

Jana Marie Havigerová,
Kateřina Juklová, Jiří Haviger
Czech Republic

When Parents and Teachers Assess Intellectual Giftedness of Preschool Children

Abstract

The paper deals with the possibility of using a screening method for the assessment of intellectual giftedness at preschool age by two groups of persons – nursery teachers and parents. It presents The Characteristics of Giftedness Scale (CGS) for preschool children from Linda Silverman and its Czech translation that was verified from the aspect of parallel validity with a standardized IQ test. The CGS was filled in by experienced nursery teachers and by parents of preschool children and their assessments were analysed from the aspect of similarity and diversity. The results show that teacher assessment is closer to the IQ test results compared with parents who tend to overestimate their children. Eight items with low agreement between the two groups of respondents were identified and their expected sources discussed.

Keywords: *Characteristics of Giftedness Scale, preschool children, assessment of giftedness, parents, nursery teachers*

Introduction

At present we can see a shift in the interest of both the professional community and wider public in the Czech Republic to the topic of giftedness. Many studies show that compared to other children, an extraordinarily gifted child has different manifestations and special needs, whose implementation is dependent, inter alia, on their identification (Hall & Skinner, 1980, Laznibatová, 2001, Portešová, 2009, Burešová et al, 2012). Therefore, if a potentially gifted child at pre-school age is to be