



**Do you
think your
secondary
child
is gifted?**



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Does your secondary child exhibit the following characteristics at home? *(It's rare for one person to have all of the characteristics and traits of giftedness described here.)*

- Did your child start talking (and never stopped talking) before most other children the same age?
- Did your child start reading before most other children the same age? Did he/she have an unusual interest in printing letters, names, words?
- Does your child really listen and process the answers (which means you can't just toss something off without thinking about it, or you will be challenged?)
- Does your child give complex and detailed answers to questions (even simple questions)?
- Does your child have a wide range of interests? Does he/she enjoy trying new things?
- Does your child spend his/her free time drawing, painting, writing, sculpting, singing, or dancing?
- Does your child get lost in his/her own world and become so involved in what she/he's doing that she/he isn't aware of anything else?
- Does your child go further than most kids would to pursue an interest, solve a problem, find the answer to a question, or reach a goal?
- Does your child frequently have unusual ideas? Does he/she give logical, reasonable explanations for events and occurrences?
- Does your child pay close attention to details, is highly observant, and does not miss a thing? Does he/she notice likenesses and differences between people, events, or things?
- Does your child ignore any and all distractions (including you)?
- Does your child come up with powerful, persuasive arguments for almost anything?
- Does your child show empathy and sensitivity to the needs and feelings of others? Is he/she aware of problems that others don't notice?
- Does your child worry about the world, other people, and/or the environment?
- Does your child concentrate on 2 or 3 activities at one time (the ultimate multitasker!)
- Does your child make, dramatic gestures when telling a story or describing something that happened?

Expanded and adapted from the work of Judy Galbraith, M.A.

Should I Nominate My Child for the AISD Gifted and Talented Program?

What kind of program does AISD offer for gifted students?

The AISD gifted program in grades K-12 covers the four core subject areas of language arts, math, science, and social studies. Program arrangements vary from campus to campus using various strategies to best serve gifted students on a particular campus. The district supports the cluster grouping model, where gifted students are grouped in the same classroom to provide opportunities for them to work with fellow gifted students and with non-gifted students on a regular basis. Teachers who work with gifted students have been specifically trained to extend, enrich, and differentiate curriculum for those students who need more than the regular curriculum provides.

Does my nomination mean that my child will participate in the Gifted Program?

To be nominated is only the first step in the process of selection. Nominations may be made by parents, teachers, and peers. Older students have the option of self-nomination. Once a student is nominated, the child's teacher(s) will be asked to provide nomination information to supplement the parent nomination information. Students nominated for the GT program will be screened, provided the parents give permission for testing. Once all students have been screened, a Campus Selection and Placement Committee will review the student data collected and will make the final GT placement decisions based on an analysis of collected student data. Once a child is placed in the AISD GT Program, he/she will remain in the program throughout all grade levels, unless exited according to stated procedures. Children who are not placed in the program may be nominated again the following school year for GT screening.

What should I do if I want to nominate my child for the Gifted Program?

Twice a year, each AISD campus will hold an open enrollment period for the GT program at their school. Parents need to contact the Campus GT Advocate at their child's school for a GT Parent Nomination Form. *(A copy of the form is attached to this packet for your convenience)* The form must be completely filled out. Be sure to answer the two questions on the back of the form. This information can be very helpful to the Campus Selection and Placement Committee when making student placement decisions. Return the parent form in a timely manner to the campus GT Advocate so they can continue with the GT screening process.

Who do I contact if I need more information?

For general questions about the identification process, please contact the Department of Advanced Academic Services at 414-9986. Specific questions about the process on a local campus should be addressed to the campus principal or to the GT Advocate on that campus.

Secondary Parent Nomination Form For AISD Gifted Program

Directions: Please print and take a few minutes to better help us understand your child by checking the appropriate items below. This list is not intended to be all-inclusive, but general in nature. Filling in the items below, signing on the back page, and returning this form constitutes permission for Austin ISD to perform additional testing on your child and use this information in making professional determinations regarding the Gifted and Talented program.

Student Name: _____ **Parent Signature:** _____

School: _____ **Grade:** _____ **Date:** _____

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Observed Characteristics	Seldom Or Never	Someti mes	Quite Often	Almost Always	Additional Comments
1. My child learns rapidly and retains the information. (For example: John Automatically gets the correct answer for the game show question after reading about the topic one time weeks ago.)					
2. My child is inquisitive and constantly questions everything even after the original question has been answered. (For example: Sally asked why the building fell down during the tornado? Then asked why the tornado was able to knock the building down? Then asked how tornadoes are formed?)					
3. My child will spend more time and energy than his/her age-mates on topics of his/her interest. (For example: Joan is learning to sew and spends every free minute designing new dress patterns and trying to sew them herself.)					
4. My child sets high personal goals and expects to see results from his/her work. (For example: Mary insisted on building a robot from spare machine parts even though she knew nothing about engines or construction.)					
5. My child continues to work on a project even when faced with temporary defeats and slow results. (For example: After building a model rocket, Sally continued to try to launch it, despite several failures and "crash landings".)					
6. My child suggests imaginative ways of doing things, even if the suggestions are sometimes impractical. (For example: "If you really want to clean the refrigerator, why don't we move it outside and I'll hose it down.")					
7. My child is persistent. He/she sticks with a task. (For example: John will continue to work at his part-time job, even if the hours are not ideal, while he seeks other employment.)					
8. My child uses common materials in ways not typically expected. (For example: "I'll bring a deck of cards when we go camping. If it rains we can use them to start a fire, and it's dry, we can play 'fish' around the campfire.")					

<p>9. My child avoids typical ways of doing things, choosing instead to find new ways to approach a problem or topic. (For example: “I had trouble moving this box to the other side of the garage so I used four broom handles as rollers and just pushed it along.”)</p>					
<p>10. My child gets so involved with a project that (s)he gives up pleasures to work on it. (For example: Ti is writing a book about the town’s history and spends time examining documents even when he knows he’s missing his favorite TV show.)</p>					
<p>11. My child often uses humor in situations or events that are not obviously funny to most children his/her age. (For example: “It was really funny that after our coach showed us a movie on outdoor safety, he sprained his ankle while lining us up to go back to class.”)</p>					
<p>12. My child prefers working or playing alone rather than doing something “just to go along with the gang.” (For example: “I always misspell the first word in a spelling bee; then I get to sit down and do something I like.”)</p>					
<p>13. My child prefers working or playing with people that are older and more mature than children his/her own age. (For example: “While Kerry was in 7th grade his close friends were on the senior debate team.)</p>					
<p>14. My child is a “doer” who begins a project and shows finished products of his/her work. (For example: Mary began working on a puppet show four months ago, and has since built a stage and puppets, and has written a script. Tomorrow she’s presenting her play to the PTA.)</p>					
<p>15. My child is a “self-starter” who works well alone, needing few directions and little supervision. (For example: After watching a film about musical instruments, Gary began to make his own guitar from materials he found around the garage.)</p>					

