

**WHERE DOES YOUR
CHILD "BUBBLE UP"?:
USING THE KINGORE PARENT OBSERVATION
INVENTORY TO LEARN MORE ABOUT YOUR
CHILD'S STRENGTHS**



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Super Saturdays Parent Session

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GOALS OF SESSION

- Parents are guided toward interpreting the pattern of abilities and strengths of their gifted child.
- Learn how to document observed gifts.
- Learn why it is important to identify giftedness.
- Suggestions are shared for nurturing talents at home.
- Parents learn other ways to advocate for child.



Goal for Gifted Learners:

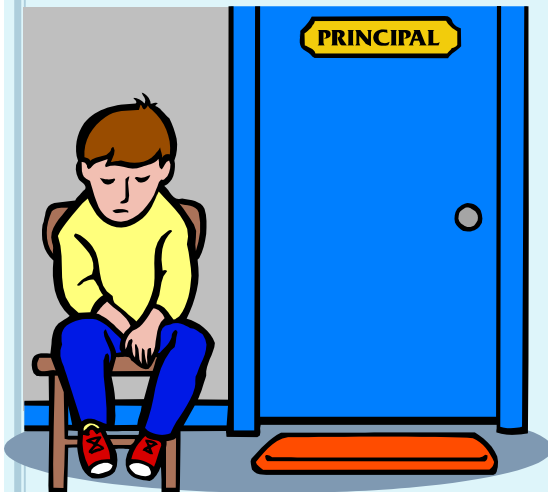
**For every gifted child to
experience continuous
learning...**



IMPORTANCE OF EARLY IDENTIFICATION

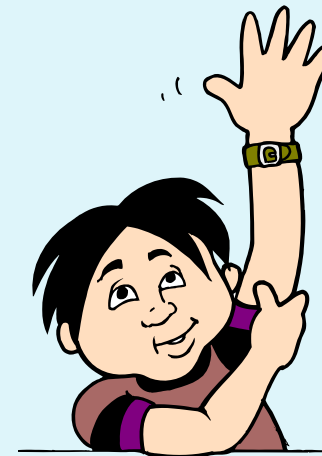
What can happen if we don't?

- **Deterioration of potential skills**
- **Easy achievement, no struggle or need for persistence**
- **Pattern of low performance**
- **Boredom, depression, behavioral issues**
- **Hidden abilities**



IMPORTANCE OF EARLY IDENTIFICATION

- **Develop confidence**
- **Grow self-esteem**
- **Maintain enthusiasm for learning**
- **Gain in achievement, motivation, and self-concept**





NEGATIVELY PERCEIVED CHARACTERISTICS

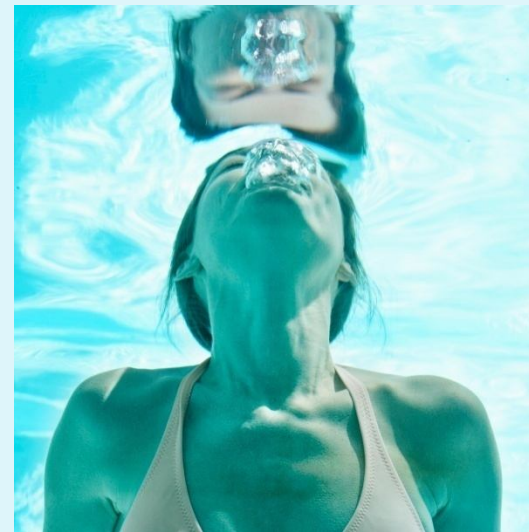


- Bored with routine tasks
- Refuses to do rote homework
- More concerned with the concept than the details
- Hands in messy work
- Makes jokes or puns at inappropriate times
- Refuses to accept authority





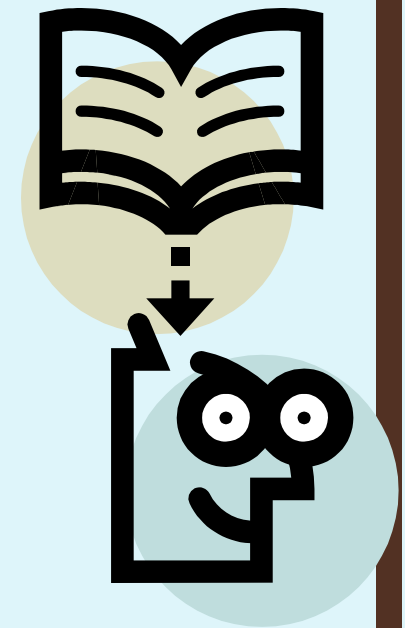
“Heat up the level of challenge in the classrooms and observe who bubbles up.”
-- Bertie Kingore



CATEGORIES OF GIFTED CHARACTERISTICS



Advanced Language
Analytical Thinking
Meaning Motivation
Perspective
Sense of Humor
Sensitivity
Accelerated Learning

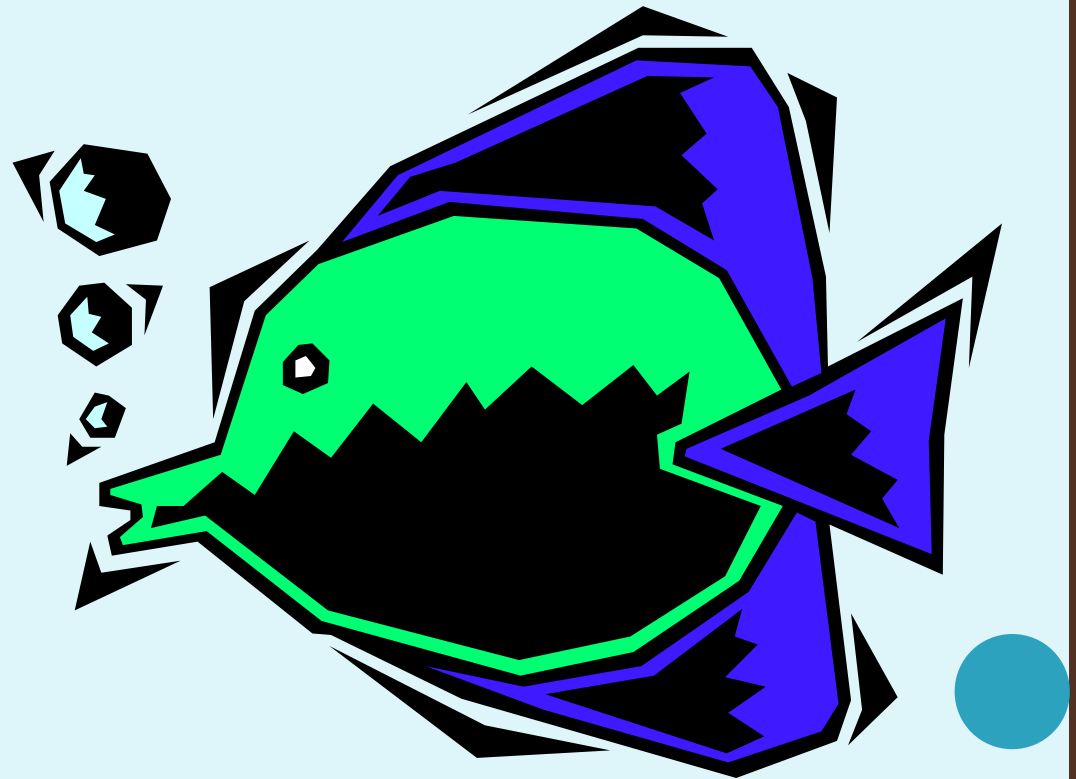


Kingore (2004)



Food for thought with the KOI...

- **Gifted tend to have 3,4 or more patterns of intensities in the following KOI categories.**



ADVANCED LANGUAGE (AL)

- May be demonstrated by wanting to learn multiple languages
- Use words we don't
- NOTE: gifted have to learn language of DIPLOMACY
- ALs may excel at reading, writing, language arts, social studies
- Good test takers since tests are language based.
- For this type of gifted: Talk up to them, use higher level vocabulary.



ADVANCED LANGUAGE (AL) (cont.)

- The student unassumingly and appropriately displays an advanced vocabulary and an ability to effectively use more complex language in a variety of situations.
- The student naturally uses similes, metaphors, and analogies to express insights.
- Latest studies suggest, entering level of 1st graders vocabulary predicts 11th grade reading comprehension.



What can you do for Advanced Language children at home?

- Parents/educators should use highest level wording you can use with AL skilled children. [This doesn't mean word drills!].
- Using art to draw words & their meaning helps cement new vocabulary.
- Read great books with your children so you can discuss them.





ANALYTICAL THINKER (AT)

- By age of 4, ATs can doing abstract reasoning.
- Analytical thinkers like to argue about everything.
- ATs make connections between & among things others may miss.
- May excel at math or science.
- Can be quite good test takers.



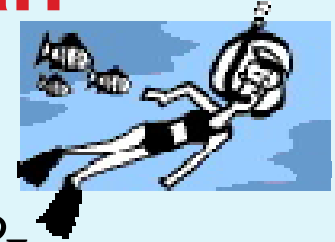
ANALYTICAL THINKER (AT) (cont.)



- The student demonstrates an ability to discern components of a whole, solves more difficult problems, and strives to determine more complex, abstract relationships and patterns in procedures, experiences, ideas, and/or objects.
- The student may not appear organized yet enjoys organizing and planning events and procedures.



What can you do at home with an Analytic Thinker?



- Involve these gifted in planning & organizing as much as you can tolerate.
 - E.g. planning trips, doing budgets.
- Play logic & tactic games.
- Find intellectual peers for them (even if not same age).





MEANING MOTIVATION (MM)

- Enjoy depth and breadth of learning something by age 4 or 5 by demonstrating intimate knowledge on certain subjects, e.g. dinosaurs
- MMs have topic based passions.
- “Mini-experts”.
- They are questioners.
- They ask intensely intellectual questions about things you don’t think they’d address.
- They can’t ask these questions typically of their age peers, typically turn to intellectual peers.
- Need to be around those that appreciate their perspective.



MEANING MOTIVATION (MM) (cont.)

- The student exhibits an inner drive for thorough, independent understanding that results in the development of expertise in one or more areas.
- The student is philosophical, pursues issues atypical of age-mates, demonstrates an extensive memory, and asks penetrating, intellectual questions.



What can you do at home with a Meaning Motivation child?

- Ideas?





PERSPECTIVE

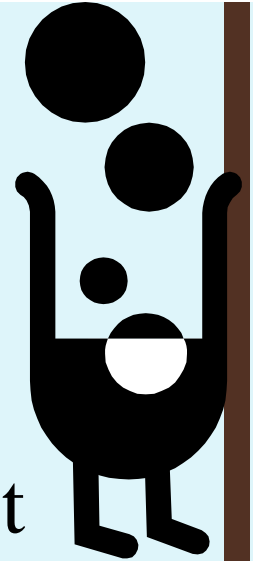


- Can have multiple perspectives at same time.
- Walk to a different drummer.
- Art is one window that shows us the lens to their brain.
- These children can get hung up on tests because they see question another way.
- Dealing with Perspective Learners: Try to understand their view even when different from yours.



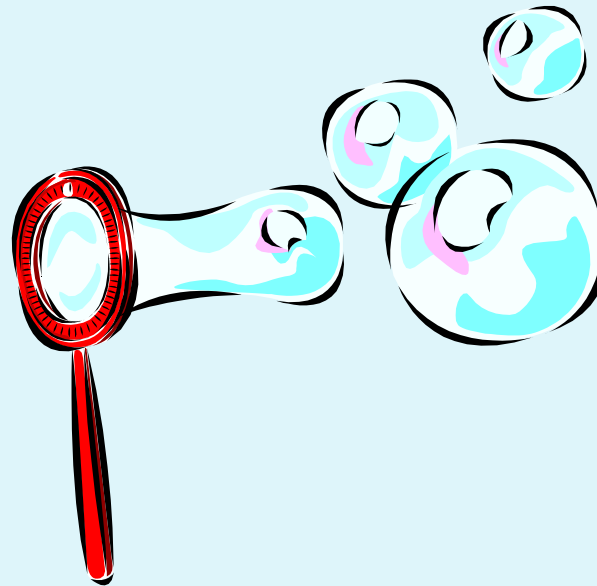
PERSPECTIVE (cont.)

- The student develops unique graphics or patterns and displays an ability to interpret and incorporate unexpected or unusual points of view through oral language, writing, manipulatives, art, and/or problem solving.
- The student insightfully interprets another's point of view.



What to do at home with Perspective gifts?

- Try to understand their view even when different from yours.
- Other ideas?





SENSE OF HUMOR



- When coupled with advanced language learner, you have an entertainer.
- These learners tend to memorize the routines of popular comics.
- Often prefer political cartoons to Peanuts, Cathy, etc.
- Often share jokes, have original humor, and no one gets it.
- As kids move into pre-adolescence & adolescence, they may use humor to gain peer acceptance.



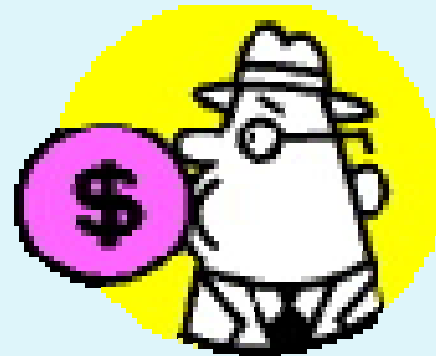
SENSE OF HUMOR (cont.)

- The student demonstrates an appreciation of high levels of humor and an application of a finely developed sense of humor by understanding the subtle humor of others or by producing original jokes, puns, or other humorous effects.
- The student successfully uses humor to defuse volatile situations and gain approval.



What to do at home with the gift of Sense of Humor?

- Value their “performance”
 - What did the ceiling fan say to the flower?
 - Answer? Why are you spinning!
- Find opportunities for this outlet
 - Plays, talent shows, acting classes, etc.





SENSITIVITY

- Cares a lot.
- Takes on woes of the world.
- When they see something inappropriate, they may come to parent to ask what the family is doing about it.
- These learners want action for change even if not popular.
- These kids read other people well and can become quite manipulative.
- Their expectations for themselves and others may be too high (pedestal effect), e.g. gifted children who may choose not to speak or write extensively until they can figure it all out for themselves.



SENSITIVITY (cont.)



- The student is very concerned about human issues, demonstrates a strong sense of justice, is intensely sensitive to the needs and motivations of others, and sets high standards for self and others.
- Empathy is expressed through words, art, or actions.
- About 1/3 of gifted go through harmful phase of perfectionism ... eventually most will work through it.
 - Perfectionism usually has a model (someone in the home maybe?).
 - Perfectionism only wrong if it's paralyzing.
- Be aware at adolescence, sensitive learners may seek intellectual (older) peer if don't have one of same age.



What to do at home with the gift of Sensitivity?

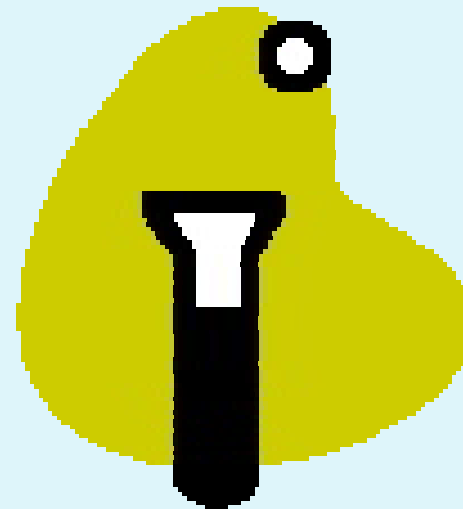
- LISTEN!!!
- Debrief the day's events and give feedback.
- Ideas?





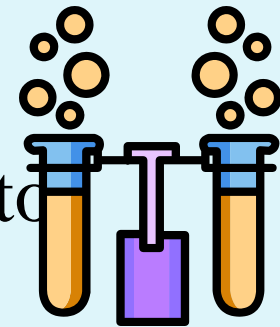
ACCELERATED LEARNING

- Only ONE measure of giftedness.
- Further ahead than age peers.
- Gifted typically need 1-3 repetitions to master.
- Computers can open the world to accelerated learners.
 - Use technology well.



ACCELERATED LEARNING (cont.)

- The student demonstrates mastery or an ability to learn and interpret materials and concepts beyond the level typically expected for that age group.
- Exposure increases the rate of learning.
- The student ably uses a variety of tools to assess information beyond age-mates.





WHAT TO LOOK FOR K-3: ADVANCED LEARNING

- Uses words that seem advanced for the age-level expectations
- Rewords own language for younger or less mature children
- Explains how unrelated things are similar
- Uses words for time concepts (clock and calendar) accurately
- Uses similes, metaphors, or analogies; “A ___ is really like a ___ because ___”
- Asks questions about words (in print or oral language)

Kingore (2004)



WHAT TO LOOK FOR GR. 4-8: ADVANCED LEARNING

- Uses a large vocabulary and more precise language than expected for the age-level
- Is unusually descriptive in conversations or writings
- Expresses similes, metaphors, or analogies; “A _____ is really like a _____ because _____”
- Modifies language for less experienced listeners
- Able to explain complex concepts to others

WHAT TO LOOK FOR K-3: ANALYTICAL THINKING

- Demonstrates complex or abstract thinking
- Analyzes household or school tasks
- Notices a surprising depth of details about surroundings
- Takes apart and reassembles things or ideas with skill
- Expresses relationships between past and present experiences
- Makes up songs, stories, or riddles about experiences
- Organizes collections of things uniquely; likes to plan or arrange things

Kingore (2004)



WHAT TO LOOK FOR GR. 4-8: ANALYTICAL THINKING

- Able to abstract and generalize information
- Notices a surprising depth of details about surroundings
- Thinks logically; presents arguments logically
- Thinks critically; may lead to skepticism
- Recognizes relationships or patterns between ideas or experiences
- Enjoys analyzing and solving difficult problems
- Enjoys planning and organizing

Kingore (2004)



WHAT TO LOOK FOR K-3: MEANING MOTIVATION

- Is philosophical
- Asks surprisingly intellectual questions
- Is curious; experiments
- Demonstrates an unexpected depth of knowledge in one or more areas
- Exhibits intense task commitment and energy when pursuing interests
- Remembers!
- Is independent

Kingore (2004)



WHAT TO LOOK FOR GR. 4-8: MEANING MOTIVATION

- Is philosophical
- Has a questioning attitude; asks intellectual questions about complex topics
- Generates multiple new ideas and solutions to problems; ingenious
- Demonstrates in-depth information in areas beyond age-expectations
- Remembers! (may retell and experience, story or video almost verbatim)
- Displays high levels of task commitment and energy when pursuing interests
- Eager to do things differently; independent

Kingore
(2004)



WHAT TO LOOK FOR K-3: PERSPECTIVE

- Explains another's point of view
- Shows dimension, angle, or perspective in art, writing, math solutions, or problem solving
- Creates complex shapes, patterns, or graphics
- Applies left and right without prompting
- Adds interesting details to enhance products

Kingore (2004)



WHAT TO LOOK FOR GR. 4-8: PERSPECTIVE

- Explains another's point of view
- Approaches problems from an unusual perspective in oral discussions, art, writing, and math solutions, or problem solving
- Expresses past, present, and future aspects of an issue
- Develops advance or unique graphic products and patterns
- Appreciates the beauty and value of things

Kingore (2004)



WHAT TO LOOK FOR K-3: SENSE OF HUMOR

- Says or does something indicating an unexpected, sophisticated humor
- Catches an adult's subtle humor
- Understands and uses puns and riddles
- “Plays” with language
- Develops humorous ideas to an extreme

Kingore
(2004)



WHAT TO LOOK FOR GR. 4-8: SENSE OF HUMOR

- Says or does something indicating a sense of humor beyond the age-level expectations
- Uses humor to gain approval of others
- Catches an adult's subtle humor
- Uses figurative language and puns for humorous effect
- Uses humor that may be absurd or far-out

Kingore (2004)



WHAT TO LOOK FOR K-3: SENSITIVITY

- Cares deeply; intense concern for human issues
- Tries to take action to help someone in need
- Expresses feeling through words or art
- Explains others' feelings
- Displays a strong sense of fairness
- Expresses high expectations of self and others
- Seems to overreact at times

Kingore (2004)



WHAT TO LOOK FOR GR. 4-8: SENSITIVITY

- Exhibits intense concern for human issues
- Intuitive and insightful of others' needs and feelings
- Expresses feelings through words or art
- Cares deeply but may mask sensitivity
- Bases friendships on similarity of interest rather than age
- Displays a strong sense of justice; demands fairness and consistency
- Demonstrates high expectations of self and others
- Prefers to be a loner part of the time
- Overreacts at times

Kingore (2004)



WHAT TO LOOK FOR K-3: ACCELERATED LEARNING

- Learns new things quickly with minimum practice
- Uses multiple characteristics when discussing items
- Reads passages at an advanced, fluent reading level for the age-level expectations
- Explains the meaning of what has been read
- Demonstrates an unexpected mastery of math or science concepts
- Uses a dictionary, encyclopedia, map atlas, or computer to gain advanced information
- Creates products which seem advanced for the age-level expectations

Kingore (2004)



WHAT TO LOOK FOR GR. 4-8: ACCELERATED LEARNING

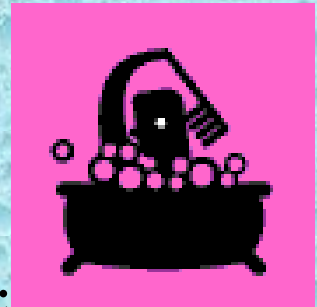
- Demonstrates knowledge beyond the age-level expectations
- Comprehends and uses symbols with an unexpected ability
- Reads fluently, more like an adult; comprehends with advanced understanding
- Understands and uses advanced ideas, concepts, or implications
- Learns easily and with and minimum of practice
- Creates products that are advanced for the age-level expectations
- Accesses data with ease using an unexpected variety of tools

Kingore (2004)





Concerns about education...



- Gifted behaviors/responses will not necessarily come from simple questions or grade level responses.
- The quality of the opportunity determines the level of student's response.
- If we fail to provide tasks promoting high-level thinking and challenge, we will have to be content with basic student responses instead of excellence.



Teacher Use of Kingore Observation Inventory (KOI)?

- Teachers try to set up opportunities to help identify gifted children via thought-provoking, rich, challenging opportunities.
- Students can “bubble-up” beyond expectations when exposed to richer/challenging opportunities. These behaviors should be noted by teacher/parent to **note patterns of intensity, aka which specific KOIs (this is key!)**.



TWENTY TIPS FOR NURTURING CHILDREN

<http://www.bertiekingore.com/articlespar.htm>

REFERENCE: Kingore, B. (2008). 20 Tips for Nurturing Gifted Children. *Gifted Education Communicator*, 39 (2), 29-31.

- This article highlights twenty tip that parents and educators can use to nurture gifted children. They include ideas you can use to appreciate, recognize, understand, encourage, and participate in the development of their minds and person.

GIFTED KIDS, GIFTED CHARACTERS, AND GREAT BOOKS

- <http://www.bertiekingore.com/gtchildreninlit.htm>
- REFERENCE: Kingore, B. (Winter 2001). Gifted Kids, Gifted Characters, and Great Books. *Gifted Child Today*, 24 (1), 30-32.
- •• This article contains an annotated bibliography with dozens of quality examples of children's literature that meet three important criteria: the books are written by authors of merit; each book contains well-developed characters who display gifted behaviors; and the stories include thought-provoking problem situations, issues, or personal needs with which gifted students can identify.

HIGH ACHIEVER, GIFTED LEARNER, CREATIVE THINKER

- <http://www.bertiekingore.com/high-gt-create.htm>
- REFERENCE: Kingore, B. (2004). *Differentiation: Simplified, Realistic, and Effective* Austin: Professional Associates Publishing.
- •• A three-way comparison of a high achiever, a gifted learner, and a creative thinker is proposed for you to ponder and discuss.



PARENTAL ASSESSMENT: DEVELOP A PORTFOLIO TO DOCUMENT YOUR CHILD'S TALENTS

- <http://www.bertiekingore.com/parentassessment.htm>
- REFERENCE: Kingore, B. (2001). *The Kingore Observation Inventory, 2nd ed.* Austin: Professional Associates Publishing.
- •• Portfolios provide an excellent demonstration of children's accomplishments and help educators understand your child's specific needs. This article helps parents decide which of their child's creations to collect over time and share with educators.



Portfolio Example to Help Document KOI

- **Prepare a small selection of your child's products to document learning achievements and advanced potential.**
- Schools want to provide opportunities for children to learn as much as they are ready and able to learn.
- Your insight about your child's at home demonstrations of learning heighten our understanding of your child's needs.
 - A portfolio increases the credibility of your advocacy for your child by documenting the depth and complexity of your child's work.
 - Product examples increase the likelihood that your perception of your child's needs is accepted and respected inasmuch as the products illustrate each gifted characteristic you have observed.

HOW DO PARENTS BEGIN?



- Use a pocket folder or photo album (one-inch thickness) as a portfolio container to organize a few products your child has produced. Photographs can be used to represent large or three-dimensional items.
- Keep the portfolio small. Six to ten items are probably sufficient to represent your child's talents. A small sampling of carefully selected products makes a more thoughtful presentation than a large scrapbook approach. Educators have demanding work loads and are more likely to have time to attend with interest to a sampling.
- Date each product. It is significant for authenticity and achievement level comparisons to note when each item was completed.

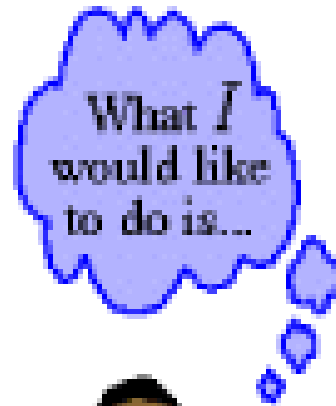


Difference Between High Achievers and Gifted Learners...

- Educators with expertise in gifted education are frustrated trying to help other educators and parents understand that while high achievers are valuable participants whose high-level modeling is welcomed in classes, they learn differently from gifted learners.
- In situations in which they are respected and encouraged, gifted students' thinking is more complex with abstract inferences and more diverse perceptions than is typical of high achievers.
- Articulating those differences to educators and parents can be difficult.



High
Achiever

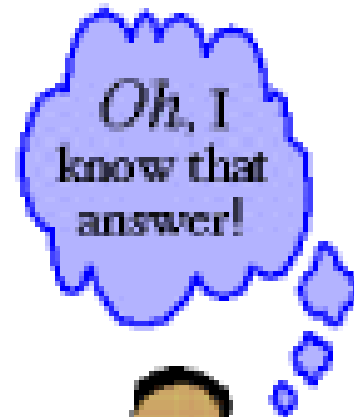


Gifted
Learner



Creative
Learner

Response to an Assignment



High Achiever



Gifted Learner



Creative Learner

Response to a Question

DEVELOPING TALENT

- Start early
- Get them a good coach
- Challenge
- Put them with others of similar ability
- Instruction at their level
- Consistent practice

What would have happened if Harry Potter and Ron Weasley would not have been in a cluster group with Hermione?

If you have a 6 foot basketball player in 6th grade playing other 6th grade students, the student will not get better unless the player can play with others of similar height.



SYNTHESIS OF RESEARCH

- Gifted learners need DAILY challenge in their specific areas of talent.
- Provide opportunities for independent research in areas of interest and talent.
- Subject-based and grade-based acceleration should be provided as needed.
- Gifted students need opportunities to socialize and learn with like-ability peers.
- Instruction must be differentiated in organization of content, pace, and amount of review and practice.

QUESTIONABLE REASONS FOR UNDERSERVING

- **We don't have many high ability kids here.**
 - (Yes, you do – it is a relative term. Identify early and grow your own.)
- **Our kids don't want to be different.**
 - (Develop a culture of high achievement and acceptance for all. We need more college graduates!)
- **It is not “fair” to treat kids differently.**
 - (This is about differing instructional needs and it is wrong to not meet academic needs!)
- **We don't have the money.**
 - (Many services require little or not additional funding.)



QUOTES AS EVIDENCE OF IMPLEMENTED HIGH ABILITY EDUCATION SERVICES

- My child plans his/her own learning experiences. (Parent)
- I am comfortable in using differentiated instruction and curriculum within the classroom. (Teacher)
- If I already knew something, my teacher changed my assignments. (student)
- The percent of my instructional time each day with my cluster student is at least equal to the percentage of the cluster group students to my other students. (teacher)



How much has history been affected because opportunities for students with great potential have not been presented?

Are some of the world's problems still unsolved because of the untapped potential of children?



Payne and Slocumb

Removing the Mask: Giftedness in Poverty





Resources for Understanding

- Coleman, L. & Cross, T. *Being gifted in school* (2001). Waco, TX: Prufrock Press, Inc.
- Halsted, J. W. (2002). *Some of my best friends are books: Guiding gifted readers from pre-school to high school*. Scottsdale, AZ: Great Potential Press.
- Indiana Association for the Gifted www.iaq-online.org
- Indiana Department of Education, Division of Exceptional Learners, Gifted and Talented <http://doe.state.in.us/exceptional/gt/welcome.html>
- *Iowa Acceleration Scale*. (2003). Scottsdale, AZ: Great Potential Press.
- Kingore, B. (2004). *Kingore observation inventory*. Austin, TX: Professional Associates.
- Neihart, M., Reis, S.M., Robinson, N.M., & Moon, S.M. (Eds.). (2002). *The social and emotional development of gifted children: What do we know?* Waco, TX: Prufrock Press.



Resources for Understanding

- Perry, P.J. (1997). Enjoying and encouraging the young gifted child. In J.F. Smutny (Ed.). *The young gifted child: Potential and promise, and anthology*. Cresskill, NJ: Hampton Press.
- Purcell, J.H. & Eckert, R.D. (2006). *Designing services and programs for high-ability learners: A guidebook for gifted education*. Thousand Oaks, CA: Corwin Press.
- Robinson, A. (1997). Cooperative learning for talented students: Emergent issues and implications. In N. Colangelo & G. A. Daveis (Eds.), *Handbook of gifted education*. 2nd ed. (pp. 243-252). Boston: Allyn and Bacon.
- Robinson, A. (1990). Point-counterpoint: Cooperation or exploitation? The argument against cooperative learning for talented students. *Journal for the Education of the Gifted*, 14, 9-27.



RESOURCES FOR UNDERSTANDING

- Rogers, K. B. (2002). *Re-forming gifted education: Matching the program to the child*. Scottsdale, AZ: Great Potential Press.
- The Templeton National Report on Acceleration (2004). *A nation deceived: How schools hold back America's brightest students*. <http://nationdeceived.org>
- VanTassel-Baska, J. (2003). *Curriculum planning and instructional design for gifted learners*. Denver, CO: Love Publishing.
- www.geniusdenied.com



