ❑ Parent and teacher resources:  
<https://raisinglifelonglearners.com/about/>
- ❑ Parent and teacher resources:  
<https://www.giftedguru.com/>
- ❑ Parent resources:  
<https://my-little-poppies.com/gifted/>
- ❑ Podcast about different kinds of learners:  
<https://neurodiversitypodcast.com/>
- ❑ Games:  
<https://www.mindware.orientaltrading.com/>
- ❑ Neurotype Overlaps:  
<https://tendingpaths.wordpress.com/2022/12/12/updated-autism-adhd-giftedness-venn-diagram/>

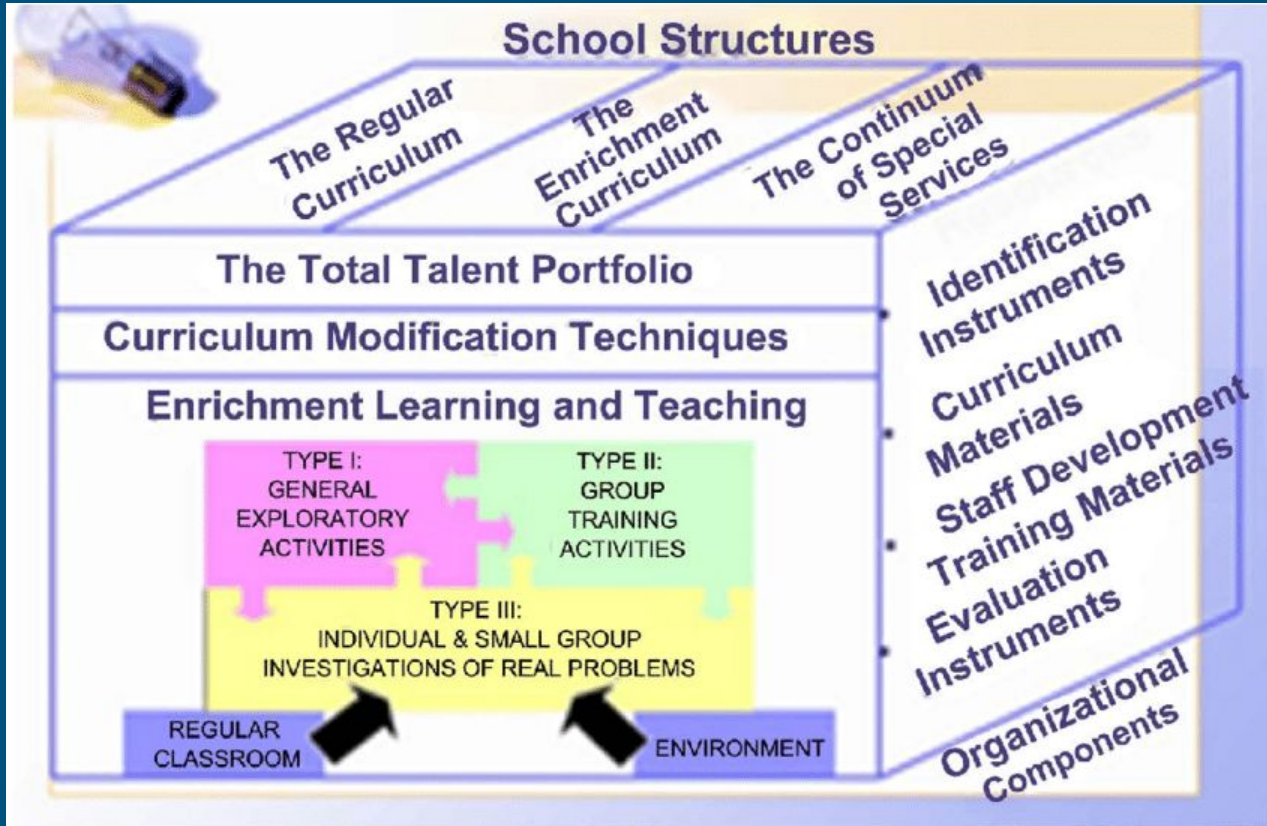
Administrators



# Programs

What can schools do to support enrichment and gifted education?

- ❑ Future Problem Solving
    - ❑ <https://sites.google.com/site/wvf/psp>
  - ❑ Lego League
  - ❑ Chess Club
  - ❑ Robotics Club
  - ❑ Coding Club
  - ❑ Drone Club
  - ❑ Enrichment Programs
    - ❑ <https://gifted.uconn.edu/schoolwide-enrichment-model/>
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Renzulli's Schoolwide Enrichment Model

# Another Enrichment Program Strategy

**1. Criteria** Develop specific criteria (ex: benchmarks, classroom performance, tested but did not qualify, etc.)

**2. Class lists** Teachers develop lists of up to 10 students per class, grade level, or whatever works for your school.

**3. Information** Type up 1-2 paragraphs for families stating who you are and what enrichment aims to provide.

**4. Schedule** Meet with enrichment students once a week for 30-40 minutes per class for activities.

**5. Referrals** Monitor progress and discuss referring students from the enrichment classes for gifted.

**6. Qualifications** Keep a list of kids who could take the place of any students who qualify for gifted from enrichment.

# Example Enrichment Letter to Parents

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## Enrichment Classes

Our school is offering higher order thinking skill enrichment classes for high achieving and highly motivated students in \_\_\_ grades. Student selections are based upon benchmark scores, classroom performance, and teacher recommendations.

The enrichment classes will meet for forty minutes once a week during the school day and will address critical & creative thinking as well as cross-curricular problem solving. Many of the activities are cleverly disguised as games while others may be more hands-on and project oriented.

Classroom teachers will not be introducing new instruction while students are in enrichment; therefore, there will be no work to make up.

Please reply to this email to let your child's teacher know if you give your permission for your child to participate in an enrichment group.

# Gifted Educators

# Helpful Roles

How can you share your knowledge and skill set with more students, parents, and teachers?

- ❑ Become a SAT coordinator
  - ❑ Present about your program during your Professional Learning Community (PLC) time/ Professional Development
  - ❑ Coordinate and present with your school psychologist about the referral process at PLC's/ Professional Development
  - ❑ Become a WVAGT officer.
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# Press

- ❑ Create a website for your program and make the link accessible on your school's website
    - ❑ <https://sites.google.com/boe.mono.k12.wv.us/cheat-lake-gifted-education-si/home>
  - ❑ Coordinate county-wide gifted events such as a science fair, picnic, game night, student showcase, or competition
  - ❑ Invite press coverage for a gifted-related event (and give an interview)
  - ❑ Share the WVAGT Pinterest and Facebook group with parents, teachers, and administrators
  - ❑ **Be sure to get consent for any possible photos**
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# Miscellaneous

- ❑ Get to know students at your duties
  - ❑ Inquire about younger siblings and/or friends of current gifted students
  - ❑ Encourage parents to not tell children that they are being tested for the gifted program
  - ❑ Connect with other gifted teachers
  - ❑ Maintain regular contact and support with general educators
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# Miscellaneous

- ❑ Distributing and discussing a gifted characteristics checklist during PLCs
  - ❑ Special considerations
    - ❑ Chapter 4, page 57:  
<https://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=55902&Format=WORD>
  - ❑ Share myths about gifted students at PLCs
    - ❑ <http://www.enrichmentcenter.edu/cation/documents/Resources/GS-CS-Myths-Facts%20about%20gifted%20students.pdf>
  - ❑ Consider an advocate as a last resort
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### **Myth 3: “They will all level out by fourth grade...”**

This is my personal favorite. But, this is actually a truth, not a myth, for the gifted learner.

What?!

The short story is that the children bearing disabling conditions get access to special services, accommodations, or modifications of the curriculum as required by law (both state and federal). The average kids get their needs met since they are the targets of the curriculum. And, the gifted kids get...bored!

No challenge. No recognition for that deft prose or alacrity with arithmetic. Indeed, the gifted often get punished with more work; especially if they finish things too quickly in the classroom.

Sure, we level the gifted out by fourth grade. We conform them to expected behaviors. We teach them that everyone needs to have a turn; and, be heard. We socialize them to typical tendencies of their chronological age. We DISABLE them in schools where this myth is heard (and I hear it often!).

This is the consequence if we can't harness their abilities at an early age. More information at <https://www.davidsongifted.org/gifted-blog/disproving-myths-about-gifted-students/>

# Websites

- ❑ Engineering Competitions:  
<https://www.futureengineers.org/>
- ❑ Game:  
<https://www.setgame.com/quiddler/puzzle>
- ❑ Profoundly gifted resource:  
<https://www.davidsongifted.org/>
- ❑ Lessons and activities:  
<https://www.byrdseed.com/>
- ❑ National Association for Gifted Children:  
<https://nagc.org/>
- ❑ Gifted research and professional development: <https://gifted.uconn.edu/>
- ❑ Policy 2419 (WV's Special Education Services):  
<https://wvde.us/special-education/policies-and-compliance/policy-2419/>

# Websites

## Support for gifted lessons

- ❑ Informational Texts: <https://wonderopolis.org/>
- ❑ Constellation Website/ App: <https://stellarium-web.org/>
- ❑ Create Logos: <https://logomakr.com/> and <https://www.picmonkey.com/>
- ❑ Thought-Provoking Questions: <https://www.loc.gov/everyday-mysteries/>
- ❑ Music Activities: <https://www.sfsymphony.org/EducationCommunity/Music-Connects-Kids>
- ❑ Informational and How-To Videos for Kids: <https://thekidshouldseethis.com/>
- ❑ Math: <https://www.chilimath.com/>
- ❑ Science (Middle/ High School): <https://www.biointeractive.org/>
- ❑ Math, Science, and History on Youtube: <https://www.youtube.com/@MrDeMaio>
- ❑ Additional Resources: <https://www.thekidstory.com/websites-for-gifted-children/>

# Takeaways

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## Gifted Educators

Communicate regularly with teachers, build their confidence with referring, provide enrichment classes, make your program(s) known to the school community.

## General Educators

Provide enrichment stations/ morning work, create a list of gifted and/or enrichment candidates, collaborate with your gifted teacher.

## Administrators

Create and support enrichment programs, encourage referrals, make sure the referral process is clear to teachers and parents.

## Parents

Know your rights, seek out support from gifted educators, classroom teachers, and/or parents of other gifted children.