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

Adapted from Whiting, Andeson, & Ward (1980)