

The Identification Process & Tools for Gifted and Talented Students

Research on five inclusive government schools in Ajman to study the areas of identification
process tools utilized to screen for gifted and talented students in primary schools

منهاج و أدوات الكشف المبكر للطلاب الموهوبين و الفائقين

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Abstract

With the increase focus on innovation and creativity, the Giftedness Education has become embedded with the UAE government's future strategies. The United Arab Emirates has announced year 2015 as a year of innovation. This has indicated a new parameter in the country to drive the force towards gifted and talented individuals. This has been clearly stated on the ground when the country has reformed and introduced new ministers in the UAE cabinet in February 2016. The UAE has become the first country in the region to allocate a minister of happiness, a minister of youth affairs and a minister of tolerance (Khaleej Times, 2016). The new ministers in the UAE are aged between 22 to 38 years old only, the youthful heart of the UAE is looking for new gifted and talented Emaraty individuals to lead the country. These rapid changes occurring in the country in establishing new ministers and attracting young talented leaders has to be one of the reasons to give more attention to studies and researches related to giftedness and talents. Gifted and talented which falls under special needs category was clearly identified and introduced in the Ministry of Education in the UAE and in Abu Dhabi Education Council. The purpose of this research journey was to give a comprehensive study on the early intervention to identify young gifted and talented students in primary level. Teachers were informally interviewed about their opinion and attitude on the current tools and services provided for young gifted and talented students in primary schools. The study gathered the information via visiting five primary inclusive schools in the UAE in the city of Ajman. Findings showed that schools differs from one another regarding the leadership oppositions and the resources provided for gifted and talented students. Furthermore, the inclusion of gifted and talented students in the schools is vague and not well stated in the educational system in the UAE. Recommendations were made to improve the services and resources for gifted and talented students and to give more training to the SEN teachers.

Arabic Abstract

مع زيادة التركيز على الابتكار والإبداع أصبح الاهتمام بالمواهب جزءاً لا يتجزأ مع استراتيجيات الحكومة الإماراتية في المستقبل. و كان هذا جلياً حين أعلنت دولة الإمارات العربية المتحدة عام 2015 م عاما من الابتكار. و تعتبر هذه الركيزة الأساسية للاهتمام لذوي المواهب و المتفوقين. وقد لأمسنا ذلك بوضوح على أرض الواقع عندما تم إعادة هيكلة الحكومة في دولة الإمارات العربية المتحدة في فبراير 2016 و تقديم و قدم وزراء جدد في الحكومة. وأصبحت بذلك دولة الإمارات العربية المتحدة أول دولة في المنطقة يكون فيها زيرة السعادة، وزيرة شؤون الشباب ووزيرة التسامح (خليج تايمز، 2016). وتتراوح أعمار الوزراء الجدد في دولة الإمارات العربية المتحدة من 22 إلى 38 سنة فقط، دولة الإمارات العربية المتحدة الفتية تبحث عن الإماراتيين الموهوبين والمتفوقين لقيادة البلاد. هذه التغيرات السريعة التي تحدث في الدولة من خلال وضع وزراء جدد وجذب القادة الموهوبين الشباب قد تكون إحدى الأسباب لإعطاء المزيد من الاهتمام بالدراسات والأبحاث المتعلقة بالموهبة والمواهب. الموهوبين والمتفوقين الذين يندرجون تحت فئة ذوي الاحتياجات الخاصة تم التعرف بشكل واضح وقدم في وزارة التربية والتعليم في دولة الإمارات العربية المتحدة وفي مجلس أبوظبي للتعليم. وكان الغرض من هذه الرحلة البحثية لتقديم دراسة شاملة عن التدخل المبكر لتحديد الطلاب الموهوبين والمتفوقين من الشباب في المرحلة الابتدائية. وأجريت مقابلات مع المعلمين بشكل غير رسمي عن رأيهم والموقف من الأدوات والخدمات الحالية المقدمة للطلاب الصغار الموهوبين والمتفوقين في المدارس الابتدائية. وتجمع هذه الدراسة المعلومات عبر زيارة خمس مدارس شاملة الأولية في دولة الإمارات العربية المتحدة في مدينة عجمان. وأظهرت النتائج أن المدارس تختلف عن بعضها البعض فيما يتعلق المعارضات القيادة والموارد المتاحة للطلاب الموهوبين والمتفوقين. وعلاوة على ذلك، فإن إدراج الطلاب الموهوبين والمتفوقين في المدارس هو غامض ولم يذكر جيداً في النظام التعليمي في دولة الإمارات العربية المتحدة. وقدمت توصيات لتحسين الخدمات والموارد للطلاب الموهوبين والمتفوقين، وإعطاء المزيد من الدورات التدريبية للمعلمين في التربية الخاصة.

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Key Words and Abbreviations

Abu Dhabi Education Council: ADEC
Assessment tools
Performance Based Assessment: PBA
Analysis
Definitions
Environment
Educational System
Facilities
Giftedness
Gifted Education
Gifted and Talented
Giftedness Traits
Giftedness Characteristics
Identification process
Inclusion
Instruments
IQ tests
Intelligence
Knowledge and Human Development Authority : KHDA
Leadership
Multiple Intelligences: MI
Ministry of Education : MOE
Measurement
Process
Resources
Researches and Studies
Recommendations
Students
Scanning
Screening
Scouting
Special Education
Special Needs
Special Education Needs Teacher : SEN Teacher
Skills
Scoring results
Talented
Talents
Teachers' reflections
Teachers' views
UAE : United Arab Emirates

Introduction

Gifted education has been a subject to debate and research on to the most of academic educators. The debate of defining giftedness and talent has set a rich platform for scholars and academic researchers to investigate more about this area. Knowing the exact meaning of giftedness and its one appropriate identification tool is a matter of discussion in all educational hubs. Gifted education has undergone through changes throughout the history of education and have become now to a stage where the same question of defining giftedness and talents and its tools are on the table of discussion.

Having stated that, gifted and talented students have been struggling to surface to the real world. The reasons are differing from either the influence of environment which can be resources and culture and the lack of knowledge of the identification tools. It is hence very important to address the needs of gifted and talented students to get the equal treatment and resources needed for them. The risk of not addressing and fulfil the needs of this category of students can result on a negative backfire on the gifted student and the society (Renzulli, 2004). Gifted and talented students and individuals were caged into different myths of their abilities. One of these major myths is the notion of gifted and talented students can always be fine by their own. NAGC has strongly demolished such attitude by confirming the level of importance on eliminating these thoughts from ones' heads in (2016). The result of such acts will reflect on child's interest and demotivate the student from nurturing his or her giftedness (NAGC, 2016).

A number of studies on giftedness and talented have reflected on the role of early identification and the understanding of the definition of giftedness in the designated culture or community. For instance, Kelemen, has stated giftedness does not have a one common definition across the globe. It differs from one community to another (2012). She explains it "There are gifted children in every type of culture, both genders and of different ages" (2012, p. 45). This underlines the importance of creating a specific definition of giftedness as per each culture's perspective and needs. The same notion goes with both Passow and Tannenbaum (1979) who believe on the early identification is important if the definition of giftedness is clearly stated which will also help in paving the platform for accessing the suitable tools for screening the gifted and talented (cited in McBride, 1992). The importance of early identification and screening for gifted and talented does not only help in building up a healthy gifted individual. But as Fatourous states (1984), it is also helping in expanding the child's intellectual and personal abilities (cited in McBride, 1992). On another perspective, Both Kaufman and Sternberg believe labeling a child as "gifted" is

based on a set of changeable criteria (2007). They claim diagnosing a child as gifted is a matter of personal opinion, which can be applicable to a specific domain of giftedness or broader (2007).

Some other studies reflected on the major role of external factors on either generating gifted and talented individuals or demolish them, Birch (1984) explains“.. we need to explore the broader context within which the child functions and which includes social, personal, and cultural factors which contribute much to the shaping of academic abilities, limitations, special interests and potentials” (cited in Renzulli, 2004, p.xxiv).

Reflecting on an analysis study conducted by Sheikh in Dubai to study and review of special education in the city, she has mentioned the lack of reliable estimation of accurate data related to disability in the city of Dubai (n.d, p.1). Therefore, the need of further comprehensive studies is urgently demanding.

The study is going to reflect on different subjects related to gifted and talented education in the UAE and its definition. It has underlined the unclear cutoff lines and interchange links between the definition that the educational system has stated for giftedness and the current identification tools used for this purpose. As mentioned, the outcome of this study has highlighted important points that are connected to the gifted education in the UAE at the present time and future suggestions and plans. The study will start with a brief summary of the UAE and its special education system. It will be followed by a literature review on giftedness and talented definitions and its identification tools. An introductory chapter on culture and its impact on gifted and talented individuals in the society will be briefly discussed. The analysis of research outcome will be highlighted and finally the research paper will wrap up its study by underlining some suggestions and recommendations.

Research Questions

The research paper is aiming to study the tools used in order to identify gifted and talented students in the government schools in the UAE, the impact of school environment and the culture on discovering talents and finally the study will wrap up the research with list of recommendations and suggestions. The research questions are:

1. What is the identification tools used to scan for gifted and talented students in the UAE inclusive government schools?
2. What are the supported resources provided to the gifted and talented students in the UAE government schools?

Organization of the Chapters:

The chapters are organized as follows:

1. Chapter One: Research Methodology : the chapter is highlighting a brief overview on the methodology practices used to carry out this study and the challenges
2. Chapter Two: Literature Review: this chapter sheds the light on the literature studies related to giftedness and talented. The definition of the terms and the different tools used.
3. Chapter Three: Reflection & Overview: the chapter underlines an overview brief from visiting the schools where the study was carried.
4. Chapter Four: Discussion: this chapter reflects on the results by analyzing the gathered information from visiting the schools
5. Chapter Five: Recommendations: the chapter proposes some suggestions and recommendations to be taken under considerations for future studies
6. Chapter Six: Conclusion: the chapter sums up the research paper
7. Chapter Seven: References: the list of references are presented in this chapter
8. Chapter Eight: Appendices: this chapter includes the survey questions and the permission letters used for this research paper

Chapter One: Research Methodology

Introduction

The dissertation is focusing on understanding the tool kit used to discover students with giftedness and talent traits in the inclusive primary schools. The research questions are labeling the areas of the identification process used to scout gifted and talented students in primary schools, the reinforcement the gifted and talented students are being offered in the schools, teachers' opinions and knowledge and finally recommendations for further better solutions. Schools in this year have put on hold the gifted and talented program following the Ministry of Education's announcement. However, teachers have been dealing with gifted and talented students for the past years until mid of 2015. Accordingly, it was decided to cover five inclusive schools of primary level as per the recommendations of the researcher and the supervisor of the dissertation. It was however, decided by the Education Zone of Ajman , Special Education Department to visit two models schools and three normal schools for the purpose of variation and to compare between the services, attitudes and environment. In order to get a collective strong based of information, the researcher has adopted a mixed method approach of a combination of qualitative and quantitative methods. The researcher has conducted a general observation of the school environment, a semi informal interview with teachers in the schools and finally a survey questions are given to 25 teachers in the visited schools.

The study was conducted in five inclusive primary government schools in Ajman city in the UAE. The researcher went through different process in order to get the permission to access into schools. The five nominated schools were two boys schools and three girls schools. The number of students and their backgrounds of each school also varied from one location to another. The paper is going to shed the light on the tools and instruments used in these schools, the areas of focus of giftedness and talent and will conclude with some suggestions and recommendations.

The research paper is concentrating on studying the identification approaches and methods used for screening the talented and gifted students in the primary inclusive schools in Ajman, it is also focusing on teachers' opinions and feedback on the current used tools. The researcher gathered information through general observation, informal interviews, survey distributions among the teachers and finally data collection analysis. The researcher obtained a mixed method research approach to collect the information in order to answer the research questions. Literature has proven the effectiveness of mixed research method in enriching the studies. Bamberger believes the impact of mixed method approach on getting

the best results of any research studies. He underlines its impact on “.. seeking to integrate social science disciplines with predominantly quantitative and predominantly qualitative approaches” (2012, p.1). Moreover, the results gathered from qualitative and quantitative develop a clear understanding between the artificial information and the reality practice (Punch & Oancea, 2009). Yin (1989) determines the role of qualitative research methods which include observation and interview in portraying and reflecting a real life practice of any phenomena or interaction (cited in Tomlinson, Reis and series of editors, 2004). Whereas, the quantitative approach support the facts with evidences such as in conducting surveys (Thomas, 2003).

1.1 Research Strategy

There are a number of inclusive primary schools in the city of Ajman. In prior of study, the researcher has visited the Education Zone of Ajman to meet with the Head of Special Education Department in order to propose the visit to the schools. The SEN Department in the Education Zone has requested a formal Arabic letter from the university stating my educational purposes of this research and the requirements (Appendix A).

The communication between the researcher and the university via emails were addressed to get the formal letter. An email communication between the researcher and the Education Zone- Special Education Department was pinned on throughout the process. The Education Zone has requested from the researcher to share the survey questions and the research questions to be presented to the committee. The permission letter from the Education Zone of Ajman has then issued upon receiving the approval from the university and on the research questions and survey (Appendix A). The Education Zone has sent an electronic circular to the schools requesting their full cooperation to provide the information to the researcher in order to complete the study (Appendix A). The researcher has visited the schools and met with special needs teachers to brief them about the study research and to collect some data.

1.2 Study Background

The researcher has conducted the study in five selected schools that are assigned by the Education Zone of Ajman city. These schools are neighboring each other in one area, however, the backgrounds of each school differs from one school to another. The researcher has visited two model schools, one for boys and one for girls, and three ordinary

schools and all these schools are categorized as inclusive schools. The assigned teachers of special education are mostly master degree holders in their area from their hometown countries. Most special needs teachers are from Arab region and only one candidate is an Emaraty. The participants have been assigned by the Education Zone to work with gifted and talented students in their schools and develop IEPs, working on enhancing their giftedness through participating in different competitions nationally and internationally if possible.

1.3 Method of Data Collection

1.3.1 Survey

The researcher has obtained a permission letter from the Education Zone of Ajman city (Appendix A) to distribute survey questions to the teachers. The researcher focused on four different subjects which are as the following Art, Sports, Music and any other subjects. The researcher underlined these subjects in specific in order to broaden the scale of giftedness and talents beyond the academics. The researcher has created a series of questions in order to get more valid information about the identification tools used in the government schools to scan for gifted and talented students (Appendix B). Survey is considered a quantitative instruments, which helps in providing some facts and evidences. The survey questions should draw some conclusion and insights to the research questions. These kinds of tools may be beneficial in different studies, but are not recommended in studies that might involve histories (Thomas, 2003).

1.3.2 Data Collection

Thomas explains different key components a researcher should implement in his or her studies (2003). He asserted them as the following, content analysis, observations, interviews, factual questionnaires, inventories and tests (2003, p.57). In this study, different data collection tools and methods were implemented in order to get better picture of the current situation and to propose for some future recommendations. Data analysis as Thomas clarifies in his studies, it is not only consisting of printed documents, it is also a combination of communication notes such as audio recording, still photographs or videos (2003, p.57). The researcher captured some pictures of the documents and photos of schools physical appearance after getting verbal permission from the administrations

(Appendix D, Appendix E & Appendix F). Although, the data analysis can add extra value to the research, however, analyzing the gathered information can take longer time to get the results, which is considered a limitation and disadvantage of this method (Thomas, 2003).

1.3.3 Informal Interview

The researcher got a permission from the teachers and school principals to do an informal interviews with the participants (teachers and some principals). The interviews were formally introduced in Arabic between the researcher and the participants. Some of the challenges the researcher has faced were the rejection of jotting down notes of participants' says and inputs and unanimously they rejected the recording idea. Hence, the researcher has documented some of the interviews' input and write them down as soon as the area is clear. The researcher has conducted some informal one to one interviews with the participants during the process of the study. Studies have underlined the role of interviews as one of the important tools to gather the information. Thomas has explained the importance of interviews in getting deeper information from the participants and allow them to express their opinions (2003). The disadvantage of interviews is time consuming for the researcher to meet each participant, further, the given information from the participants might not be useful for the research (Thomas, 2003).

1.3.4 Observations

The researcher was given a permission to conduct observations in the schools. The researcher wanted to get more focused observations on some sessions given to the gifted and talented students in the nominated schools. However, due to the examination timing the schools were in and the freezing of the gifted and talented programs have made it impossible to conduct focused observation sessions. Hence, the researcher initiated a general observation method focusing on the environmental elements, services provided for gifted and talented and the physical appearance of the schools and resources rooms for gifted and talented students. Observation is considered one of the gathering information methods in qualitative researches. This can be through watching, listening to events and record them (Thomas, 2003). The direct observation in public helps in providing more authentic and realistic representation of the current practices. Observation is considered one of the important tools and reliable if the observer recorded the events on an immediate bases. Otherwise, the delay record of the events can provide unreliable information which will affect the whole study (Thomas, 2003, p. 62-63).

1.4 Methodology Challenges

1.4.1 Access to information

The researcher has faced some obstacles in collecting the data and documents. Some of the documents were shared with the researcher, such as, the survey questions the school usually sends to the parents, activities the school conducts for gifted and talented students, curriculum used in the classroom, number of nominated gifted students and the nomination forms of gifted and talented. Other documents, such as the psychometric tests, IQ tests forms and the assessment tools used were difficult to be accessed to.

1.4.2 Schools Collaborations & Gifted and Talented Program

The schools were informed by MOE, to put on hold all the used identification tools and plans for gifted students in this year (2015-2016). This makes it difficult for the researcher to get the requested information or to conduct some observations. Hence, the study is built on the period of time where the identification tools were used for gifted and talented students in the school. The cooperation level differed from one school to another, some principals had problems to get the teachers involved in the study, whereas, other schools were more organized and have nominated the teachers in advance to cooperate with the researcher. MOE took longer time than expected to get the permission letter in order to be able to access the schools. Consequently, the study took place during the busiest days of academic year, where students and teachers were busy preparing for the exams. Literature has very limited publications and studies related to gifted education and talented students in the Arab World, which made it difficult for the researcher to compare or analyze other identification tools implemented in other Arab countries.

1.5 Ethics

This research is aiming to study the identification tools used in the primary government schools to scan for gifted and talented students. The information was collected through different tools as the following, survey distribution among teachers, informal interviews with teachers and document analysis. The researcher has clearly enclosed to the school staff and departments of keeping the participants anonymous. The survey questions were presented in English and translated in Arabic- verbally, to those who might have some difficulties in understanding them. The gifted and talented program in the government

schools is on hold until further notice. Hence, the study is referring to the practices and experience of teachers in this field in year 2014 until mid-2015.

Chapter Two: Literature review

2.1 Coloration Views of Defining Giftedness and Talented

Understanding the definition of gifted and talented is significant to make the right decisions in providing the appropriate educational services for students who fall under this category.

There are enormous numbers of studies and researches conducted to define gifted and talented individuals throughout the centuries. The concept has gone through many phases that have shaped its meaning according to each era's circumstances and belief. For instance, giftedness in Greece was used to describe those who show case a phenomenal power, as mentioned in Galton's studies of historical roots of understanding of Romans and Greeks ancient era. They refer individuals with extraordinary power to be touched by divinity (cited in Pfeiffer, 2008, p.14). Both Winstanley (2004) and Freeman (2000) claim the religious interchange connection to superior talents (cited in CCEA, 2006, p.7). Other studies in early 1900s claiming that giftedness can be inherited through DNA and it is a possibility to run through the family as per Galton's reflections and studies in the area of intelligence (Pfeiffer, 2008).

Although many studies and researches have been invested in this field throughout the centuries by pioneers to get a clear cut definition of giftedness, yet, the concept of gifted education and gifted individuals have remained unclear, which helped in triggering further studies and researches by other educational psychologists to dig deeper into this area. This has resulted in proposing different theories and assessment tools to measure gifted and talented individuals. These studies bloomed in early 20th century by Lewis Terman who linked the idea of giftedness to the result of Intelligence Quotient tests "IQ". Terman adopted Stanford-Binet IQ test in his studies on gifted students (Pfeiffer, 2008, p.2). The results of Terman's studies on giftedness have had its impact on other future studies. Accordingly, the definition of gifted students was heavily linked to their IQ test results. This was the main measurement tool to pullout the distinguished gifted students from the crowd. However, the argument on relying solely on the test results of intelligence had raised different views and perspectives. Sternberg, for instance, believes that giftedness is not a one dimensional field, it is not only an accumulative result of IQ test, it goes beyond these test (cited in Tomlinson and Reis, 2004, p.xii). Other different theories argue that IQ test is not necessarily defining intelligence of students. These kind of tests may fail to

obtain the right results for those who may experience learning difficulties and emotional and behavioral disorders (Sternberg & Davidson, 1986, 383). Renzulli believes relying on scores of cognitive challenging tests will only determine one area of intelligence of the student (2004). Therefore, the reliability of IQ test scores to measure the level of giftedness and intelligence is debatable.

Most educators and academics relying on the results of scores, however, other studies represent different views of other aspects that shape a person as a gifted individual. Webb, Gore, Amend and DeVries (2007) and Winner (1996) underlined the importance of other social and moral acts of gifted children who may fail in scoring high IQ or grades in academic subjects in schools.

Accordingly, defining gifted student does not necessarily reflect or link to their grades or IQ scores. The studies show the importance of social and emotional traits of gifted children. Some students acquire very high rate of sensitivity towards nature and have strong values of moral acts, therefore a person with these traits is also considered gifted. In 1972, Polish psychologist and psychiatrist Kazimierz Dabrowski conducted a neurological examination on gifted individuals, resulted on high stimulus and response to different aspects other than intellectual intelligence (Silverman, 2012). He defined the representation of high sensitivity and extreme intense reaction on different occasions as “overexcitabilities” -OEs- (Rinn, 2009). The study has shown a pattern of gifted individuals who may experience some symptoms of OEs and others might experience it all. Dabrowski (1972) identified the areas in which the gifted children might react to intensively in psychomotor, sensual, intellectual, imaginal and emotional. It is important to note that not all gifted children should experience all traits of OEs, however, some of them have more deep reaction to some of OEs areas than others throughout their lives (cited in Rinn, 2009). Winner (1996) and Webb, Gore, Amend and DeVries (2007) defined traits of gifted children as those who can perform well in certain domains by themselves such as, being creative in problem solving, good memory and sense of humor.

As a result, the old version of the definition was linked strongly with cognitive academic achievements. However, the revolution of exploring the area of giftedness has taken it to the next level. Studies of intelligence have triggered different views of the area of giftedness. Sternberg (1988, 1997 & 1999) defines giftedness as the ability of individual to “.. achieve success within particular sociocultural contexts (cited in Human Intelligence, 2013). Gardner also shares the same belief as Sternberg’s on the importance of social and cultural aspect of intelligence. He defines intelligence as “ ... the ability to solve problems,

or to create products, that valued within one or more cultural settings” (cited in Furnham, 2008, p.212)

Scholarly schools of gifted education who invested their knowledge and studies on intelligences and giftedness have emerged in the past 30 years. One of these schools is the Three-Ring Module which was introduced for gifted students by Joseph Renzulli, an American Educational Psychologist (Wikipedia, 2015). Renzulli has defined his model in three interlinked chains as creativity, exhibiting above and finally the task commitment. He believes the combination of creativity, exhibiting above average ability and task commitment can lead to shape the behavior of gifted and talented individual. He defines creativity, as willingness to take risks of certain tasks, fluency, flexibility and sensitivity to stimulation (Giger, 2007). He also defines the above average ability “.. is the difference between general abilities and specific abilities”, for instance the distinguished differences between abstract thinking and the capacity of acquiring knowledge (Giger, 2007). Finally, the task commitment is the determination to complete the given task. On the other hand, Gardner (1983) came up with new theory of Multiple Intelligences. His theory has paved the platform of giftedness and talents (Wikipedia, 2016). His theory states the equalization of all children and individuals in acquiring certain types of intelligences. He explains his theory by categorizing the intelligences as the following, linguistic intelligence, Logical-mathematical intelligence, Spatial intelligence, Bodily-Kinesthetic intelligence, Musical intelligence, Interpersonal intelligence, Intrapersonal intelligence and Naturalist intelligence (Armstrong, 2013). Recently, Gardner has added a 9th intelligence to his Multiple Intelligences array. The Existential Intelligence was introduced in his book in 1999 which describes the spirituality and “Sensitivity capacity to tackle deep questions about human existence” (Armstrong, n.d & Sunny Cooper, 2009-2013). His most studies are based on scientific researches and neurological data examination (Wilson, 2016).

The word talent, is a Latin rooted vocabulary which was used to measure the scale of silver and gold (Kerr,2009, p.863). The term has gone through different phases throughout the history, which is now referring to different distinguished skills individuals may possess. Kerr refers to talent as a term used to describe a certain excellence in one area of skills, whereas, giftedness is a descriptive term used to reflect a full package of an individual, which is considered culturally acceptable (2009, p.863). Saylor explains that describing an individual as talented is less offensive than labeling the person as giftedness “.. talent has been proposed as a more useful and less offensive concept than giftedness is. Giftedness suggests a single intellectual capacity over which the individual, parent and educator have little more or no control” (cited in Kerr, 2009, p.865). This elaborates talent as a result of collective efforts from the individual’s motivation, better education and opportunities (cited

in Kerr, 2007, p.865). There are other studies believe talent is a synonym of giftedness and unnecessary label (cited in Kaufman & Sternberg, 2007). They believe giftedness is a label used to describe one area instead of across board of skills.

Both terms giftedness and talent have a grey thin line area to differentiate between them. Although the researches throughout these years conducted many studies and created enormous tools in order to get the right result of defining and identifying talented and gifted students. Yet, the overlapping understanding of these two terms makes it harder to get a one angled definition of the terms. Since the history of these two terminologies have been changing throughout the history, it is hence, predictable to get a new definition of giftedness and talents in the future according to the needs of the culture. What is considered giftedness in one society can be a normal act in other communities. Kaufman and Sternberg believe the value of any gifted skills is subjected to change from one culture to another (2007). Hence, we cannot unify definition of giftedness and talented across the globe. Each society should create its own understanding of giftedness based on their cultures' aspects. Different views and perspectives always lead to further study and research on different aspects. The following paragraph is going to introduce a variety of identification tools implemented to scan for intelligences and gifted and talented students.

2.2 Identification Tools and Instruments

A pool of studies and researches, which conducted in gifted education have introduced different perspectives on the impact of labeling students as gifted and talented. Misdiagnosing occurs when the implemented tools and instruments to identify the cases are not applicable for certain cases.

Hoge (1988-1989) underlined the significance of understanding the characteristics of gifted students to be able to define them (cited in Heller, Monks, Subotnik & Sternberg, 2000.p.279). Studies had showed the significance of understanding the definition of giftedness as a term in order to create a clear identification process to be adopted. Hoge (1988-1989), was assertive on misunderstanding of giftedness will not add any value on the giftedness tools and identification instruments (cited in Heller, Monks, Subotnik & Sternberg, 2000. p.279). The definition of giftedness will be clearer if the community and the society understand the normality of skills and the exceptional characteristics of gifted and talented individuals (Webb, Amend, Webb, Goerss, Beljan and Olenchak, 2004, p.22). Gardner's Multiple Intelligences' views have helped to a certain level in understanding giftedness and talented students. His views and perspectives of human's abilities have

contributed on adopting teaching strategies and school environment in creating more variety of activities to explore the domains of those intelligences.

However, to determine if the student is gifted and talented, a measurement tool is required. Studies showed that some gifted children are usually demonstrate their talents to the public, whereas, some other children might try to hide their superior giftedness from the public eye (Webb, Gore, Amend and DeVries, 2007). Dr. Kuzujanakis elaborated the reason of gifted children hide their talents is to avoid any negative reaction from their surroundings (Conrad, n.d). Gifted children are usually different than their same age peers. By knowing the characteristics of gifted children and individuals, this will eliminate stereotyping.

Accordingly, tools and instruments to define and diagnose any cases are considered very critical since it will affect individual's destiny. Different studies and theories have emphasized on the vital lifetime impact of diagnosing persons as gifted and talented. Whitmore, stains the fact that, by identifying a person with any terms or descriptive language, would not only determine his or her future, but also this labeling will tailor the treatment the society and surrounding areas should interact to one another (1986, p.137). Literature has stated different concepts and views on identification process for gifted and talented students. The debate on giftedness and talent identification tools has triggered different studies and researches on this field.

The gifted education field has had its rich studies and researches on alternative assessments and tools that can be modified and implemented as per each community's needs and cultural sensitivities. For instance, Maker (2005) has come up with a revolutionary assessment tool to discover gifted and talented students called DISCOVER which is briefly focusing on Discovering Strengths and Capabilities while Observing Varied Ethnic Responses (cited in Bakken, Obiakor and Rotatori, p.76, 2014). Maker has combined different revolutionary educational theories proposed by Ceci's Bioecological Theory of Cognitive Complexity (1996), Sternberg's and Gardner's theories of intelligences (Maker, 2005, p. 10).

DISCOVER is focusing on providing multidimensional problem solving. Maker believes DISCOVER is suitable for young children to demonstrate their intellectual problem solving skills via interacting with different cases and be socially engaged with their peers (cited in Bakken, Obiakor and Rotatori, 2014). The distinguished view of giftedness that Maker comes up with, has extracted DISCOVER as a new method that can be implemented in the schools. She defines giftedness as "...the key element in giftedness or high competence is the ability to solve the most complex problems, the most efficient, effective, ethical, elegant

or economical way” (The University of Arizona, n.d). DISCOVER assessment has been successfully implemented and adopted in different countries across the globe. The success of such assessment is on its view of developing handful assessment tools to students to showcase their areas of talents and giftedness. Maker has built the DISCOVER assessment upon studying different other theories of Multiple Intelligences, problem solving and finally cultural diversity. The assessment is uniquely different on its impact of extracting the areas of strength. It is a combination of providing a set of problem solving tasks and assessments which allows students to work on them and come up with solutions. The tasks should be related to the multiple intelligences areas by Howard Gardner’s. During the interaction between students and the tasks, the observers are assigned to jot down notes of areas of strengths students may have exhibited (The University of Arizona, n.d). Observers are required to be certified by DISCOVER specialists in order to be able to conduct such assessments and studies on group of students.

DISCOVER assessment tool can be molded and modified according each culture’s and perspective of giftedness needs. In Korea for instance, the project took another diversion of developing some researches, studies and conducting workshops for teachers to discover gifted and talented students in Mathematics and Sciences. Similarly, the French government tailored the DISCOVER assessment tool to measure the creativity level of children with problems (The University of Arizona, n.d). Maker believes DISCOVER assessment can be easily modified and tailored to fit the needs of the community and its culture. She has strongly highlighted in her research paper on the biggest advantage of DISCOVER assessment tool in identifying gifted and talented students regardless of their disabilities. However, Maker has also reflected on the lack of studies conducted on the success of DISCOVER assessment tools for visually impaired students (Maker, 2005). The literature has not disclosed any critiques on DISCOVER assessment tools so far.

Other potential alternative assessments that has been flourished in the field of giftedness and talented is the Revolving Door Method by Renzulli (2003). This approach is focusing on the quota of 25% of gifted and talented students. The method is creating three different stages for students (15 to 20% of the students’ population). Upon success in each stage, students are eligible to go to the second level. Levels are labeled as type 1, which allows students to explore their area of interests, type 2 allows students to challenge their abilities by providing high level of problem solving skills and finally upon success in type 1 and type 2, students can then “revolve” to type 3 which provides them the opportunities to explore and experience a real life problems, this could be “..creating a walking robot, a year-long investigation of the effects of acid rain ..” (Reis & Renzulli, 1984, p.29). The

disadvantage of this method is that it is not applicable on ethnic groups or quota as per race, which is considered illegal (cited in Rotatori, Obiakor and Bakken, 2014. P.77).

In 1939, Wechsler Intelligence Scale was introduced as an assessment tool to measure the intelligence level of students. The scale is referred to as WAIS, which is also divided into different scales to cover different ages of individuals. This includes Wechsler Preschool and Primary Scale of Intelligence (WPPSI) which aims to assess the level of giftedness for children between three and seven years old. The Wechsler Intelligence Scale for Children (WISC) is used for children between age 16 and 17 years old, and finally Wechsler Adult Intelligence Scale (WAIS) is designed to measure the intelligence level in adults and adolescents (Wikipedia, 2016; Encyclopedia of Mental Disorders Forum, 2016 and Wu, 2010). The Wechsler intelligence scales are not applicable for those who score below than 40 and above 160 in IQ test results. Hence, the success of the scale is restricted to certain conditions which make these scales hard to be implemented for all categories of giftedness and intelligences.

Other identification tools used to scan gifted and talented students is Performance Based Assessment (PBA). PBA helps students to showcase their talents and abilities. Tessel-Baska believes PBA can illustrate higher scale of students' abilities than paper and pencil based projects or assignments (cited in Rotatori, Obiakor and Bakken, 2014. P.77). Moon is fond of such assessment; she believes a non-traditional assessment tools can help in provoke students' intellectuality and creativity in tailoring their own products as a response to the tasks and assignments (Callahan and Davis, 2013).

Literature has had its own views and shares on supporting Moon's and Van Tessel-Baska's beliefs on Performance Based Assessment (PBA). PBA helps students to interact with the given task and stimuli their interest and feed their curiosity to develop a new solution. The same concept is similar to Maker's assessment tool DISCOVER (Callahan and Davis, 2013).

In the early of 20th century Piaget and Vygotsky had strongly underlined the significance role of the environment and tasks on helping shaping new knowledge and enrich students' creativity (Stoltz, Piske, de Freitas, D'Aroz and Machado, 2015). Piaget's views on cognitive development and Vygotsky's perspectives on the interaction with the world have inspired and influenced other pioneers to invest in this field. For example, both Bronfenbrenner's and Ceci's studies have resulted on carrying more researches and studies reflecting on the role of environment in developing human's acts and intelligences (Wikipedia, 2015). PBA creates different opportunities and chances for the gifted and

talented students to showcase their abilities through mixture of the assessment tools used in PBA.

Wu believes PBA can be one of the best tools for screening the gifted and talented students, due to its variety assessment instruments used during the process. However, she has stated clearly her concerns on the negative impact of PBA on students who might have some learning difficulties, emotional and behavioral problems and lack of motivation (2010, p.5). Further to that, Moon has underlined the time and cost consuming on developing the PBA assessment tool. She has highlighted that although PBA is a colorful assessment tool, yet, molding PBA is heavily determined by the definition of giftedness and talent that a district states (Callahan and Davis, 2013). On the other hand, the study defends the PBA's positive impact on all children regardless of their economic status and ethnicity. Moon, Brighton, Callahan and Robinson (2005) "...reported that students found PBAs more meaningful and motivating than traditional tests" (cited in Callahan and Davis, 2013, P.149). The same view is also supported by VanTassel-Baska, eng and de Brux (2007), Pfeiffer, Kumtepe and Rosado (2006), and Sarouphim (2001), who proved the higher rate of the success of the program was strongly reflected on African American students and under privileged students (cited in Callahan and Davis, 2013, p. 149).

Finally, the Multiple Intelligences Assessment (MIA) by Howard Gardner was introduced in early 1980s to the academic field. The theory of Multiple Intelligences (MI) has created a huge stir and critiques back then. Both Chen and Gardner (1997) believe that MI could be the tool in restoring education and reform the student centered learning process (cited in Hernandez-Torrano, Ferrandiz, Fernando, Prieto and Fernandez, 2014).

To be more precise, MI can be considered a free platform which supports all students' differences by studying their strengths than their disabilities (Pfeiffer, 2004). Although the educational field is fond of MI theories and practices, the critiques of MI have determined to raise some questions of its success. One of the challenges as Berry stated is that MI specific categorization of intelligences might fit in one nation, but it would not necessarily consider intelligence in another nation (cited in Kincheloe, 2004). Although she has underlined the minimal critiques on MI in the educational field, she concluded the importance of understanding the definition of intelligences as per culture's perspectives can differs globally.

2.3 Brief Introduction about the UAE

The United Arab Emirates is located in the Middle East in the Arabian Peninsula (Maps of World, 2015). The late President Sheikh Zayed Bin Sultan Al Nahyan, had unified the seven Emirates under constitutional federation, which is considered the only Arab country to implement this political system (Government. ae, 2016). The capital of the UAE is Abu Dhabi, and the financial hub city is Dubai, the other five Emirates are Sharjah, Ajman, Umm Al Quwain, Ras Al Khaima and Fujairah. Arabic is considered the official Language of the UAE, and English is the second language. The UAE is considered an economy friendly country, and liberal to most of the expatriates comparing to other countries in the region. The recent population rate of the UAE is approximately 9.2 million in 2013, a number of 7.8 million is a sum up of expatriates' population in the UAE (Guide2Dubai, 2016). More than 50% of the population is consisting of foreigners from South Asian and Western countries comparing to only 16% of UAE nationals (MOFA, 2013).

2.4 Brief Introduction of Special Education in the UAE

Special Education in the UAE was briefly introduced in the end of 1970s to acknowledge the different cases of unique students with exceptional abilities such as students with cognitive challenges abilities, physical and sensory (MOE, n.d). Gifted and Talented was also underlined as one of the special needs categories, which needs more educational support in the school and classroom environment to enrich and polish students' extraordinary talents and giftedness (MOE, n.d, p.13).

Inclusion was introduced in the UAE in 2006, following the Federal Law No. 29 on the Rights of People with Special Needs “.. access to equal opportunities of education within all educational institutions” (Hassan, 2008). Going back to the history of merging special needs individuals to school community, Sega explains the three different approaches which were introduced for this purpose as the following segregation, integration and inclusion (2007). She defines inclusion as the equality of human rights regardless of their gender, ethnicity and disabilities (2007, p. 10-11). On the other hand, segregation is defined as grouping students with similar abilities in one classroom to get similar education. Finally, integration is an approach to get the same education as their peers. Inclusion as Osler and Starkey believe is a synonym of a political equality of human rights of the citizens in the country (2005). As a collective understanding of inclusion, the Ministry of Education in the UAE defines inclusions as “ The term inclusion is used to refer to the education of students

with special needs in a regular classroom with their same-age peers who do not have disabilities” (MOE, n.d, p.58).

2.5 Rational

Few studies shed the lights on giftedness and talented in the UAE (Al Obaidli, 2006). Consequently, the educational field concerning this area is not up to date with its tools and theories researches and studies on giftedness and talented field. This research paper is a continuum reflection of a previous study reports conducted by the researcher on gifted and talented students in one of the inclusive schools in Ajman. The paper is aiming to study the identification process used to scan for gifted and talented students and the resources students get for their exceptional and unique traits. The purpose of the study is to get more involved on the process of scouting talented and gifted students in the area of art, music, sports and academic subjects.

The study is going to concentrate specifically on the identification process used for gifted and talented students in the UAE inclusive government primary schools. The researcher is aiming to understand the instruments and the areas of focus on discovering students’ talents and giftedness. The academic understanding of gifted and talented students is considered the most stable part and feasible for educators and academics to spot. Whereas, other talents such as, musical, sports, linguistic, social maturity, leadership and art are ambiguous and hard to measure, hence, they need specific mechanisms to rely on. This study should get a collective information on the process of identifying tools and if there are any specific tailored identification instruments for different areas of giftedness and talents. The gathered information will help in understanding the current practices and will significantly help in future recommendations.

2.6 Significance

Researches and studies on gifted education started in early 1920s and 1930s by Lewis Terman and Leta Stetter Hollingworth (NAGC, 2016). Although they both had different explanation of giftedness, their studies were a reference point to other forefront researches on the same field. Gifted education and identifying those with different distinguished abilities is considered a privilege for any society. Kumar, Phil and Vijay labelled gifted children as “..the future leaders of the world in different fields, such as scientists, poets, artisans,..etc” (2013, p.1). This line signifies the relationship of the success and progress of any country, is relying on establishing the right platform for gifted children grow.

Giftedness education is always revolving its results on supporting the community. Silverman has strongly defended her view on the urgent need to identify gifted and talented children not only in primary schools, but also pre-school age (1992). The same notion and view is also supported by Kelemen “We support this idea, underlining that these children can reach superior performances in the development of their own potential if they are identified soon enough and are provided with proper development conditions” (2012, p.44). The early intervention will help in protecting children in this category. However, the success of this mission is relying on the level of knowledge in this area and the correct implementation of the identification tools. As a result, this study is genuinely important for any civilization era to rise.

2.7 The Influence of Culture on Giftedness and Talents

Sociologists believe culture can influence talented and gifted individuals either proudly to show case their talents to the public or hide them. Betts and Neihart (1988) reasoned that due to insecurity of gifted children, they always try to protect themselves by hiding their abilities in order to fit in with the existed environment and culture (cited in Hofkens, n.d)

Culture, is a cluster of group of people share the same values and principles. It is consisting of common knowledge and understanding between people (Zimmerman, 2015). Berry, Poortinga, Segall and Dasen (1992), believe that the word “culture” can define different notions of human acts, for example the psychological status of group in problem solving and learning status, to describe the different characteristics of a group of people or a nation and to define the traditional patterns of a specific group (cited in Stenberg, Jarvin & Grigorenko, 2011).

A deeper understanding of the linguistic meaning of “Culture”, is as per the anthropologist Cristina De Rossi, is a Latin originated word from “Colere” which means to flourish and grow from earth (Zimmerman, 2015). Referring to Smith (2001) culture as a term has gone through several stages to come to a clear definition of the term as it used now in English. It was used to describe some religious worshipping habits in the 16th century, however now it is used to refer to the individual’s manner and personal acts (Smith, 2001). Cultures can be molded according to the external factors that are heavily affecting the current culture and the practiced activities. To be more precise, Kroeber & Kluckhohn, 1952; Linton, 1945 and Gordon, 1964 believe on the genuine role of understanding cultures in transmitting the information and knowledge from one generation to another. Cultures are meant to exist to understand the current situation and help in solving problems and obstacles (Diller, 2011).

This research is based on Middle East region and specifically in the UAE. Middle Eastern culture is a collective of a mixture of different religions, dialects and traditions. It is consisting of approximately of 20 countries. They share the same language which is Arabic, and different religions -Christianity, Judaism and Islam- (Global Connections, 2015). UAE was a one culture society, with only Arab Beduoin, who speak the same language and share the same religion.

UAE is considered one of the most driven countries in the Arab world and in the Gulf region in specific after oil discovery. The UAE government is leading towards more driven future and moving on to fulfill the needs of the residents. All these massive revolutions must have some influence on the generation of the Emaraty children and Youth.

Aside of UAE cultural aspects, media has its own share in this revolution. During an informal conversation with Mr. Fagr Kassim-Ali, a manager of local television channel in the UAE, the media in the UAE was focused on Arabic series with a little exposure to foreign movies and series. The reel show was on a steady base for few years till the 90s. Television programs have escalated its gear to start airing different TV programs and series. This resulted in airing more American and British movies and series. The current platform of the media world has expanded its net to reach out to the globe through new social media applications and programs. Hence, the children are no longer facing a one directional source of knowledge or experience (March, 2016). The individuals in the UAE, and specifically, the Emaraty youth and children are heavily involved with all spectrums of changes on a daily basis. The media has its own vast impact on children's emotional and intellectual growth. The argument is on the impact of media revolution and social media on the authenticity of giftedness and talents. To be more precise, the concrete environment around the children and the excessive exposure to the digital world, can impact on either extracting the talents or help in vanquishing them.

In general, giftedness as a term is reformed and elaborated according to each culture's stereotype and its needs. Throughout the history, cultures have been molded and affected internally and externally with different elements that either eliminate or add new gifted and talented themes and genres. For instance, in ancient Greece a philosopher is considered gifted, whereas artists in Italy were considered talented and respected persons in their society (Winzer, 1993, p.350). Arsto's genius mind back in his time was considered out of the normality, and hence due to the lack of knowledge of the giftedness he had, his community had labeled his case as a touch of insanity and unstable mental status (Winzer, 1993, p.350). Therefore, the views and perspectives of gifted and talented definition is subjected to changes depending on external and internal factors that influence the culture.

The following chapter is going to discuss further on the areas of giftedness and talented the UAE is focusing on and the definition of them.

2.8 Areas of Focus of Giftedness in the UAE

2.8.1 Definition of Giftedness in the UAE

The definition of giftedness and talent as mentioned in chapter 1 of this study is subject to change. Throughout the history, the definition of giftedness and talented have always been the core of interest to educational and academic psychologists. In early 1920s, the society associated the high level of cognitive abilities of the individual with the high scores in the IQ test, which is considered more conservative or restricted conception of giftedness (Renzulli, 2004). Other perspectives and theories defended the human intelligence and have broaden the scale of giftedness and talented to reach out other areas such as music and art (Wong, 2013, p.3 & Stateuniversity.com, 2016). Other studies have limited gifted and talented students to a ratio between 3-5% only of school population (McClain & Pfeiffer, 2012) which goes against the notion of all children are equal or all children are gifted (Renzulli, 2004).

The world has not yet come up with a unified universal statement and definition of giftedness and talents. The similar case is applied in the UAE educational system, which are the Ministry of Education (MOE) in the UAE and Abu Dhabi Education Council (ADEC). MOE for instance, is identifying giftedness and talent students by measuring their academic achievements (Al Hersi, 2015, p.5), whereas, ADEC perceiving talents and giftedness by measuring students' extraordinary exhibition of their performance in different areas. MOE's areas of giftedness and talents are focused on literature (poetry and drama), sports, handicrafts, leadership and academic achievements (MOE, n.d). Whereas, ADEC is focusing on scouting gifted and talented students in areas of technical ingenuity, visual and performing arts, psychomotor abilities, social maturity, academic and intellectual abilities (Al Hersi, 2015, p.4-5). The variation of giftedness and talented areas which MOE and ADEC are focusing on, makes a good mixture of broadening the platform of this field. However, the main underlining issue is the identification tools and instruments used to spot gifted and talented students in these areas. For example, one of ADEC's focus is on social maturity as one of the areas of giftedness and talents, but a clear definition of this category is not stating or mentioned. Social maturity is developing of a positive and healthy attitude of intrapersonal, interpersonal and social competencies of an individual (Lawrence &

Jesudoss, 2011, p.244). By understanding the notion of social maturity, ADEC can then identify the tools to spot a gifted child in this area.

Feldhusen, Asher and Hoover (1984) clarify the vital role of understanding the gifted program in obtaining the appropriate identification or measurement tools “The careful determination of program goals will set the direction for the entire identification process” (cited in Renzulli, 2004, p. xxvii). It is hence, significant that both MOE and ADEC are concentrating on establishing assessment or identification tools tailored specifically for each area.

As mentioned earlier, understanding the definition of giftedness or its different areas will help in determining different identification process. The Special Education Department of the Ministry of Education in the UAE is defining Gifted and Talented as “Outstanding ability or aptitude in one or more areas of intelligences, or creativity, or academic achievement or special talents and abilities such as oratory, poetry, drawing or handicrafts, sports, or drama, or leadership capacity etc. More often performance of outstanding or talented students in the above areas is distinct from his peers who are in the same age group” (n.d, p.61). ADEC on the other hand, defines giftedness as “.. those whose abilities and qualities result in their exceptional performance” (2016). Both definitions are either too restricted or too broaden to understand. The areas of interest are relying on the culture and vision of each country and community. The studies have concluded that, the definition of giftedness and talent is subjected to change as per the needs of each community. The needs in the UAE earlier are different than present time. The areas of interests in the UAE are still focusing on academic distinguished students. Although, both MOE and ADEC have mentioned other skills such as visual performance arts and psychomotor abilities (sports and dancing), yet, there are limited attention to other areas.

In conclusion, gifted and talented children areas of success are not governed by any specific terms. Each country and nation decides on area of focus to nurture it. Finally, the successes of any gifted programs is linked with understanding the areas of giftedness and define its meaning which will help in developing assessment tools to scan for gifted students related to those areas.

Chapter Three: Reflection and Overview

This chapter is going to represent an overall view of the identification tools implemented in the assigned schools where the study was carried out. It is going to highlight each school's background and experience with the process of identification.

3.1 Overview Brief: Gifted & Talented Identification Process in the visited schools

The identification process in the primary schools start from age 10, they specifically start distributing the application forms to the students and parents from grade four and five. The justification of such decision is that students in early age of grade one to three are still discovering different aspects and areas of interests.

Some schools discover the advanced skills and talents of the kids throughout the regular school activities. For instance, students who are physically strong are spotted regular classes of physical education sessions. Musical talented students and artists get noticed through their paintings, playing different musical instruments or vocal classes. Being involved in classroom activities can help in initiating a potential future talents from first glance. The teacher, usually nominates talented students to the school principal and the SEN teacher. Other ways of identifying talents, is through the survey questionnaire given to the students and parents as well as the teacher. The application forms are designed in Arabic language since the schools and students are Emaraty (Appendix D). The collective gathered information go through process of elimination and categorization based on students' marks in certain subjects (assigned by the MOE). The selected students, have to take IQ test designed for them by the Ministry of Education, the given results is very crucial for the child's talent path. The school takes only those who score 98% and above in IQ tests and the academic subjects. The rest of students get minor help from the school.

The identification process for gifted and talented is designed through providing the tests at the beginning of the year, a distribution of survey sent to parents, peers and teachers to get an accumulative overview of the student (Appendix D). The special needs teacher in each school has to take the responsibilities of analyzing the results of the tests, segregating the students according to their results and send the names to the Ministry of Education to initiate a psychometric test for the nominated students. The outcome results will decide the student's fate in the community and in the school in specific. Furthermore, the results of the students will also to be filtered and extract students who score 98% in IQ results and in

academic subjects tests who will be categorized as A group. Other students who get 97% in overall tests, will fall under category B. The types of services category A students will get is to be top priority of the school in providing them with extra enrichment lessons, and to foster their academic talents to enter different competitions. Whereas, category B students will get less support comparing to category A.

The Ministry of Education in the UAE has initiated some training programs to license the teachers of gifted and talented students. The training program was conducted to Emaraty special needs teachers only. Some of those teachers got the license and resigned from the educational field. The study shows most of the teachers holding position of special needs teachers are expats and holders of master degree in other fields than giftedness and talented. Those teachers have lack of knowledge on how to identify giftedness and talented in their schools. Most of the teachers have self-educated themselves and others got more trainings by enrolling in other institutions in order to get some knowledge about giftedness and talented fields.

3.2 Overview Brief: Summary of Visited Schools

This paragraph is going to give a general overview of the five inclusive schools the researcher has carried the study in. The brief is aiming to give a general picture of the schools to understand its different nature, backgrounds, environment and services they provide for gifted and talented students. The name of the schools are anonymous and changed to School A, School B, School C, School D and School E.

3.2.1 School A

School A is an inclusive primary government school for girls only. The number of students in this school is roughly to 500 Emaraty students. The school is located at the border of Ajman city, the number to people living in the area is small. The educational level of the parents is up to high school degree. Most of the parents in this area are working.

The school has some visual appealing factors, some slogans, and writings on the stairs. There are two special needs teachers in this school. One of the teachers is working closely with gifted and talented students. Her work is consisting of discovering the talented and gifted students, enrich their talents and scaffold them by working closely with their teachers and developing IEPs. The SEN teacher, has given tips on how to discover the gifted and talented students in the school. They are following Renzoulli's three stage of talent

discovery scheme. Which is as explained by the SEN teacher as the following: starts with scouting for gifted and talented, explore the areas of giftedness and finally reinforcement. The scout of gifted and talented students in the primary schools starts after grade one. As grade one is on stage of exposing to different items. The identification process is following two stages as mentioned during the informal interview with the SEN teacher. These stages are consisting of teachers' observations and survey distributions given to the parents and teachers.

The school principal is strongly supporting gifted students by giving them the opportunities to represent themselves and schools in competitions. Parents have some reservations and limited support to the talents. Some of these obstacles are referred to the educational level of parents, different cultures and backgrounds of parents (parents could be from mixed backgrounds) and religious aspects. The scouting process becomes difficult and sometimes are hard to spot the student as per SEN teacher's input due to the lack of experience and knowledge in identifying these talents. High Academic achievers comes on the top priorities of parents and the society, whereas, music, art and sport are not that important. The school hence is trying to assure not to affect student's academic level, therefore, it is trying to align the school's activities with the academic subjects.

3.2.2 School B

School B is a girls only model school located in a cluster of girls only schools area in Ajman. The school has roughly of 450 Emaraty students. The SEN teacher in this school has an experience of 18 years working with special needs, and some counted years dealing with gifted and talented students in the government schools. The teacher has given a chance to take a diploma on gifted and talented area from one of the government entities. She was assigned to work with gifted and talented students by the Education Zone. She follows the same process of identification that starts with surveys and observations. She explains the importance of identification process on scanning the gifted and talented students. The special needs teacher has underlined some cultural aspects about the level of understanding the giftedness and talented in within school environment and between teachers. The lack number of gifted and talented specialists in the schools and the unclear vision from the Ministry of Education are hindering the process of scouting gifted and talented students. SEN teacher has also pointed out that most of the teachers are heavily focusing on observational feedback rather than getting any specific criteria or checklist tailored for giftedness.

The art teacher in the same school has showed some of concerns of how the current environment can be the ultimate reason of not stimulating the child's interest. She has explained the current curriculum of young age students in art is less attractive and limiting the space of imagination (Appendix G). The art curriculum is consisting of studying ancient arts schools. As per art teacher's statements, the content of the curriculum was introduced in her college studies. Students in young age should enjoy painting and coloring as per their own reference and to get some guidance only from the art teacher. Some of teachers are under huge pressure due to the long academic day and extra activities, which makes identifying students with extraordinary giftedness and unique talents difficult.

She has highlighted, the difficulty to explore for gifted and talented students due to the long day of school and constant homework and tests, all these elements help in eliminating the creativity part of students in the school. Hence, the potential candidates of those who might be extremely gifted and talented are undercover throughout the year. The teacher has shown some frustration due to the new policy of Ministry of Education of adding one extra session to be a collective of 8 sessions per day. Students can barely experience different activities other than school academic books and tests.

The school however, is allocating a specific budget to help students to shine and showcase their uniqueness internationally and nationally. The parents are cooperative in support their children's talents and skills. But they also have some resistance if the activities will affect their children's academic grades. Therefore, the school principal is making efforts by cooperating with school teachers to post the exams, or re-teach some lessons to the students. The school environment is rich with colorful walls and paintings.

3.2.3 School C

This is as an ordinary inclusive boys' primary school holding of 450 Emaraty students. It is located in Ajman, and has a special needs teacher who has a master degree in psychology and some certified diploma on giftedness and talented students from Knowledge of Human and Development Authority in Dubai. The school, has created a motivational environment to stimulate students' interests and creativity. The school has created a colorful playground platform. Most of students enjoy playing sports and getting more involved in physical activities more than music and art.

The school is taking responsibilities in getting parents involved with their kids in sports and other activities they initiate. They get very less resistance from parents to allow their children to participate in sport's championships, as long as they don't miss their classes or academic tests.

The school has also built up good relationships with local community entities. Such as local gyms and other football stadium. When it comes to other talents such as music and academic excellence, the school makes sure to create IEP for gifted students and enrich their skills and polish their knowledge with further tools. They also create extra sessions called enrichment sessions aside school academic classes, for gifted students. The school is following the same process of identification tools as previous schools.

3.2.4 School D

This is a model boys' school for primary level. The school holds around 500 Emaraty students. It takes care of different talents and giftedness of students. They are following the same procedures and methods of scanning gifted and talented students as other schools. The SEN teacher in the school is responsible to look after giftedness programs and planning IEPs.

Parents are from different backgrounds and ethnicity. Some parents show some interest on investing on their children's talents and skills. Other parents, are strongly concerned with their children's academic level and intelligence rather than on sports or musical talents.

The leadership in the school is strongly behind supporting and reinforcing positive environment for gifted and talented students. They have strongly showed their dedication by providing different services. To be more precise, the school has designed a small farm for students to be able to interact with the nature, they enroll students to participate in different competitions and programs.

Referring to an informal interview with the SEN teacher, she has expressed some obstacles and challenges they are facing in the field of giftedness and talents. She has emphasized the lack of a real talents and giftedness among the students. She believes the lifestyle has contributed heavily on minimizing the scale of gifted and talented students in the Emaraty culture. She also underlined the constant changes in the curriculum and new regulations from MOE can play a major role on blurring the focus on talented and giftedness. The SEN teacher has also shared the same concerns of the lack of training programs offered to them by the Ministry of Education. As mentioned before, the training programs are dedicated to UAE nationals only.

3.2.5 School E

School E is located in the cluster area dedicated to girls' schools only. It has roughly of 400 Emaraty students. The level of education of the parents varied from illiterates to

degree holders. The children are all Emiraty coming from different backgrounds. The school has very low standard of visual appealing. It lacks of any artistic appealing work and creative learning environment.

The scanning process for gifted and talented is similar to the rest of the schools. The focus as it is underlined from visiting the schools is on academic achievers and maybe some other talents such as in Art, Music and Sports.

In sport classes, teachers cannot be creative due to restricted new regulation of not stepping out of the designed curriculum and also lack of materials and equipment to measure the strength and power of students are not provided in the school. As a result, identifying certain skills and talents is strongly vague. The teacher expressed interest in learning more about new identification process of sports gifted and talented students in order to get the right students. They have been given a general glimpse of giftedness and talented without any core study of identification tools.

Furthermore, in Art sessions, scanning for artistically talented and gifted students depends on observation. In an informal conversation with the Art teacher, who has 18 years of experience as an Art teacher. She has expressed good intention of parents in encouraging students to showcase their artistic talents in paintings. Yet, parents are not fully convinced about the importance of Art, Sport or Music as talents to be supported.

SEN teacher in this school is a self- educated person who learned about different tools of scanning gifted and talented students. The concern is on deciding which of the tools is more appropriate for students. The SEN teacher has expressed some worries about the lack of support she gets from the school leadership and the Ministry of Education.

3.3 Resources and Facilities

As mentioned in the above brief of the schools, most of schools are making efforts on providing the best services for gifted and talented students. The diversion of the resources is due to the lack of communication between the schools and the Ministry of Education and the leadership management in each of these schools. For instance, some schools' leaders have dedicated certain classes for gifted students to empower them, such as, enrichment classes on music or photography. Other aspects are to strengthen students' skills on critical thinking or problem solving. For instance, some schools initiate critical thinking skills sessions for gifted students, whereas others, created a chess club. It is also imperative to provide Individual Education Plan for students in their specific areas of giftedness. The SEN teacher in each school has to work closely with the teachers and administration of the

school in order to tailor the best IEP practices for the students. Whereas, some other schools are denying such facilities and some of the services for gifted students. The disadvantage of service neglection will affect student's future success on the long run.

The school environment is one of the areas that the school should enhance its capabilities and atmosphere. Studies have emphasized on the role of external elements such as environment and the society on nurturing students' talents and skills. Kumar, Phil and Vijay have defined those problems as a bigger obstacle on students' success in the school (2013). They have urged schools to take on their responsibilities in creating more flexible and welcoming atmosphere to enhance students' independency and to feed their curiosity. A statement study conducted by Gallagher stated the following “.. the environment can have either an inhibiting or an encouraging effect on the development of intellectually talented” (cited in Kuma, Phil and Vijay, 2013, p.1).

The discussion is carried on the following chapter which will analyze the brief summary notes on and overview of schools. The chapter will link its findings with the gathered information via survey distributions to the school teachers, informal interviews, observations and data analysis collection of documents.

Chapter Four: Discussion

In this chapter, the study will shed the light on the areas of identification tools implemented to scan for gifted and talented students and the services provided to them in the UAE inclusive primary schools. This will be highlighted through analyzing and discussing the collected information the researcher has gathered through survey, informal interviews, observations and other data collection.

4.1 Giftedness and Talent: Teachers' views and perspectives

As mentioned in other chapters, understanding and differentiate between giftedness and talented is vital to deliver the best services needed for this genre of students. During informal one to one interview with the teachers, they have stated different understanding of giftedness and talented referring to their own personal views. For instance, they define gifted students as individuals with different skills and talents that are beyond normality comparing to other students. Whereas, talented student is a student who has some skills. Teachers in the schools believe on providing proper guidelines and supervision for both gifted and talented students to scaffold their skills. However, the confusion of differentiating between gifted and talented students can overshadow other promising individuals. According to some studies, 30% of gifted and talented students are not discovered due to the lack of knowledge in this field, (Haneef, 2015).

4.2 Reasons behind shortage number of Gifted and Talented Emaraty Students: Teachers' reflections

Some teachers in the school believe that there are gifted children, however, they might not be in a bigger scale in the government schools. Referring to teachers' input during the informal interviews, the reasons for not being able to get extremely bright students in the schools is due to the luxurious lifestyle, the effect of media, technology and school curriculum. They also stated that the success of any program relays strongly on the vision and belief of the leadership management in the schools. This was strongly reflected during the school visits, the school leadership can have greater impact on upgrading the level of scanning for gifted and talented students and also to empower their staff with knowledge and education. During the school visits, some schools' principals were on the top of their feet to get the best out of the gifted and talented students regardless of the financial and social challenges they are facing. Other schools were strongly depending on the Ministry of Education to provide them with financial supports and plans.

Another element is the school atmosphere, which can strongly enrich the imagination of the students and create an educative and creative hub for talents to grow and be vividly exhibited.

They have also explained that the lack of knowledge of identification tools and the long hours of school day are other two factors of drawn back numbers of gifted and talented Emaraty students. The burden of long school day hours is extracting the energy of school community to scan for gifted and talented students. This has resulted in demotivating some teachers to take the responsibility to identify and plan activities for gifted and talented students. The journey of gifted and talented students usually starts in the primary level and ends once they move to preparatory schools. The gifted students who move to another schools, are not being followed up or taking care of by the school. This has had its negative impact on the teachers who feel disappointed to lose those talented students due to the lack of supervision on this category of special needs students. Both SEN teachers and other teachers from other subjects have genuinely underlined their disappointments of not being provided with programs for the gifted students. SEN teachers believe the significant role of SEN supervisors is in reinforcing the program and follow up with the existed gifted students and also to scout for more students in other schools. However, the reality of nurturing and developing gifted and talented students ends its journey once they leave primary schools.

4.3 Training Programs

Reflecting on the conducted study, the ratio of foreign SEN teachers is beyond 95%. The expatriate SEN teachers allocated in the schools are not usually exposed to different training sessions and workshops provided by the Ministry of Education. The tailored sessions are given only to the Emaraty SEN teachers to get certified and licensed by the Ministry. However, some Emaraty SEN teachers end up resigning or retiring from this position. Therefore, the knowledge they have been exposed to and certified on are not being utilized well in the system. Therefore, the SEN teachers are suggesting to encourage the retired Emaraty SEN teachers to conduct workshops for learning purposes.

4.4 Culture's impact on Gifted and Talented Identification tools and its areas of focus

There are different areas of interest of giftedness that the schools in the UAE are focusing on. However, the UAE society is strongly appreciating academically bright students other than other areas of talents or giftedness. Hence, the identification tool used is strongly focused on academic screening. Reflecting on the survey conducted in the five schools, the identification tools used in Music, Sports, Art, Language and others are not specified or introduced. Some teachers of these subjects are comfortable to follow the current method of identification. They have strongly mentioned that a naked eye observation can predict the right talents and gifted children. On the other hand, others were hesitant on whether or not to get more training on area of identification of talented and gifted children. They claim that their long experience is always giving the right judgment. However, other teachers are welcoming the concept of getting more training and courses about different identification process used specifically linked to their subjects, for instance, Art, Music and Sports. In the following paragraph, more analysis on the identification tools and its impact on scanning for Emaraty gifted and talented students will be thoroughly reflected on.

4.5 Identification process

As mentioned in previous paragraphs, schools are using questionnaires as an initial first phase in scanning for gifted and talented students in the schools. The procedure for scanning starts with observations, psychometric tests and IQ tests, further to this will be explained in the following paragraphs.

4.5.1 Phase One: Questionnaire Distribution

The questionnaire is consisting of opinions of parents, teachers and peers about the gifted student. These questions are general and some of them are specified and more detailed (Appendix D). Students are not allowed to nominate themselves as talented if they are in primary school level. According to the interview was conducted by the researcher with the special needs teachers in each school, they have pointed out that young age students have lack of self-awareness of ones talents and giftedness. This view is strongly contradicting with both Silverman (1992) and Witty (1958) who stated clearly the lack of studies and evidence about the above mentioned notion. Moreover, researches and studies carried by

Hollingworth (1942), Pressey (1955) and Bloom (1982; 1985) resulted on the vital impact of earlier identification of gifted children in young age on creating better opportunities for their future success (cited in Silverman, 1992). As a result, the myth of not to identify children as gifted in the earliest age, can become an obstacle in the future.

A study conducted by Dr. Wu in 2009 discussing and analyzing the screening process used in China to identify gifted and talented students (Wu,2010). She has stated that the Checklists or questionnaires are provided to parents and teachers to identify students who might illustrate some giftedness traits and talents, is useful tool in screening process.

However, Wu has also stated the cons of these checklists on either being too general or less focused on underachievers' gifted students (2010). On the other hand, Kelemen determines the success of these questionnaires if the collected information from parents are to meet the specific questions (2012). For instance, she has underlined that children are possible to show more of their hidden talents in a secure environment such as their homes. Hence, the identification process is also relying to a certain level on parents' input and observations (2012, p.51).

4.5.2 Phase Two: Observations

According to the conducted survey, teachers rely heavily on observation to signify gifted and talented students. They usually get a general overview or observation without following any specific criteria. Many studies reflect the vital role of the right observation techniques in providing the best results. To be more precise, Bartlett and Burton determine the techniques of observation are based on the subject of the case (Bartlett and Burton, 2012 and Callow and Clark, 2006). Studies believe observation is the most used research tool in the field, if the circumstances are helpful to acquire this tool (Callow and Clark, 2006). In order to get the best results, Callow and Clark are recommending to initiate some questions that triggers' teacher's interest in order to find out the answers (2006). Further, it is hence important to write the notes shortly after the observation is conducted, to have clear objectives and to be based on an observation grid (Callow and Clark, 2006, p.69 and Kelemen, 2012).

Referring to informal interaction with the teachers during the visits to the schools, teachers are usually dealing with greater number of students in the classrooms (about 30 students in each classroom). They have to teach a total of 24 lessons in 5 academic working days. Moreover, the responsibility of teachers is rising up to do other extracurricular activities.

Teachers are juggling around with plenty of work during the academic year. Hence, to rely on observation without understanding its technique might not be the most reliable tool for identification process.

4.5.3 Phase Three: Segregation

The third stage comes after the questionnaire; is where the SEN teacher in each school has to send the results of the questionnaire to the psychologist in the Education Zone. The psychologist has then to give the selected gifted students IQ test. The results of the tests will determine the position and future of the gifted child. Once each school gets the results of the IQ tests, they start designing an excel sheet containing the results of IQ scores, student's academic scores in Math, Arabic (language), Science and Computer. After collecting all these information, the school has only to give services to the top students who is getting 98% and above.

4.6 Analysis of the Survey Responses

The opinions of the participants and the outcome analysis from the collected surveys demonstrate an interesting contradicting point of views of the current followed identification process used in the selected primary schools.

The survey was conducted in five inclusive primary schools in Ajman. It was in English and translated verbally in Arabic to the participants (Appendix B). The questions were designed as a short answer of yes, no and others. The section of "others" was determined to give a room for teachers to express themselves in different ways and not to be formally restricted to either yes or no as short answers. The study aimed to analyze and evaluate the level of knowledge of identification process for gifted and talented students among teachers and SEN teachers. Further to the survey, the researcher assured to involve the SEN teachers in each assigned school to be part of the survey. The proposed survey covered 25 teachers from five different government inclusive primary schools in the city of Ajman in the UAE (Appendix H & Appendix I).

The outcome of the survey states the positive attitudes of teachers and their interest in developing themselves to learn more. Although the study shows the engagement of teachers in identification process, but the lack of proper education and knowledge about the tools makes teachers reluctant about accuracy of the given results.

Interestingly, over 50% of teachers from other subjects in the schools are not familiar with the identification process used to scout for gifted and talented students (Figure 1), however, they are strongly engaged in the procedure (Figure 2). The elaboration of the engagement is solely depending on teacher's feedback through observation about the possibility of giftedness traits students may exhibit.

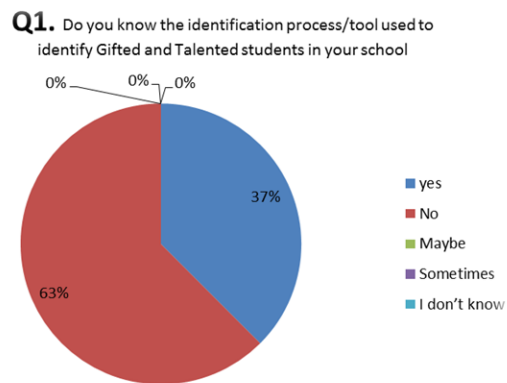


Figure 1

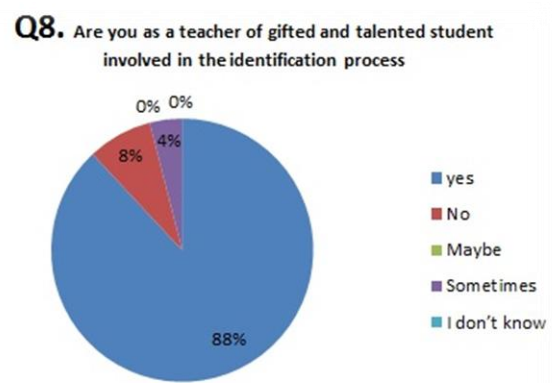


Figure 2

Teachers agree on the usefulness of the current used tools which is based on teacher's observations and parents' feedback. The survey dignified a 42% of teachers from different subjects believe on the reliability of their observations and parents' feedback on stating correct diagnosis about gifted and talented students (Figure 3). Whereas, 40% of SEN teachers have doubts on the level of accuracy and reliability of their observations and parents' survey feedback (Figure4). This lead to a total agreement of 84% of teachers and 100% of SEN teachers on the importance of modifying the current used identification process whether it is the IQ test, observation notes or forms, to fit the culture and education of the country (Figure 5 & 6).

Figure 3

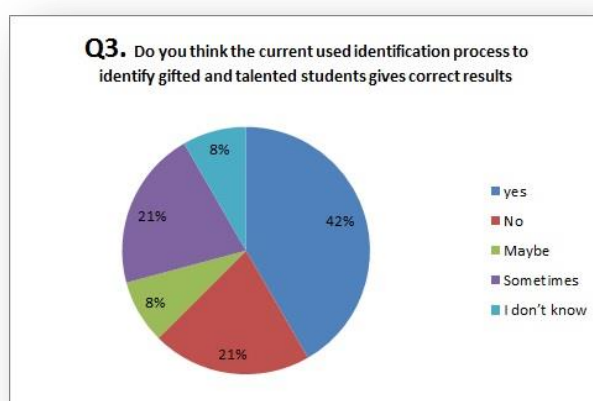


Figure 4

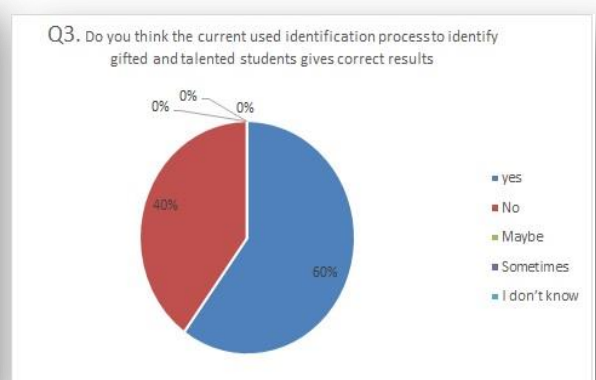


Figure 5

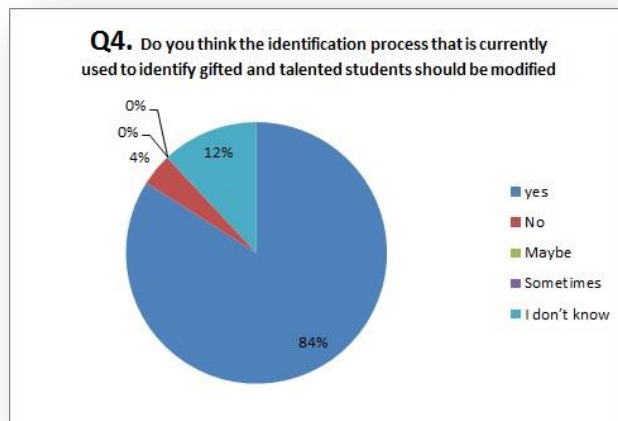
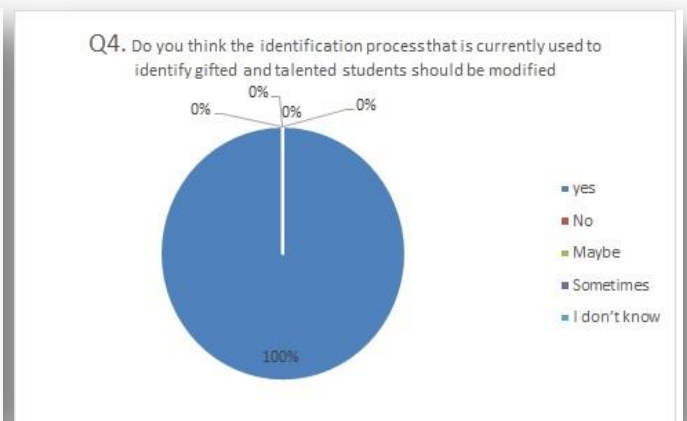


Figure 6



Seemingly, 80% believe on the importance of scanning gifted students on a regular basis. They have referred to the possibility of getting more gifted and talented students that will shine throughout the year. Hence, re-doing the test throughout the school academic year will help in identifying the overshadowed talented and gifted students (Figure 7). Finally, teachers have concluded and unified their opinions on the significance role of the community engagement throughout the process of identifying gifted and talented students (Figure 8). They believe on the significance role of conducting awareness and sharing knowledge sessions to other stakeholder of the school community. To be more precise, teachers believe on the vital role of exchanging knowledge and information about the areas of scanning gifted and talented students with parents and teachers. This leads to broaden the concept of giftedness and enhance general comprehension about the procedures.

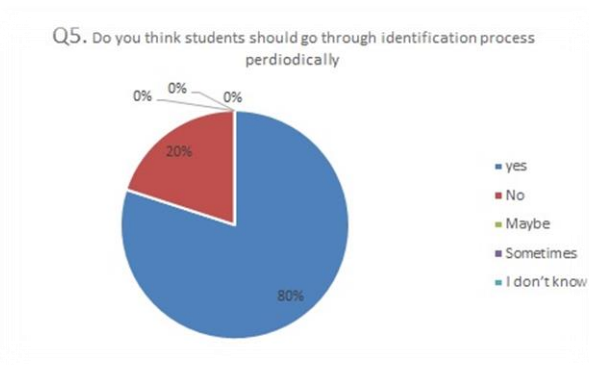


Figure 7

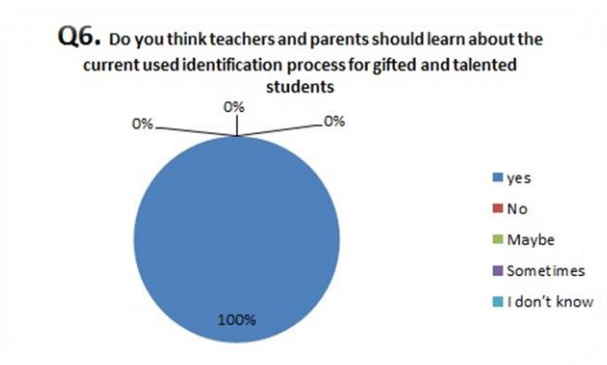


Figure 8

The survey has also illustrated lack of information on the identification process used in the schools. Which lead to some speculation on the reliability of the results. Teachers have greater share and value on helping in identifying process of gifted and talented students. Referring to the conducted survey, the level of involvement is up to 88%. However, this is not necessarily reflecting teachers' knowledge. As mentioned in other chapters in this

study, most of teachers, especially, academic subject teachers are relying heavily on the scores of the tests, whereas, other subjects, such as Art, Music and Sports are relying on their bare eye observation. On the contrast, only 28% of general subject teachers took some training programs issued by the Ministry of Education (Figure 9) comparing to only 20% of training programs given to SEN teachers (Figure 10). This means 80% of SEN teachers who are dealing with gifted and talented students are not given any training programs. Hypothetically, by assessing the level of knowledge and trainings the SEN teachers are getting, as presented on the survey, this could be one of the major reasons of the unsustainability of gifted and talented programs in the government schools.

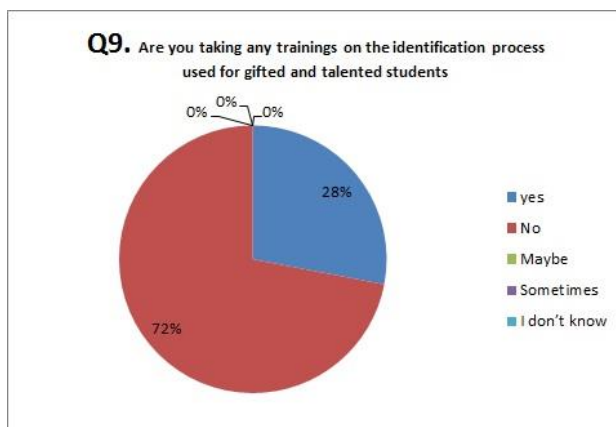


Figure 9

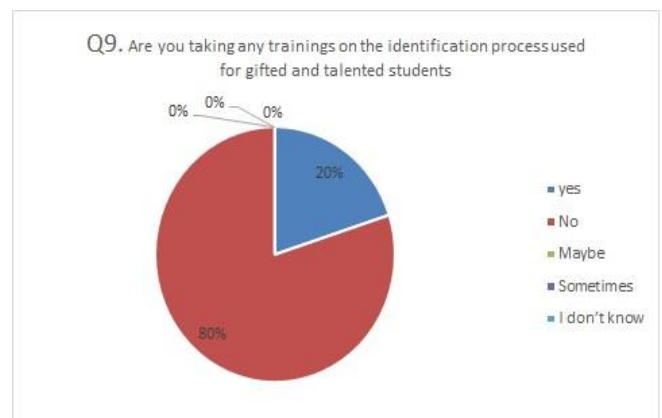


Figure10

The sum up of this survey is dedicating a powerful message on different areas of improvements to be considered in order to get the best results. More researches and studies should be considered in the areas of giftedness and talents and in specific the identification tools used in the UAE.

Chapter Five: Recommendations

The research has given some insights and inputs on the current identification tools practiced in the UAE to scan for gifted and talented students. Further, the study has also shed the light on the cultural mentality towards giftedness and other elements involved in scouting for gifted and talented students in primary schools. This chapter is going to introduce some recommendations and suggestions on the above mentioned areas.

Literature has proven the genuine role of paving the path for gifted and talented students by providing them with opportunities (Whitemore, 1986). Children in young age, are in a stage to attempt and discover new skills and interests. Renzulli believes on developing different assessment tools and instruments to identify gifted and talented students “An adequate plan for the identification of gifted and talented individual requires use of variety of techniques over a long period of time” (1984, p.2). The IQ test results do not necessarily reflect the intelligence level of the students.

Rotatori, Obiakor and Bakken (2011, p. 305), Johnsen (2004, p. 2-3) and Shavinina (2009) have summarized the effectiveness of measurement of gifted and talented students as the following:

1. The current used assessment tools should be aligned with clear understanding of giftedness as a definition.
2. Strongly recommending to use multiple sources in order to identify gifted and talented students. For instance, psychometric tests rather than relying on single test results.
3. Exposing students to different learning environment in order to discover their talents and giftedness (testing environment).
4. Educate the SEN teacher in the school, or a person who is directly involved of collecting data, about technical documentation and scoring system
5. Provide Professional Development courses for teachers and administrators
6. Evaluate and revise the results

According to this research paper, relying on observations and some paper and pencil tests are not necessarily going to give the right results. To be more precise, most teachers nominate students with high grades as talented and gifted. Whereas, the underachievers who might have hidden talents, and could be overlooked with their different learning styles, might be misdiagnose and end up losing their chance to shine (Webb, Gore, Amend and DeVries, p. 273, 2007). It is important, to get a collective knowledge and implement a mixture of several of assessment tools in order to create a reliable platform of identifying gifted and talented children regardless of their disabilities (NAGC, 2016). Many studies

determine the significance of collecting the data of gifted and talented students via using multiple dimensional methods, which will provide more valid data. Moon introduces the Multiple Criteria concept, which is consisting of gathering information by using a variety of assessment tools. Such as, curricular-based assessments, performance based assessments and teacher and parents ratings (Callahan and Davis, 2013, p. 148). This method is also similarly followed in the UAE schools, for instance, teachers' and parents' questionnaire, curricular based assessment and finally some subjects require performance assessments such as Art and Sports. However, we can reform the multiple dimensional concept as a key to broaden our knowledge on other alternative assessment tools used in this field.

Many different theories in education are strongly believe in creating the opportunities for students to exhibit and explore their hidden abilities and giftedness. Pfeiffer, believes the curriculum, school environment and given instructions should be appropriately studied to be implemented in the classrooms (2004, p. 42). Accordingly, the Ministry of Education should create the opportunities for students inside and outside the school.

During the schools visits, most of the teachers have attended a pilot workshop on gifted and talented children only once. As mentioned previously, trainings are given only to the Emaraty SEN teachers and excluding the rest. Unfortunately, the number of Emaraty SEN teachers in the schools where the study was conducted was only one. It is crucially significant to offer the level of knowledge and trainings equally to all SEN teachers. The backfire of these cases will not only affect the gifted and talented children, but also will cause the collapse of the whole educational system in gifted and talented category. This was strongly reflected by both Gross (1993-1994) and Gallagher (1996), who have strongly underlined the disturbance of social and emotional development of gifted and talented children and their academic level is due to lack of awareness about the current research studies about gifted and talented among teachers (Cited in Carly J, 2009, p.5).

On this aspect, different literatures and studies have strongly determined on the importance of re-evaluating the results of gifted students on periodically process. NAGC states that “.. to ensure it is reflective of best practices in the identification of gifted students” (2016).

The same concept was introduced by Feldhusen, Asher and Hoover (1984) arguing on the possibility to obtain unreliable results if the assessment tools do not match the definition of gifted and talented or not aligning with the goals and objectives of gifted education. They strongly believe the outcomes of any identification process used in these designated circumstances will lead to false information (cited in NAGC, 2008). The identification process used in the UAE schools to scan for gifted and talented students has not been changed for many years as per SEN teachers' feedback during the informal interview

conducted for this research studies. There are other alternative identification assessments tools that can be successfully piloted in the schools to determine the most suitable ones. NAGC, recommends the importance of molding the identification assessment tools with student's backgrounds, surroundings and interests (2016). Therefore, more studies and researches should be encouraged on this field in the UAE to gather a pool of possible identification tools to be implemented in the schools. Some of these tools have been mentioned in this research paper in chapter 1.

In general, the outcome from the conducted survey has tailored different facts and restrained other factors that can contribute in scouting gifted and talented students in the inclusive primary schools in the UAE. As per the research, the results have extracted the importance of leadership, interactive curriculum, knowledge expands on tools and gifted and talented identification process and school environment are the factors to either help flourish or overshadow the gifted and talented students. As mentioned in this study, the characteristics of gifted and talented students are influenced by different internal and external elements. Birch (1994, p.158) believes on the social interaction, personal and cultural attributes on extracting talents and giftedness (cited in Renzulli, Reis and Series Editors, 2004, p. xxiv). Therefore, the identification process is meant to create different parameters for gifted and talented students to stimulate their hidden talents. Studies conducted on cognitive stimulus aspects and imagination growth have had its share in giftedness and talented field. Scholars such as Piaget and Vygotsky have had underlined the significant role of learning environment on extracting talents. Although both Piaget's and Vygotsky's studies are distinctively different, but the sum up of their theories come into one solid conclusion of the interchange link of individual's development is affected by social impact and the brain stimulations. The same concept is also shared by different educational scholars who believe on the impact of environment on individuals' performances and abilities' exhibitions. Renzulli has strongly defended the role of academics and school environments on becoming a hub of creativity for gifted and talented students (1984). He has clearly stated that "Gifted and talented performances may emerge at certain times and under certain opportune conditions" (1984, p.2).

Maker has strongly underlined on the importance of providing the right resources for students. This includes, the appropriate learning environment, knowledge, assessment and community centered (Maker, 2005, p.10). It is hence, schools' responsibilities to provide appropriate educational and social healthy environment for the students to blossom and grow.

The debate on whether or not UAE lacks number of gifted and talented Emaraty students have triggered the curiosity to question about the reliability of the current practices of the identification instruments and the type of reinforcement gifted students are getting. The research come up with a collective feedback on the above mentioned points as the following, teachers have the right attitude to get more involved in gifted and talented programs. Schools which embraced giftedness and talented as their own motto have made efforts to make their schools as a creative hub for their students to rise and shine. This might indicate that the identification process and instruments used in the government schools might be on the right path. However, the perseverance and belief of the schools' leaders and their staff can be a vital element on extracting the talents. It is strongly recommended to conduct further studies on the impact of the modern life on Emaraty youths' talents and giftedness.

Chapter Six: Conclusion

The research is focusing on underlining the identification process used to identify students with giftedness and talents in government inclusive primary schools in the UAE. The study has also tapped on other elements that are strongly interchanged and linked with the identification instruments implemented in the schools. Literature has strongly stated the importance of defining giftedness and talents in order to provide alternative assessment tools and instruments to identify students who possess such unique strengths. The paper has heavily highlighted the debate on IQ scores method and the continuous revolutions and changes of capturing the real meaning of giftedness. Researches and studies have dignified the historical changes of the definitions of giftedness and talent throughout the centuries. Therefore, the impact of these fluctuated changes should also be reflected on the tools implemented in this field.

The study was also aiming to examine the real practice of suggested instruments used in the field of giftedness and talent in the UAE primary government schools. The paper has investigated and compared between the questionnaire used as an identification tool and the level of knowledge and awareness of the teachers in the schools. This was successfully addressed via conducting informal interviews with the teachers and through survey distributions to 25 teachers including special needs teachers, observations and data collection analysis.

As it has been highlighted in the paper, the definition of giftedness and talent has been on a constant changes throughout the history and the tools have also been recreated and developed to match the definition of giftedness and talent. Therefore, we have to continuously re-evaluate our identification tools and scanning process implemented in the schools in order to get better results.

Cultures and environmental atmosphere in each of the five schools the researcher has visited differed from one another. Some schools, have tried to stimulate students' interests through providing playgrounds and colorful walls with graphics, whereas, other schools, showed less interest in enriching their school environment. The impact of cultural changes the gifted student is interacting with can drastically affect his or her future development (Hofkens, n.d & Kumar, Phil and Vijay, 2013).

The constant changes of regulations and curriculums have put a huge burden on the staff of the school as well as on the students. The long hours of school days, the lack of school variation activities, lack of training programs for teachers and gifted and talented specialists and lack of variations in teaching methods have made it hard to explore other alternative

assessment tools in this field. Referring to the interviews with the teachers, the Ministry has restricted the number of school trips, and expands the school day hours in order to focus on the academic outcome results.

In conclusion, the success of giftedness education is through investing more time on initiating some researches and studies on this field. Hollingworth emphasized on this matter by stating that "... this is a serious responsibility for the intellectual guardians of youth-educators. Whether we shall choose to act as though we were ignorant of this new knowledge, or whether we shall accept the responsibility for it by.. modification of current practice.. remains to be seen" (cited in Silverman, 1992, p.5)

Chapter Seven: References

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[7N_OnHMrP0zbg&sig2=fDH4UsYP34tMsOuS3e4Izw&bvm=bv.121099550,d.ZGg](http://www.google.ae/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwj39vrOz7_MAhVCNxQKHQr0C2YQFggaMAA&url=http%3A%2F%2Fgifted.tki.org.nz%2Fcontent%2Fdownload%2F533%2F2180%2Ffile%2FWhy%2520should%2520we%2520care.ppt&usg=AFQjCNH8r7i0OZDJHBrA-7N_OnHMrP0zbg&sig2=fDH4UsYP34tMsOuS3e4Izw&bvm=bv.121099550,d.ZGg)

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Chapter Eight: Appendices

Appendix A: Permission letter from the Education Zone allowing school visits

United Arab Emirates
Ministry of Education
Ajman Educational Zone



الإمارات العربية المتحدة
وزارة التربية والتعليم
منطقة عجمان التعليمية

الرقم: ٢٨٦ ٦١٤

التاريخ: ٨٠٨ ٢٠١٥م

المحتررات

السيدات / مديرات المدارس المعنية

(خولة بنت ثعلبة - عفراء بنت عبيد - الحسن البصري - شيخة بنت سعيد - مشيرف)

السلام عليكم ورحمة الله وبركاته ...

م/ تسهيل مهمة باحثة من الجامعة البريطانية بدبي

يطيب لنا أن نهدىكم أطيب التحيات أجمل الامنيات ونثمن جهودكم المبذولة في خدمة العملية التعليمية ،

الرجاء السماح للباحثة / مريم سالم الحرسى من الجامعة البريطانية في دبي بزيارة مدرستكم من تاريخ ، 2015/10/18م إلى 2015/10/22م وذلك لتوزيع استبيان على طلبة الحلقة الاولى من المدارس الحكومية التابعة للمنطقة وعليه نحيط سيادتكم علماً بأنه قد تمت الموافقة على توزيع الاستبيان خلال شهر أكتوبر 2015.

شاكرين لكم حسن تعاونكم معنا،،،
و تفضلوا بقبول وافر التحية و الاحترام ،،،

مدير إدارة منطقة عجمان التعليمية

علي حسن محمد



المرفق: موافقة المنطقة

نسخة إلى :

- وحدة التربية الخاصة

- سكرتيرة قسم العمليات التربوية

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Tel: 06/7039999 Fax : 06/7488457 P.O. Box: 1463 Ajman UAE

Ajzone@moe.gov.ae

مركز الاتصال 80051115

Permission letter from the Education Zone : Allowing survey distributions

United Arab Emirates
Ministry of Education
Ajman Educational Zone



الإمارات العربية المتحدة
وزارة التربية والتعليم
منطقة عجمان التعليمية

الرقم : ١٠٦٦ - ١٣٠ / ١٣٠٠

التاريخ : ٢٠١٥ / ١٠ / ١٣

السيد / مدير الجامعة البريطانية بدبي .. المحترم
استاذ / عامر عليا - رئيس الادارة الطلابية
السلام عليكم ورحمة الله وبركاته

هـ لـمـأ نـع من تـوزيـع الاسـتـبـان

تهديكم إدارة المنطقة خالص تحياتها مثنمين لكم جهودكم الطيبة وتعاونكم الدائم معنا .
بالإشارة لكتابكم الوارد إلينا بتاريخ 2015/10/5 م بخصوص قيام الطالبة / مريم سالم محمد ساعد حرسى ، بتوزيع استبان على طلبة الحلقة الاولى من المدارس الحكومية والخاصة التابعة للمنطقة وعليه نحيط سيادتكم بأنه قد تمت الموافقة على توزيع الاستبيان خلال شهر أكتوبر 2015 .

شاكرين لكم حسن تعاونكم ..

وتفضلوا بقبول وافر التحية والتقدير ..

علي حسن محمد
مدير إدارة منطقة عجمان التعليمية.



نسخة : وحدة الاتصال الحكومي .

www.moe.gov.ae

هاتف : ٠٦ / ٧٠٢٩٩٩٩ فاكس : ٠٦ / ٧٤٨٨٤٥٧ ص ب ١٤٦٣ عجمان - ا.ع .م

Tel: 06/7039999 Fax: 06/7488457 P.O. Box: 1463 Ajman UAE

Ajmzone@moe.gov.ae

مركز الإتصال 0051115

Permission letter from the university BUID – Arabic- to conduct the research



إلى وزارة التعليم والمنطقة التعليمية في عجمان

دبي، الإمارات العربية المتحدة

الجامعة البريطانية في دبي

نشهد بأن الطالبة مريم سالم محمد سعيد الحرسى (رقم الطالبة: 2013101035) طالبة مسجلة في برنامج الماجستير في التربية في الجامعة البريطانية في دبي منذ سبتمبر 2013.

الطالبة مريم الحارثي تعمل على أطروحة البحث في الجامعة البريطانية في دبي. وعليه فإنها مطالبة بجمع البيانات من خلال إجراء المقابلات والمراقبة. نرجو من حضرتكم التكرم بالسماح لها بالعمل على أطروحة بحثها من خلال إجراء المقابلات وجمع البيانات في مؤسستكم وتقديم الدعم اللازم لها.

هذه الرسالة أصدرت بناء على طلب الطالبة مريم الحرسى.

مع فائق الاحترام والتقدير

PP
الجامعة البريطانية في دبي
PO Box 345015
Dubai, UAE
عامر علايا
مدير قسم القبول والتسجيل

Permission letter from the university BUID – English to conduct the research



29 September 2015

To Whom It May Concern

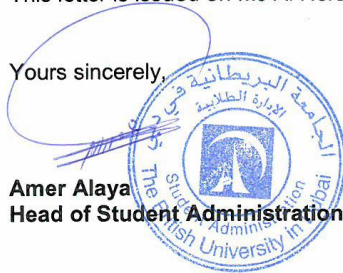
This is to certify that **Ms Maryam Al Hersi – Student ID No. 2013101035** is a registered part-time student on the **Master of Education (following the pathway in Special and Inclusive Education)** programme in **The British University in Dubai**, from **September 2013**.

Ms Al Hersi is currently working on a dissertation as part of the programme requirements. She is required to gather data through interviews, survey and classroom observations. Your permission to conduct her research in your organisation is hereby requested. Further support provided to her in this regard will be highly appreciated.

This letter is issued on Ms Al Hersi's request.

Yours sincerely,

Amer Alaya
Head of Student Administration



PO Box 345015 • Block 11 Dubai International Academic City Dubai U A E • T +971 4 279 1400 • F +971 4 279 1490

f FB.com/BUiD.Team BUID_Team You youtube.com/BUiDadmin @BUiD_Team in BUID

Appendix B: Survey Questions

Survey on Identification Process Used for gifted and talented students in Ajman Primary Schools

Master Degree Thesis : Inclusion and Special Education, BUID/2015.

Name of the School : ----- Teacher of : ----- Date: -----

Kindly answer the following questions by choosing either yes or no, you may also write some comments in (other) section if you have any other doubts. Your sincere answers are highly appreciated.

A) What is the Identification Process / tool used to identify Gifted and Talented Students in Ajman Primary Schools?

1. Do you know the identification tools used to identify gifted and talented students in your school/or classroom?
yes **no** **others:**
2. Do you think the current used identification process to identify gifted and talented students is useful?
yes **no** **others:**
3. Do you think the current used identification process to identify gifted and talented students gives correct results?
yes **no** **others:**
4. Do you think the identification process that is currently used to identify gifted and talented students should be modified?
yes **no** **others:**
5. Do you think students should go through identification process periodically?
yes **no** **others:**
6. Do you think teachers and parents should learn about the current used identification process for gifted and talented students?
yes **no** **others:**
7. Would you recommend to have more intense process to be implemented in order to identify gifted and talented students in the school? (more observations from different teachers/ opinion of external experts ..etc)
yes **no** **others:**
8. Are you as a teacher of gifted and talented student involved in the identification process?
yes **no** **others:**
9. Are you taking any trainings on the identification process used for gifted and talented students?
yes **no** **others:**
10. Would you recommend the ministry of education in the UAE to do more research and studies on the current used identification tools to identify gifted and talented students?
yes **no** **others:**
11. Please state your additional comments and insights about the Identification Process used to identify gifted and talented students in Ajman Primary Schools:

Appendix C: Responses to the survey questions

Survey on Identification Process Used for gifted and talented students in Ajman Primary Schools

Master Degree Thesis : Inclusion and Special Education, BUID/2015.

Name of the School : [redacted]

Teacher of : [redacted]

Date: 22/10/15

Kindly answer the following questions by choosing either yes or no, you may also write some comments in (other) section if you have any other doubts. Your sincere answers are highly appreciated.

A) What is the Identification Process / tool used to identify Gifted and Talented Students in Ajman Primary Schools?

1. Do you know the identification tools used to identify gifted and talented students in your school/or classroom?

yes

no

others: -----

2. Do you think the current used identification process to identify gifted and talented students is useful?

yes

no

others: -----

3. Do you think the current used identification process to identify gifted and talented students gives correct results?

yes

no

others: Mabey

4. Do you think the identification process that is currently used to identify gifted and talented students should be modified?

yes

no

others: -----

5. Do you think students should go through identification process periodically?

yes

no

others: -----

6. Do you think teachers and parents should learn about the current used identification process for gifted and talented students?

yes

no

others: -----

7. Would you recommend to have more intense process to be implemented in order to identify gifted and talented students in the school? (more observations from different teachers/ opinion of external experts ..etc)

yes

no

others: -----

8. Are you as a teacher of gifted and talented student involved in the identification process?

yes

no

others: -----

9. Are you taking any trainings on the identification process used for gifted and talented students?

yes

no

others: -----

10. Would you recommend the ministry of education in the UAE to do more research and studies on the current used identification tools to identify gifted and talented students?

yes

no

others: -----

11. Please state your additional comments and insights about the Identification Process used to identify gifted and talented students in Ajman Primary Schools:

For the gifted students they should be special classes for them as they should have to do what they talent for to improve it as the current Curriculmes doesn't have serves that help them to practice their own talents and improve it in the way they can be shown to the Society. and a spicificly in Art

Name of the School : ----- Teacher of : music Date: 18/10/15

Kindly answer the following questions by choosing either yes or no, you may also write some comments in (other) section if you have any other doubts. Your sincere answers are highly appreciated.

A) What is the Identification Process / tool used to identify Gifted and Talented Students in Ajman Primary Schools?

1. Do you know the identification tools used to identify gifted and talented students in your school/or classroom?
yes ☐ no ☒ others: -----
2. Do you think the current used identification process to identify gifted and talented students is useful?
☒ yes ☐ no others:-----
3. Do you think the current used identification process to identify gifted and talented students gives correct results?
☒ yes ☐ no others: -----
4. Do you think the identification process that is currently used to identify gifted and talented students should be modified?
☒ yes ☐ no others: -----
5. Do you think students should go through identification process periodically?
☒ yes ☐ no others: -----
6. Do you think teachers and parents should learn about the current used identification process for gifted and talented students?
☒ yes ☐ no others: -----
7. Would you recommend to have more intense process to be implemented in order to identify gifted and talented students in the school? (more observations from different teachers/ opinion of external experts ..etc)
☒ yes ☐ no others: -----
8. Are you as a teacher of gifted and talented student involved in the identification process?
☒ yes ☐ no others: -----
9. Are you taking any trainings on the identification process used for gifted and talented students?
☒ yes ☐ no others: -----
10. Would you recommend the ministry of education in the UAE to do more research and studies on the current used identification tools to identify gifted and talented students?
☒ yes ☐ no others: -----
11. Please state your additional comments and insights about the Identification Process used to identify gifted and talented students in Ajman Primary Schools:

الاستاذ المبرهه ام حمد اوصوري في سجل
الموهبة وازيد من دورات تثقيف
عن المواهب وذلك لاسرائها بمتاح
المرجع

Name of the School

Teacher of : AmirDate: 29/10/15

Kindly answer the following questions by choosing either yes or no, you may also write some comments in (other) section if you have any other doubts. Your sincere answers are highly appreciated.

A) What is the Identification Process / tool used to identify Gifted and Talented Students in Ajman Primary Schools?

1. Do you know the identification tools used to identify gifted and talented students in your school/or classroom?
yes ☒ no ☒ others: -----
2. Do you think the current used identification process to identify gifted and talented students is useful?
yes ☒ no ☐ others: -----
3. Do you think the current used identification process to identify gifted and talented students gives correct results?
yes ☒ no ☐ others: -----
4. Do you think the identification process that is currently used to identify gifted and talented students should be modified?
yes ☒ no ☐ others: -----
5. Do you think students should go through identification process periodically?
yes ☒ no ☐ others: -----
6. Do you think teachers and parents should learn about the current used identification process for gifted and talented students?
yes ☒ no ☐ others: -----
7. Would you recommend to have more intense process to be implemented in order to identify gifted and talented students in the school? (more observations from different teachers/ opinion of external experts ..etc)
yes ☒ no ☐ others: -----
8. Are you as a teacher of gifted and talented student involved in the identification process?
yes ☒ no ☐ others: -----
9. Are you taking any trainings on the identification process used for gifted and talented students?
yes ☒ no ☐ others: Online
10. Would you recommend the ministry of education in the UAE to do more research and studies on the current used identification tools to identify gifted and talented students?
yes ☒ no ☐ others: -----
11. Please state your additional comments and insights about the Identification Process used to identify gifted and talented students in Ajman Primary Schools:

لا يوجد أدوات محددة للتعرف على الموهوبين في المدارس
والتعليم في الإمارات العربية المتحدة
لا يوجد أي تدريب على التعرف على الموهوبين

Name of the School

Teacher of :

Date:

20/10/2015

Kindly answer the following questions by choosing either yes or no, you may also write some comments in (other) section if you have any other doubts. Your sincere answers are highly appreciated.

A) What is the Identification Process / tool used to identify Gifted and Talented Students in Ajman Primary Schools?

1. Do you know the identification tools used to identify gifted and talented students in your school/or classroom?
yes ☐ no ☒ others: we don't have
2. Do you think the current used identification process to identify gifted and talented students is useful?
yes ☐ no ☒ others: its useful but we don't have the checklist
3. Do you think the current used identification process to identify gifted and talented students gives correct results?
☒ yes ☐ no others: _____
4. Do you think the identification process that is currently used to identify gifted and talented students should be modified?
yes ☐ no ☐ others: we don't have
5. Do you think students should go through identification process periodically?
☒ yes ☐ no others: _____
6. Do you think teachers and parents should learn about the current used identification process for gifted and talented students?
☒ yes ☐ no others: _____
7. Would you recommend to have more intense process to be implemented in order to identify gifted and talented students in the school? (more observations from different teachers/ opinion of external experts ..etc)
☒ yes ☐ no others: _____
8. Are you as a teacher of gifted and talented student involved in the identification process?
☒ yes ☐ no others: _____
9. Are you taking any trainings on the identification process used for gifted and talented students?
☒ yes ☐ no others: _____
10. Would you recommend the ministry of education in the UAE to do more research and studies on the current used identification tools to identify gifted and talented students?
☒ yes ☐ no others: _____
11. Please state your additional comments and insights about the Identification Process used to identify gifted and talented students in Ajman Primary Schools:

Need more training
prepare programmes for talent students

Name of the School :

[Redacted]

Teacher of :

English

Date:

18/10/2015

Kindly answer the following questions by choosing either yes or no, you may also write some comments in (other) section if you have any other doubts. Your sincere answers are highly appreciated.

A) What is the Identification Process / tool used to identify Gifted and Talented Students in Ajman Primary Schools?

1. Do you know the identification tools used to identify gifted and talented students in your school/or classroom?

yes

☒ no

others: -----

2. Do you think the current used identification process to identify gifted and talented students is useful?

yes

☒ no

others:-----

3. Do you think the current used identification process to identify gifted and talented students gives correct results?

yes

no

others: I don't know

4. Do you think the identification process that is currently used to identify gifted and talented students should be modified?

☒ yes

no

others: -----

5. Do you think students should go through identification process periodically?

☒ yes

no

others: -----

6. Do you think teachers and parents should learn about the current used identification process for gifted and talented students?

☒ yes

no

others: -----

7. Would you recommend to have more intense process to be implemented in order to identify gifted and talented students in the school? (more observations from different teachers/ opinion of external experts ..etc)

☒ yes

no

others: -----

8. Are you as a teacher of gifted and talented student involved in the identification process?

yes

☒ no

others: -----

9. Are you taking any trainings on the identification process used for gifted and talented students?

yes

☒ no

others: -----

10. Would you recommend the ministry of education in the UAE to do more research and studies on the current used identification tools to identify gifted and talented students?

☒ yes

no

others: -----

11. Please state your additional comments and insights about the Identification Process used to identify gifted and talented students in Ajman Primary Schools:

Name of the School : _____ Teacher of : _____ Date: 22/10/15

Kindly answer the following questions by choosing either yes or no, you may also write some comments in (other) section if you have any other doubts. Your sincere answers are highly appreciated.

A) What is the Identification Process / tool used to identify Gifted and Talented Students in Ajman Primary Schools?

1. Do you know the identification tools used to identify gifted and talented students in your school/or classroom?
yes ☒ no ☒ others: _____
2. Do you think the current used identification process to identify gifted and talented students is useful?
yes ☒ no ☒ others: 21/10/15
3. Do you think the current used identification process to identify gifted and talented students gives correct results?
yes ☒ no ☒ others: _____
4. Do you think the identification process that is currently used to identify gifted and talented students should be modified?
☒ yes ☒ no ☒ others: _____
5. Do you think students should go through identification process periodically?
yes ☒ no ☒ others: _____
6. Do you think teachers and parents should learn about the current used identification process for gifted and talented students?
☒ yes ☒ no ☒ others: _____
7. Would you recommend to have more intense process to be implemented in order to identify gifted and talented students in the school? (more observations from different teachers/ opinion of external experts ..etc)
☒ yes ☒ no ☒ others: _____
8. Are you as a teacher of gifted and talented student involved in the identification process?
☒ yes ☒ no ☒ others: _____
9. Are you taking any trainings on the identification process used for gifted and talented students?
yes ☒ no ☒ others: _____
10. Would you recommend the ministry of education in the UAE to do more research and studies on the current used identification tools to identify gifted and talented students?
☒ yes ☒ no ☒ others: _____
11. Please state your additional comments and insights about the Identification Process used to identify gifted and talented students in Ajman Primary Schools:

Name of the School : [REDACTED] Teacher of : Date:

Kindly answer the following questions by choosing either yes or no, you may also write some comments in (other) section if you have any other doubts. Your sincere answers are highly appreciated.

A) What is the Identification Process / tool used to identify Gifted and Talented Students in Ajman Primary Schools?

1. Do you know the identification tools used to identify gifted and talented students in your school/or classroom?
yes ☐ no ☒ others:
2. Do you think the current used identification process to identify gifted and talented students is useful?
yes ☐ no ☒ others:
3. Do you think the current used identification process to identify gifted and talented students gives correct results?
yes ☐ no ☐ others: (correct)
4. Do you think the identification process that is currently used to identify gifted and talented students should be modified?
yes ☐ no ☐ others: ✓
5. Do you think students should go through identification process periodically?
yes ☐ no ☒ others:
6. Do you think teachers and parents should learn about the current used identification process for gifted and talented students?
yes ☒ no ☐ others:
7. Would you recommend to have more intense process to be implemented in order to identify gifted and talented students in the school? (more observations from different teachers/ opinion of external experts ..etc)
yes ☒ no ☐ others:
8. Are you as a teacher of gifted and talented student involved in the identification process?
yes ☒ no ☐ others:
9. Are you taking any trainings on the identification process used for gifted and talented students?
yes ☐ no ☒ others:
10. Would you recommend the ministry of education in the UAE to do more research and studies on the current used identification tools to identify gifted and talented students?
yes ☒ no ☐ others:
11. Please state your additional comments and insights about the Identification Process used to identify gifted and talented students in Ajman Primary Schools:

لا أرى أن العملية الحالية كافية، بل أرى الحاجة إلى مزيد من الأدوات والدراسات
للتأكد من هبة الطلاب، خاصة في المراحل الابتدائية
والتأكد من أن العملية لا تقتصر على الاختبارات فقط، بل تشمل الملاحظات والمناقشات
مع المعلمين والوالدين، وكذلك توفير برامج تدريبية للمعلمين
والطلاب في مجال التعرف على المواهب وتنميتها

Name of the School : _____

Teacher of : _____

Date: _____

29/10/15

Kindly answer the following questions by choosing either yes or no, you may also write some comments in (other) section if you have any other doubts. Your sincere answers are highly appreciated.

A) What is the Identification Process / tool used to identify Gifted and Talented Students in Ajman Primary Schools?

1. Do you know the identification tools used to identify gifted and talented students in your school/or classroom?
yes ☐ no ☒ others: _____
2. Do you think the current used identification process to identify gifted and talented students is useful?
yes ☒ no ☐ others: ألا بد
3. Do you think the current used identification process to identify gifted and talented students gives correct results?
yes ☐ no ☐ others: ليلا
4. Do you think the identification process that is currently used to identify gifted and talented students should be modified?
yes ☒ no ☐ others: _____
5. Do you think students should go through identification process periodically?
yes ☒ no ☐ others: فعل
6. Do you think teachers and parents should learn about the current used identification process for gifted and talented students?
yes ☒ no ☐ others: _____
7. Would you recommend to have more intense process to be implemented in order to identify gifted and talented students in the school? (more observations from different teachers/ opinion of external experts ..etc)
yes ☐ no ☒ others: _____
8. Are you as a teacher of gifted and talented student involved in the identification process?
yes ☒ no ☐ others: _____
9. Are you taking any trainings on the identification process used for gifted and talented students?
yes ☐ no ☒ others: _____
10. Would you recommend the ministry of education in the UAE to do more research and studies on the current used identification tools to identify gifted and talented students?
yes ☒ no ☐ others: _____
11. Please state your additional comments and insights about the Identification Process used to identify gifted and talented students in Ajman Primary Schools:

عليه السلام

Name of the School : [redacted] Teacher of : [signature] Date: 22/10/15

Kindly answer the following questions by choosing either yes or no, you may also write some comments in (other) section if you have any other doubts. Your sincere answers are highly appreciated.

A) What is the Identification Process / tool used to identify Gifted and Talented Students in Ajman Primary Schools?

1. Do you know the identification tools used to identify gifted and talented students in your school/or classroom?
☒ yes ☐ no others: _____
2. Do you think the current used identification process to identify gifted and talented students is useful?
☒ yes ☐ no others: _____
3. Do you think the current used identification process to identify gifted and talented students gives correct results?
☒ yes ☐ no others: _____
4. Do you think the identification process that is currently used to identify gifted and talented students should be modified?
☒ yes ☐ no others: _____
5. Do you think students should go through identification process periodically?
☒ yes ☒ no others: _____
6. Do you think teachers and parents should learn about the current used identification process for gifted and talented students?
☒ yes ☐ no others: _____
7. Would you recommend to have more intense process to be implemented in order to identify gifted and talented students in the school? (more observations from different teachers/ opinion of external experts ..etc)
☒ yes ☒ no others: _____
8. Are you as a teacher of gifted and talented student involved in the identification process?
☒ yes ☐ no others: _____
9. Are you taking any trainings on the identification process used for gifted and talented students?
☒ yes ☒ no others: _____
10. Would you recommend the ministry of education in the UAE to do more research and studies on the current used identification tools to identify gifted and talented students?
☒ yes ☐ no others: _____
11. Please state your additional comments and insights about the Identification Process used to identify gifted and talented students in Ajman Primary Schools:

Name of the School : [REDACTED] Teacher of : Computer Date: 20-10-2015

Kindly answer the following questions by choosing either yes or no, you may also write some comments in (other) section if you have any other doubts. Your sincere answers are highly appreciated.

A) What is the Identification Process / tool used to identify Gifted and Talented Students in Ajman Primary Schools?

1. Do you know the identification tools used to identify gifted and talented students in your school/or classroom?
yes ☐ no ☒ others: I don't know.
2. Do you think the current used identification process to identify gifted and talented students is useful?
yes ☐ no ☒ others: I don't know
3. Do you think the current used identification process to identify gifted and talented students gives correct results?
yes ☐ no ☐ others: Maybe
4. Do you think the identification process that is currently used to identify gifted and talented students should be modified?
yes ☒ no ☐ others: Yes
5. Do you think students should go through identification process periodically?
yes ☒ no ☐ others: _____
6. Do you think teachers and parents should learn about the current used identification process for gifted and talented students?
yes ☒ no ☐ others: _____
7. Would you recommend to have more intense process to be implemented in order to identify gifted and talented students in the school? (more observations from different teachers/ opinion of external experts ..etc)
yes ☒ no ☐ others: _____
8. Are you as a teacher of gifted and talented student involved in the identification process?
yes ☒ no ☒ others: _____
9. Are you taking any trainings on the identification process used for gifted and talented students?
yes ☐ no ☒ others: _____
10. Would you recommend the ministry of education in the UAE to do more research and studies on the current used identification tools to identify gifted and talented students?
yes ☒ no ☐ others: _____
11. Please state your additional comments and insights about the Identification Process used to identify gifted and talented students in Ajman Primary Schools:

Name of the School: [REDACTED]

Teacher of : SL

Date: 29/10/15

Kindly answer the following questions by choosing either yes or no, you may also write some comments in (other) section if you have any other doubts. Your sincere answers are highly appreciated.

A) What is the Identification Process / tool used to identify Gifted and Talented Students in Ajman Primary Schools?

1. Do you know the identification tools used to identify gifted and talented students in your school/or classroom?
yes ☒ no ☒ others: _____
2. Do you think the current used identification process to identify gifted and talented students is useful?
yes ☒ no ☐ others: _____
3. Do you think the current used identification process to identify gifted and talented students gives correct results?
yes ☒ no ☐ others: _____
4. Do you think the identification process that is currently used to identify gifted and talented students should be modified?
yes ☒ no ☐ others: _____
5. Do you think students should go through identification process periodically?
yes ☒ no ☐ others: 6/12/2015
6. Do you think teachers and parents should learn about the current used identification process for gifted and talented students?
yes ☒ no ☐ others: _____
7. Would you recommend to have more intense process to be implemented in order to identify gifted and talented students in the school? (more observations from different teachers/ opinion of external experts ..etc)
yes ☒ no ☐ others: _____
8. Are you as a teacher of gifted and talented student involved in the identification process?
yes ☒ no ☐ others: _____
9. Are you taking any trainings on the identification process used for gifted and talented students?
yes ☐ no ☒ others: _____
10. Would you recommend the ministry of education in the UAE to do more research and studies on the current used identification tools to identify gifted and talented students?
yes ☒ no ☐ others: _____
11. Please state your additional comments and insights about the Identification Process used to identify gifted and talented students in Ajman Primary Schools:

Name of the School

Saeed

Teacher of :

Mathematics

Date: _____

Kindly answer the following questions by choosing either yes or no, you may also write some comments in (other) section if you have any other doubts. Your sincere answers are highly appreciated.

A) What is the Identification Process / tool used to identify Gifted and Talented Students in Ajman Primary Schools?

1. Do you know the identification tools used to identify gifted and talented students in your school/or classroom?
yes ☒ no ☐ others: _____
2. Do you think the current used identification process to identify gifted and talented students is useful?
yes ☒ no ☐ others: _____
3. Do you think the current used identification process to identify gifted and talented students gives correct results?
yes ☒ no ☐ others: _____
4. Do you think the identification process that is currently used to identify gifted and talented students should be modified?
☒ yes ☐ no ☐ others: _____
5. Do you think students should go through identification process periodically?
☒ yes ☐ no ☐ others: _____
6. Do you think teachers and parents should learn about the current used identification process for gifted and talented students?
☒ yes ☐ no ☐ others: _____
7. Would you recommend to have more intense process to be implemented in order to identify gifted and talented students in the school? (more observations from different teachers/ opinion of external experts ..etc)
☒ yes ☐ no ☐ others: _____
8. Are you as a teacher of gifted and talented student involved in the identification process?
☒ yes ☐ no ☐ others: _____
9. Are you taking any trainings on the identification process used for gifted and talented students?
yes ☐ no ☒ others: _____
10. Would you recommend the ministry of education in the UAE to do more research and studies on the current used identification tools to identify gifted and talented students?
☒ yes ☐ no ☐ others: _____

11. Please state your additional comments and insights about the Identification Process used to identify gifted and talented students in Ajman Primary Schools:

I recommend that the ministry established special schools for talented students

Name of the School : -----

Teacher of : -----

Date: -----

28/10/15

Kindly answer the following questions by choosing either yes or no, you may also write some comments in (other) section if you have any other doubts. Your sincere answers are highly appreciated.

A) What is the Identification Process / tool used to identify Gifted and Talented Students in Ajman Primary Schools?

1. Do you know the identification tools used to identify gifted and talented students in your school/or classroom?

yes

no

others: -----

2. Do you think the current used identification process to identify gifted and talented students is useful?

yes

no

others: -----

3. Do you think the current used identification process to identify gifted and talented students gives correct results?

yes

no

others: -----

4. Do you think the identification process that is currently used to identify gifted and talented students should be modified?

yes

no

others: -----

5. Do you think students should go through identification process periodically?

yes

no

others: -----

6. Do you think teachers and parents should learn about the current used identification process for gifted and talented students?

yes

no

others: -----

7. Would you recommend to have more intense process to be implemented in order to identify gifted and talented students in the school? (more observations from different teachers/ opinion of external experts ..etc)

yes

no

others: -----

8. Are you as a teacher of gifted and talented student involved in the identification process?

yes

no

others: -----

9. Are you taking any trainings on the identification process used for gifted and talented students?

yes

no

others: -----

10. Would you recommend the ministry of education in the UAE to do more research and studies on the current used identification tools to identify gifted and talented students?

yes

no

others: -----

11. Please state your additional comments and insights about the Identification Process used to identify gifted and talented students in Ajman Primary Schools:

Name of the School : m

Teacher of : Special Education Date: 25/10/2015

Kindly answer the following questions by choosing either yes or no, you may also write some comments in (other) section if you have any other doubts. Your sincere answers are highly appreciated.

A) What is the Identification Process / tool used to identify Gifted and Talented Students in Ajman Primary Schools?

1. Do you know the identification tools used to identify gifted and talented students in your school/or classroom?
☒ yes ☐ no ☐ others: -----
2. Do you think the current used identification process to identify gifted and talented students is useful?
☐ yes ☒ no ☐ others:-----
3. Do you think the current used identification process to identify gifted and talented students gives correct results?
☐ yes ☒ no ☐ others: -----
4. Do you think the identification process that is currently used to identify gifted and talented students should be modified?
☒ yes ☐ no ☐ others: -----
5. Do you think students should go through identification process periodically?
☒ yes ☐ no ☐ others: -----
6. Do you think teachers and parents should learn about the current used identification process for gifted and talented students?
☒ yes ☐ no ☐ others: -----
7. Would you recommend to have more intense process to be implemented in order to identify gifted and talented students in the school? (more observations from different teachers/ opinion of external experts ..etc)
☒ yes ☐ no ☐ others: -----
8. Are you as a teacher of gifted and talented student involved in the identification process?
☒ yes ☐ no ☐ others: -----
9. Are you taking any trainings on the identification process used for gifted and talented students?
☐ yes ☒ no ☐ others: -----
10. Would you recommend the ministry of education in the UAE to do more research and studies on the current used identification tools to identify gifted and talented students?
☒ yes ☐ no ☐ others: -----

11. Please state your additional comments and insights about the Identification Process used to identify gifted and talented students in Ajman Primary Schools:

لا يوجد أدوات قياس للكشف المبكر
 يجب ان يكون هناك تدريب مكثف للمعلمين
 لا يوجد برامج رعاية متخصصة للتفوق

Name of the School : [redacted] Teacher of : SEN Date: 18/10/15

Kindly answer the following questions by choosing either yes or no, you may also write some comments in (other) section if you have any other doubts. Your sincere answers are highly appreciated.

A) What is the Identification Process / tool used to identify Gifted and Talented Students in Ajman Primary Schools?

1. Do you know the identification tools used to identify gifted and talented students in your school/or classroom?
☒ yes ☐ no others: _____
2. Do you think the current used identification process to identify gifted and talented students is useful?
☒ yes ☐ no others: _____
3. Do you think the current used identification process to identify gifted and talented students gives correct results?
☐ yes ☒ no others: _____
4. Do you think the identification process that is currently used to identify gifted and talented students should be modified?
☒ yes ☐ no others: _____
5. Do you think students should go through identification process periodically?
☒ yes ☐ no others: _____
6. Do you think teachers and parents should learn about the current used identification process for gifted and talented students?
☒ yes ☐ no others: _____
7. Would you recommend to have more intense process to be implemented in order to identify gifted and talented students in the school? (more observations from different teachers/ opinion of external experts ..etc)
☒ yes ☐ no others: _____
8. Are you as a teacher of gifted and talented student involved in the identification process?
☒ yes ☐ no others: _____
9. Are you taking any trainings on the identification process used for gifted and talented students?
☐ yes ☒ no others: _____
10. Would you recommend the ministry of education in the UAE to do more research and studies on the current used identification tools to identify gifted and talented students?
☒ yes ☐ no others: _____
11. Please state your additional comments and insights about the Identification Process used to identify gifted and talented students in Ajman Primary Schools:

1- دعم المدرسة في جميع مدارس عجمان
 2- دعم المعلمين بطرق اكتشاف وتبني مهارات طلبة
 3- دعم المدارس ومعلميها ومعلمات التربية الخاصة أو شريكهم
 المدرسة لتقاسم المعرفة والتشاور بطرق التعامل معهم

Name of the School : [redacted] Teacher of : ترية خالص Date: 2015/19/22

Kindly answer the following questions by choosing either yes or no, you may also write some comments in (other) section if you have any other doubts. Your sincere answers are highly appreciated.

A) What is the Identification Process / tool used to identify Gifted and Talented Students in Ajman Primary Schools?

1. Do you know the identification tools used to identify gifted and talented students in your school/or classroom?

yes

no

others: -----

2. Do you think the current used identification process to identify gifted and talented students is useful?

yes

no

others: -----

3. Do you think the current used identification process to identify gifted and talented students gives correct results?

yes

no

others: تحتاج مدة أطول

4. Do you think the identification process that is currently used to identify gifted and talented students should be modified?

yes

no

others: -----

5. Do you think students should go through identification process periodically?

yes

no

others: -----

6. Do you think teachers and parents should learn about the current used identification process for gifted and talented students?

yes

no

others: -----

7. Would you recommend to have more intense process to be implemented in order to identify gifted and talented students in the school? (more observations from different teachers/ opinion of external experts ..etc)

yes

no

others: -----

8. Are you as a teacher of gifted and talented student involved in the identification process?

yes

no

others: -----

9. Are you taking any trainings on the identification process used for gifted and talented students?

yes

no

others: -----

10. Would you recommend the ministry of education in the UAE to do more research and studies on the current used identification tools to identify gifted and talented students?

yes

no

others: -----

11. Please state your additional comments and insights about the Identification Process used to identify gifted and talented students in Ajman Primary Schools:

تحتاج المدارس التي يتم تطبيق البرامج فيها لفعال بعض الاستعدادات في أنشطة المعلم وكثافة المهام لتعطي مجال أكبر للمعلم للعمل على برامج الموهبة والدمج

Name of the School : [redacted] Teacher of : [signature] Date: 28/10/15

Kindly answer the following questions by choosing either yes or no, you may also write some comments in (other) section if you have any other doubts. Your sincere answers are highly appreciated.

A) What is the Identification Process / tool used to identify Gifted and Talented Students in Ajman Primary Schools?

1. Do you know the identification tools used to identify gifted and talented students in your school/or classroom?
yes no others: -----
2. Do you think the current used identification process to identify gifted and talented students is useful?
yes no others:-----
3. Do you think the current used identification process to identify gifted and talented students gives correct results?
yes no others: 80%-----
4. Do you think the identification process that is currently used to identify gifted and talented students should be modified?
yes no others: -----
5. Do you think students should go through identification process periodically?
yes no others: -----
6. Do you think teachers and parents should learn about the current used identification process for gifted and talented students?
yes no others: -----
7. Would you recommend to have more intense process to be implemented in order to identify gifted and talented students in the school? (more observations from different teachers/ opinion of external experts ..etc)
yes no others: -----
8. Are you as a teacher of gifted and talented student involved in the identification process?
yes no others: -----
9. Are you taking any trainings on the identification process used for gifted and talented students?
yes no others: -----
10. Would you recommend the ministry of education in the UAE to do more research and studies on the current used identification tools to identify gifted and talented students?
yes no others: -----

11. Please state your additional comments and insights about the Identification Process used to identify gifted and talented students in Ajman Primary Schools:

برامج الموهبة والابداع (كتاب الى تسمى لطلاب الصفين
الاول والثاني كماله كتاب صيغ الموهبة الى فصول عربية
وبرامج تنمية الموهبة

Name of the School : _____

Teacher of : _____

Date: 18/10/15

Kindly answer the following questions by choosing either yes or no, you may also write some comments in (other) section if you have any other doubts. Your sincere answers are highly appreciated.

A) What is the Identification Process / tool used to identify Gifted and Talented Students in Ajman Primary Schools?

1. Do you know the identification tools used to identify gifted and talented students in your school/or classroom?
 yes ☒ no ☒ others: _____
2. Do you think the current used identification process to identify gifted and talented students is useful?
 yes ☒ no ☐ others: _____
3. Do you think the current used identification process to identify gifted and talented students gives correct results?
 yes ☒ no ☒ not reasonable others: not involved in work
4. Do you think the identification process that is currently used to identify gifted and talented students should be modified?
 yes ☐ no ☒ others: not used
5. Do you think students should go through identification process periodically?
 yes ☒ no ☐ others: _____
6. Do you think teachers and parents should learn about the current used identification process for gifted and talented students?
 yes ☒ no ☐ others: _____
7. Would you recommend to have more intense process to be implemented in order to identify gifted and talented students in the school? (more observations from different teachers/ opinion of external experts ..etc)
 yes ☒ no ☐ others: _____
8. Are you as a teacher of gifted and talented student involved in the identification process?
 yes ☒ no ☒ others: _____
9. Are you taking any trainings on the identification process used for gifted and talented students?
 yes ☐ no ☒ others: _____
10. Would you recommend the ministry of education in the UAE to do more research and studies on the current used identification tools to identify gifted and talented students?
 yes ☒ no ☐ others: _____
11. Please state your additional comments and insights about the Identification Process used to identify gifted and talented students in Ajman Primary Schools:

معانيك معلم ممتاز، لكن لا يوجد له نصيب لغيره
 المعانيك المختلفة

Name of the School : ----- Teacher of : ARK Date: 18/10/15

Kindly answer the following questions by choosing either yes or no, you may also write some comments in (other) section if you have any other doubts. Your sincere answers are highly appreciated.

A) What is the Identification Process / tool used to identify Gifted and Talented Students in Ajman Primary Schools?

1. Do you know the identification tools used to identify gifted and talented students in your school/or classroom?
☒ yes ☐ no others: -----
2. Do you think the current used identification process to identify gifted and talented students is useful?
☒ yes ☐ no others: -----
3. Do you think the current used identification process to identify gifted and talented students gives correct results?
☒ yes ☐ no others: don't know
4. Do you think the identification process that is currently used to identify gifted and talented students should be modified?
☒ yes ☐ no others: -----
5. Do you think students should go through identification process periodically?
☒ yes ☐ no others: -----
6. Do you think teachers and parents should learn about the current used identification process for gifted and talented students?
☒ yes ☐ no others: -----
7. Would you recommend to have more intense process to be implemented in order to identify gifted and talented students in the school? (more observations from different teachers/ opinion of external experts ..etc)
☒ yes ☐ no others: -----
8. Are you as a teacher of gifted and talented student involved in the identification process?
☒ yes ☐ no others: -----
9. Are you taking any trainings on the identification process used for gifted and talented students?
☒ yes ☐ no others: -----
10. Would you recommend the ministry of education in the UAE to do more research and studies on the current used identification tools to identify gifted and talented students?
☒ yes ☐ no others: -----
11. Please state your additional comments and insights about the Identification Process used to identify gifted and talented students in Ajman Primary Schools:

~~* It should be~~
* The MOE should provide check list of identification process at all schools.

Name of the School : [redacted] Teacher of : [signature] Date: 22/10/15

Kindly answer the following questions by choosing either yes or no, you may also write some comments in (other) section if you have any other doubts. Your sincere answers are highly appreciated.

A) What is the Identification Process / tool used to identify Gifted and Talented Students in Ajman Primary Schools?

1. Do you know the identification tools used to identify gifted and talented students in your school/or classroom?
yes ☒ no ☒ others: -----
2. Do you think the current used identification process to identify gifted and talented students is useful?
yes ☐ no ☐ sometimes ☒ others: -----
3. Do you think the current used identification process to identify gifted and talented students gives correct results?
yes ☐ no ☐ sometimes ☒ others: -----
4. Do you think the identification process that is currently used to identify gifted and talented students should be modified?
☒ yes ☐ no ☐ others: -----
5. Do you think students should go through identification process periodically?
☒ yes ☐ no ☐ others: -----
6. Do you think teachers and parents should learn about the current used identification process for gifted and talented students?
☒ yes ☐ no ☐ others: -----
7. Would you recommend to have more intense process to be implemented in order to identify gifted and talented students in the school? (more observations from different teachers/ opinion of external experts ..etc)
☒ yes ☐ no ☐ others: -----
8. Are you as a teacher of gifted and talented student involved in the identification process?
yes ☐ no ☐ Sometimes ☒ others: -----
9. Are you taking any trainings on the identification process used for gifted and talented students?
☒ yes ☒ no ☐ others: -----
10. Would you recommend the ministry of education in the UAE to do more research and studies on the current used identification tools to identify gifted and talented students?
☒ yes ☐ no ☐ others: -----
11. Please state your additional comments and insights about the Identification Process used to identify gifted and talented students in Ajman Primary Schools:

Name of the School: [redacted] Teacher of: SEN Date: 20/10/15

Kindly answer the following questions by choosing either yes or no, you may also write some comments in (other) section if you have any other doubts. Your sincere answers are highly appreciated.

A) What is the Identification Process / tool used to identify Gifted and Talented Students in Ajman Primary Schools?

1. Do you know the identification tools used to identify gifted and talented students in your school/or classroom?
☒ yes ☐ no others: _____
2. Do you think the current used identification process to identify gifted and talented students is useful?
☐ yes ☒ no others: _____
3. Do you think the current used identification process to identify gifted and talented students gives correct results?
☒ yes ☐ no others: yes
4. Do you think the identification process that is currently used to identify gifted and talented students should be modified?
☒ yes ☐ no others: _____
5. Do you think students should go through identification process periodically?
☒ yes ☒ no others: yes
6. Do you think teachers and parents should learn about the current used identification process for gifted and talented students?
☒ yes ☐ no others: _____
7. Would you recommend to have more intense process to be implemented in order to identify gifted and talented students in the school? (more observations from different teachers/ opinion of external experts ..etc)
☒ yes ☐ no others: _____
8. Are you as a teacher of gifted and talented student involved in the identification process?
☒ yes ☐ no others: _____
9. Are you taking any trainings on the identification process used for gifted and talented students?
☒ yes ☐ no others: _____
10. Would you recommend the ministry of education in the UAE to do more research and studies on the current used identification tools to identify gifted and talented students?
☒ yes ☐ no others: _____
11. Please state your additional comments and insights about the Identification Process used to identify gifted and talented students in Ajman Primary Schools:

Name of the School : [redacted] Teacher of : [signature] Date: _____

Kindly answer the following questions by choosing either yes or no, you may also write some comments in (other) section if you have any other doubts. Your sincere answers are highly appreciated.

A) What is the Identification Process / tool used to identify Gifted and Talented Students in Ajman Primary Schools?

1. Do you know the identification tools used to identify gifted and talented students in your school/or classroom?
yes ☐ no ☒ others: _____
2. Do you think the current used identification process to identify gifted and talented students is useful?
yes ☒ no ☐ others: _____
3. Do you think the current used identification process to identify gifted and talented students gives correct results?
yes ☒ no ☐ others: _____
4. Do you think the identification process that is currently used to identify gifted and talented students should be modified?
yes ☒ no ☐ others: _____
5. Do you think students should go through identification process periodically?
yes ☒ no ☐ others: _____
6. Do you think teachers and parents should learn about the current used identification process for gifted and talented students?
yes ☒ no ☐ others: _____
7. Would you recommend to have more intense process to be implemented in order to identify gifted and talented students in the school? (more observations from different teachers/ opinion of external experts ..etc)
yes ☒ no ☐ others: _____
8. Are you as a teacher of gifted and talented student involved in the identification process?
yes ☒ no ☐ others: _____
9. Are you taking any trainings on the identification process used for gifted and talented students?
yes ☒ no ☐ others: _____
10. Would you recommend the ministry of education in the UAE to do more research and studies on the current used identification tools to identify gifted and talented students?
yes ☒ no ☐ others: _____

11. Please state your additional comments and insights about the Identification Process used to identify gifted and talented students in Ajman Primary Schools:

المدرسة لا تستخدم أدوات للتعرف على الطلاب
معزولة عن الطالب واما عن
والعلم ولم تعد هيئة الترميم القديم
ما أصحت من لتفكر المعلومات حول المادة

Appendix D: Identification Process & tools

Survey / Questionnaire forms

نموذج ترشيح

* معلومات شخصية (تعباً من قبل الطالب أو الأهل)

اسم الطالب/الطالبة:	تاريخ الميلاد:
الجنسية:	<input type="checkbox"/> ذكر <input type="checkbox"/> أنثى
الصف:	الشعبة:
ترتيب الولادة:	عدد أفراد العائلة:
اسم ولي الأمر:	هاتف ولي الأمر:
عنوان السكن:	هاتف المنزل:

* مبررات الترشيح (يجب من قبل المعلم)

برأيك ما هي الأسباب الموجبة لترشيح الطالب / الطالبة لبرنامج رعاية الموهوبين بالمدرسة ؟
(حاول استخدام عبارات وصفية إخبارية تلخص أهم عناصر القوة لدى الطالب / الطالبة)

المعلم
الاسم:
التوقيع:

إدارة المدرسة
الاسم:
التوقيع:

نموذج رقم (1)
المسؤول والاهتمامات

الاسم:
العمر:
الصف:

تعليمات للطلاب:

سوف أعرض عليك مجموعة من الأسئلة التي تظهر بعضاً من اهتماماتك وميولك. هذه الأسئلة ليست أسئلة اختبار وليس لها إجابة خاطئة أو صحيحة بل هي أسئلة تساعد على معرفة اهتماماتك وميولك.

* قد تريد أن تتأكد من أنك أو أحد زملائك في ذلك لكن الخيار يرجع لك كلياً.

* بعض الأسئلة تدعوك إلى التفكير والتخيل من أجل اختيار الخيار المناسب.

* عندما تقرأ الأسئلة وتبدأ الإجابة لا تنبالي بما يفكر صديقك بأجابتك. تذكر ، لا يستطيع أحد أن يرى أجابتيك على هذه الأسئلة إذا كنت تريد سرية.

* باستطاعتك أن لا تجيب على هذه الأسئلة حالياً ، اقرأها جيداً وفكر بها لعدة أيام ، وبعد ما دون إجابتك أرجو أن لا تتأخر أحداً بموضوع الأسئلة. لأنك أحياناً تتأثر بآراء الآخرين وهذا يؤثر على معرفة اهتماماتك.

* تذكر أن هذه القائمة من الاهتمامات تجعلك تفكر باهتماماتك أنت.

الأسئلة

1- تخيل أن صفك سيقيم برنامجاً مسرحياً ، طلب من كل طالب أن يختار 3 خيارات (خيار أول ، ثاني ، ثالث) من الخيارات التالية ثم ضع رقم (1) أمام الخيار الأول ورقم (2) أمام الخيار الثاني ورقم (3) أمام الخيار الثالث

<input type="checkbox"/> ممثل	<input type="checkbox"/> مصمم ملابس
<input type="checkbox"/> مخرج	<input type="checkbox"/> مصمم سيناريو
<input type="checkbox"/> مساعد مخرج	<input type="checkbox"/> متخصص إضاءة وصوت
<input type="checkbox"/> مدير أعمال	<input type="checkbox"/> مصور
<input type="checkbox"/> موسيقار	<input type="checkbox"/> مغني
<input type="checkbox"/> مصمم إعلانات	<input type="checkbox"/> مؤلف

مدارة المدرسة والتفوق لخدمة التعليم والمجتمع

نموذج رقم (2)
المسؤول والاهتمامات

الاسم:
العمر:
الترتيب داخل الأسرة:
معدة الأم:

تفكيرك 2- تخيل أنك أصبحت كاتباً مشهوراً ومولفاً لأحد الكتب المشهورة أو المعروفة ، ما هو موضوع الكتاب الذي تفتخره ؟ (ضع علامة / فيما يلي)

<input type="checkbox"/> مجال الفنون	<input type="checkbox"/> مجال الرياضة
<input type="checkbox"/> مجال العلوم	<input type="checkbox"/> مجال التاريخ
<input type="checkbox"/> مجال البيئة	<input type="checkbox"/> مجال الحاسوب
<input type="checkbox"/> مجال الرياضيات	

عن ماذا يتحدث الكتاب ؟

الكتاب العنوان المناسب لكذلك:

3- الحاسوب والهاتف وسائل اتصال مع جميع أنحاء العالم ، تخيل أن مدرستك استطاعت أن توفر لك الخدمة ، مع من تراسل ؟ ولماذا ؟

الخيار الأول :
الخيار الثاني :
الخيار الثالث :

4- تخيل عبر آلة الزمن تستطيع استدعاء شخص من الماضي لزيارة صفك ، من تستدعي ؟ ولماذا ؟
خيار أول :
خيار ثاني :
خيار ثالث :

5- هل لديك هواية جمع الأشياء ؟ مثل (الصور ، البطاقات ، الطوابع ، النقود ، وغيرها ...)
اكتب الأشياء التي تفضل جمعها في جميعها

* أشياء أجمعها

* عدد السنوات التي مرت وأنت تجمع

* في حال توفر الوقت والمال لتجمع شيء تفضل به ، ماذا تجمع ؟

مدارة المدرسة والتفوق لخدمة التعليم والمجتمع

نموذج رقم (2)
المسؤول والاهتمامات

الاسم:
العمر:
الترتيب داخل الأسرة:
معدة الأم:

تفكيرك 2- تخيل أنك أصبحت كاتباً مشهوراً ومولفاً لأحد الكتب المشهورة أو المعروفة ، ما هو موضوع الكتاب الذي تفتخره ؟ (ضع علامة / فيما يلي)

<input type="checkbox"/> مجال الفنون	<input type="checkbox"/> مجال الرياضة
<input type="checkbox"/> مجال العلوم	<input type="checkbox"/> مجال التاريخ
<input type="checkbox"/> مجال البيئة	<input type="checkbox"/> مجال الحاسوب
<input type="checkbox"/> مجال الرياضيات	

عن ماذا يتحدث الكتاب ؟

الكتاب العنوان المناسب لكذلك:

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الخيار الأول :
الخيار الثاني :
الخيار الثالث :

4- تخيل عبر آلة الزمن تستطيع استدعاء شخص من الماضي لزيارة صفك ، من تستدعي ؟ ولماذا ؟
خيار أول :
خيار ثاني :
خيار ثالث :

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اكتب الأشياء التي تفضل جمعها في جميعها

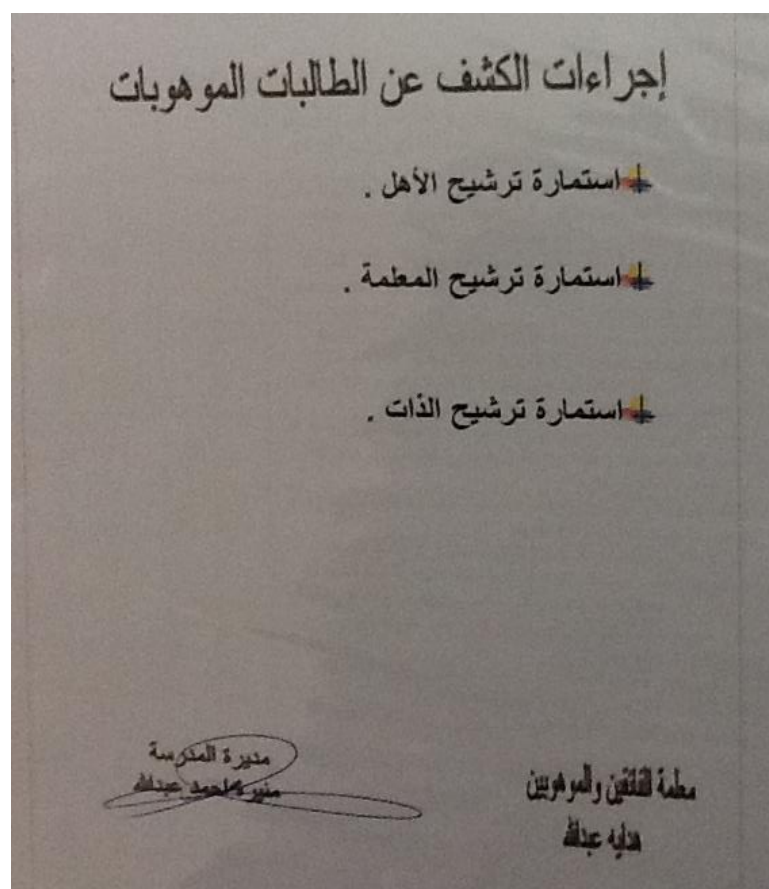
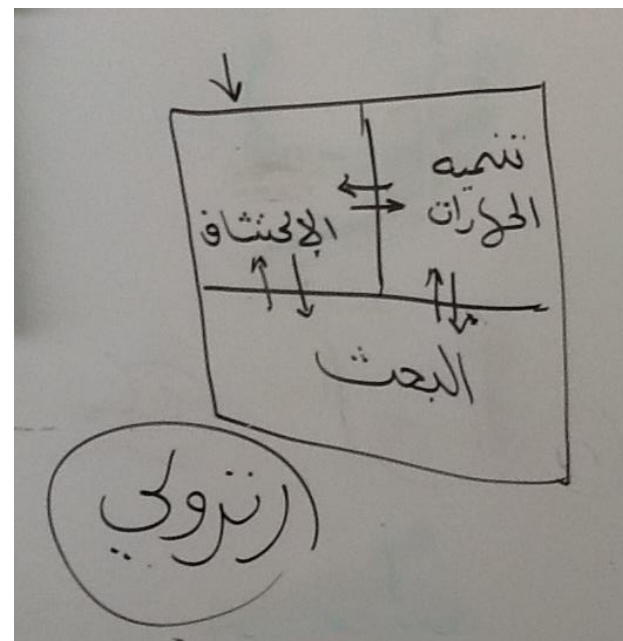
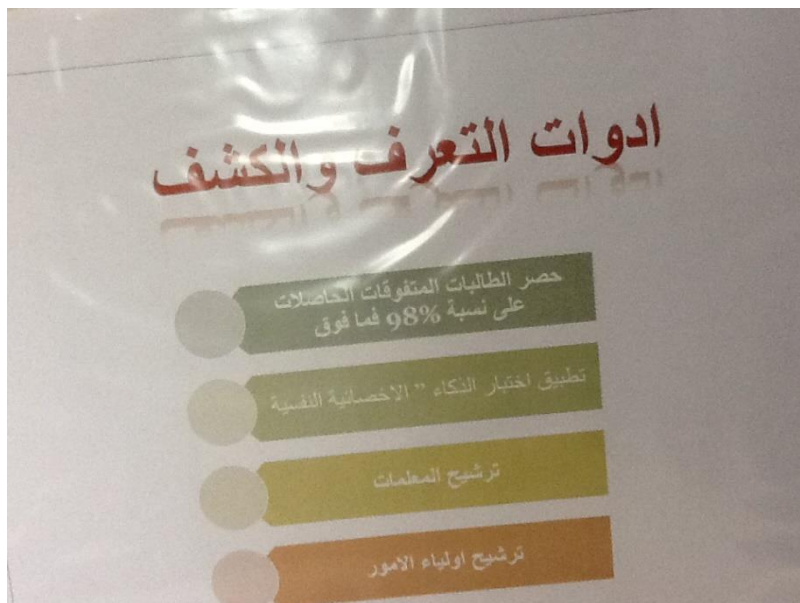
* أشياء أجمعها

* عدد السنوات التي مرت وأنت تجمع

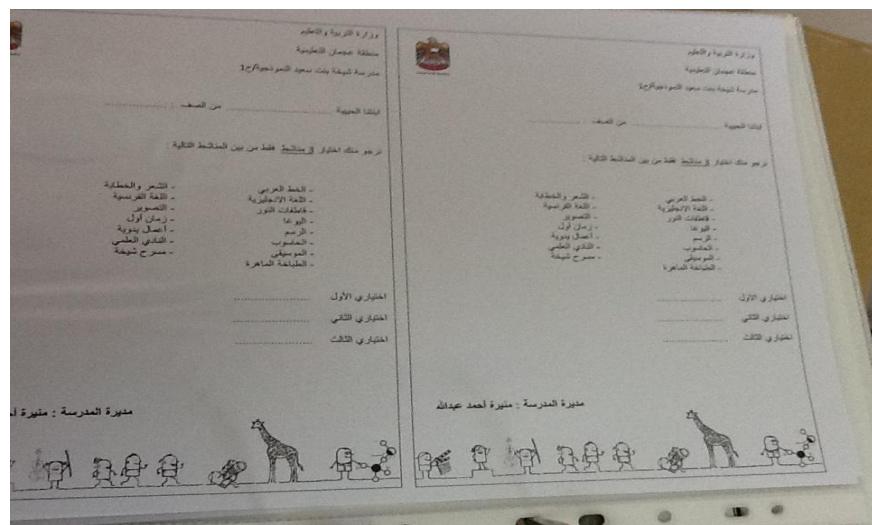
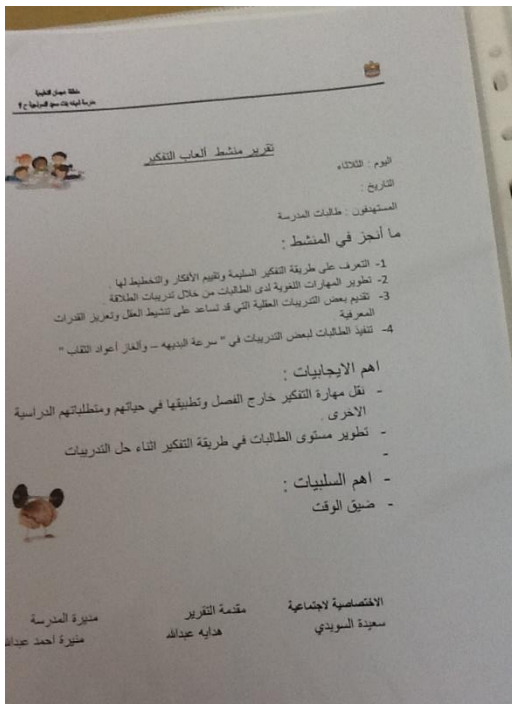
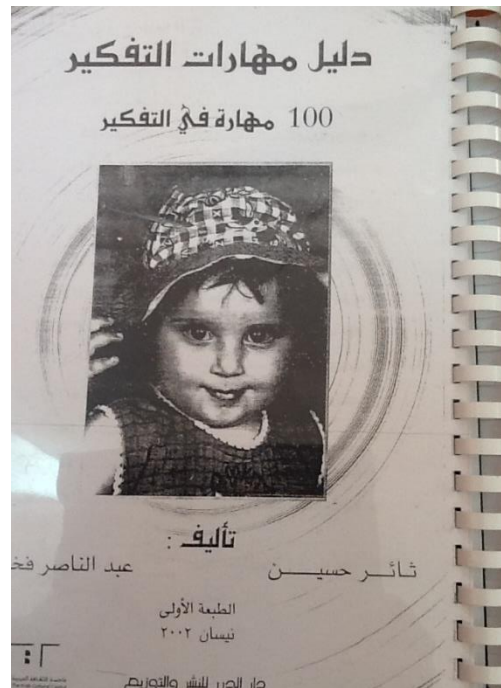
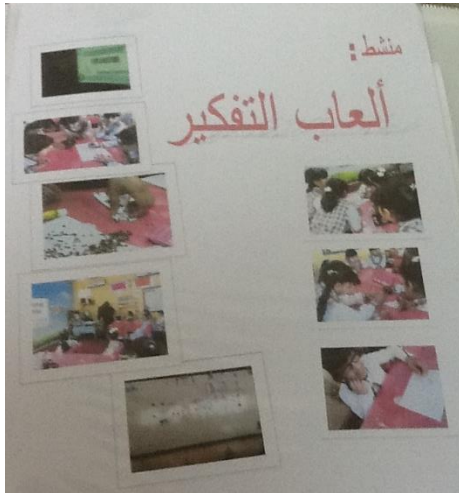
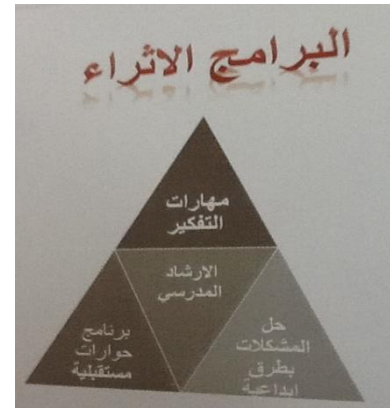
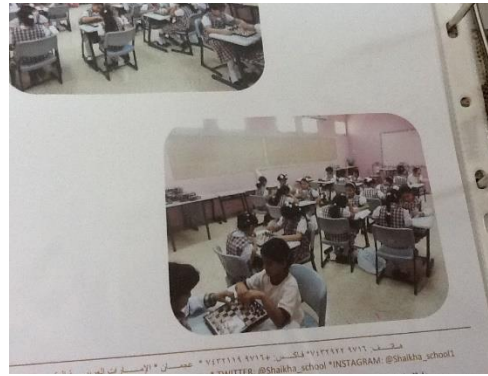
* في حال توفر الوقت والمال لتجمع شيء تفضل به ، ماذا تجمع ؟

مدارة المدرسة والتفوق لخدمة التعليم والمجتمع

Identification Process / tools: The process



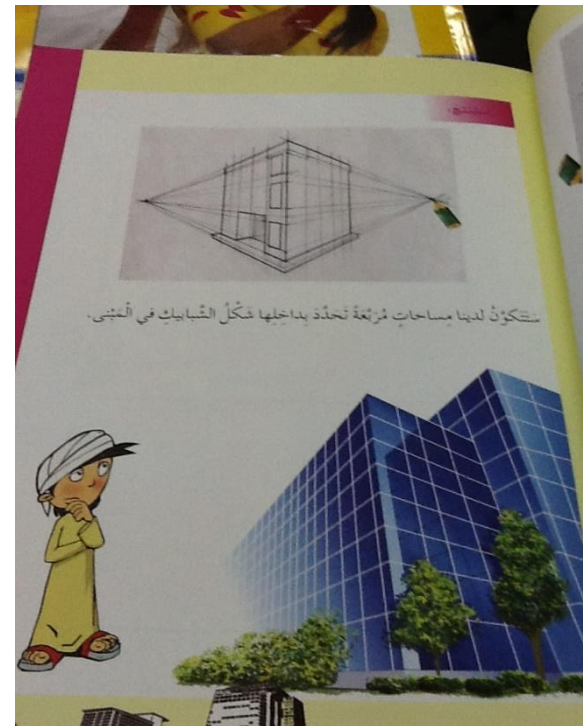
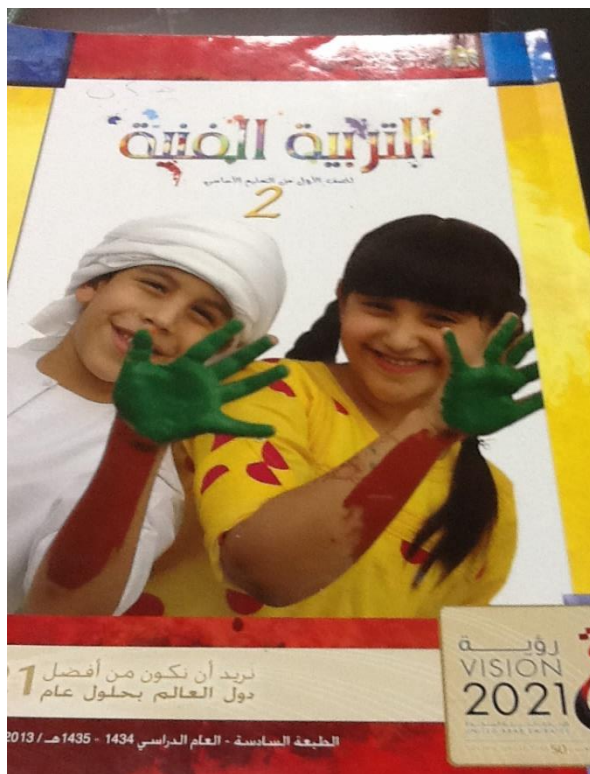
Appendix E: Resources and services provided for gifted and talented students:



Appendix F: School Environment

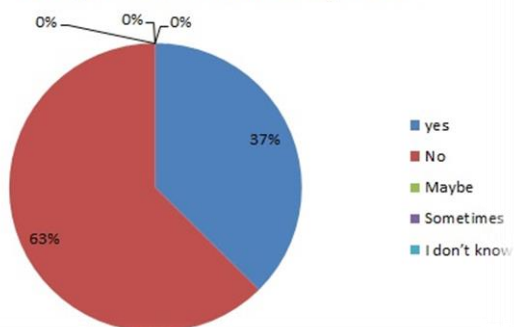


Appendix G: Art Curriculum

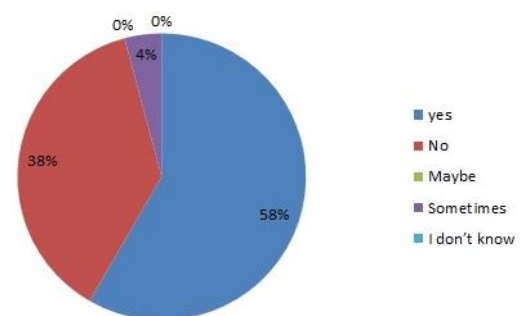


Appendix H: Survey questions Responses (General Subject teachers)

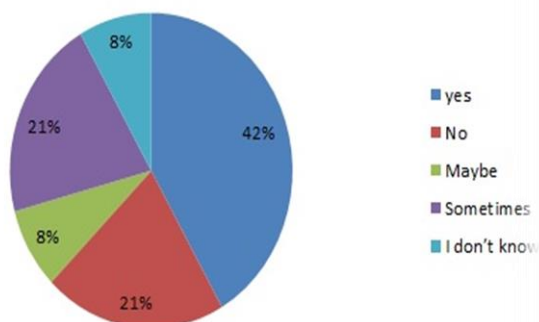
Q1. Do you know the identification process/tool used to identify Gifted and Talented students in your school



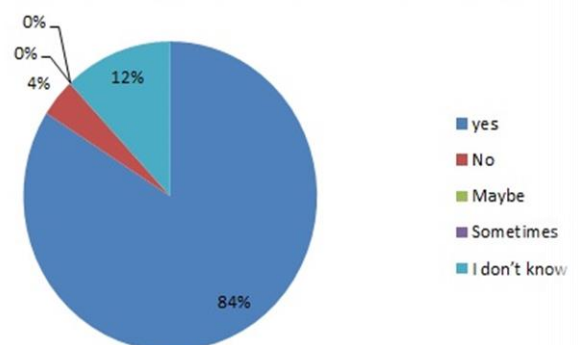
Q2. Do you think the current used identification process to identify gifted and talented students is useful



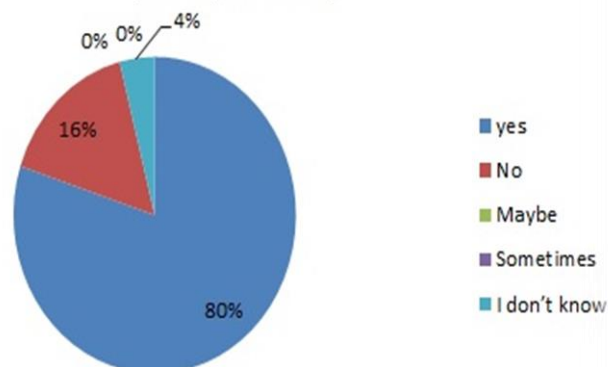
Q3. Do you think the current used identification process to identify gifted and talented students gives correct results



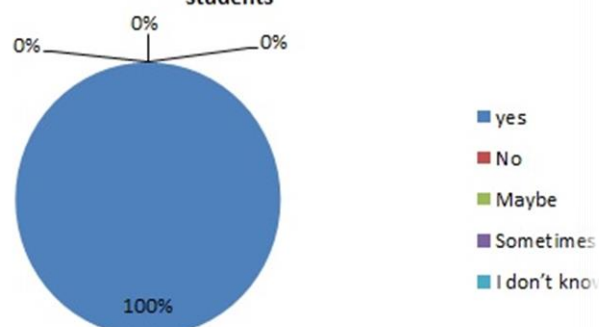
Q4. Do you think the identification process that is currently used to identify gifted and talented students should be modified



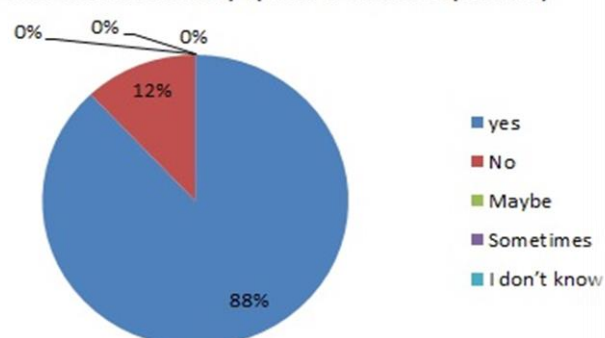
Q5. Do you think students should go through identification process periodically



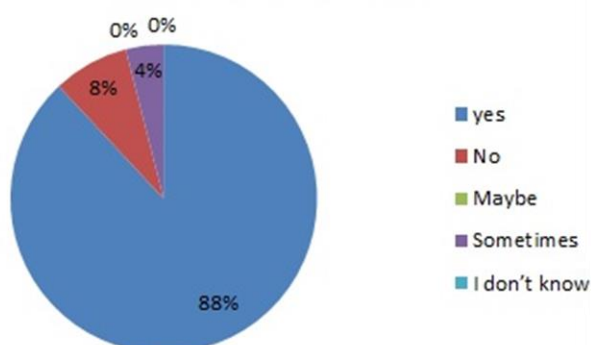
Q6. Do you think teachers and parents should learn about the current used identification process for gifted and talented students



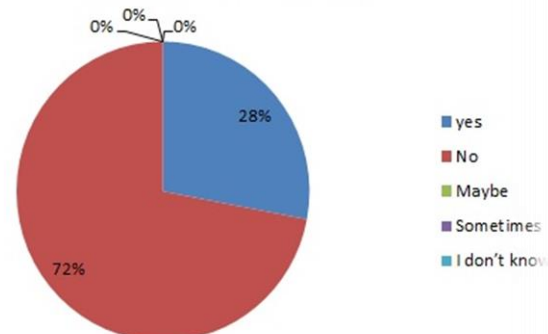
Q7. Would you recommend to have more intense process to be implemented in order to identify gifted and talented students in the school? (more observations from different teachers/ opinion of external experts..etc)



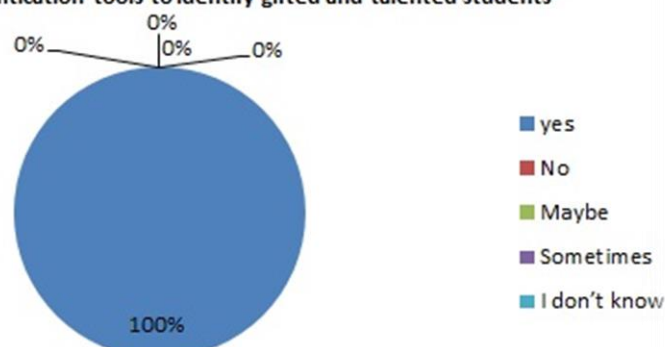
Q8. Are you as a teacher of gifted and talented student involved in the identification process



Q9. Are you taking any trainings on the identification process used for gifted and talented students

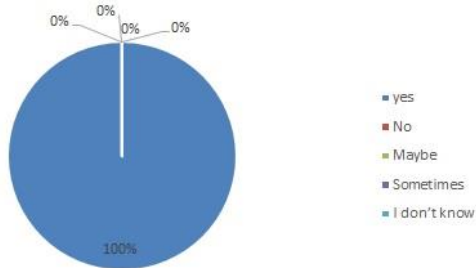


Q10. Would you recommend the ministry of education in the UAE to do more research and studies on the current used identification tools to identify gifted and talented students

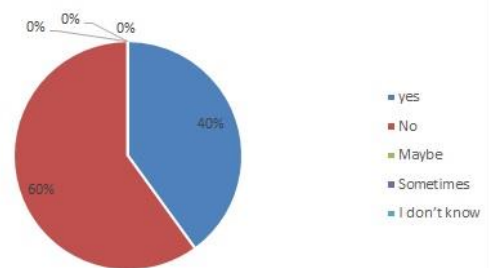


Appendix I: Survey questions Responses (SEN teachers)

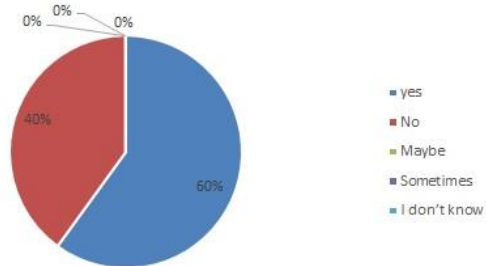
Q1. Do you know the identification process/tool used to identify Gifted and Talented students in your school



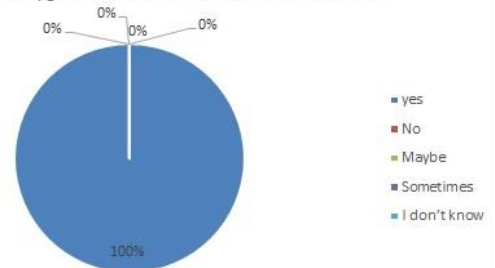
Q2. Do you think the current used identification process to identify gifted and talented students is useful



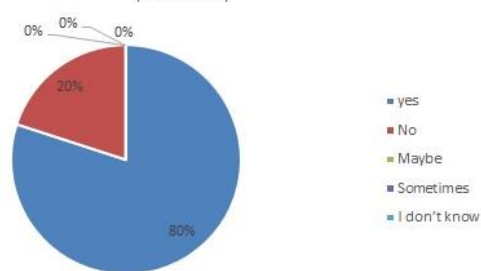
Q3. Do you think the current used identification process to identify gifted and talented students gives correct results



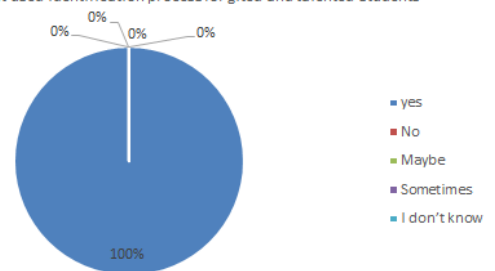
Q4. Do you think the identification process that is currently used to identify gifted and talented students should be modified



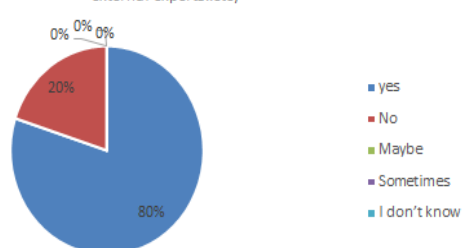
Q5. Do you think students should go through identification process periodically



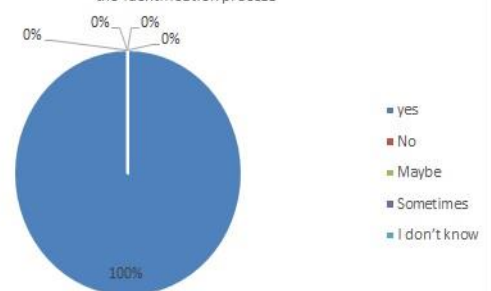
Q6. Do you think teachers and parents should learn about the current used identification process for gifted and talented students



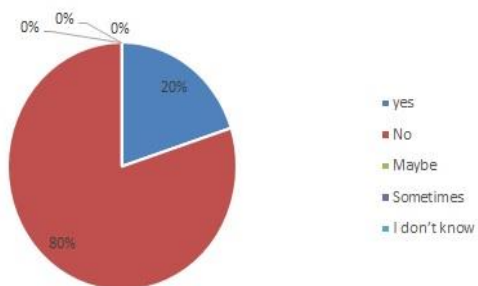
Q7. Would you recommend to have more intense process to be implemented in order to identify gifted and talented students in the school? (more observations from different teachers/ opinion of external experts..etc)



Q8. Are you as a teacher of gifted and talented student involved in the identification process



Q9. Are you taking any trainings on the identification process used for gifted and talented students



Q10. Would you recommend the ministry of education in the UAE to do more research and studies on the current used identification tools to identify gifted and talented students

