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# **Identification of gifted students in the East-Asian context within the Actiotope-Model of Giftedness**

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What do we mean when we say:  
This child is gifted?

We mean: This child can reach  
excellence in a domain

# Giftedness Models as theoretical basis of the identification process

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- Originally giftedness models focused on intelligence.

# The Terman Study

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## Lewis Terman (1877-1956)

- IQ-Test with all children in California: only children with IQ > 135 were admitted into the final study
- Participants: 1528 children with IQ > 135
- Duration: 1921-today

# Giftedness Models as theoretical basis of the identification process

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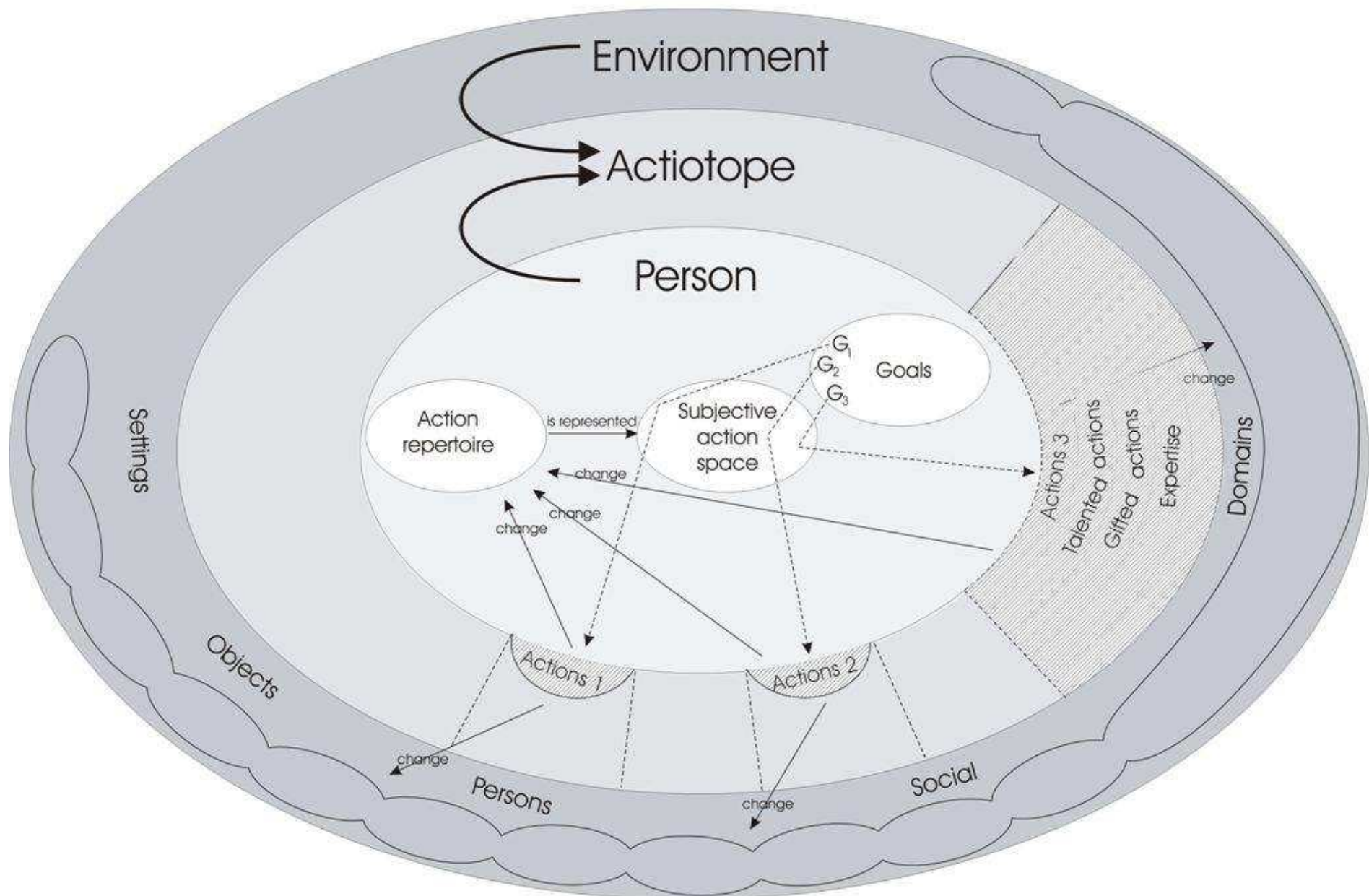
- Originally giftedness models focused on intelligence.
- Later on giftedness models also included various other personality variables (such as creativity, motivation etc.).
- In our view it is important not only to include personality traits but also the learning process in the identification process.

# The identification model ENTER

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- Theoretically independent identification model which must be combined with a conception of giftedness

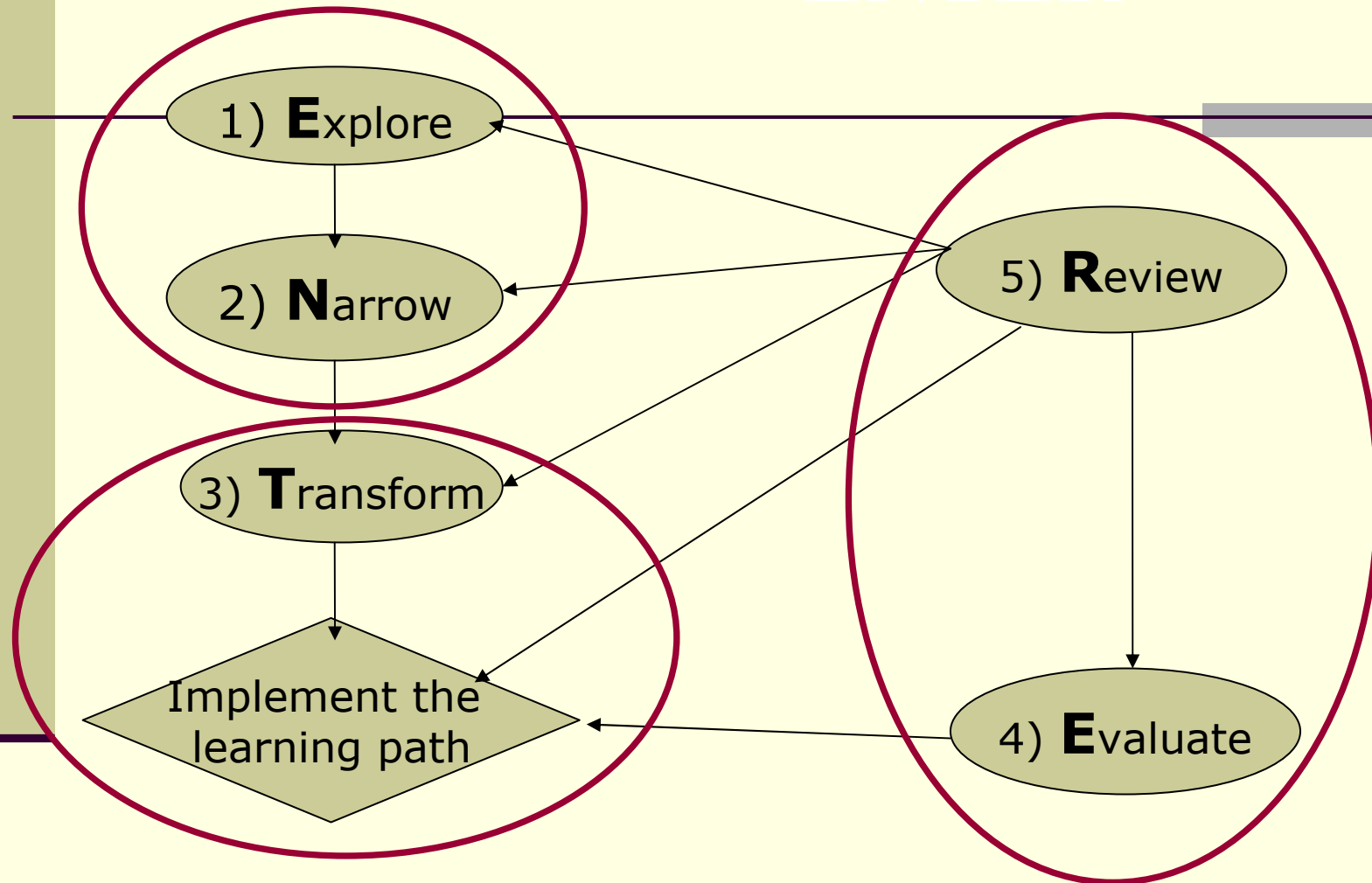
# Actiotope Model of Giftedness



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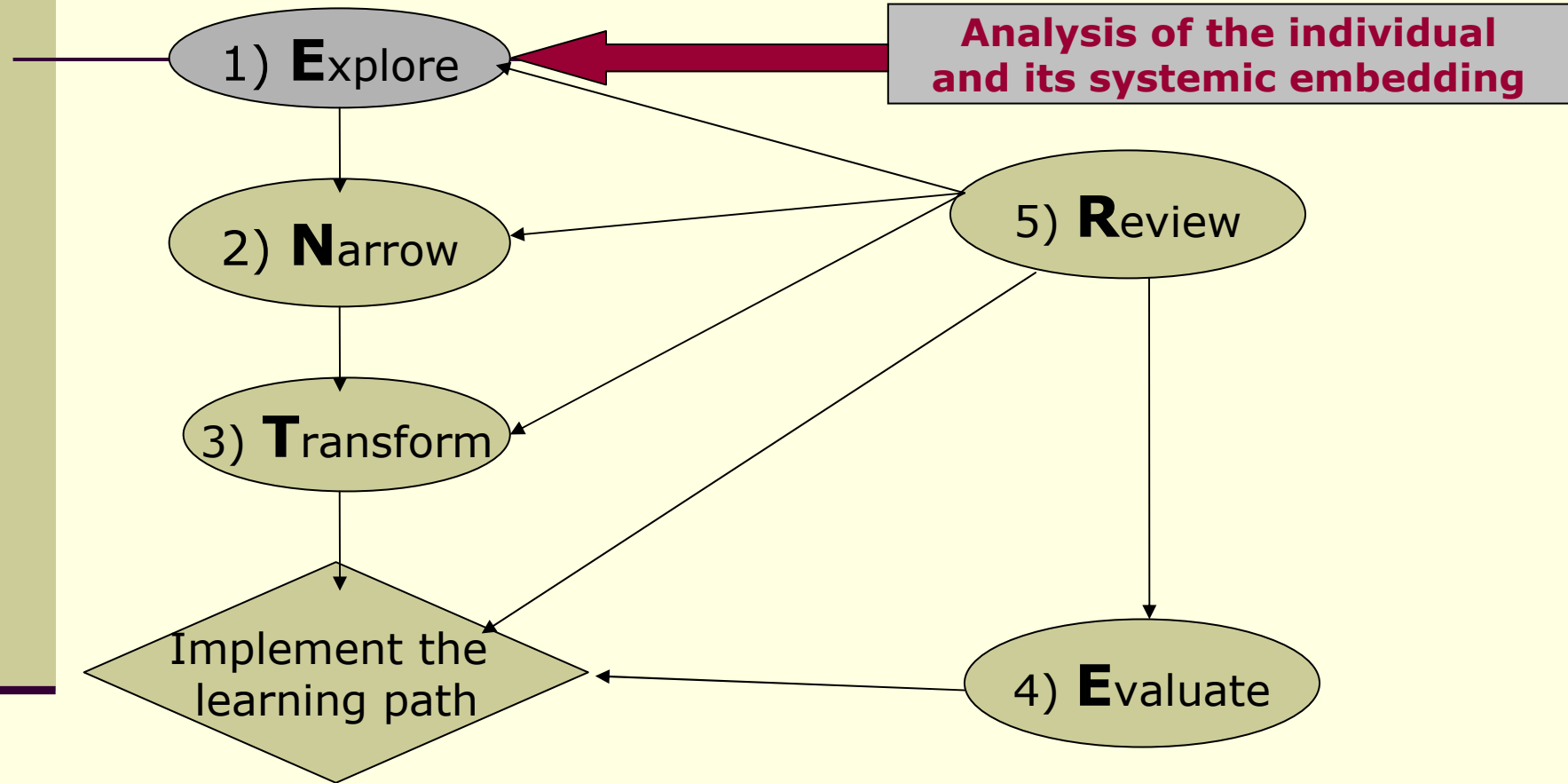
**Identification of giftedness  
based on ENTER**

# ENTER



Ziegler, A. & Stoeger, H. (2004). Identification based on ENTER within the conceptual frame of the Actiotope Model of Giftedness. *Psychology Science*, 46, 324-342.

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# Diagnostic sources of Explore

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## **First telephone counseling:**

- Personal information
- Predifinition of the counselling goal

## **Document analysis, e.g.:**

- grade cards
- medical and psychological reports

## **Parent questionnaire**

# Diagnostic sources of Explore

## Parent questionnaire (4 parts)

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### **Part 1:**

General information about the parents and siblings

### **Part 2:**

Counselling motive and case history

### **Part 3:**

About the child

### **Part 4:**

Other questions

# Diagnostic sources of Explore

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First telephone counseling:

Document analysis

Parent questionnaire

**Teacher questionnaire**

**Weekly schedules**

# Diagnostic sources of Explore

## Weekly schedule (school / holidays)

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
0 – 1							
1 – 2							
2 – 3							
3 – 4							
4 – 5							
5 – 6							
6 – 7							
7 – 8							
8 – 9							
10 – 11							
11 – 12							
12 – 13							
13 – 14							
14 – 15							
15 – 16							
16 – 17							
17 – 18							
18 – 19							
19 – 20							
20 – 21							
21 – 22							
22 – 23							
23 – 24							

# Diagnostic sources of Explore

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First telephone counseling:

Document analysis, e.g.:

Parent questionnaire

Teacher questionnaire

Weekly schedules

**Semi-structured interviews with  
parents, child, teachers**

# Diagnostic sources of Explore

## Semi-structured interviews

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- with parents, child and teacher / kindergarten teacher
- Checklists for various topics e.g.
  - family interaction
  - creativity
  - learning behavior, learning environment, learning strategies
  - mobbing
  - test anxiety, school anxiety, anxiety
  - resources
  - stress
  - classroom instruction, classroom climate, school
  - etc.
- One checklist is about 8 pages and helps the interviewer to address the most important aspects for each chosen topic.

# Diagnostic sources of Explore

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First telephone counseling:

Document analysis, e.g.:

Parent questionnaire

Teacher questionnaire

Weekly schedules

Semi-structured interviews with parents,  
child, pre-school teachers

**Tests**

# Diagnostic sources of Explore

## Tests

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- Nonverbal intelligence test
- Differential cognitive ability test
- Fine motor skill test (primary school)
- Motivation test
- Test of learning strategies
- If necessary: concentration test, personality test, anxiety test etc.

# Diagnostic sources of Explore

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**First telephone counseling:**

**Document analysis, e.g.:**

**Parent questionnaire**

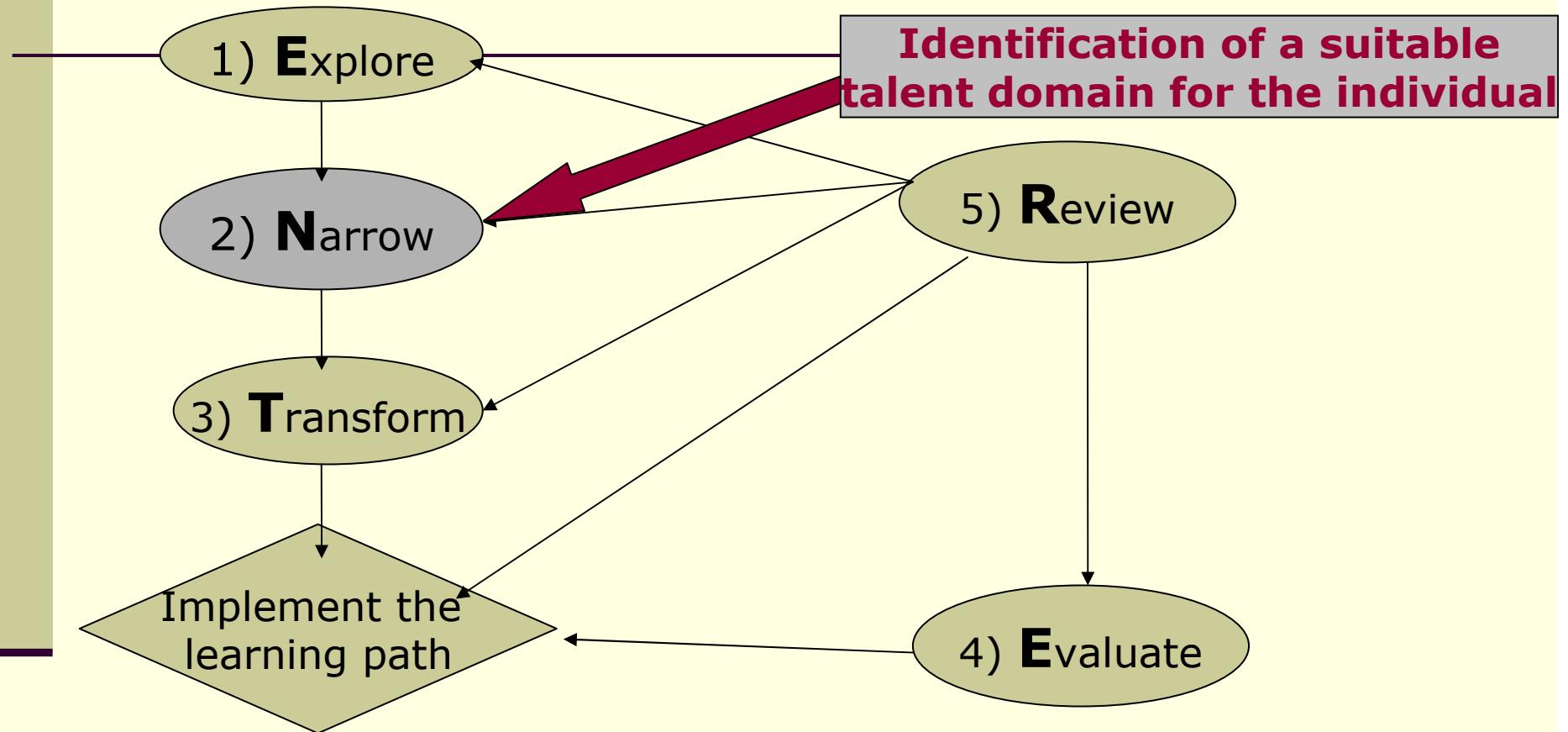
**Teacher questionnaire**

**Weekly schedules**

**Semi-structured interviews with parents,  
child, pre-school teachers**

**Tests**

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# Diagnostic sources of Narrow

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- Comparable to Explore but more domain specific
- Quite often it is necessary to include experts from the talent domain to help with the diagnosis (e.g. musicians etc.)

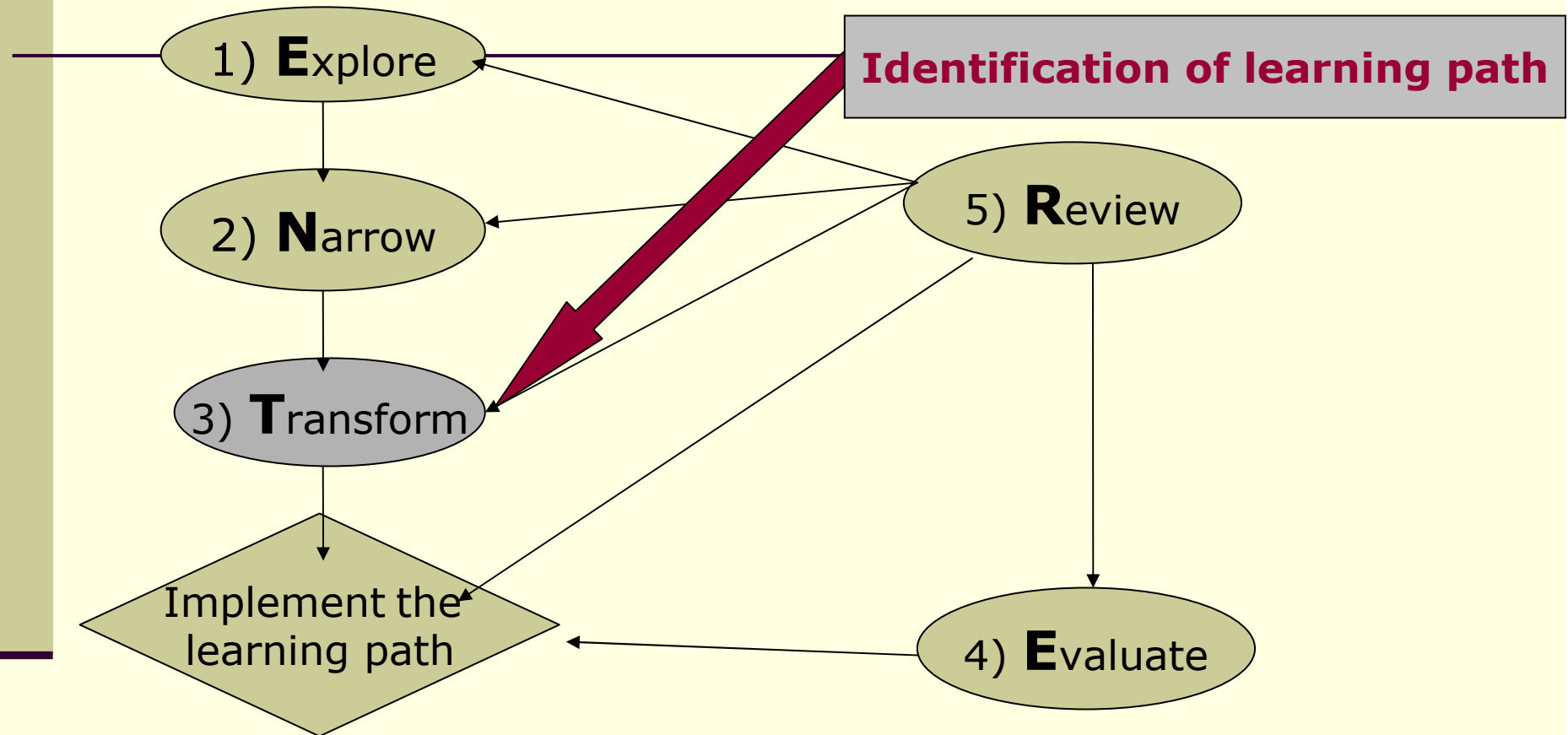
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Only after concluding Narrow, is it clear whether the goal of the identification (e.g., skipping a class) or excellence in a talent domain can be attained by the individual.

Identification in most counseling centers stops here.

However, how excellence can be attained is still not clear at this stage. To this end a learning path must be identified.

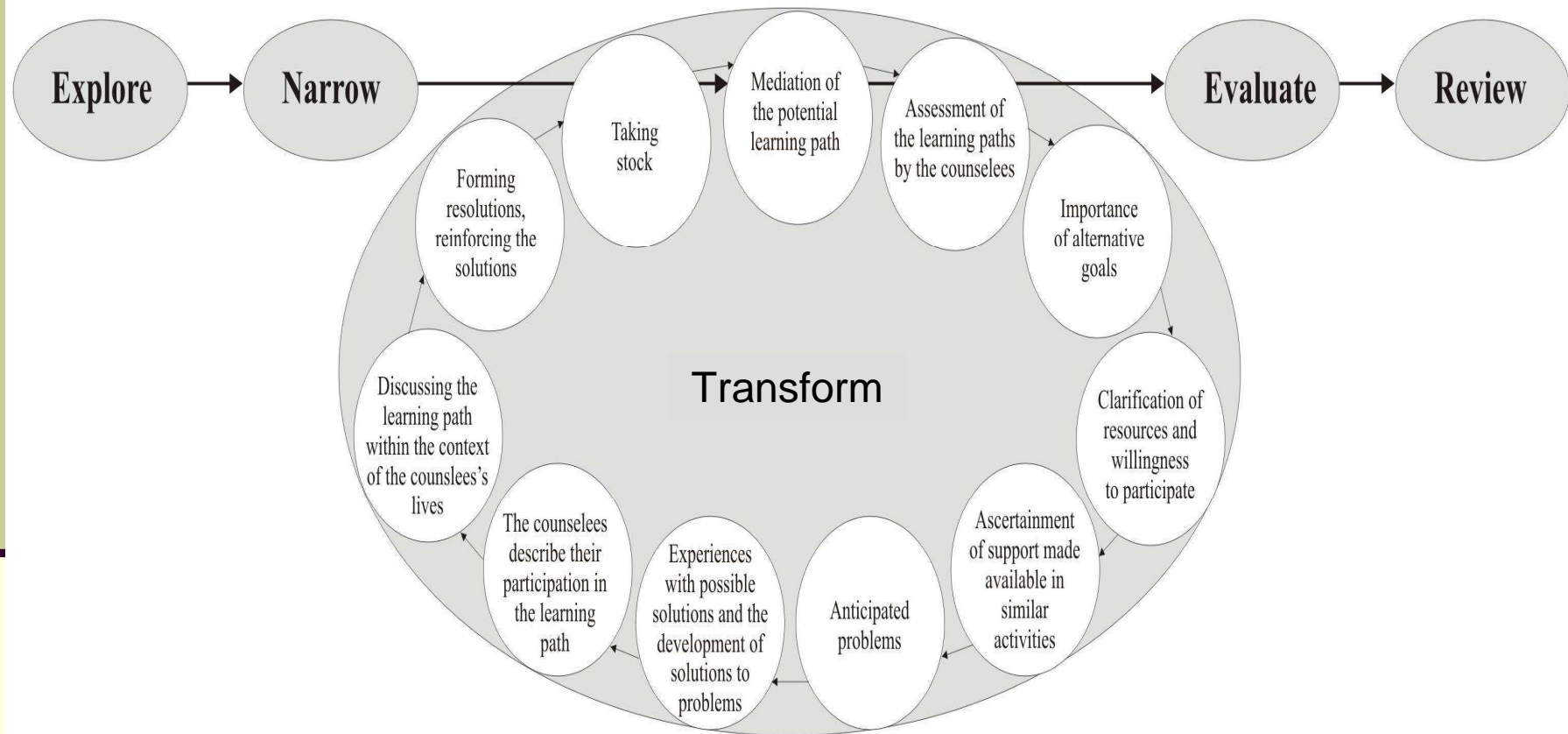
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# Diagnostic sources of Test

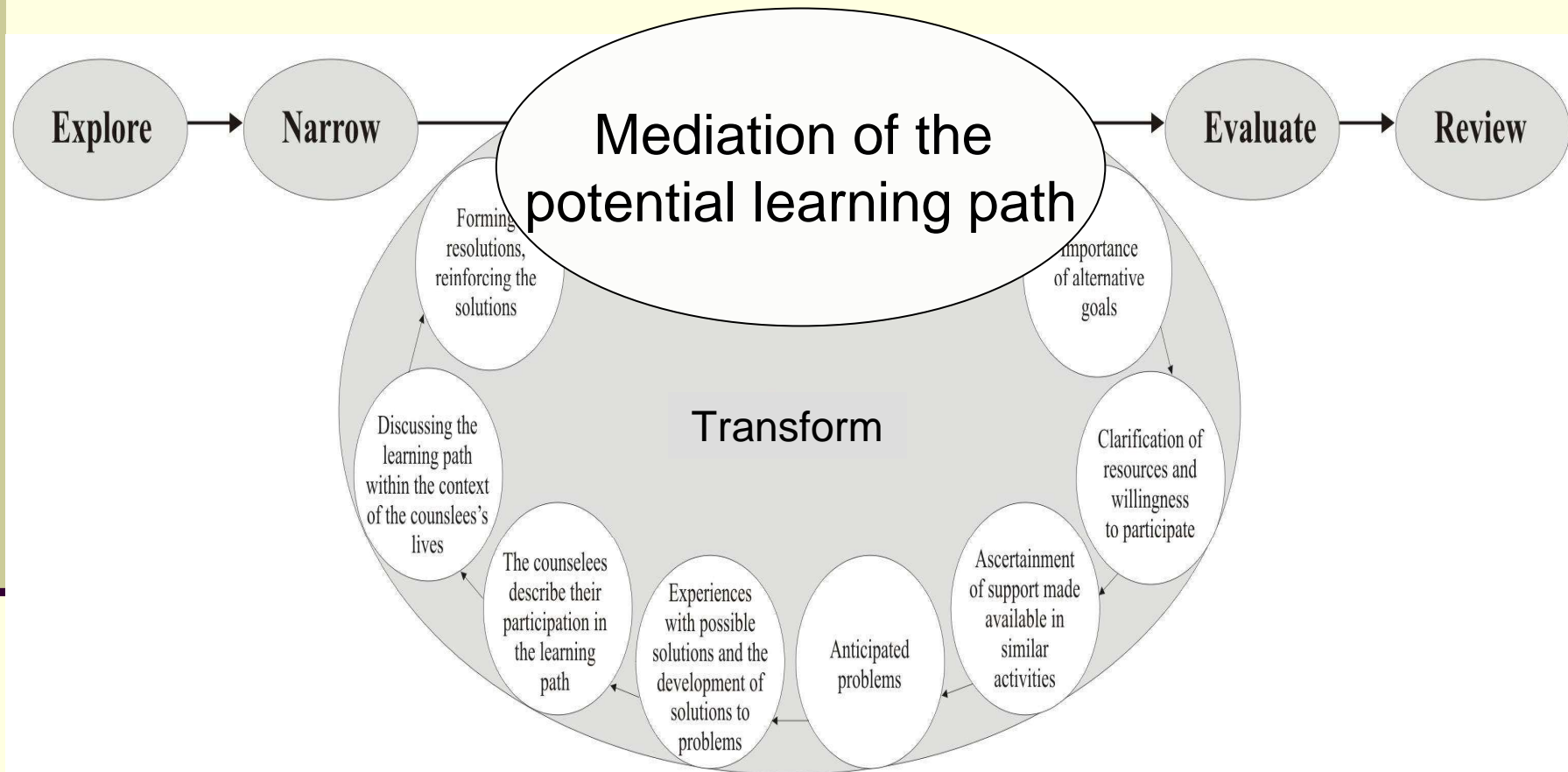
## Interviews with help of the 11-SCC



Ziegler, A. & Stoeger, H. (2005a). The Role of Counseling in the Development of Gifted Students' Actiotopes: Theoretical background and exemplary application of the 11-SCC. In S. Mendaglio & J. Peterson (Eds.), *Models of Counseling Gifted Students/Person*. Amsterdam: Elsevier Science, in press.

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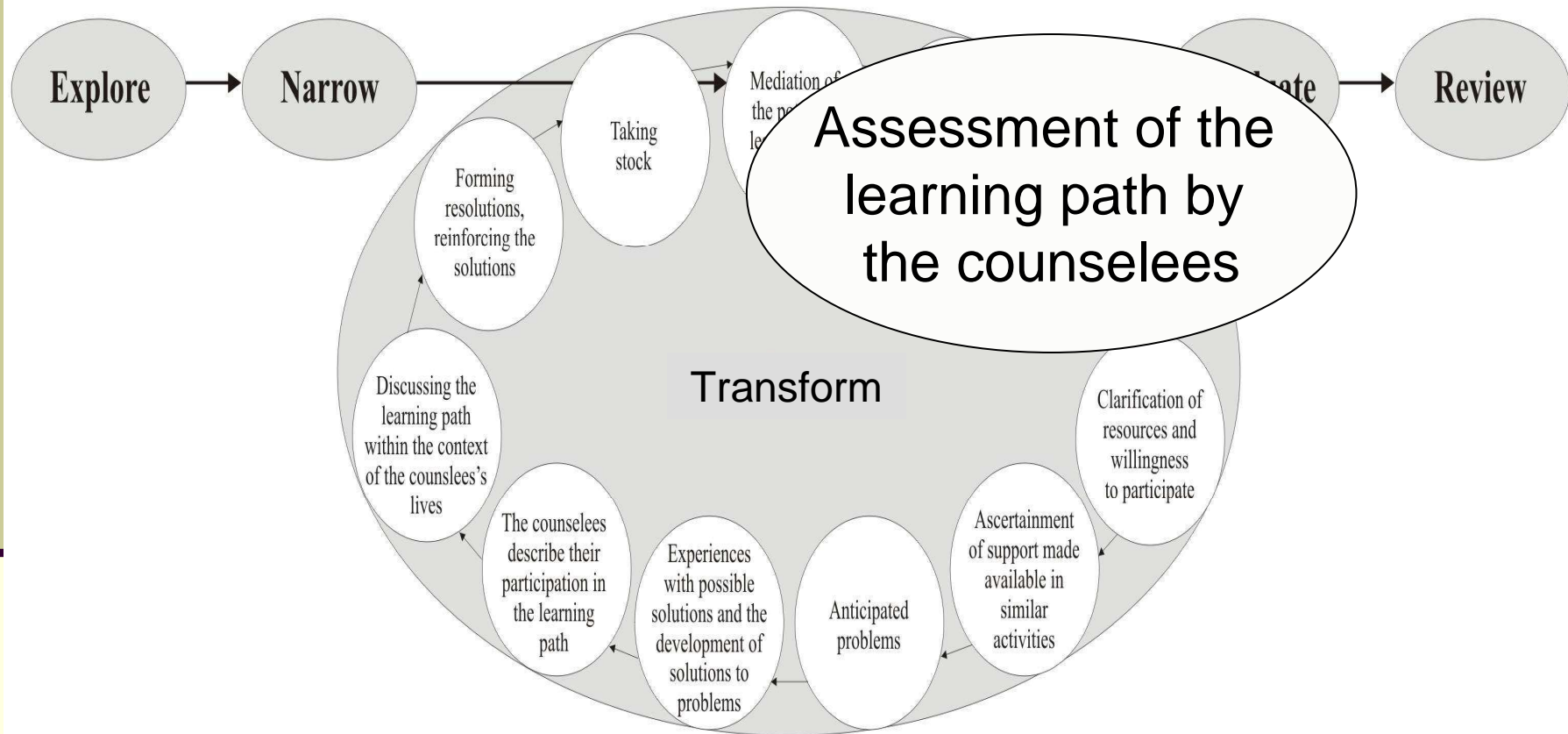
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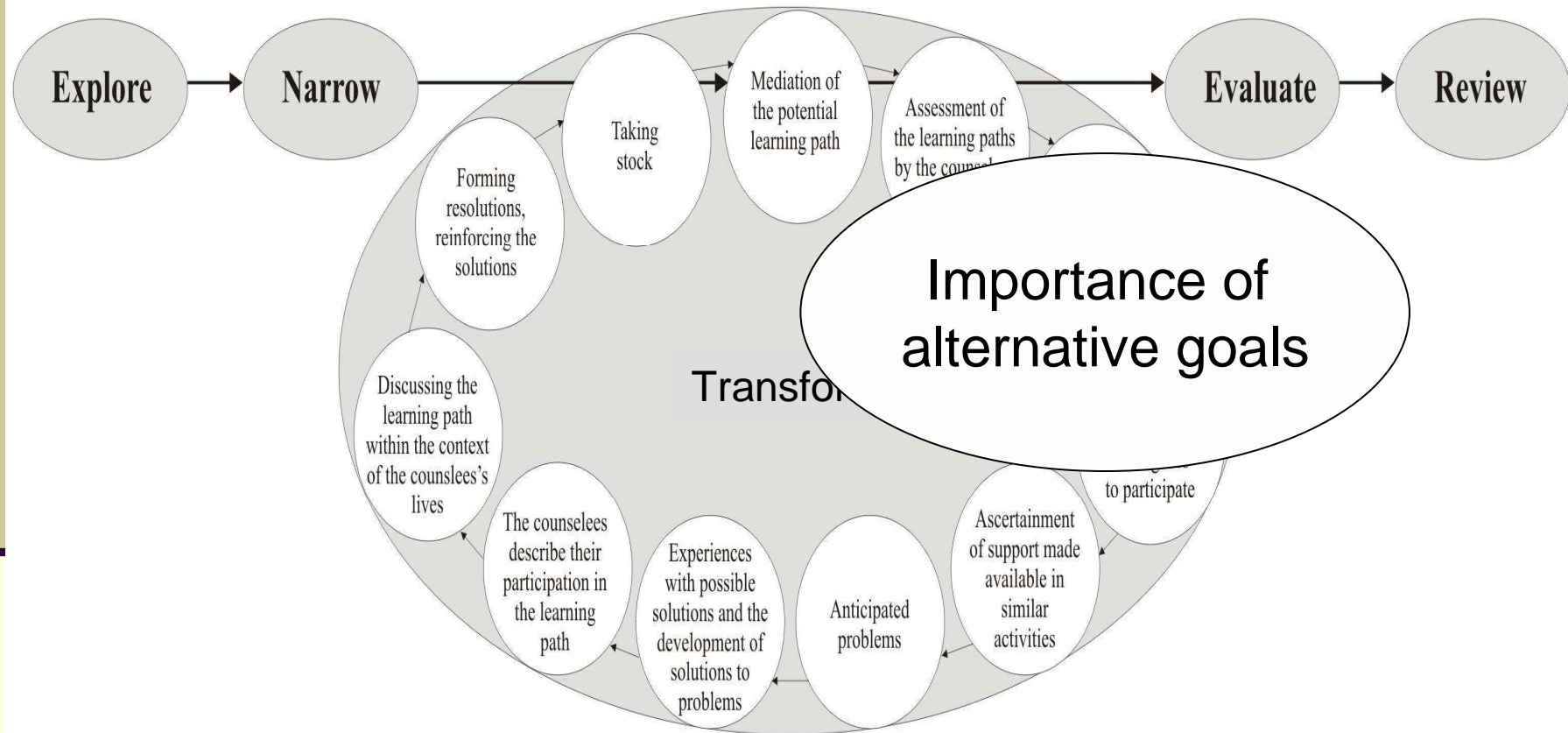
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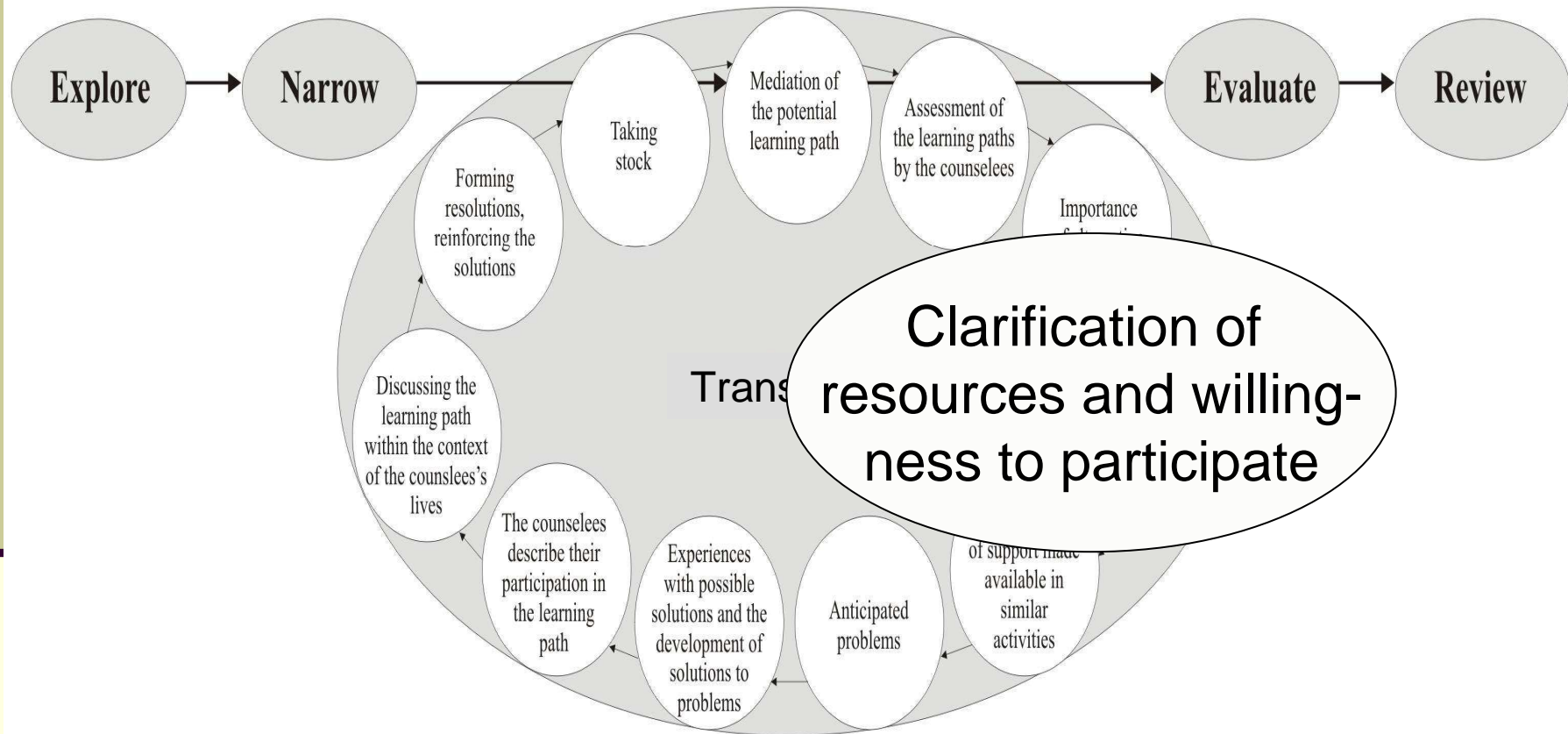
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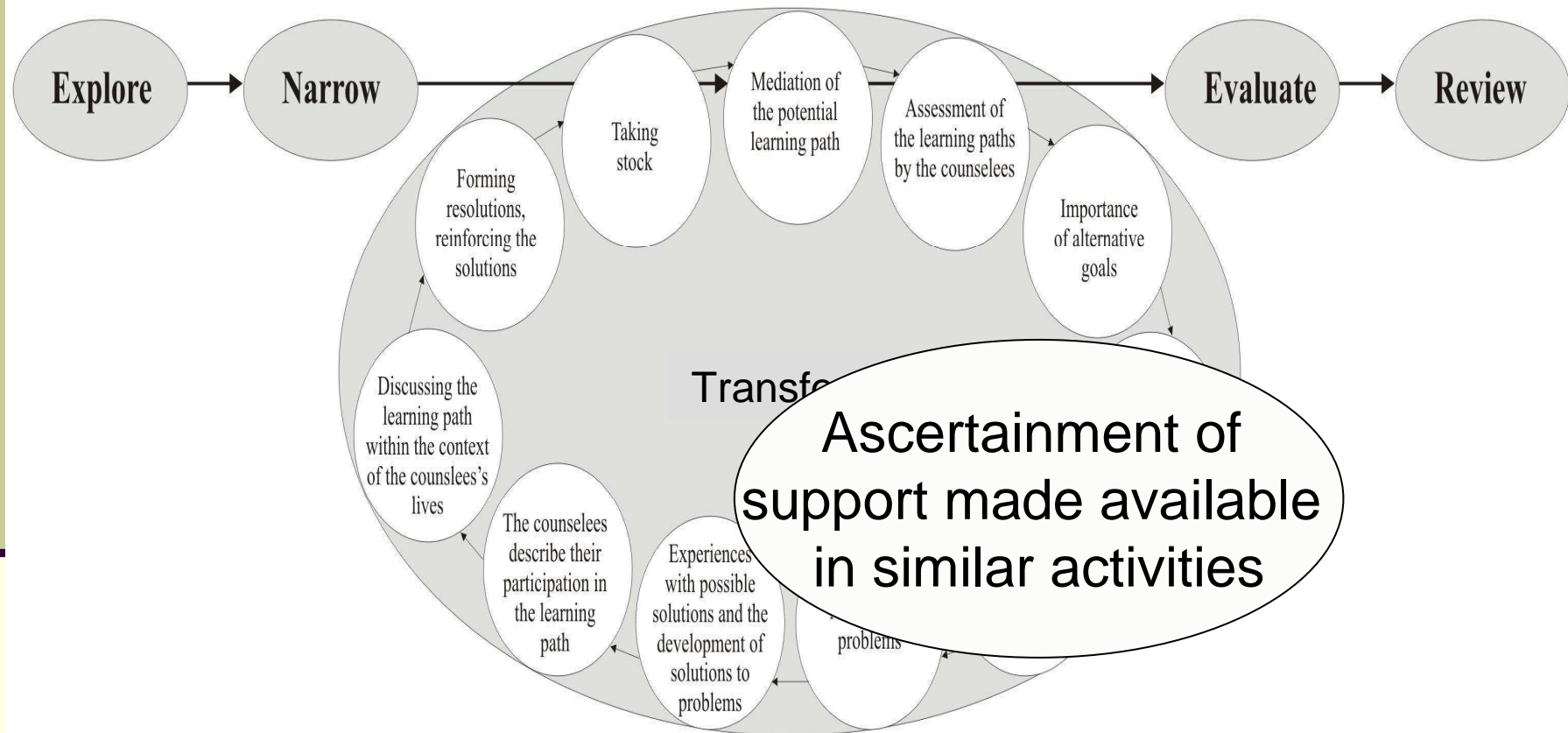
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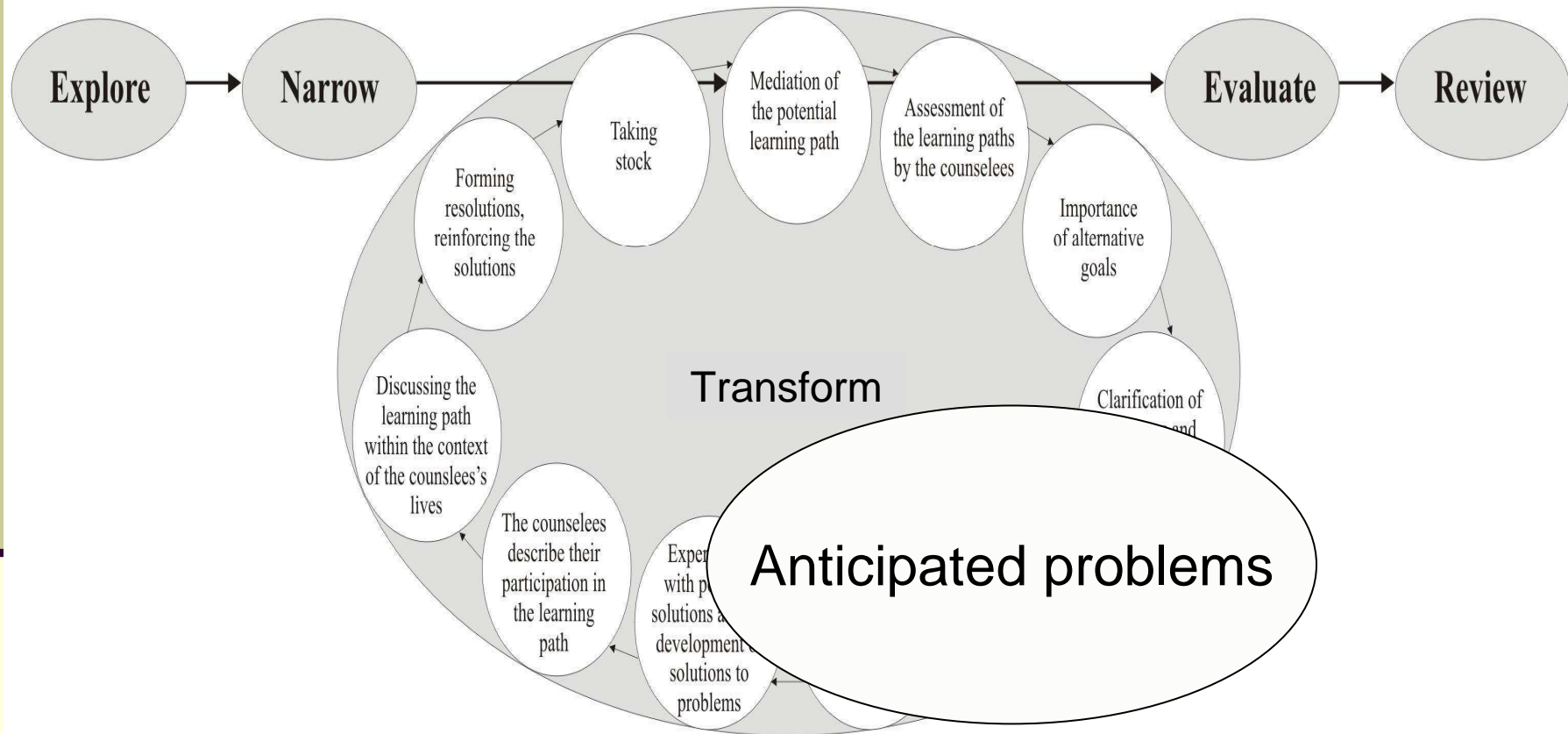
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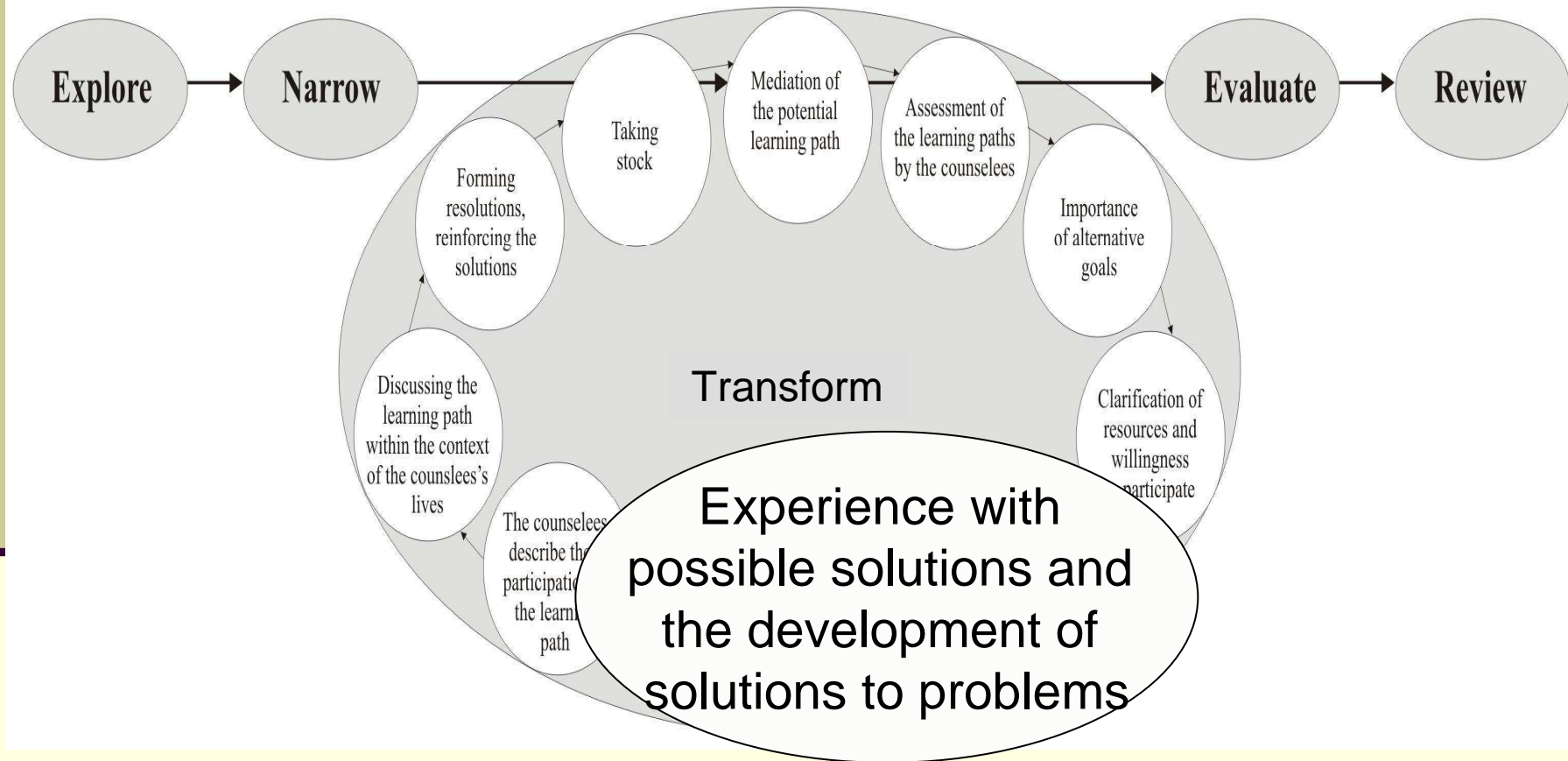
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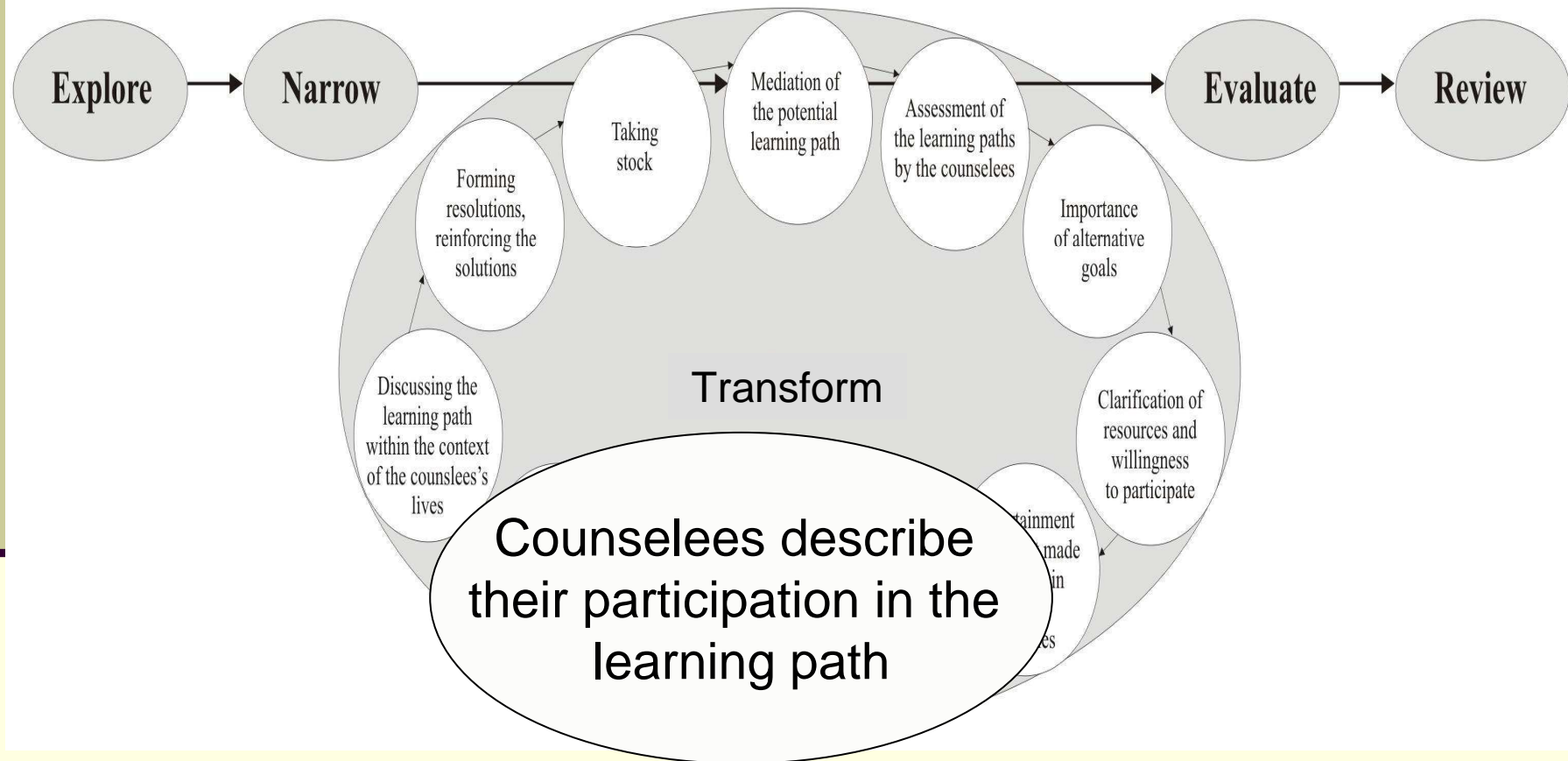
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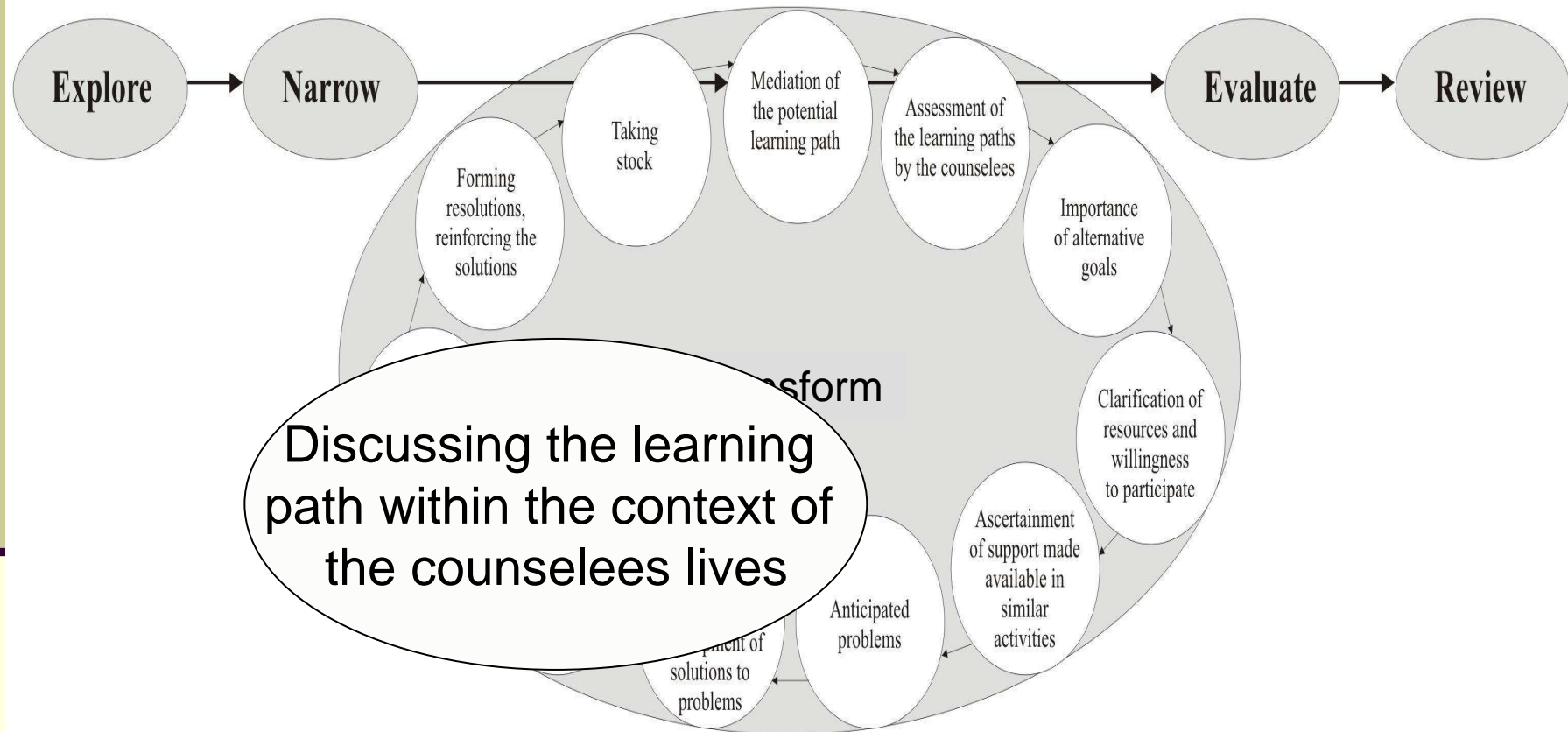
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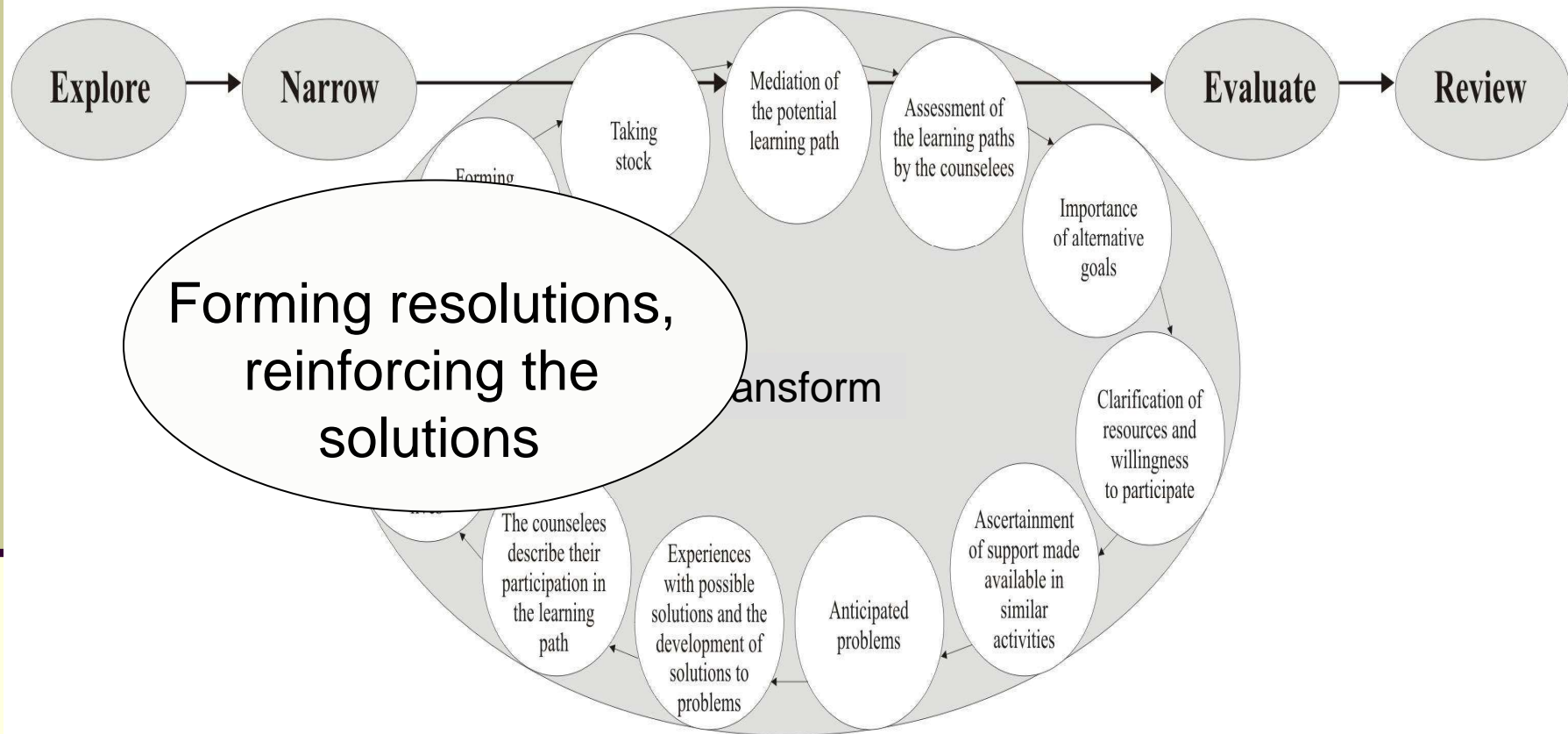
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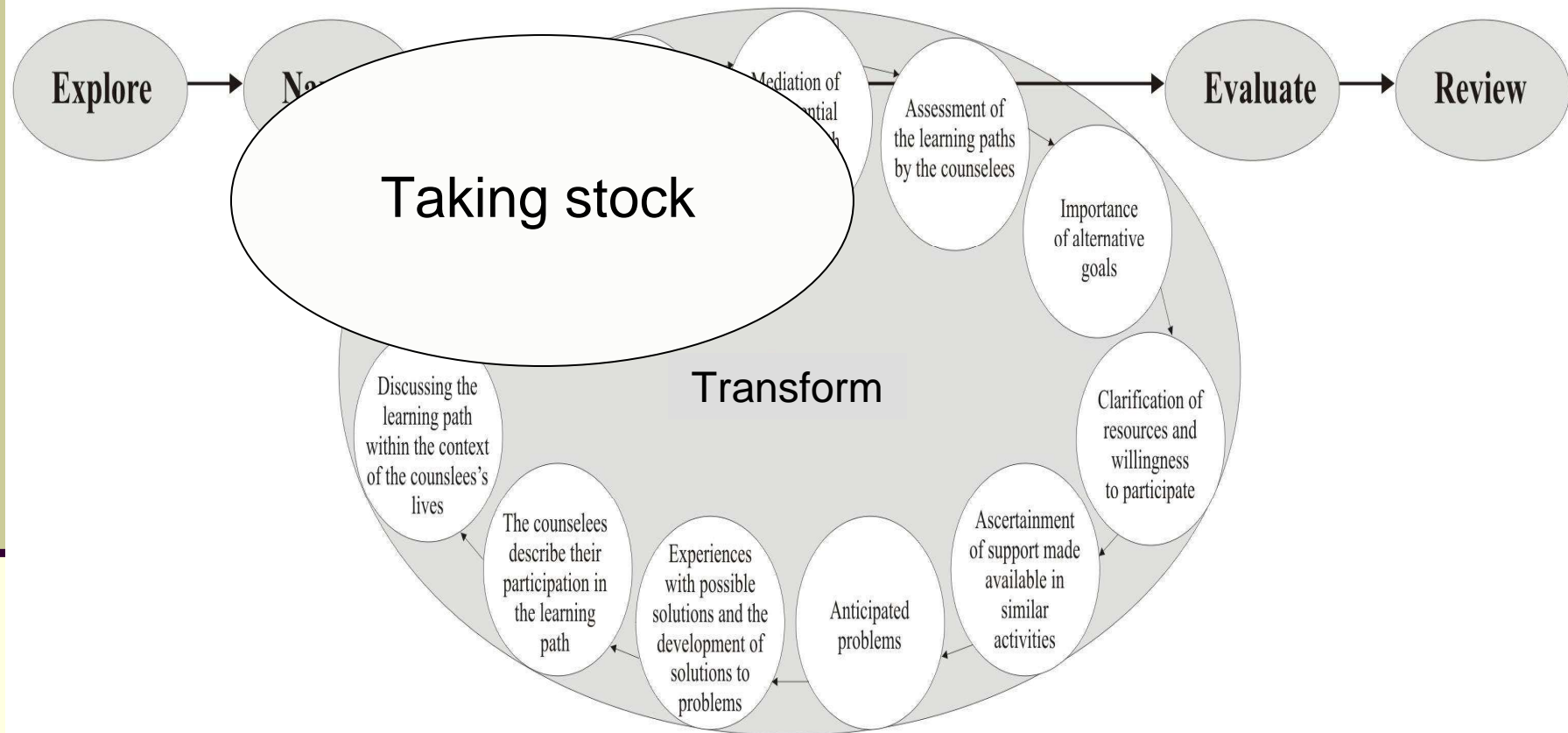
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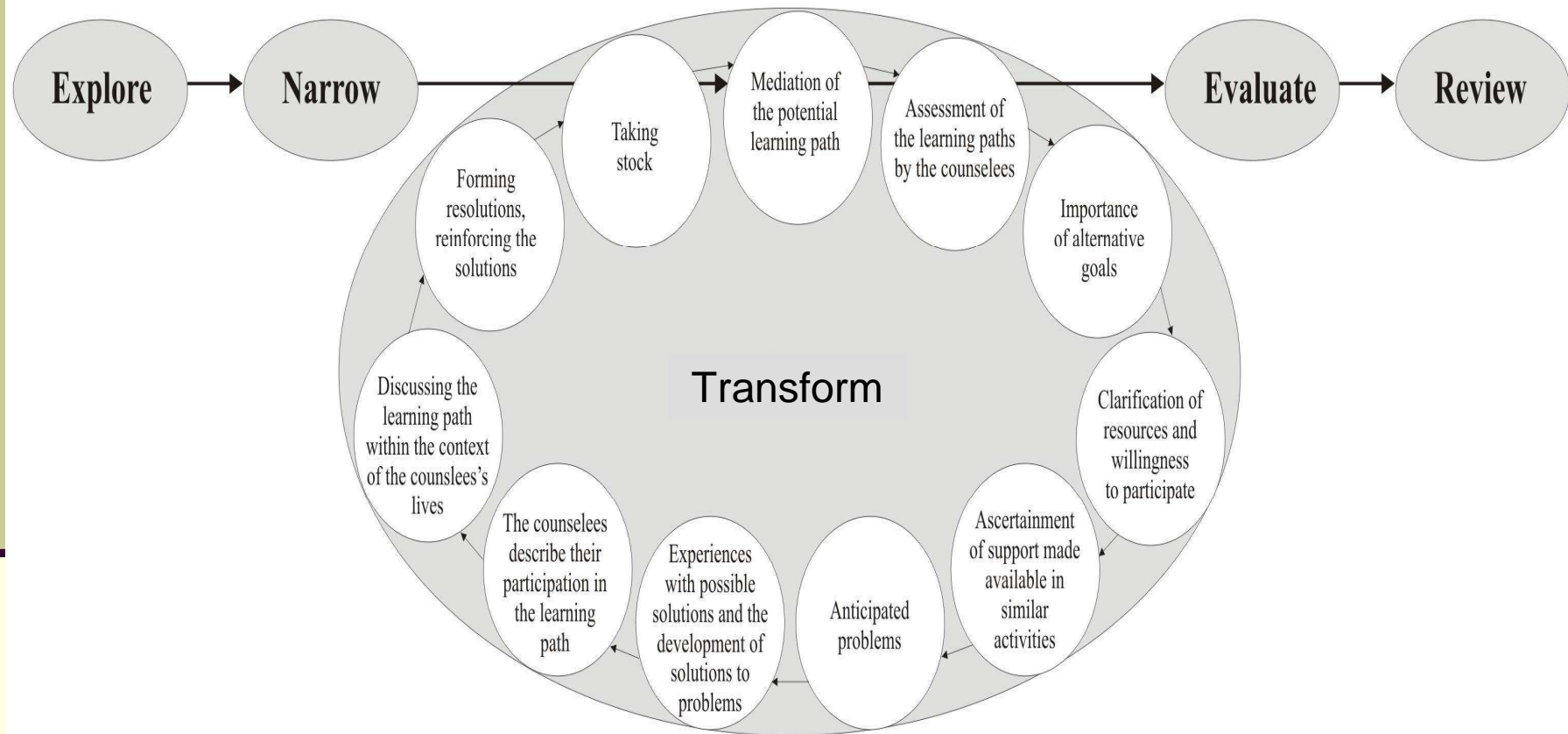
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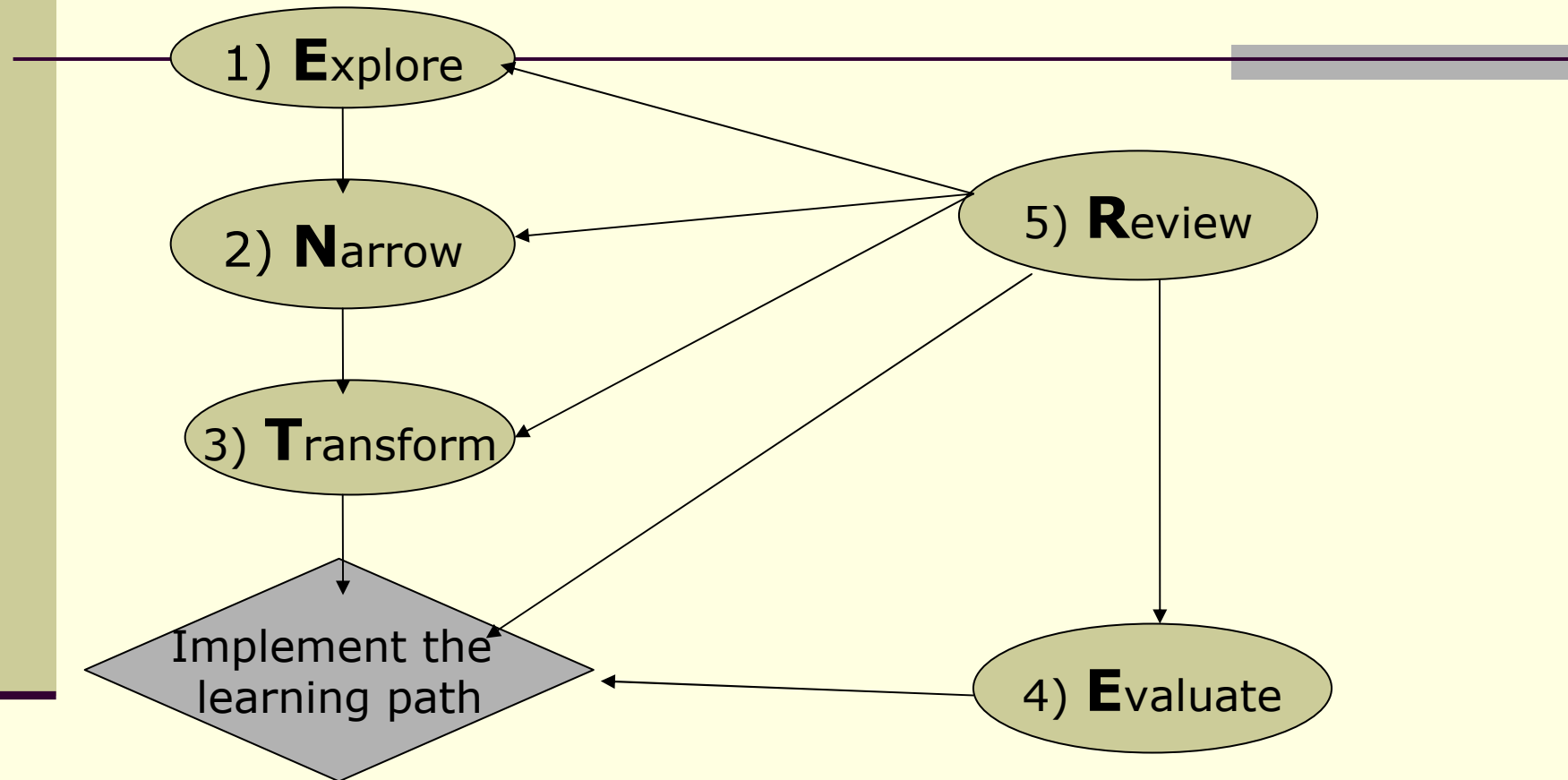
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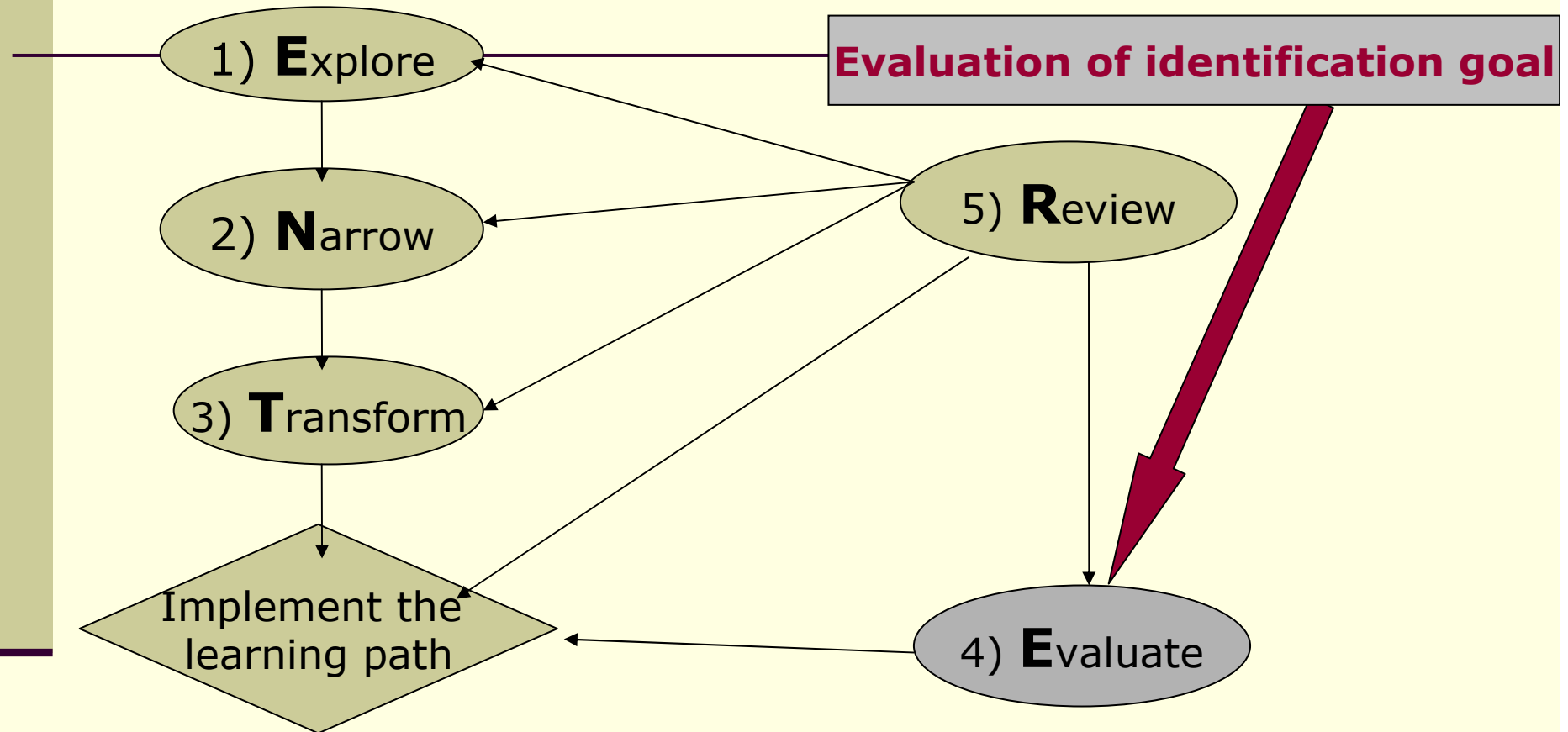
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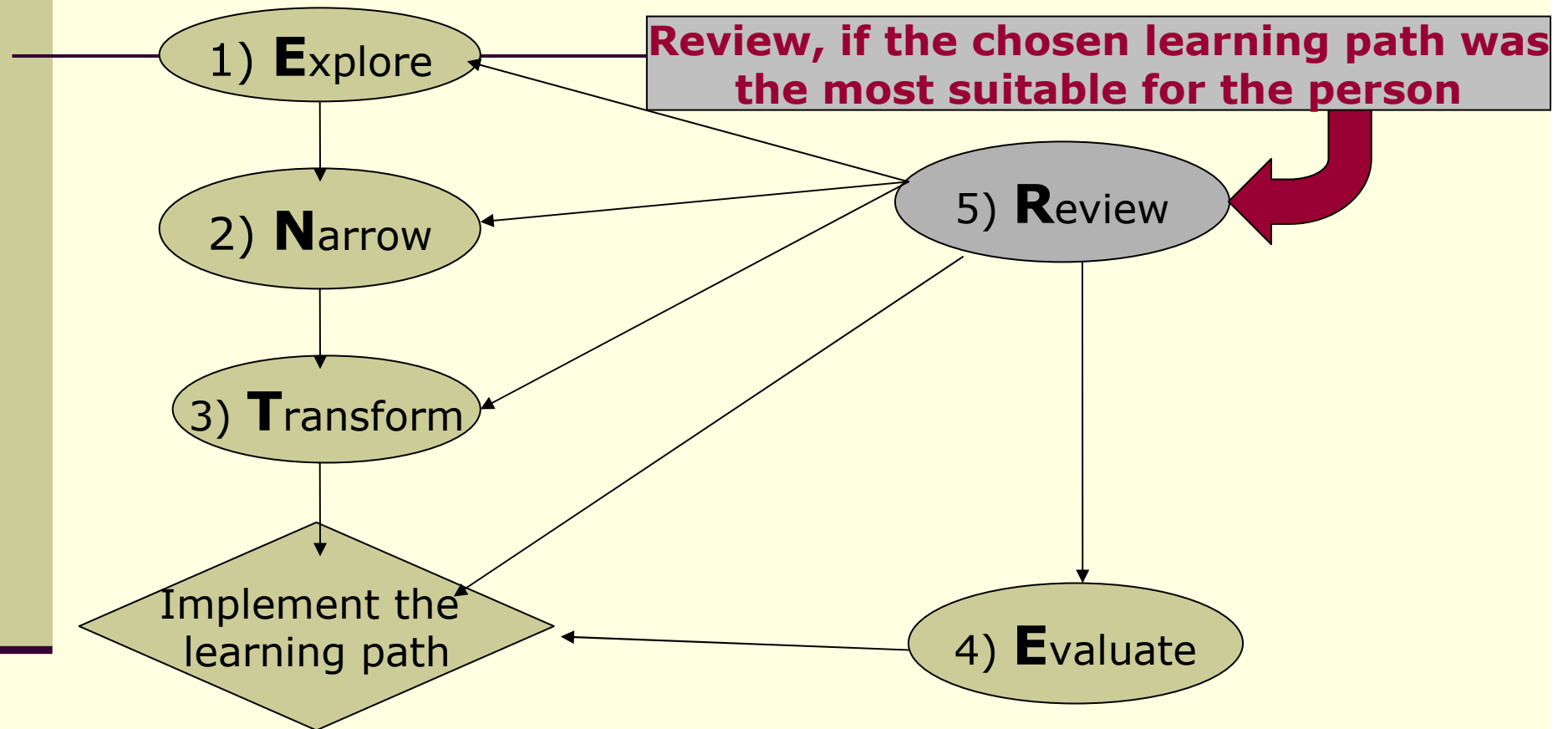
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# Evaluate

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- The function of the Evaluate step is to determine how well a subject realizes the goals of the identification.
- In order to ascertain this, suitable success criteria must be clearly outlined.
- Diagnostik sources:
  - scholastic grades
  - academic titles
  - honors
  - extraordinary achievements such as publications or works of art

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# Review

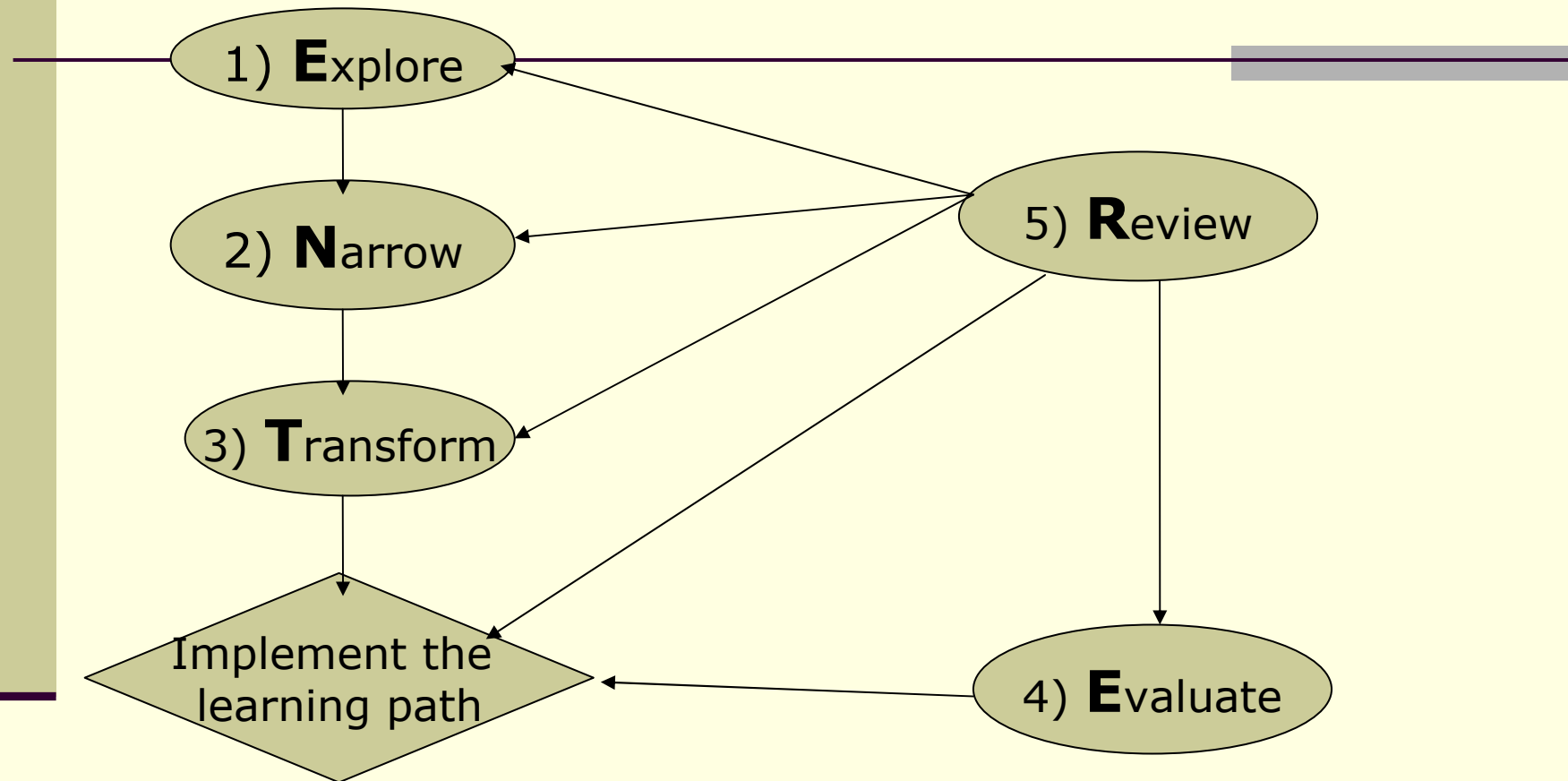
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- In the Review step, the purpose of the identification and the model of giftedness on which the identification is based are put to the test.

purpose of identification: e.g. skipping a class vs. attending a gifted school

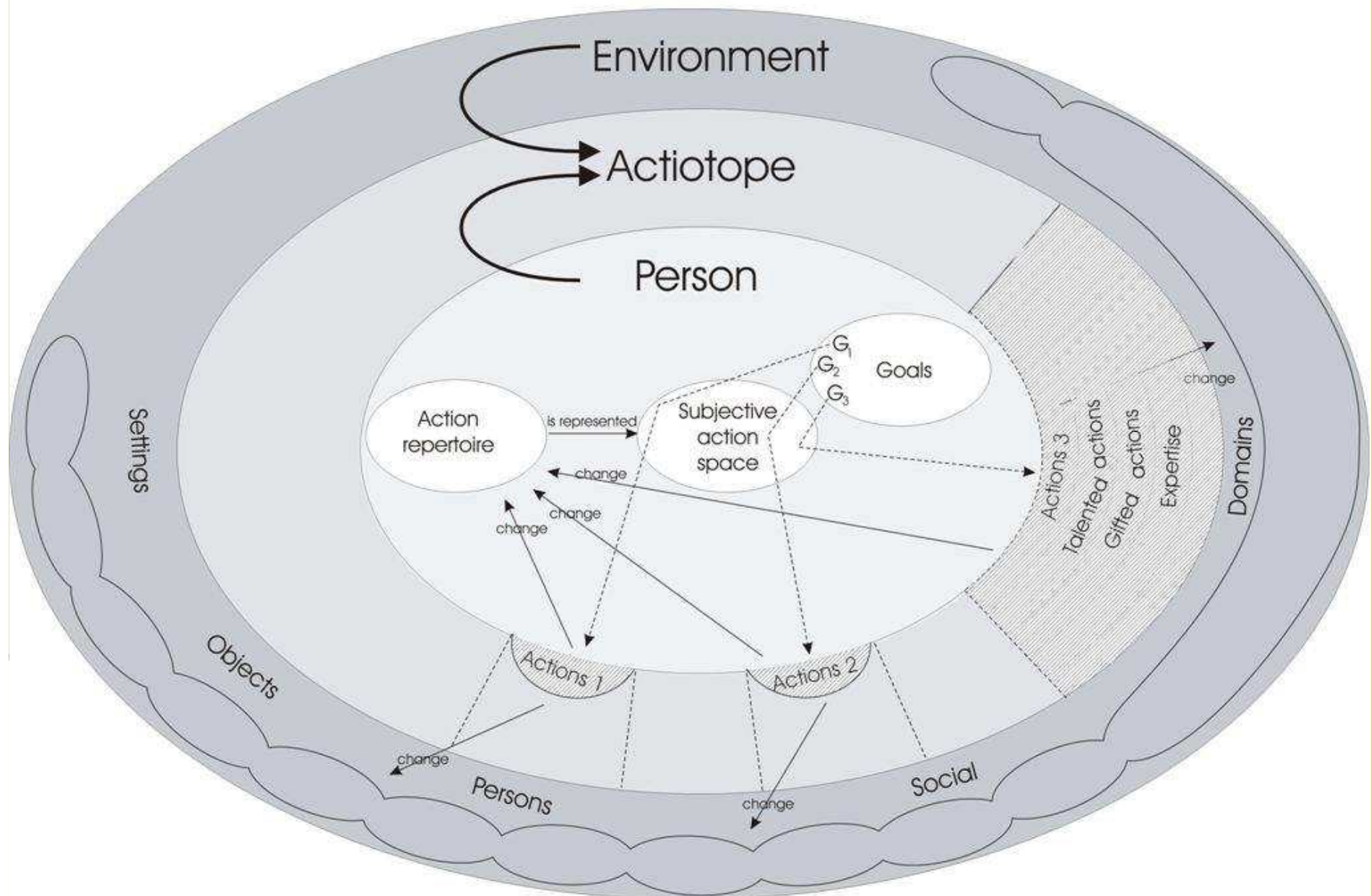
model of giftedness: e.g. IQ as only identification criterion as in Terman's study

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# Actiotope Model of Giftedness





**Thank you for your attention!**

