master’s degree, doctorate) stand out in the assessment of perceived giftedness only in the area of learning and creative talent with the highest arithmetic mean. Parents with a lower level of education are more active in promoting giftedness, as they predominate in three areas at once: the executive, psychomotor and artistic areas of giftedness. In determining the relationship between the areas of giftedness in which parents perceive their children's giftedness and the areas in which they promote it, we found a positive relationship and statistical significance.

The results of the study are important and relevant because they show the real situation in the field of potentially gifted preschool children in relation to all the variables considered. The added value of the study is an assessment scale specifically designed and adapted for assessing areas of perception and promotion of potential giftedness in a preschool child. Parents and educators of the preschool child can use this as a credible measurement tool at the stage of identifying potentially gifted children. In the process of validating the assessment scale for identifying giftedness, we confirmed the construct and content validity of the assessment scale. It would be useful to divide it into ten factors from different basic areas of potential giftedness. The data obtained in the factor analysis, more specifically the reliability coefficient, were also used to assess the reliability of the assessment scale. The coefficient mentioned above showed that the lower limit of reliability is 0.801 which indicates high reliability of the measurement instrument. The reliability was also confirmed by calculating the Cronbach’s α-coefficient, which is 0.945 for the whole rating scale, indicating a particularly good or exemplary reliability of the measurement instrument.

In the future, we plan to develop a new, refined, and redesigned assessment scale for discovering gifted potential in preschool children for both parents and educators. We believe that it would be useful to expand the six basic domains of potential giftedness to include additional subdomains that would provide more specific descriptions of the typical characteristics of potentially gifted preschoolers in particular domains. In this way, it would be possible to find out more precisely where the child’s potentials show themselves and consequently to start support in a timely and appropriate manner.

References
Parents Nominating Gifted Children in Their Early Years – The Case of Slovenia


