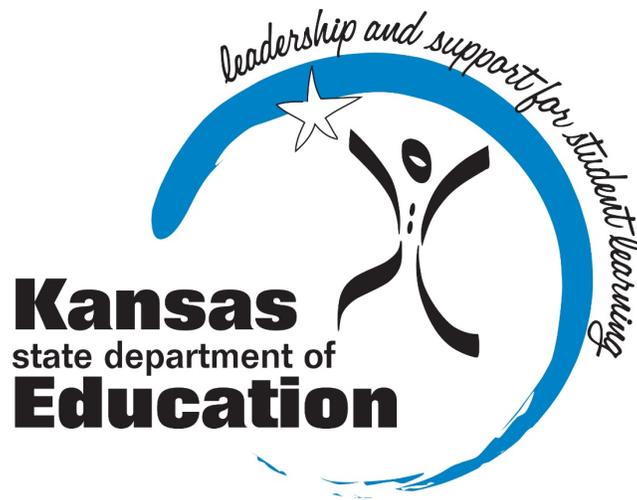


Frequently Asked Questions for Gifted



For additional information contact:

Melissa Valenza

Education Program Consultant

Special Education and Title Services Team

(785) 296-6035

mvalenza@ksde.org

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to any group officially affiliated with the Boy Scouts of America and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

Frequently Asked Questions for Gifted

General Education Interventions (GEIs)

What are appropriate general education interventions for high ability students?

GEIs for high ability students might include extensions of curriculum provided by the regular education teacher or acceleration in those districts which allow any student who meets criteria for acceleration to be placed in an advanced course. Other GEIs might include independent study at an advanced level in a student's area of interest, or including the student in interventions created for students already identified as gifted. Remember it is the responsibility of both general and special educators to carry out GEI as Kansas' method of conducting child find.

How can you do progress monitoring of GEIs for high-ability students?

GEIs include those activities and strategies carried out by regular education staff to support the needs for advanced learning found in high-ability students. If you have baseline data (some type of measure of the student's initial level of achievement), you can compare it to use of this measure again at regular intervals, such as at report card time. This might occur through tests that can be administered frequently, or use of rubrics or rating scales.

Evaluation and Eligibility

How does the eligibility team determine if a student does or does not meet the definition of gifted (Prong 1)?

The team considers whether the student's data match or do not match the definition of Gifted in Kansas regulations by considering the example indicators listed in the Indicators Document. There are three categories of information that apply to Prong 1 for Gifted:

1. Evidence of performing or demonstrating the potential for performing at significantly higher levels of accomplishment in one or more academic fields
2. Evidence of being due to intellectual ability
3. Evidence compared to others of similar age, experience and environment

Teams must have data matching at least one of the indicators in all three categories required for Prong 1.

How does the eligibility team determine if a student does or does not need special education or related services (Prong 2)?

Teams can help answer the question of need for special education services by asking about the intensity of instruction and supports required for the child to be successful. Does the child have specific needs which are so unique as to require specially designed instruction in order to access and make progress in the general education curriculum? The issue of progressing in the general education curriculum is especially significant for gifted students. If the child already knows the curriculum content being taught during the upcoming year, is specially designed instruction needed to ensure progress in the curriculum? Teams should have data matching at least one of the indicators for Prong 2 for gifted in the Indicators Document.

[Can only the school psychologist give just the Wechsler Intelligence Scale for Children \(WISC\) and the Woodcock-Johnson Tests of Achievement as the only data collected and considered for an initial evaluation of a student referred for gifted services?](#)

No, this would not meet the requirement that the evaluation be conducted by a multi-disciplinary team. The members of the evaluation team are the same as those who would serve on the child's IEP team (should the child be found eligible), including the parents. This practice would also fail to meet the requirement that the initial evaluation must include a variety of assessment tools and strategies to gather relevant functional, developmental and academic information, including information provided by the parent, that may assist in determining whether the child is an exceptional child, the educational needs of the child, and the content of the child's IEP, including information related to enabling the child to be involved, and progress in the general education curriculum (K.S.A. 72-3428(b)(1)).

[Can the school psychologist alone determine if a student is gifted or not gifted based on the IQ score or the score from a nationally-normed achievement test?](#)

No, this would not meet the requirement that eligibility decisions be made by a team of qualified professionals and the parents of the child who has been evaluated. It also fails to meet the requirement that no single measure or assessment shall be used as the criterion for determining whether the child is a child with an exceptionality and for determining an appropriate educational program for the child. The team that determines eligibility must review all the data that has been collected regarding the student and make the eligibility decision based on the preponderance of evidence. It is important to remember that an IQ score and an achievement score are merely indicators for two of the three required categories within the definition for gifted. Other data may also serve as indicators for the components of the definition. Teams must select assessment instruments appropriate for conducting a non-biased evaluation for an individual student, then apply that data to the indicators for the two-prong test of eligibility.

[What is the minimum age for a child to be identified as gifted?](#)

The age at which a local board of education provides educational services to children without disabilities. (K.A.R. 91-40-1(ddd)).

IEPs

[Is it allowable to have a consultation-only IEP?](#)

It would be possible for the IEP team to decide that the only service needed to support the student is consultation by the gifted consultant/gifted teacher with the regular education teacher(s). Such an IEP must meet all the requirements for any IEP.

[Does a consultation-only IEP need to have a goal?](#)

All IEPs must have at least one goal. For an IEP where the only service provided is consultation, the goal would reflect the anticipated progress the student will make as a result of the consultation provided by the gifted teacher/gifted consultant to the regular education teacher(s).

In the Present Levels of Academic Achievement and Functional Performance (PLAAFPS) what type of information would be included as “functional performance” for a gifted student?

Information related to functional performance could include emotional issues (e.g., perfectionism, feelings of isolation), social skills (e.g., ability to work well with a group), communication skills, time management (e.g., turning projects in on time), attention and concentration, participation in extra-curricular or community activities, and others. Both strengths and challenges should be included within the PLAAFPS.

How do you report progress toward annual goals?

The IEP must include a description of how the child’s progress toward meeting the annual goals will be measured, and a description of when parents will be provided periodic reports about their child’s progress toward meeting the annual goals. This may be done in writing or through documentation of information shared at a meeting with the parents. The way progress is measured is by using the same measurement method described in the annual goal to assess intermediate progress toward the goal. The idea is to use progress monitoring information in a formative way, to help with decision-making about any needed instructional changes.

Must a general education teacher attend the IEP meeting for a gifted student?

Yes, unless the district and parent sign an excusal form. If the meeting will involve a discussion of or modification to that general education teacher’s area of the curriculum, the teacher must also submit input into the development of the IEP in writing to the parent and the IEP team prior to the meeting.

When is the description of Frequency, Location, and Duration required for gifted services?

A description of the frequency, location, and duration is required for any type of service provided to a gifted student. This includes special education services, related services, accommodations, modifications, and support for school personnel.

Are secondary transition services required in the IEP of a student identified as gifted only?

No, students identified as gifted only are excluded by definition. K.A.R. 91-40-1(uuu) defines “transition services” as “a coordinated set of activities for a student with *disabilities* . . .” (emphasis added). However, the IEP Team must complete secondary transition requirements for student with a dual exceptionality (gifted + disability).