Kansas Effective Practices

Instructional Toolkit

Gifted 101 and Beyond

In a Pinch: Strategies, Links and References

Identifying & Supporting Students with Advanced Learning Needs

Phase I: Universal or Targeted Screening Within General Education

Screening is a process through which students and their educational performance are examined in order to ensure that all have an equal opportunity for support and appropriate education. Universal = all or grade level Targeted = specific or individual

Supports and Resources	Screening Methods	
	Universal	**Targeted**
Student indicators of possible advanced learning needs: behaviors, work samples, test scores Characteristics and Behaviors of the Gifted Characteristics of Gifted Children Characteristics Checklist for Gifted Children	Standardized test scores, assessments, class work review, and teacher observation. Eligibility Indicators Fall 2007	Standardized Test scores 95% or above, products, record review, teacher observation, evidence of mastery, parent input, student input. SIT Team review of data. Eligibility Indicators Fall 2007

Phase II: General Education Interventions

Based on results of a universal or targeted screening process, student(s) may demonstrate a need for additional supports/resources. These general education interventions can be delivered and monitored within a district MTSS and/or SIT model of intervention.

General Education Interventions Are Sufficient	General Education Interventions Are Not Sufficient	
	MTSS	**SIT**
The district model(s) of intervention and available resources and district policies appear to satisfy the advanced learning needs. Continue with general education interventions as necessary and monitor progress. Assessing & Meeting The Needs of High Ability Students Differentiation Strategies General Education Interventions Research Lesson 5 - Differentiation	Increasing levels of intervention intensity have been provided but the student demonstrates a need for a level of intensity of support beyond what is available in general education.	Interventions have been determined as not effective and/or district resources or district policies are not available to support the interventions.

Phase III: Determining Effectiveness of General Education Interventions

Depending on the effectiveness of the general education intervention model (MTSS or SIT) and/or the available resources and district policies that are in place to support those interventions, the team would make one of the following determinations:

General Education Interventions Are Sufficient	General Education Interventions Are Not Sufficient	
	MTSS	**SIT**
The district model(s) of intervention and available resources and district policies appear to satisfy the advanced learning needs. Continue with general education interventions as necessary and monitor progress. Assessing & Meeting The Needs of High Ability Students Research Lesson 5 - Differentiation	Increasing levels of intervention intensity have been provided but the student demonstrates a need for a level of intensity of support beyond what is available in general education.	Interventions have been determined as not effective and/or district resources or district policies are not available to support the interventions.

Phase IV: Initial Evaluation for Special Education Services

If general education interventions are not sufficient, the team or parent can request an initial evaluation. To be eligible for special education services, two criteria need to be met: (1) meets the district's criteria in defining giftedness and as a result of the giftedness, (2) demonstrates a need for special education services.

Eligibility Criteria Met	Eligibility Criteria Not Met
An Individualized education plan (IEP) services are determined, designed and implemented. Receiving Gifted Services Via Special Education Handbook	Adjust general education interventions and continue monitoring. Consider review of eligibility criteria and consider review of district policies to support students with advanced learning needs.