

Gifted Education Identification

Effective gifted education programs use a differentiated multiple indicator referral, assessment and identification process in identifying student learning needs and matching program services to identified needs. A flexible and continuous matching process collects unique information about student characteristics as a foundation for the development of education plans for each identified participant. Purpose for identification, uniqueness of the individual needs, potential for accomplishment and program capacity are factors used in aligning student needs and gifted education program services.

Purpose

The purpose of a multiple indicator team-based identification process is to develop a comprehensive profile of student strengths, abilities, interests, learning styles and the extent and uniqueness of exceptional needs. This process collects various types of information from individuals knowledgeable about the student, the student's characteristics as a learner and services available. The purpose of the identification processes is to collect information about student learning characteristics and is not focused upon eligibility.

Processes

An effective gifted education program identification process allows for the recognition of learner characteristics at any stage of a student's education. It utilizes information from a variety of sources including district-wide norm-referenced and performance assessments, teacher observations, as well as information obtained from parents and others knowledgeable about the student. This process identifies academic strengths, talents, interests, personal/social profile as a basis for the development and implementation of student educational plans. An effective identification process includes referral of students for consideration and possible participation in program services, confirmation of exceptional and unique student needs and subsequent monitoring of learning experiences.

A formal identification process used for participation in the direct services domain of gifted education program necessitates a reliable and valid formal identification process and is initiated by an individual, teacher and/or family referral. A combination of techniques and multiple indicators including professional judgment by educators is necessary for a comprehensive formal identification process. Careful observations, objective assessment and information from other sources create a detailed profile of student intellectual strengths, talents, personal/social well-being and individual needs upon which educational plans can be developed for a student with demonstrated and documented exceptional creativity, extraordinary achievement in one or more academic fields, or outstanding leadership and who would significantly benefit from program services.

Data Collection

Upon receiving a gifted education program referral for review, program staff gather, classify and assess information to develop a multiple indicator learner profile for the team review process. This profile will include information from the referral process, various inventories, assessment data and a summary of the student interview. These data will document student strengths relative to the scope of data collected and relative to the performance of age-appropriate peers. One inventory useful in the identification of student for consideration of involvement in gifted education program services is the Personal Social Competence Inventory

The *Personal Social Competence Inventory* captures multiple perspectives on the four related dimensions of personal social competence: self-awareness, self-management, social awareness and relationship management. This inventory provides internal as well as external perspectives on the relative strengths of the four related dimensions of personal social well-being. All staff with instructional responsibilities for the student referred as well as the parent/guardian will complete a *Personal Social Competence Inventory* for compilation, analysis and presentation by gifted education program staff.



Personal Social Competence Inventory

Personal Social Competence is a learned capability based on emotional intelligence contributing to effective performance in all aspects of life and in multiple environments including at home, work, school, or other social contexts. This inventory is organized into four related clusters of Personal Social Competence: Self-Awareness, Self-Management, Social Awareness and Relationship Management.

Student _____ Date _____ Grade _____
Person completing the inventory _____ Relationship _____

Please complete this inventory by indicating observed frequency ranging from Never to Always for each trait in each cluster by checking the box for the appropriate descriptor.

Self-Awareness

Emotional Self-Awareness

Emotional Self-Awareness is the ability to recognize personal emotions and their effects. It is being able to recognize reactions to cues in the environment and how emotions affect performance. Components of Emotional Self-Awareness include:

- Is aware of personal feelings [] Never [] Rarely [] Occasionally [] Frequently [] Always
Knows why feelings occur [] Never [] Rarely [] Occasionally [] Frequently [] Always
Understands implications of personal emotions [] Never [] Rarely [] Occasionally [] Frequently [] Always

Accurate Self-Assessment

Accurate Self-Assessment is knowing inner resources, abilities, and limits. It is being aware of personal strengths and limitations. It is based on the desire to receive feedback and new perspectives, and to be motivated by continuous learning and self-development. It implies having the ability to target areas for personal change. Components of Accurate Self-Assessment include:

- Has a sense of humor about him/herself [] Never [] Rarely [] Occasionally [] Frequently [] Always
Is aware of personal strengths and limits [] Never [] Rarely [] Occasionally [] Frequently [] Always
Is open to feedback [] Never [] Rarely [] Occasionally [] Frequently [] Always

Self-Confidence

Self-Confidence is a belief in personal capability to accomplish a task. This competency is about conveying ideas and opinions in an assured manner and having a positive impact on others. Components of Self-Confidence include:

- Presents him/herself in an assured and unhesitating manner [] Never [] Rarely [] Occasionally [] Frequently [] Always
Has appropriate positive presence and is sensitive to the confidence of others [] Never [] Rarely [] Occasionally [] Frequently [] Always
Believes he/she is capable for the learning of current grade [] Never [] Rarely [] Occasionally [] Frequently [] Always

Self-Management

Emotional Self-Control

Emotional Self-Control is the ability to keep impulsive feelings and emotions under control. It is being able to restrain negative actions when provoked, when faced with opposition or hostility from others, or when working under pressure. Components of Emotional Self-Control include:

- Deals calmly with stress [] Never [] Rarely [] Occasionally [] Frequently [] Always
Displays impulse control and restraint [] Never [] Rarely [] Occasionally [] Frequently [] Always
Stays poised and positive, even in trying moments [] Never [] Rarely [] Occasionally [] Frequently [] Always

Personal Social Competency Inventory

Trustworthiness

Trustworthiness is taking action consistent with what is said and valued. It includes communicating intentions, ideas, and feelings openly and directly and welcoming openness and honesty in others. The individual shows integrity and takes responsibility for behavior and performance and builds trust through reliability and authenticity. Components of Trustworthiness include:

Keeps promises and follows through on commitments

Never Rarely Occasionally Frequently Always

Willingly fulfills assigned responsibilities

Never Rarely Occasionally Frequently Always

Adaptability

Adaptability is the ability to be flexible and work effectively within a variety of changing situations and with various individuals and groups. People with this competency are willing to change personal ideas or perceptions on the basis of new information or evidence. Adaptable individuals are able to alter standard procedures when necessary and juggle multiple demands as required. Components of Adaptability include:

Smoothly juggles multiple demands

Never Rarely Occasionally Frequently Always

Easily handles transitions and rapid changes

Never Rarely Occasionally Frequently Always

Adapts plans, behavior and interactions to fit situations

Never Rarely Occasionally Frequently Always

Optimism

Optimism is seeing the world as a glass "half-full" rather than "half-empty. This is the ability to see good in others and in the situation at hand. Threats are viewed merely as opportunities that can be acted upon and taken advantage of to achieve optimal outcomes. Components of Optimism include:

Typically views others, contributions of others and issues positively

Never Rarely Occasionally Frequently Always

Believes people and events are inherently good

Never Rarely Occasionally Frequently Always

Believes that most things work out in the end

Never Rarely Occasionally Frequently Always

Social Awareness

Empathy

Empathy is hearing and understanding accurately unspoken, partly expressed or spoken thoughts, feelings, and concerns of others. Individuals with empathy are able to constantly perceive and understand emotional cues. The individual can appreciate what others are saying and the motivation for saying it. This competency also includes a measure of cross-cultural sensitivity. Components of Empathy include:

Accurately reads people's moods or nonverbal cues

Never Rarely Occasionally Frequently Always

Respects and relates well to people of diverse backgrounds and opinions

Never Rarely Occasionally Frequently Always

Listens attentively to others

Never Rarely Occasionally Frequently Always

Perseveres calmly through delay or provocation without becoming annoyed

Never Rarely Occasionally Frequently Always

Reacts to situations and emotions of other people with caring

Never Rarely Occasionally Frequently Always

Relationship Management

Communication

Communication is the ability to send clear and convincing messages to an audience in an open and effective way. Individuals with effective communication present information in an engaging style and are open to dialogue with the audience. Components of Communication include:

Uses an engaging communication style

Never Rarely Occasionally Frequently Always

Uses nonverbal cues, like tone of voice, to express feelings that reinforce messages

Never Rarely Occasionally Frequently Always

Personal Social Competency Inventory

Conflict Management

Conflict Management is the ability to handle difficulties with others in a constructive manner that is sensitive to the feelings of others. This competency entails focusing on the issues rather than people and working to de-escalate conflicting emotions and feelings. Components of Conflict Management include:

Handles disagreements in constructive way

Never Rarely Occasionally Frequently Always

Assumes responsibility for personal actions in conflict without blaming others

Never Rarely Occasionally Frequently Always

Building Bonds

Building Bonds is the ability to create or maintain friendly, reciprocal and warm relationships with others. Building Bonds means developing and maintaining good relationships with a variety of people. Components of Building Bonds include:

Makes close personal friends with acquaintances or classmates

Never Rarely Occasionally Frequently Always

Nurtures relationships related to activities or projects

Never Rarely Occasionally Frequently Always

Teamwork and Collaboration

Teamwork and Collaboration is about working cooperatively with others, being part of a team, and working together as opposed to working separately or competitively. Teamwork and Collaboration is enjoying shared responsibility and rewards for accomplishments. It is actively participating and enjoying building the capability of the team. Component of Teamwork and Collaboration include:

Works cooperatively with classmates

Never Rarely Occasionally Frequently Always

Promotes a friendly, cooperative climate in groups

Never Rarely Occasionally Frequently Always

Additional comments:

Please use the Contact form on abelsdesign.com for inquiries about the use of this inventory.

Personal Social Competence Inventory

Enter the total score for each Personal Social Competence Inventory cluster and rater in the tables below.

Rater 1	Cluster	Total	Average
	Self-Awareness	32	3.56
	Self-Management	20	1.82
	Social Awareness	20	4.00
	Relationship Management	25	3.13

Rater 5	Cluster	Total	Average
	Self-Awareness		0.00
	Self-Management		0.00
	Social Awareness		0.00
	Relationship Management		0.00

Rater 2	Cluster	Total	Average
	Self-Awareness		0.00
	Self-Management		0.00
	Social Awareness		0.00
	Relationship Management		0.00

Rater 6	Cluster	Total	Average
	Self-Awareness		0.00
	Self-Management		0.00
	Social Awareness		0.00
	Relationship Management		0.00

Rater 3	Cluster	Total	Average
	Self-Awareness		0.00
	Self-Management		0.00
	Social Awareness		0.00
	Relationship Management		0.00

Rater 7	Cluster	Total	Average
	Self-Awareness		0.00
	Self-Management		0.00
	Social Awareness		0.00
	Relationship Management		0.00

Rater 4	Cluster	Total	Average
	Self-Awareness		0.00
	Self-Management		0.00
	Social Awareness		0.00
	Relationship Management		0.00

Rater 8	Cluster	Total	Average
	Self-Awareness		0.00
	Self-Management		0.00
	Social Awareness		0.00
	Relationship Management		0.00

Average Scores

- Never = 0
- Rarely = 1
- Occasionally = 2
- Frequently = 3
- Always = 4

Average of all raters	Cluster	Average
	Self-Awareness	3.56
	Self-Management	1.82
	Social Awareness	4.00
	Relationship Management	3.13

Once total cluster data has been entered, click on the "PSCI Profile" tab located at the bottom of this worksheet to see and print the results.

Personal Social Competence Inventory

