

Characteristics of Gifted/Hearing Impaired Youth

- Tendency to work on grade level
- Good sense of humor
- Intuition
 - No literal explanations necessary
- Poor speaking ability
- Ingenious problem-solving skills
- Clearly symbolic language capabilities

Screening and Identification Procedures for Gifted/Hearing Impaired Youth

- Allow for nominations from individuals outside school setting
- Utilize standardized nomination forms
- Create a developmental history
- Use nonverbal measures of intelligence (screening process)
 - *Raven's Coloured Progressive Matrices (CPM)*
 - *Raven's Advanced Progressive Matrices (APM)*
 - *Raven's Standard Progressive Matrices (SPM)*
 - *Culture-Fair Intelligence Test (CFIT)*
 - *Naglieri Nonverbal Abilities Test (NNAT)*
- Use nonverbal measurements of intelligence (identification process)
 - *Kaufman Assessment Battery for Children (K-ABC)*
 - *Universal Nonverbal Intelligence Test (UNIT)*
 - *Leiter International Performance Scale-Revised*

Instructional Strategies for Gifted/Hearing Impaired Youth

- Differentiate the curriculum
 - Allow students to learn at their developmental level
- Encourage collaboration among all teachers
 - Ensures continuity in all classrooms
- Develop intellectually challenging activities
 - Avoid teaching solely to the disability
- Provide a variety of learning materials
 - e.g. kinesthetic, visual, and auditory
- Incorporate a whole language approach
 - Ensures that students learn various forms of communication