

Supporting
Gifted Students
in the
North East School Division #200

February 2008

Reference Committee

Reanne Usselman, Diversity Consultant, NESD
Roberta Luchinski, Diversity Education Teacher, LP Miller High School
Carmen Messer, Differentiated Instruction Facilitator, Star City School
Annette Legare, Teacher, Stewart Hawke School

The definition of giftedness is culture-bound and reflects those dimensions that a culture values (Gallagher, 1985). The definition and model of giftedness in the following document reflects the values of the North East School Division.

Table of Contents

Gifted Learners	6
Twice Exceptional Students	8
Characteristics of a Gifted Student	8
Characteristics of a Gifted Student Diagram	9
Identification	
Process	10
Planning	10
Steps to Strength –based Instructional Planning	
Challenging the Gifted	12
Differentiated Instruction Plus	12
Supportive Learning Environment	12
Goals and Evaluation	13
Gifted Learners Websites	15
<u>Appendices:</u>	18
Recognizing Giftedness: Identifying Characteristics	19
Brilliant Behaviors	22
Class Assessment	23
Gifted Students – Teacher Recognition Checklist	24
Gifted Students – Individual Rating Scale	25
Young Gifted Students – Teacher Recognition Checklist	26
Young Gifted Students – Individual Rating Scale	27
Parent Identification Form	28
Twelve Ways Your Child/Student Shows Growth in Thinking Skills	30
Peer Nomination	32
Student Interest Inventory	33
Interest Inventory for Young Students	34
Interest Inventory for Young Students (Sample	

Completed Form)	35
Student Interest Inventory	36
Interest Inventory for Primary Aged Students	37
Interest Inventory for Intermediate Aged Students	38
Modality Strength Checklist	39
Learning Preferences	41
Learning Channels Inventory	42
Learning Styles: Teacher Observation Checklist	43
Characteristics of Twice Exceptional Children	44
The Crossover Profile	45
Student Projects	46
Topic Suggestions	47
Build Blocks to Think	49
Alternate Spelling Activities	50
How to Use a Thematic Unit Plan	51
How to Use the Compactor	53
Instructional and Management Strategies for Differentiation	56
Mentorship	59
Bibliography	64

Gifted Learners

A gifted student is one with exceptional potential and/or performance across a wide range of abilities in one or more areas.

The following characteristics and strategies for students for whom are gifted are based on the research of Joseph Renzulli's model for educating the gifted, now called the Schoolwide Enrichment Model, 1978; Howard Gardner's Multiple Intelligences Theory (1983); and Robert Sternberg's Pentagonal Implicit Theory of Giftedness (1995).

Joseph Renzulli's Model (1978)

Renzulli suggests that giftedness involves the interaction of three basic clusters of human traits:

- 1) **above average abilities** – top 15 per cent of intellectual aptitude
- 2) **high levels of task commitment** - a learner's ability to take energy and concentrate it on a specific task
- 3) **high levels of creativity** – person's ability to produce original, novel, and unique ideas or products.

The interaction of these three basic clusters of human traits may result in gifted behaviors in general and specific performance areas.

Howard Gardner's Theory of Multiple Intelligence (1983)

Gardner's theory of intelligence demonstrates strengths in abilities, talents or mental skills. The following are Gardner's Eight Multiple Intelligences:

Verbal Linguistic: the ability to use words effectively both orally and in writing

Logical-Mathematical: the ability to use numbers effectively and to see logical relationships and patterns

Visual-Spatial: the ability to visualize and orient oneself in the world

Musical-Rhythmic: the capacity to perceive, discriminate, transform and express musical forms

Bodily-Kinesthetic: the ability to use one's body to express ideas, to make things with hands and to develop physical skills

Interpersonal: the ability to perceive and make distinctions in the moods, intentions, motivations and feelings of other people

Intrapersonal: self-knowledge and the ability to act adaptively on the basis of that knowledge

Naturalist: the ability to identify and appreciate various categories of flora and fauna

Robert Sternberg's Pentagonal Implicit Theory of Giftedness (1995)

Sternberg's says that giftedness could not be possibly captured by a single number and has introduced a theory that describes a gifted person as one who meets the following five criteria:

Excellence. The individual is superior in some dimension or set of dimensions relative to peers.

Rarity. The individual possesses a skill or attribute that is rare among peers.

Productivity. The individual must produce something in the area of giftedness.

Demonstrability. The skill or aptitude of giftedness must be demonstrable through one or more valid assessments.

Value. The individual shows superior performance in a dimension that is valued by the person's society.

Stenberg's theory helps provides a basis for understanding why we call some people gifted and others not. However, he warns that

this theory should be used in conjunction with other acceptable assessment measures.

Twice Exceptional Students

Twice-exceptional students are identified as gifted in one or more areas of exceptionality (specific academics, general intellectual ability, creativity, leadership, visual, spatial, or performing arts). These students are also identified with a disability such as a learning disability, significant emotional disability, physical disability, sensory disability, autism, or ADHD.

Twice exceptional students are difficult to identify because their strengths and weaknesses may mask each other, creating a unique learner profile atypical of a gifted student or a student with disabilities. (See appendix)

Therefore, the identification of a twice exceptional student should follow the process of identification as outlined later in the document, along with other assessment tools determined by the Diversity Consultant or Education Psychologist.

Characteristics of a Gifted Student

Based on the above theories and information about twice-exceptional students, the following diagram can assist as an outline in identifying students in the North East School Division who may have characteristics of giftedness. Students with gifted characteristics must have qualities in each of the three circles of the model.

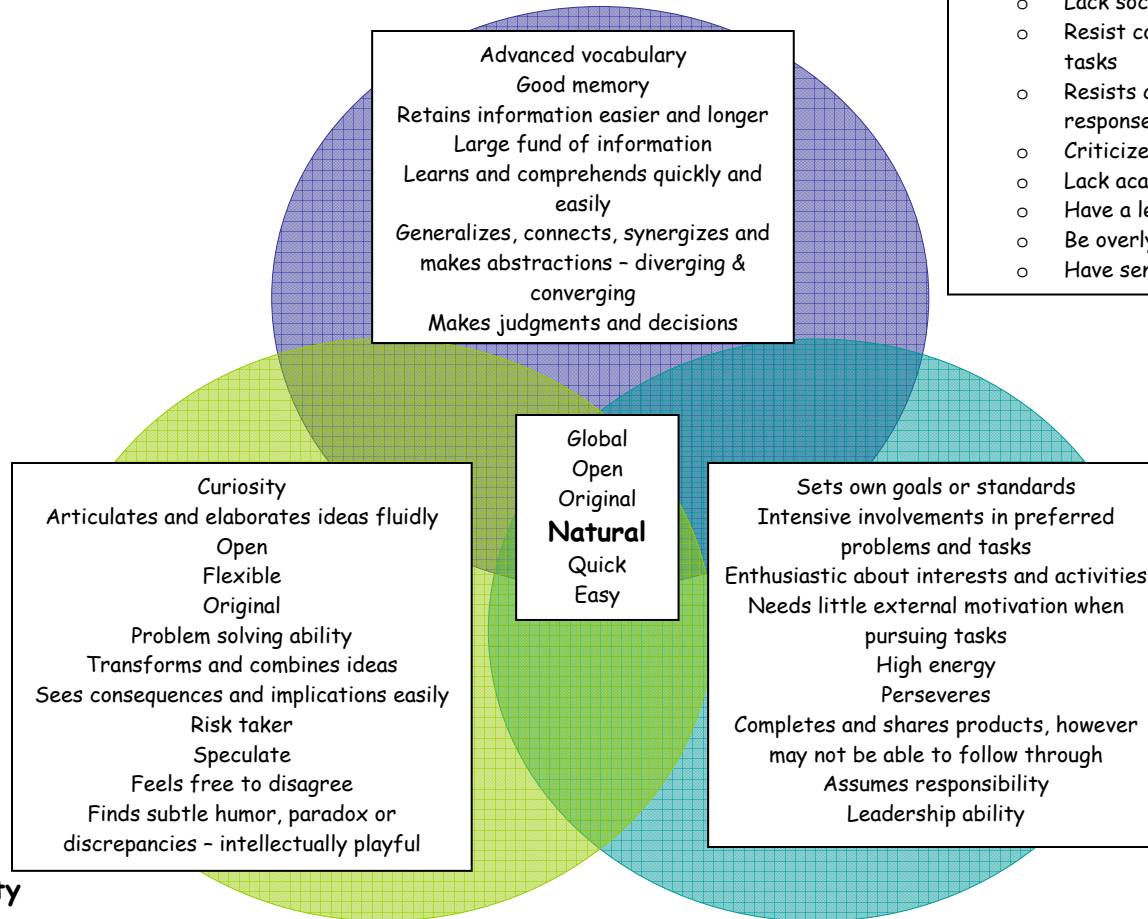
Characteristics of a Gifted Student

Above Average Intelligence

Advanced vocabulary
 Good memory
 Retains information easier and longer
 Large fund of information
 Learns and comprehends quickly and easily
 Generalizes, connects, synergizes and makes abstractions - diverging & converging
 Makes judgments and decisions

However the student may:

- Demand perfection from self and others
- Incomplete assignments and projects
- Frequently daydreams
- Be disruptive and interruptive
- Challenge authority
- Lack social skills
- Resist completing rote or repetitive tasks
- Resists conventional approaches or responses
- Criticize self and other ideas
- Lack academic skills/achievement
- Have a learning disability
- Be overly sensitive
- Have sensory issues



Based on Renzulli's model for educating the gifted, now called the Schoolwide Enrichment Model, is based on his 1978 Three Ring Conception of Giftedness

Identification

Process:

1. Teacher, parents, and students complete checklist and inventories (i.e. Multiple Intelligence checklists).
2. Referral is made to the Diversity Education Teacher to administer the WJIII.
3. Referral is made to the Diversity Consultant for consultation on teaching strategies and assessment tools.
4. Referral is made to the Education Psychologist for IQ testing and identification.

Planning

Once a student is identified as gifted, a planning meeting which consists of the teachers, parents, students, and division personnel should occur. The following meeting template can be used.

Step 1: Identify the potential and vision for the future.

- What does your son/daughter do well?
- How do you think the school year is progressing?
- What are your student's strengths?
- What are your student's challenges?
- What are his/her gifts?

Step 2: Plan for a continuum of abilities.

- What is the child's learning preference?
- What are the child's current interests?
- In what subject areas is she/he strong?
- Who will advocate or mentor the child outside of school and collaborate with the teachers within school?
- What organizational tools does he/she need to accomplish a goal or task?
- What consistent supports need to be in place to enable the child to initiate work, monitor his/her work to stay focused, and evaluate the results?
- Where can the child seek assistance, if needed?
- Does he/she know how to ask for help?

Step 3: Identify critical needs, based FIRST on the strengths and then on the challenges.

- What strategies does the child need to learn to develop his/her talents?
- What explicit instruction is needed to enable the child to use the strategies independently?
- How do you ease transitions from one year to the next, and in high school, from one period to the next?

Step 4: Connect to the Academic Content Standards.

- What content areas are strengths?
- What content areas are challenges?
- What do you need to teach the child? What social skills, organizational skills, etc. are needed?
- How will you know that the student is making progress over time?
- What assessment techniques will you use?
- What big ideas and essential questions are addressed for each standard?

Step 5: Design individualized instructional goals.

- What academic goals are needed?
- What social emotional goals are needed?
- What skills does he/she do well?
- How can these strengths be used to overcome the challenges?
- What accommodations does the student need to facilitate learning?

Step 6: Plan for instruction.

- What areas require enrichment?
- What areas require accommodations?

Step 7: Plan for services.

- How will it work in your school setting or community?
- Who needs to be involved?
- How will you facilitate collaboration among the team?

Challenging the Gifted

The North East School Division supports the value system of inclusion, which states that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education. The practice of inclusion transcends the idea of physical location, and incorporates basic values that promote participation, friendship and interaction. Schools that embody effective principles and practices of inclusion coordinate and unify educational programs and supports in order that all children, including those with gifted abilities, belong and can learn effectively. In order to fulfill, the value of inclusion for gifted students, differentiating the instruction and providing a supportive learning environment are essential.

Differentiated Instruction Plus

Differentiated instruction (DI) is a practice that is important to all students, including gifted students. Differentiating curriculum, process, and product for students with gifted abilities is essential, however further opportunities to include higher level of thinking with the use of Bloom's Taxonomy, creative and critical thinking, and problem solving should be incorporated. This is referred to as the term Differentiated Instruction Plus (DI+). Differentiated Instruction Plus would be incorporated in such DI practices as curriculum compacting, tiered activities, independent study, and learning centers. DI+ is for students in grades K-12 who meet Saskatchewan curricular objectives at grade level more easily/faster than peers, and needs enrichment strategies to add breadth and depth to the curricular objectives, to target interests, and provide appropriate challenges.

Supportive Learning Environment

Along with a supportive environment in the regular classroom that offers DI+ for gifted students, gifted students should also be accommodated through a supportive environment that engages and challenges gifted students with their interests and skills in

mind beyond the classroom. The following opportunities are examples of ways schools can support the learning environment for gifted students beyond the classroom.

a. Mentorship/Apprenticeships

Students work with mentors in the school or community on a project of interest/talent to the student. (See Appendices on Mentorship)

b. Community Extensions

Students become involved in the community through various organizations (i.e. Rotary Exchange; publishing articles in the local newspaper; Youth Initiatives).

c. Extra Curricular

Students can broaden their interests and talents through various school extra-curricular activities (i.e. Chess Club, Year Book editor, Astrology group, etc.)

d. Temporary Advanced Placement Courses

Students can be given the opportunity for dual or part-time participation in higher level courses when opportunities are arranged by teachers, and concepts/skills are based on student needs and interests.

e. Connect with other Gifted Students

Students can connect with other gifted students through the use of technology - email and/or video dialogue to problem solve, work on projects together, or converse regularly about common interests. (See Gifted Websites: Sites for Students to Connect with other Gifted Students)

Goals and Evaluation

Students with gifted abilities who need stimulating, rich, thought provoking curriculums with objectives beyond the curriculum of the current grade, will need to have a record of their adaptations. The Record of Adaptations for Enrichment or the Personal Program Plan, distributed by Ministry of Education, will

assist in documenting these goals and strategies. The goals, strategies, and means of evaluation will be established by a team, that consists of the classroom teacher, diversity education teacher, parent, student, and may also include the library resource teacher, mentor, community personnel, education psychologist, diversity consultant, administrator, or any other individual who would have a role in facilitating the program for the student. The team will work collaboratively in developing a suitable, yet challenging, curriculum to meet the needs of the gifted student.

Rubrics, such as SORS are utilized to measure their progress. Reporting should clearly state that objectives are different, and expectations will exceed regular curriculum objectives.

Gifted Learners Websites

1) Gifted Education – Colorado Department of Education

<http://www.cde.state.co.us>

- list of resources for parents including books and websites
- list of resources for teachers including books, magazines, journals and websites
- lesson plan templates designed specifically for planning for enrichment
- Advanced Learner planning guide which gives suggestions on what types of instructional strategies and/or activities to use with gifted learners
- Glossary of terms (but very American/Colorado State-specific)
- Colorado State offers on-line PD modules for teacher in this area
- Suggestions on screening gifted students

2) ABC Ontario.ca

www.abcontario.ca/new/links.htm

- many useful links for parents, teachers, and students
- screening tools and tests for parents
- suggestions for teachers including curriculum adjustments and enrichments
- suggestions for parents on how to deal with educators and the education school, including alternative options like acceleration, distance learning, home schooling, after-school programs, mentorship and enrichment programs
- suggestions for parents on how to deal with socializing their gifted child and learning how to parent at home as there can be discipline issues due to “sensitivity” and “perfectionisms” that gifted children may experience
- suggestions to parents/teachers on dealing with gifted children who have learning and emotional disabilities like ADHD, Asperger’s Syndrome, OCD, bipolar, depression and etc.
- Acronyms and glossary terms that parents and educators will need to know
- Many website links to additional sites – can be an overwhelming site with so much info

3) Ericec.org (American)

<http://www.sedoparking.com/ericec.org><http://www.sedoparking.com/ericec.org>

- large list of resources for parents and to teachers to purchase

4) Education and Society

<http://members.aol.com/SvenNord/ed/index.htm>

- A large glossary of terms associated with gifted education with links for more information about each term

5) Gifted Development Centre

<http://www.gifteddevelopment.com/>

- Promotes home schooling of gifted children
- “Provides in-depth assessment, counseling, consulting services and innovative materials”
- Information for parents (or any adult) who may be discovering their own giftedness abilities

6) Brain Connection

<http://www.brainconnection.com/topics/?main=fa/gifted>

- Identifying the gifted child, what makes them different, and discusses multiple intelligence.

7) Kidsource Online

<http://www.kidsource.com/education/teach.gift.math.html>

- How to teach math to gifted students in a mixed ability classroom.
- Gives points to identifying the gifted child as well as ideas to challenge him/her.
- Grade 4-12

8) Sask Schools

www.saskschools.ca

- Click on Regina Public Schools; Curriculum & Support Services; Differentiated Learning; Best Practices Pieces of the Puzzle

- Best Practice site presents 8 pieces of the puzzle that together enables the creation of a differentiated classroom. Each piece contains best practices/instructional approaches that encourage the development of active, engaged, student-centered classrooms.

9) Internet 4 Classrooms

www.internet4classrooms.com

- A site for all educators that addresses learning styles/ instructional theory/tips for the classroom/ sample units and lessons.
- Has practical ideas and forms to use as well as interactive sites.

10) Regional Educational Library

http://www.nwrel.org/msec/just_good/9/toc.html

- Defines giftedness and how to organize classroom, strategies for teaching gifted children, and gifted children in the inclusive classroom, differentiating processes.
- An informational site for all educators.

11) Twice Exceptional Brain

<http://www.cde.state.co.us/gt/download/pdf/TwiceExceptionalResourceHandbook.pdf>

- o Document that defines and provides strategies for students with twice exceptional brains.

12) Brain Teaser Websites

<http://www.eduplace.com/math/brain/>
<http://hlavolamy.szm.sk/brainteasers/>
<http://www.brainbashers.com/>
<http://www.billsqgames.com/brain-teasers/>
<http://www.brainconnection.com/teasers/>
<http://www.braingle.com/>

13) Sites for Students to Connect with other Gifted Students

<http://www.mensacanada.org/interesten.htm#>
<http://www.fpsp.org/index.html>
<http://www.odysseyofthemind.com/whatis.php>

Appendices

RECOGNIZING GIFTEDNESS: IDENTIFYING CHARACTERISTICS

Student's Name: _____ Grade: _____ School Year: _____

School: _____ Teacher/Evaluator: _____

Directions: Examine each of the following statements as it pertains to a particular intelligence. Then, using the scale below, indicate the degree to which each statement describes the student's behaviour or interest compared to other students his or her age.

1 — Rarely, seldom or never	3 — Quite often or frequently
2 — Occasionally, sometimes	4 — Almost always or always
DK — Don't know or have never observed	

A. General Intelligence

- _____ Rapid learner; masters content, skills, concepts and procedures sooner (at an earlier age), faster (with less drill and practice) and more thoroughly (in greater depth or breadth)
- _____ Highly inquisitive/intensely curious; has interests that are widely eclectic and/or intensely focused; may have numerous hobbies and/or collections
- _____ Exceptionally eager, enthusiastic and energetic (mentally and/or physically); has an intense desire to know, understand, do, feel or create
- _____ Thrives in challenging/complex problem solving situations; takes pleasure in intellectual activity
- _____ Has an unusually long attention span; sustains long periods of concentration
- _____ Highly motivated; becomes intensely absorbed in various pursuits (particularly those which initially intrigue him or her); persistent in task completion
- _____ Creative, imaginative, inventive and versatile in thought, expression or action
- _____ Intuitive, recognizes connections or deeper meanings without conscious awareness of thoughts or feeling; may not always be able to explain how he or she reached a conclusion or why a solution is correct
- _____ Has a keen sense of humour that may be gentle or hostile; enjoys puns, jokes, nonsense rhymes, tongue twisters, cartoons, comics, comedies, satires
- _____ Has an excellent memory for words, numbers, images, sensations, actions or events

B. Verbal-Linguistic

- _____ Possesses an extensive, advanced receptive (listening/reading) and expressive (speaking/writing) vocabulary
- _____ Acutely sensitive to the meaning and structure of language
- _____ Effectively uses language (spoken/written) to request, respond, entertain, direct or convince others
- _____ Has a vast storehouse of information on a variety of topics
- _____ Enjoys listening to the spoken word (material read aloud, storytelling, radio commentary)

SECTION 2: CONCEPTIONS OF GIFTEDNESS

- _____ Reads widely, intensely and at an advanced level
- _____ Communicates effectively in two or more languages (or indicates a strong desire to)
- _____ Adept at word games and puzzles; e.g., Scrabble™, Boggle™, crossword puzzles, solving riddles

C. Logical-Mathematical

- _____ Possesses strong powers of abstraction; conceptualization and synthesizing abilities
- _____ Readily grasps underlying principles; generalizes skillfully; makes valid assumptions
- _____ Skillfully uses logic to order/organize information and discover patterns, relationships and connections
- _____ Readily perceives similarities, differences and anomalies
- _____ Has rapid insight into cause-effect relationships
- _____ Is skeptical, critical and evaluative; quick to spot inconsistencies
- _____ Adept at experimental inquiry; questions to discover the “hows,” “whys,” and “what ifs;” readily formulates hypotheses; skillfully conducts research
- _____ Readily masters math skills, concepts and processes
- _____ Adept at games of strategy; e.g., chess, checkers, Clue™, Tetris™, and solving logic puzzles and brainteasers

D. Visual-Spatial

- _____ Sensitive to aesthetic quality and intrinsic beauty of things
- _____ Possess strong directionality and orientation-in-space skills
- _____ Visualizes skillfully; reports vivid mental images
- _____ Has a strong sense of the significant; has an eye for important details
- _____ Artistic and productive in one or more visual mediums (drawing, painting, sculpting, designing, drafting, photography)
- _____ Incorporates a large number of elements into art work; varies the subject and content; produces balance and order in finished product
- _____ Adept at reading/drawing maps, charts, graphs, diagrams
- _____ Enjoys movies, videos, slides, photographs or other visual presentations

E. Musical-Rhythmic

- _____ Easily learns, remembers and accurately reproduces melodies
- _____ Sensitive to the rhythm in music; responds by tapping, clapping or other body movement; able to keep time with music when playing a simple percussion instrument
- _____ Adept at playing one or more musical instruments (or indicates a strong desire to learn)
- _____ Skillfully composes music and/or writes lyrics
- _____ Ably sings in a choir or other choral group
- _____ Sensitive to environmental sounds; e.g., rain on a rooftop, ticking clocks, birds singing

F. Bodily-Kinesthetic

- _____ Handles his or her body with ease and poise
- _____ Adept at mimicry; role playing, improvising, acting
- _____ Has a well-developed sense of timing and sequence
- _____ Effectively uses gestures, facial expressions and body language to communicate thoughts and feelings

SECTION 2: CONCEPTIONS OF GIFTEDNESS

- _____ Is naturally athletic; highly skilled at balance, movement and body control
- _____ Adept at manipulating objects; skilled at penmanship, keyboarding, building three dimensional objects, assembling models, making crafts, carpentry, mechanics
- _____ Actively pursues opportunities to attend and/or participate in athletic (sports or dance) and/or theatrical performances

G. Naturalist

- _____ Acutely aware of and responsive to the natural environment
- _____ Keenly observant and highly alert; sees the unusual, what might be overlooked by others
- _____ Perceives connections and patterns in the plant and animal kingdoms
- _____ Readily discerns, identifies, categorizes and classifies plants, animals, minerals, soils, clouds and other features in the natural world
- _____ Enjoys outdoor pursuits (camping, hiking, bird watching, etc.)

H. Intrapersonal

- _____ Keenly aware of personal thought processes, motivations and emotions; is reflective and introspective
- _____ Has a well-developed sense of self; is realistic about capabilities and limitations
- _____ Works well independently; is organized, conscientious and goal-directed
- _____ Perfectionistic; exhibits high personal standards; may set unrealistic expectations; may procrastinate
- _____ Emotionally sensitive and intense; sensitive to injustice, criticism, sarcasm, rejection, joy, kindness, love; has a highly developed moral and ethical sense
- _____ Confident; self-assured; takes calculated risks; is comfortable espousing unconventional or unpopular positions; unwilling to accept authoritarian pronouncements without critical examination
- _____ Individualistic; does not fear being different; able to be conforming or non-conforming as the situation demands
- _____ Prefers individual pursuits to social or group activities

I. Interpersonal

- _____ Naturally assumes leadership roles; takes initiative and assumes responsibility
- _____ Skilled at organizing, communicating, mediating and negotiating
- _____ Demonstrates character and integrity by expecting and practising qualities associated with honesty, fairness and enterprise
- _____ Sociable; relates and responds well to children and adults
- _____ Altruistic and idealistic; is concerned with moral and social issues in the community and the world at large
- _____ Favours social pastimes over individual recreations

Developed by Jo-Anne Koch, 1997. Used with permission.

BRILLIANT BEHAVIOURS¹¹¹

Student _____ Date _____

Strength _____

True?	Behaviour
	Humour — Exceptionally keen sense of the comical, bizarre, absurd.
	Motivation — Intense desire to know, do, feel, create or understand.
	Interests — Ardent, sometimes unusual, passionate, sometimes fleeting.
	Communication/Expressiveness — Extraordinary ability to convey meaning or emotion through words, actions, symbols, sounds or media.
	Inquiry — Probing exploration, observation or experimentation with events, objects, ideas, feelings, sounds, symbols or media.
	Problem-solving — Outstanding ability to bring order to chaos through the invention and monitoring of paths to a goal; enjoyment of challenge.
	Sensitivity — Unusually open, perceptive or responsive to experiences, feelings and to others.
	Intuition — Sudden recognition of connections or deeper meanings without conscious awareness of reasoning or thought.
	Reasoning — Outstanding ability to think things through and consider implications or alternatives; rich, highly conscious, goal-oriented thought.
	Imagination/Creativity — Extraordinary capacity for ingenious, flexible use of ideas, processes or materials.
	Memory/Knowledge/Understanding — Unusual capacity to acquire, integrate, retain and retrieve information or skills.
	Learning — Ability to acquire sophisticated understanding with amazing speed and apparent ease.

CLASS ASSESSMENT¹¹²

		Student Name										
Characteristics												
Above-Average Intelligence	Advanced vocabulary											
	Good memory											
	Learns quickly and easily											
	Large fund of information											
	Generalizes skillfully											
	Comprehends new ideas readily											
	Makes abstractions easily											
	Perceives similarities, differences, relationships											
	Makes judgements and decisions											
Questions.												
Curious about many topics												
Creativity	Has many ideas											
	Sees things in varied ways											
	Offers unique or unusual ideas											
	Adds details; elaborates											
	Transforms or combines ideas											
	Sees implications or consequences easily											
	Risk-taker; speculates											
	Feels free to disagree											
	Finds subtle humour, paradox or discrepancies											
Sets own goals, standards												
Task Commitment	Intense involvement in preferred problems and tasks											
	Enthusiastic about interests and activities											
	Needs little external motivation											
	Prefers to concentrate on own interests/projects											
	High level of energy											
	Perseveres											
	Completes, shares products											
	Eager for new projects/challenges											
	Assumes responsibility											

GIFTED STUDENTS — TEACHER RECOGNITION CHECKLIST¹¹³

Read each item. Consider the students in the class and fill in the names of those who strongly fit the categories listed. The Gifted Students — Individual Rating Scale (on the following page) could then be completed for those students whose names appear frequently on this initial recognition list.

CHARACTERISTIC	STUDENTS' NAMES		
Possesses superior powers of reasoning, of dealing with abstractions.			
Has great intellectual curiosity.			
Learns easily and readily.			
Has a wide range of interests.			
Has a broad attention span that allows him or her to persevere in solving problems.			
Has a superior vocabulary.			
Has the ability to do independent work effectively.			
Has learned to read early (often well before school age).			
Exhibits keen powers of observation.			
Shows initiative and originality in class work.			
Shows alertness and a quick response to new ideas.			
Has the ability to memorize quickly and easily.			
Has a great interest in the nature of humanity and the world.			
Possesses unusual imagination.			
Follows complex directions easily.			
Reads rapidly.			
Has several hobbies.			
Has reading interest that covers a wide range of subjects.			
Makes frequent and effective use of the library.			
Demonstrates superior ability in math, particularly problem solving.			

GIFTED STUDENTS — INDIVIDUAL RATING SCALE¹¹⁴

Student's Name: _____ Year Level: _____

Date: _____ Age: _____

Check the box that best describes the frequency of the following characteristics or behaviours:

- 5 Has this trait to a high degree
- 4 Has this trait more than the typical child
- 3 Compares with the typical child
- 2 Has this trait less than the typical child
- 1 Lacks this trait

	5	4	3	2	1
Has superior powers of reasoning					
Displays intellectual curiosity					
Learns easily					
Has a wide range of interests					
Has a broad attention span					
Has a superior vocabulary					
Works independently					
Learns to read early					
Has keen powers of observation					
Shows initiative and originality					
Is alert					
Memorizes quickly and easily					
Displays interest in humanity					
Has an unusual imagination					
Follows complex directions					
Reads rapidly					
Has several hobbies					
Reads a wide range of subjects					
Uses the library frequently and effectively					
Is superior in mathematics					

Look for patterns of "has this trait to a high degree" rather than an aggregated score.

YOUNG GIFTED STUDENTS — TEACHER RECOGNITION CHECKLIST¹¹⁵

Read each item. Consider the students in the class and fill in the names of those who strongly fit the categories listed. The Young Gifted Students — Individual Rating Scale (on the following page) could then be completed for those students whose names appear frequently on this initial recognition list.

CHARACTERISTIC	STUDENTS' NAMES		
Has verbal behaviour characterized by richness of expression, elaboration and fluency.			
Possesses a large storehouse of information about a variety of topics beyond the usual interests of children of that age.			
Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions; wants to know what makes things or people tick.			
Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people or things; looks for similarities and differences.			
Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.			
Generates a large number of ideas or solutions to problems and questions.			
Is uninhibited in expressions of opinion.			
Is a high risk taker.			

YOUNG GIFTED STUDENTS — INDIVIDUAL RATING SCALE¹¹⁶

Student's Name: _____ Year Level: _____

Date: _____ Age: _____

Check the box that best describes the frequency of the following characteristics and/or behaviours:

- 5 Has this trait to a high degree
- 4 Has this trait more than the typical child
- 3 Compares with the typical child
- 2 Has this trait less than the typical child
- 1 Lacks this trait

	5	4	3	2	1
Has verbal behaviour characterized by richness of expression, elaboration and fluency.					
Possesses a large storehouse of information about a variety of topics beyond the usual interests of children that age.					
Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions; wants to know what makes things or people tick.					
Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people or things; looks for similarities and differences.					
Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.					
Generates a large number of ideas or solutions to problems and questions.					
Is uninhibited in expressions of opinion.					
Is a high risk taker.					

Look for patterns of "has this trait to a high degree" rather than an aggregated score.

PARENT IDENTIFICATION FORM¹¹⁷

Student's Name: _____ Year Level: _____ Age: _____

Parents' Names: _____

SECTION A

Instructions: In relation to the typical child in the neighbourhood, please circle a number for each item which best describes your child:

- 5 Has this trait to a high degree
- 4 Has this trait more than the typical child
- 3 Compares with the typical child
- 2 Has this trait less than the typical child
- 1 Lacks this trait

Has advanced vocabulary; expresses himself or herself fluently and clearly.	5	4	3	2	1
Thinks quickly.	5	4	3	2	1
Wants to know how things work.	5	4	3	2	1
Is an avid reader.	5	4	3	2	1
Puts unrelated ideas together in new and different ways.	5	4	3	2	1
Asks reasons why — questions almost everything.	5	4	3	2	1
Likes grown-up things and to be with older people.	5	4	3	2	1
Has a great deal of curiosity.	5	4	3	2	1
Is adventurous.	5	4	3	2	1
Has a good sense of humour.	5	4	3	2	1
Is impulsive.	5	4	3	2	1
Tends to dominate others if given the chance.	5	4	3	2	1
Is persistent — sticks to the task.	5	4	3	2	1
Has good physical co-ordination and body control.	5	4	3	2	1
Is independent and self-sufficient.	5	4	3	2	1
Reasons.	5	4	3	2	1
Has a wide range of interests.	5	4	3	2	1
Has a broad attention span which allows him or her to concentrate and persevere in problem solving and pursuing interests.	5	4	3	2	1
Shows initiative.	5	4	3	2	1
Seeks his or her own answers and solutions to problems.	5	4	3	2	1
Has a great interest in the future and/or world problems.	5	4	3	2	1
Follows complex directions.	5	4	3	2	1

SECTION 3: IDENTIFICATION — PARENT NOMINATION

Is prepared to take some social risks.	5	4	3	2	1
Is a leader.	5	4	3	2	1
Enjoys complicated games.	5	4	3	2	1
Sets high goals for himself or herself.	5	4	3	2	1
Continually questions the status quo.	5	4	3	2	1

SECTION B

1. Did your child read before he or she went to school? Yes / No
If the answer is yes, did your child teach himself or herself to read? Yes / No
2. Does your child play a musical instrument? Yes / No
Is so, which? _____
3. In what outside activities does your child participate? _____

4. What are your child's special interests or hobbies? _____

5. What recent books has he or she read and enjoyed? _____

6. Please comment, where appropriate, on any of the following:
Your child's ...
 - unusual accomplishments (present or past)
 - special talents
 - special opportunities
 - relationships with others
 - preferred activities when alone
 - expression of boredom
 - special problems and needs._____

TWELVE WAYS YOUR CHILD/STUDENT SHOWS GROWTH IN THINKING SKILLS¹¹⁸

This is a parent/teacher tool for rating a student’s home/school thinking behaviours at the beginning and end of a school year. It should identify student strengths and weaknesses, and promote parent/teacher team goal setting to help students develop more successful thinking strategies.

Mark each behaviour using: N = Not Yet S = Sometimes F = Frequently

During the _____ school year, I noticed that _____
 _____ does the following: _____
 (Age) (Name)

Parent	Teacher	
		1. Keeps on trying; does not give up easily.
		2. Shows less impulsivity; thinks more before answering a question.
		3. Listens to others with understanding and empathy.
		4. States several ways to solve a problem (shows flexibility in thinking).
		5. Puts into words how he or she solved a problem; is aware of his or her own thinking.
		6. Checks for accuracy and precision; checks completed work without being asked.
		7. Asks questions; wants to find out new information.
		8. Uses knowledge already learned in new situations; can solve problems in everyday living, like using allowance, taking messages, going to the store and practising safety.
		9. Uses words more carefully to describe feelings, wants, etc.
		10. Uses touch, feel, taste, smell, sound and sight to learn; enjoys art, music, experimenting and active play.
		11. Enjoys making and doing original things; likes to show individuality in thought and dress.
		12. Enjoys problem solving; displays wonderment, inquisitiveness and curiosity.

SECTION 3: IDENTIFICATION — PARENT NOMINATION

This year I will help _____ develop skills

in: _____

by: _____

Signed: _____ (Parent)

This year, I will help _____ develop skills

in: _____

Signed: _____ (Teacher)

Date: _____ Review Date: _____

PEER NOMINATION¹¹⁹

Teacher: _____ Grade: _____ Date: _____

Identify three students in your class that you think best answer each question. This form is anonymous.

1. Imagine that your class has been chosen to appear on a popular TV program where participants will be asked skill-testing and general-knowledge questions. Which students would you choose to represent your class?

2. Imagine that you're having difficulty understanding your homework assignment that is due tomorrow. Who would you call to ask for help?

3. When you're learning and talking about things in class, which students have the most unusual ideas and ask the most interesting questions?

4. If your class was given a pet, which students would think of the most unusual name for it?

5. If your class learned a new game, which students would best teach it to another class?

6. If your class was going to have a special celebration for your teacher, which students could best organize it?

Count the number of times each student's name appears. List the three students whose names appear most often.

STUDENT INTEREST INVENTORY¹²⁰

















STUDENT INTEREST INVENTORY

I have always wanted to.....

- find out about...
- make up a ...
- invent...
- tell someone about...
- know what it is like to be...
- improve...
- write about...
- work with someone who knows a lot about...
- build a...

INTEREST INVENTORY FOR YOUNG STUDENTS¹²¹

How Do You Feel About

	_____	
	_____	
	_____	
	_____	
	_____	
	_____	
	_____	
	_____	

INTEREST INVENTORY FOR YOUNG STUDENTS¹²¹
SAMPLE COMPLETED FORM

How Do You Feel About

☺ _____ School _____ ☹

☺ _____ Recess _____ ☹

☺ _____ Gym _____ ☹

☺ _____ Reading _____ ☹

☺ _____ Arithmetic _____ ☹

☺ _____ _____ ☹

☺ _____ _____ ☹

☺ _____ _____ ☹

STUDENT INTEREST INVENTORY¹²²

Student's Name: _____ **Year Level:** _____

Date: _____ **Age:** _____

1. What do you like doing most when you have free time? _____

2. My interests at school are: _____

3. My interests at home are: _____

4. Are you a collector? List the things you collect: _____

5. What do you think you are good at? _____

6. What do you like to do least? _____

INTEREST INVENTORY FOR PRIMARY AGED STUDENTS¹²³

1. In school, the thing I like to do best is _____
2. Outside of school, the thing I like to do best is _____
3. If I had a million dollars, I would _____
4. When I grow up, I will _____
5. I hate _____
6. My favourite animal is _____
7. The best sport is _____
8. When nobody is around, I like to _____
9. The person I like best is _____
10. Next summer, I hope to _____
11. I like to collect _____
12. My favourite place to be is _____
13. The things I like to make are _____
14. The best book I ever read was _____
15. The best TV show is _____
16. What I think is funny is _____

INTEREST INVENTORY FOR INTERMEDIATE AGED STUDENTS¹²⁴

It can be helpful when assigning a topic for a report, suggesting a good book or selecting meaningful examples, to know students' preferences and interests. Use the interest inventory during the first week of school.

1. Outside of school, my favourite activity is _____
2. I work at _____. My job is _____
3. The sport I like to watch best is _____
4. The sport I like to play best is _____
5. After high school, I plan to _____
6. The job I want to be doing as an adult is _____
7. In school, my favourite subject is _____
8. The subject in which I get the best grade is _____
9. I would like to learn more about _____
10. My main hobby or leisure time activity is _____
11. For pleasure, I read _____
12. I spend about _____ hours or _____ minutes a week reading for fun.
13. The best book I have ever read was _____
14. The book I am reading now is _____
15. My favourite magazine is _____
16. The part of the world that interests me the most is _____
17. When I am finished with school, I hope to live in _____
18. The kinds of books or stories I like to read are _____
19. My favourite TV show is _____
20. What makes me mad is _____

MODALITY STRENGTH CHECKLIST¹²⁶

Directions: In each of the 14 sections, check off the one description that best represents your view of yourself. Check only one column (V, A or K) for each section. Then, total the number of checks for Columns V, A and K. The column with the highest number of checks broadly represents your preferred learning modality.

"I" "HE/SHE"	V VISUAL	A AUDITORY	K KINESTHETIC
1. Learning Style	Learn by seeing; watching demonstrations _____	Learn through verbal instructions from others or self _____	Learn by doing, direct involvement _____
2. Reading	Like description; sometimes stops reading to stare into space and imagine scene; intense concentration _____	Enjoy dialogue, plays; avoid lengthy description; unaware of illustrations; move lips or sub-vocalize _____	Prefer stories where action occurs early; fidget when reading; handle books; not an avid reader _____
3. Spelling	Recognize words by sight; rely on configuration of words _____	Use a phonics approach; have auditory word attack skills _____	Often a poor speller; write words to determine if they "feel" right _____
4. Handwriting	Tend to be good, particularly when young; spacing and size are good; appearance is important _____	Have more difficulty learning in initial stages; tend to write lightly; say strokes when writing _____	Good initially; deteriorate when space becomes smaller; push harder on writing instrument _____
5. Memory	Remember faces, forget names; write things down, take notes _____	Remember names; forget faces; remember by auditory repetition _____	Remember best what was done, not what was seen or talked about _____
6. Imagery	Vivid imagination; think in pictures, visualize in detail _____	Sub-vocalize; think in sounds; details less important _____	Imagery not important; images that do occur are accompanied by movement _____
7. Distractibility	Generally unaware of sounds; distracted by visual disorder or movement _____	Easily distracted by sounds _____	Not attentive to visual, auditory presentation so seem distractible _____
8. Problem-solving	Deliberate; plan in advance; organize thoughts by writing them; list problems _____	Talk problems out; try solutions verbally, sub-vocally; talk self through problem _____	Attack problems physically; impulsive; often select solution involving greatest activity _____
9. Response to Periods of Inactivity	Stare; doodle, find something to watch _____	Hum; talk to self or to others _____	Fidget; find reasons to move; hold up hand _____
10. Response to New Situations	Look around; examine structure _____	Talk about situation, pros and cons, what to do _____	Try things out; touch, feel, manipulate _____

SECTION 3: IDENTIFICATION

"I" "HE/SHE"	V VISUAL	A AUDITORY	K KINESTHETIC
11. Emotionality	Somewhat repressed; stare when angry; cry easily; beam when happy; facial expression is a good index of emotion ___	Shout with joy or anger; blow up verbally but soon calm down; express emotion verbally and through changes in tone, volume, pitch of voice ___	Jump for joy; hug, tug and pull when happy; stamp, jump and pound when angry; stomp off; general body tone is a good index of emotion ___
12. Communication	Quiet; do not talk at length; become impatient when extensive listening is required; may use words clumsily; embellishment; use words such as see, look , etc. ___	Enjoy listening but cannot wait to talk; descriptions are long but repetitive; like hearing self and others talk; use words such as listen, hear , etc. ___	Gesture when speaking; do not listen well; stand close when speaking or listening; quickly lose interest in detailed verbal discourse; use words such as get, take , etc. ___
13. General	Neat, meticulous, like order; may choose not to vary appearance ___	Matching clothes not so important; can explain choices of clothes ___	Neat but soon become wrinkled through activity ___
14. Response to the Arts	Not particularly responsive to music; prefer the visual arts; tend not to voice appreciation on art of any kind but can be deeply affected by visual displays; focus on details and components rather than the work as a whole ___	Favour music; find less appeal in visual art but am readily able to discuss it; miss significant detail; do not appreciate the work as a whole; am able to develop verbal association for all art forms; spend more time talking about pieces than looking at them ___	Respond to music by physical movement; prefer sculpture; touch statues and paintings; at exhibits, stop only at those in which you can become physically involved; comment very little on any art form ___
	<u>V</u>	<u>A</u>	<u>K</u>
	Total checks in each column (combined total must equal 14)		
	Preferred Learning Modality is _____		

LEARNING PREFERENCES¹²⁷









There are different ways to learn. Indicate your preference by placing a number in the circles:
1 = Always, 2 = Sometimes, 3 = Seldom.

I PREFER LEARNING BY:







- reading books and magazines
- listening to a person talk or a tape recorder
- watching people do things
- watching films, TV or movies
- putting things together and taking them apart
- experimenting with things
- playing a game
- acting it out



I PREFER WORKING:

- alone 
- with an adult 
- for a long period
- for a short period 
- in the morning 
- in the afternoon 
- in the evening 
- with a friend 
- in a group 

I PREFER SHARING BY:

- telling about it 
- writing about it 
- building something about it 
- drawing or painting about it 
- acting it out 
- talking to other people about it 

LEARNING CHANNELS INVENTORY¹²⁸

Place the numbers 1, 2 or 3 in the box after each statement that best indicates your preference.

(3 = Often, 2 = Sometimes, 1 = Seldom)

- | | |
|---|--------------------------|
| 1. I can remember something best if I say it aloud. | <input type="checkbox"/> |
| 2. I prefer to follow written instructions rather than oral ones. | <input type="checkbox"/> |
| 3. When studying, I like to chew gum, snack and/or play with something. | <input type="checkbox"/> |
| 4. I remember things best when I see them written out. | <input type="checkbox"/> |
| 5. I prefer to learn through simulations, games and/or role playing. | <input type="checkbox"/> |
| 6. I enjoy learning by having someone explain things to me. | <input type="checkbox"/> |
| 7. I learn best from pictures, diagrams and charts. | <input type="checkbox"/> |
| 8. I enjoy working with my hands. | <input type="checkbox"/> |
| 9. I enjoy reading and I read quickly. | <input type="checkbox"/> |
| 10. I prefer to listen to the news on the radio rather than read it in the newspaper. | <input type="checkbox"/> |
| 11. I enjoy being near others. (I enjoy hugs, handshakes and touches.) | <input type="checkbox"/> |
| 12. I listen to the radio, tapes and recordings. | <input type="checkbox"/> |
| 13. When asked to spell a word, I simply see the word in my mind's eye. | <input type="checkbox"/> |
| 14. When learning new material, I find myself sketching, drawing and doodling. | <input type="checkbox"/> |
| 15. When I read silently, I say every word to myself. | <input type="checkbox"/> |

In order to get an indication of your learning preference, please add the numbers in the boxes together for the following statements.

Visual Preference Score	2	<input type="checkbox"/>	4	<input type="checkbox"/>	7	<input type="checkbox"/>	9	<input type="checkbox"/>	13	<input type="checkbox"/>	= Total _____
Auditory Preference Score	1	<input type="checkbox"/>	6	<input type="checkbox"/>	10	<input type="checkbox"/>	12	<input type="checkbox"/>	15	<input type="checkbox"/>	= Total _____
K/T (Kinesthetic/Tactual) Score	3	<input type="checkbox"/>	5	<input type="checkbox"/>	8	<input type="checkbox"/>	11	<input type="checkbox"/>	14	<input type="checkbox"/>	= Total _____

The highest score indicates that my learning preference is _____

Now that I know which is my dominant learning style I can learn better by _____

LEARNING STYLES: TEACHER OBSERVATION CHECKLIST¹²⁹*Sound:*

- Does quality work during quiet work time
- Does quality work during regular work time
- Does quality work with music in background
- Complains when there is too much sound
- Has difficulty remaining quiet during quiet work time
- Makes sounds or noises while working
- Reminds others to be quiet while working

Classroom Design:

- Has difficulty sitting properly
- Enjoys lying down while listening to stories
- Sits correctly during work periods
- Stands by work area during work periods

Structure:

- Likes to complete projects independently
- Likes to complete projects step by step
- Keeps work area neat
- Tends to misplace supplies

Social Tendencies:

- Likes to work or play with a group
- Likes to work or play with a teacher nearby
- Likes to work or play alone
- Creates opportunities to visit with teachers

Responsibility and Persistence:

- Completes projects quickly and neatly
- Completes projects quickly but not neatly
- Completes projects slowly and neatly
- Completes projects slowly but not neatly
- Does not always complete projects
- Works best when given specific instructions

- Cleans up work area on completing task
- Needs reminding to clean up work area
- Is easily distracted while working on a project
- Remembers assignments

Mobility:

- Leaves chair frequently during work periods
- Often makes excuses to move around the classroom
- Is extremely active during free play periods

Motivation:

- Works best with much assurance from others
- Needs teacher feedback while working
- Works best when allowed to be creative
- Initiates projects
- Volunteers information about projects and discussion topics

Perception:

- Enjoys books and filmstrips
- Is attentive during story time
- Likes to hear records or tapes during work time
- Remembers what others say
- Likes to visit classmates
- Enjoys playing with toys with small pieces
- Likes to draw or doodle
- Likes to move around during work or play
- Likes to create and react to play situations

Characteristics of Twice-Exceptional Children

Elizabeth Nielsen, 1994
University of New Mexico

The following list should be viewed as characteristics which are *typical* of many children who are gifted and who also have a disability, rather than characteristics which *all* such children possess. These twice-exceptional children do not form a simple, homogeneous group; they are a highly diverse group of learners.

Indicators of Cognitive/Affective Strengths

- Have a wide range of interests that are not related to school topics or learning.
- Have a specific talent or consuming interest area for which they have an exceptional memory and knowledge.
- Are interested in the “big picture” rather than small details.
- Are extremely curious and questioning.
- Possess high levels of problem-solving and reasoning skills.
- Have penetrating insights.
- Are capable of setting up situations to their own advantage often as a coping method.
- Are extremely creative in their approach to tasks and as a technique to compensate for their disability.
- Have an unusual imagination.
- Are humorous often in “bizarre” ways.
- Have advanced ideas and opinions which they are uninhibited in expressing.
- Have a superior vocabulary.
- Have very high energy levels.

Indicators of Cognitive/Affective Problems

- Have discrepant verbal and performance abilities.
- Have deficient or extremely uneven academic skills which causes them to lack academic initiative, appear academically unmotivated, avoid school tasks, and frequently fail to complete assignments.
- Are extremely frustrated by school.
- Have auditory and/or visual processing problems which may cause them to respond slowly, to work slowly, and to appear to think slowly.
- Have problems with long-term and/or short-term memory.
- Have motorical difficulties exhibited by clumsiness, poor handwriting, or problems completing paper-and-pencil tasks.
- Lack organizational skills and study skills; often appearing to be extremely “messy.”
- Are unable to think in a linear fashion; have difficulty following directions.
- Are easily frustrated; give up quickly on tasks; are afraid to risk being wrong or making mistakes.
- Have difficulty explaining or expressing ideas, “getting-to-the-point,” and/or expressing feelings.
- Blame others for their problems while believing that their successes are only due to “luck.”
- Are distractable; unable to maintain attention for long periods of time.
- Are unable to control impulses.
- Have poor social skills; demonstrate antisocial behaviors.
- Are highly sensitive to criticism.

Indicators of Low Self-Esteem

One of the most common characteristics of these children is low self-esteem. They frequently “disguise” this low self-esteem through the use of any or all of the following behaviors:

- | | | |
|------------------|------------------------|---------------------------|
| • Anger | • Disruptive behaviors | • Withdrawal |
| • Self-criticism | • Cloning behaviors | • Daydreaming and fantasy |
| • Crying | • Denial of problems | • Apathetic behaviors |

11

THE CROSSOVER PROFILE¹³⁴

Recognizing that no one student will fit the complete list, the composite consists of both gifted and LD characteristics.

Like other gifted students, the typical crossover student will:

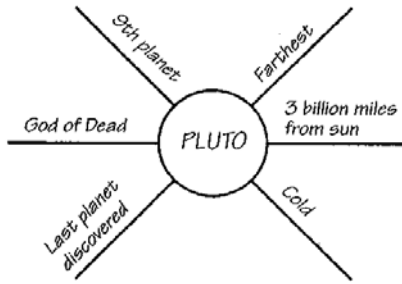
- intellectually approach or reach the gifted range (in this group, 120 IQ or above Full Scale IQ; 130 IQ or above in the strongest factor, Verbal Comprehension or Perceptual Organization using Wechsler scores)
- have more interest and ability in pursuing broad-based, thematic topics than in remembering and dealing with details. “. . . the harder the task, the better they do; it’s the easy work they can’t master” (Silverman, 1989).
- be somewhat more of an intuitive dreamer than a practically oriented thinker; creativity or problem-solving ability may be exhibited in a specific area of interest
- exhibit a sophisticated sense of humour
- visualize well and do well in areas requiring this ability; e.g., mathematics, especially geometry; art
- be highly sensitive and base decisions on personal feeling and human need rather than on logic as a young child, but may become more logical in adolescence
- have a high readiness to learn and a great interest in learning when topics are presented in a challenging manner.

Like students of average ability with learning disabilities, the typical crossover student will:

- have an uneven intellectual pattern on the Wechsler Intelligence Tests with verbal comprehension and perceptual organization scores superior to those tapping attentional or sequencing abilities
- have an uneven academic pattern with strengths most likely in mathematics or content areas and weaknesses in the language arts areas — especially written language — but variations exist
- have written language difficulties including poor handwriting, poor mechanics and difficulty organizing content
- need remediation for skills deficits (but will respond better to teaching in context than to isolated skill building)
- be distractible in large groups and have difficulty completing work because of that distractibility
- have difficulty organizing time and materials, often resulting in forgetting or incompleteness of homework or need of excessive time for completion
- need medical monitoring because he or she may benefit from medication and/or behavioural intervention for ADHD
- need more time to process language and respond than would be expected of someone with high intellectual capabilities
- lack some social skills and common sense decision-making ability
- sometimes exhibit visual or auditory perceptual deficits or unusual visual sensitivity to light
- be less successful when confronted with input from multiple sources or with tasks that require the integration of multiple skills.

STUDENT PROJECTS¹⁴⁸**For primary students:**

- Draw or trace pictures that represent learning onto transparencies. Narrate information to listeners as your pictures are shown.
- Use a graphic map or chart that the teacher has used in other settings. Examples: story map, character chart, advance organizer.
- Survey others; transfer your data to a chart or graph.
- Create a game for others to play to learn the same information.
- Create a mobile, diorama, display or other visual representation of your data.
- Create dictionaries for specific topics or translate words into another language.
- Draw attribute webs. Write brief topic ideas on the spokes of the web. Example:

**For students in all other grades:**

- Choose an idea from the primary section above.
- Make a filmstrip on blank filmstrip material; narrate.
- Create a puppet show and present it.
- Create a radio or television broadcast or video production.
- Hold a panel discussion, round-robin discussion or debate.
- Write a diary or journal of an important historical event or person; write a speech a person might have made at the time.
- Create a timeline of events: personal, historical, social, etc.
- Working with several other students, create a panel discussion about a topic of a certain historical time period or about how different historical figures might react to a current problem.
- Create an invention to fill a personal or social need.
- Present biographical information dressed as the person investigated.
- Write a song, rap, poem, story, advertisement or jingle.
- Create a travel brochure for another country or planet.
- Create an imaginary country from papier-mâché. Locate essential features.
- Make a model; describe its parts and the functions of each.
- Create a chart or poster to represent synthesis of information.
- Write a script for a play or mock trial.
- Write a journal of time spent and activities completed with a mentor in the community.
- Collect materials from a lobbying or public service agency; summarize information. (TIP: Use the *Encyclopedia of Associations* found in the reference section of most public libraries.)
- Write to people in other places about specific topics; synthesize their responses.
- Create a learning centre for teachers to use in their classrooms.
- Rewrite a story, setting it in another time period, after researching probable differences.
- Gather political cartoons from several sources; analyze the cartoonists' ideas.
- Critique a film, book, television show or video program; write an editorial and send it to your local newspaper.
- Write a how-to manual for those who need instruction on how to do or use something.
- Contact publishers to find out how to get something you've written published.
- Come up with your own ideas.

TOPIC SUGGESTIONS¹⁴⁹

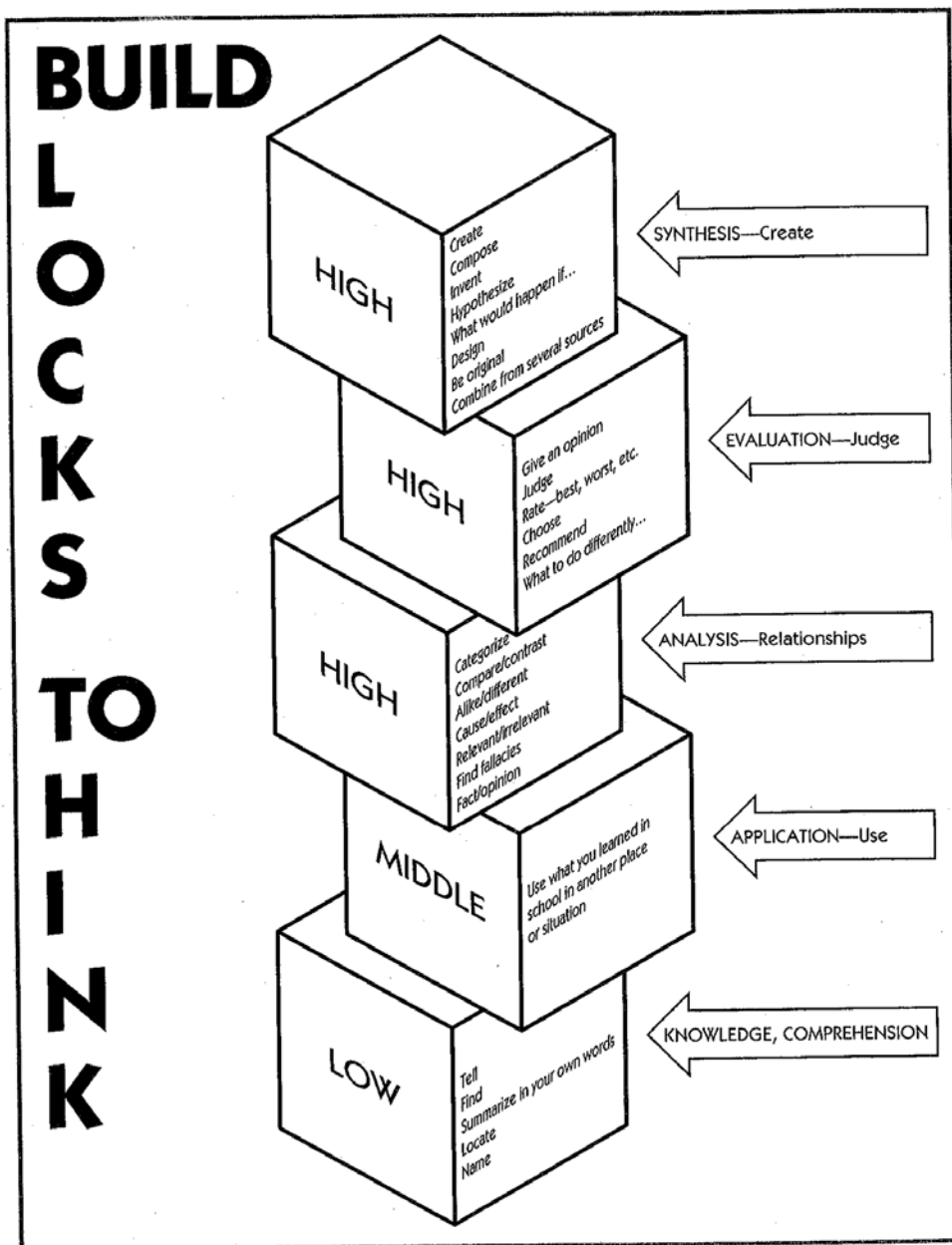
The following list represents a multitude of starting points for study by your students. Each topic can extend into other fields depending on the interests and abilities of the student. Use these suggestions when looking for new and different challenges for exploration.

Possible Topics

advertising	creativity	garbage	kinesiology
agriculture	crime	gender	knights of castles
air	criminology	genealogy	
airplanes	crystology	genetics	lakes
animals	cultures	geography	land
anthropology		geology	languages
archaeology	dams	giants	lasers
architecture	dance	gold	law
art	death	growth gems	leadership
astronomy	dentistry	gun powder	legal system
atoms	deserts	guns	leisure
automobiles	diaries		life cycle
	dinosaurs	handicapped	linguistics
babies	dreams	history	
balloons	drugs use/abuse	holidays/celebrations	magic
banking		holograms	manufacturing
biology	ecology	humans	maps
boats	economics		mathematics
books	education	ice age	medicine
bottling	electricity	ice cream	migration
Braille	electronics	ichthyology	military
bugs	energy	image creation	miming
buildings	engineering	industrial	minerals
	entertainment	revolution	mines
cartooning/comics		industry	money
castles	fairy tales	instruments	monsters
chemistry	farms	(music/mechanical)	morals
civil wars	fashion	inventions	mountains
commerce	fiction	inventors	music
communication	film making		mythology
computers	food	jail	
cooking	forests	jewels	Native people
co-operation	fossils		navigation
cosmetology	future		
countries			

SECTION 5: STRATEGIES FOR DESIGNING AND IMPLEMENTING INSTRUCTION

oceanology	poverty	social system	ventriloquism
oil	power	society	Vikings
opera	print	space	violence
oriental rugs	psychology	sports	
ornithology		stock market	walled cities
	railroads	stress	war
paper	religion	surveying	water
(pulp & paper)	renaissance	swamps	weapons
perception	retail products		weather
pets	revolutions	technology	
philosophy	rituals	television	x-rays
phobias	rivers	theory	
photography	rocketry	thermodynamics	zoology
physics	roles	thinking	
pirates	royal families	time	
plants		tools	
plastics	science	transplants	
plays	sculpture	transportation	
(writing & acting)	seismology	travel	
poetry	shelter		
politics	sign language	ultrasonics	
pollution	signs	uniforms	
		union	



Adapted from Bloom's Taxonomy by Susan Winebrenner for TEACHING GIFTED KIDS IN THE REGULAR CLASSROOM, Free Spirit Publishing Inc. This page may be photocopied.

ALTERNATE SPELLING ACTIVITIES

If you pass a spelling pretest with a score of 90 percent or higher, *you do not have to complete the workbook activities OR take a final test.* You may choose to work on one or more of these alternate activities.

Using New Words

1. Working with a partner who also passed the pretest, find 10 unfamiliar words from glossaries of books in our room. Learn their meanings and spellings. You and your partner may agree on 10 words, each choosing 5. You will give each other your final spelling test. For the test, one partner says a word out loud. The other partner gives an acceptable meaning for the word, then writes down the spelling. Do this for the first five words, then switch for the last five words. Check each others' spelling.
2. Keep track of words you misspell in your own writing. Learn them when you have collected 5 words.

For both activities #1 and #2, misspelled words will be moved to next week's list. Remember that you are learning to spell for MASTERY.

Using Regular or Alternate Words

3. Use all the words to create as few sentences as possible.
4. Create a crossword puzzle on graph paper. Include an answer key.
5. Learn the words in a foreign language. Create sentences with the words.
6. Create several categories into which all the words can fit. Regroup them into different categories.
7. Create greeting card messages or rebus pictures.
8. Create an original spelling game.
9. Create riddles with the words as the answers.
10. Write an advertisement using as many of the words as you can.
11. Use all of the words in an original story.
12. Create alliterative sentences using the words.
13. Using a thesaurus, find synonyms and antonyms for the words, and use them in sentences.
14. Change the initial or middle consonants to create other words. Or keep the consonants the same and change vowels to form other words.
15. Create analogies using the words. (Example: "heart" is to "body" what "motor" is to "lawn mower.")
16. Using an unabridged dictionary, locate and describe the history of each word (its *etymology*). Create flow charts to show how the meaning has changed over time.
17. Come up with your own activity. Discuss it with the teacher.

HOW TO USE THE THEMATIC UNIT PLAN

1. Choose a theme. Write it on the line provided on the plan.
2. Create 6-10 key concepts that all students should learn to mastery.
3. Write the key concepts in declarative sentences in the column of the plan at the left.
4. Working *horizontally* across the plan, develop several activities for each concept before moving to another concept. Make sure that each activity says what students should do and what the product should be. If you work vertically, you miss the experience of developing a key concept from the literal level to the higher levels of thinking.
5. As you enter each activity on the plan, check to see that it teaches the key concept on that line.
6. Design the higher level activities in the right column so that gifted students could learn the key concepts by doing *only* those activities. It should not be necessary for them to do the literal activities first. Other students will need teacher direction with the literal activities *before* moving on to the higher level activities.

NOTE

Work with a colleague at grade level to develop ideas for activities. After the first plan is completed, some teachers share plans to save time.

THEMATIC UNIT PLAN		
Theme: _____		
KEY CONCEPT	LITERAL THINKING ACTIVITY	HIGHER LEVEL THINKING ACTIVITY

Copyright © 1992 by Susan Winebrenner, TEACHING GIFTED KIDS IN THE REGULAR CLASSROOM, Free Spirit Publishing Inc. This page may be photocopied.

HOW TO USE THE COMPACTOR

1. Provide one Compactor for each student. You may need to make a new one each month for a student who requires a great deal of compacting.
2. Use the Compactor to record all modifications in curriculum.
 - In the far left column, record the student's areas of strength, one per box.
 - In the center column, describe the methods used to document the student's mastery of skill, competency, chapter, concept, or unit.
 - In the far right column, describe the activities the student will be engaged in while the rest of the class is doing grade level work.

Alternate activities are usually drawn from the same subject area from which the student "bought" the time. Sometimes, however, they may represent activities from different subject areas, and sometimes they may be ongoing projects related to a student's passionate interest.

3. Keep a folder for each student for whom you compact the curriculum. Include all pretests and other pertinent data, with dates; all Compactors; and brief records of alternate activities.

CAUTION

- NEVER use the time a student buys from a strength area to remediate a learning weakness.
- ALWAYS allow students to enjoy extended activities in their areas of strength.

THE COMPACTOR
Joseph Renzulli & Linda H. Smith

Student's Name: _____

Areas of Strength	Documenting Mastery	Alternate Activities

THE COMPACTOR Joseph Renzulli & Linda H. Smith		
Student's Name: <u>Elizabeth</u>		
Areas of Strength	Documenting Mastery	Alternate Activities
Map unit	Achieved "A" on pretest	Will create a country from papier-mâché Will present report to class Will "consult" with other students to help them create their own countries

THE COMPACTOR Joseph Renzulli & Linda H. Smith		
Student's Name: <u>James</u>		
Areas of Strength	Documenting Mastery	Alternate Activities
Language arts, spelling, writing, grammar, mechanics	Pretest results of "A" on review tests Portfolio collection of exceptional writing	Will write his book when class is working on skills he has already mastered
Reading	Pretest results of "A" on review tests of skills and vocabulary	Will read to gather research for his book Will write his book Will join class for two group novels
Maps	Pretest results of "A"	Will write his book INSTEAD of doing enrichment activities in map-related work. Was given options and chose this.

Instructional and Management Strategies for Differentiation⁸⁶

Strategy	Description of Strategy	Suggestions for Use with Gifted Learners	Why Appropriate for Gifted Learners
Compacting	Assesses student's prior knowledge on a topic. Excuses him or her from mastered material. Plans for learning what is not known and frees-up time for enrichment or accelerated study.	<ul style="list-style-type: none"> • Explain process to students and parents. • Document preassessment and plans/timelines for accelerated or enrichment study. • Allow for student choice in enrichment study. 	<ul style="list-style-type: none"> • Recognizes prior knowledge and allows for independent pursuit in areas of interest or passion. • Eliminates boredom.
Independent Projects	Student and teacher identify problems or topics of interest to the student and plan investigation and synthesis for findings.	<ul style="list-style-type: none"> • Build on student interest. • Allow freedom, but provide scaffolding and guidance. • Negotiate and document criteria, goals, timelines. • Use process log to document project proceedings. 	<ul style="list-style-type: none"> • Allows for long-term in-depth work in areas of passion and interest. • Teaches planning and research skills. • Encourages independence and motivation. • Allows work with complex and abstract ideas.
Interest Centres/Groups	Offers enrichment and meaningful study for students who can demonstrate mastery with required work.	<ul style="list-style-type: none"> • Ensure the task is suitably complex. • Allow students of like interests and abilities to work together. • Involve learner in creating centre or group. • Allow large blocks of time. • Provide more depth in fewer topics. 	<ul style="list-style-type: none"> • Allows opportunity for study in greater breadth and depth, and in areas beyond regular curriculum. • Allows for student choice. • Enables and encourages students to make connections between fields and topics.
Flexible Skills Grouping	Students are placed into groups according to their readiness and needs. Movement among groups is based on ability and growth in a given skill.	<ul style="list-style-type: none"> • Exempt learners from already mastered basic skills work. • Place required skill work in a meaningful context. • Ensure development of advanced knowledge and skills in areas of talent. 	<ul style="list-style-type: none"> • Acknowledges quick mastery and recall of information. • Provides opportunity for participation in advanced work and development of advanced skills, such as production and expression. • Allows independent work at student's own pace

Instructional and Management Strategies for Differentiation (cont'd)

Strategy	Description of Strategy	Suggestions for Use with Gifted Learners	Why Appropriate for Gifted Learners
Tiered Assignments	In a heterogeneous grouping, use varied levels of activities and approaches to suit students' abilities. Build on prior knowledge and prompt continued growth.	<ul style="list-style-type: none"> • Use advanced materials. • Ensure open-ended, complex activities that require students to transform ideas rather than merely reproduce them. 	<ul style="list-style-type: none"> • Provides meaningful work with peers of similar interest and readiness. • Allows early exploration and application of principles. • Encourages broader reading.
Learning Centres	Provide stations or collections of materials learners use to explore topics or practise skills. Provides study in greater breadth and depth on interesting and important topics.	<ul style="list-style-type: none"> • Ensure learning-centre tasks that require transformation and application. • Build in student choice, rather than requiring all students do all tasks at all centres. • Monitor what students do and learn at centres. 	<ul style="list-style-type: none"> • Draw on and develops advanced thinking, reading, research and technology skills. • Allows for independence.
Mentorships/ Apprenticeships	Student works with a resource teacher, media specialist, parent volunteer or community member to develop a project. Helps students develop skills of production in a field and career awareness.	<ul style="list-style-type: none"> • Match the mentor with student's talent/interest area. • Document agreements concerning roles, goals and progress for mentor, student, teacher and parent. 	<ul style="list-style-type: none"> • Allows students to work on expert-level problems and tasks in relevant context. • Allows adult-level conversation. • Introduces student to meaningful yardsticks of performance. • Draws on creativity.
Contracts/ Management Plans	Establishes an agreement between student and teacher outlining arrangements for agreed-upon tasks and methods of completion.	<ul style="list-style-type: none"> • Focus the contract on concepts, themes or problems and integrate basic skills into required projects or products. • Establish clear and rigorous rules and standards for success in writing at the outset. 	<ul style="list-style-type: none"> • Eliminates need for unnecessary skills work and places skills in relevant, high-interest tasks. • Allows for independent, advanced, extended study on topics of interest. • Encourages students to generalize, make connections and be original.

Instructional and Management Strategies for Differentiation (cont'd)

Strategy	Description of Strategy	Suggestions for Use with Gifted Learners	Why Appropriate for Gifted Learners
High-level Questions	Teacher poses questions that draw on advanced levels of information, require leaps of understanding and challenge thinking in class discussions and on tests.	<ul style="list-style-type: none">• Use open-ended questions which require learners to combine advanced information with complex thinking requirements.• Require students to defend answers.	<ul style="list-style-type: none">• Taps into thinking talents.• Develops metacognition (awareness of one's thinking).• Moves student beyond easy facility with glib answers to developing logic and integrity in substantiating answers with reason and evidence.

Models	Marland	✓
	Renzulli	✓
	Gardner	✓
	Stemberg	✓
	Treffinger	✓
	Gagné	✓
	Stanley	✓
	Feldhusen	✓
	Betts	✓

MENTORSHIPS

The term “mentor” does not imply an internship, apprenticeship or casual hit-or-miss relationship in which the student simply spends time in the presence of an adult and information is transmitted (Boston, 1976). A mentorship is a dynamic shared relationship in which values, attitudes, passions and traditions are passed from one person to another and internalized (Boston, 1976).

Five characteristics distinguish mentoring from other relationships:¹⁰⁶

- mutual passion for a specific area of interest
- a match of teaching and learning styles
- lifelong trust
- mutual perceptions of symmetry — that is, a movement toward equality in the relationship as the student advances in knowledge and skill
- a sharing of lifestyle as the novice gradually adopts patterns of the mentor.

A successful mentorship program is appropriate for students at all grade levels and is an ideal vehicle to serve the differentiated needs of the gifted because it facilitates the mutual exchange of knowledge in a learning partnership (Harper, 1988).

This section focuses on mentoring as one of the most effective ways to help gifted students actualize their potentials. The decision to set up such arrangements should be made by teachers and parents.

Guidelines for Mentorships

The following guidelines may be useful to parents and educators who wish to explore mentor relationships for gifted students.¹⁰⁷

- Identify what (not whom) a student needs. The student may want to learn a particular skill or subject, or want someone to offer help in trying out a whole new lifestyle.
- Discuss with the student whether he or she really wants a mentor. Some might just want a pal, advisor or exposure to a career field, rather than a mentor relationship that entails close, prolonged contact and personal growth.
- Identify a few mentor candidates. To identify mentor candidates, use your own circle of friends and their contacts, parents of other gifted students, local schools, local universities, businesses and agencies, professional associations, and local arts groups. If access to local resources is limited, long distance mentors are an option. Internet web sites can be a rich source of potential mentors. For example,

Writers in Electronic Residence, or WIER (at wier.yorku.ca) is a program that allows public school students across Canada to have their writing evaluated by prominent Canadian authors through computer conferencing.

- Interview the mentors. Find out whether their style of teaching is compatible with the student's learning style, and whether they are excited about their work and want to share their skills. Be explicit about the student's abilities and needs, and about the potential benefits the mentor might derive from working with the young person.
- Match the mentor with the student's talent/interest area. The compatibility of the mentor and student is an important factor in the success of the mentorship. Interest surveys, biographical data, and teaching and learning-style inventories can be helpful in finding partners. Mentor and student need to meet and chat informally before the final decision is made. A visit to the mentor's place of work can also be helpful.¹⁰⁸
- Prepare the student for the mentorship. Make sure the student understands the purpose of the relationship, its benefits and limitations, and the rights and responsibilities that go along with it. Make sure you understand these as well. Make sure agreements concerning roles are written down for mentor, students, teacher and parent.
- Monitor the mentor relationship. If, after giving the mentorship a fair chance, you feel that the student is not identifying with the mentor, that self-esteem and self-confidence are not being fostered, that common goals are not developing, or that expectations on either side are unrealistic, it might be wise to renegotiate the experience with the student and the mentor. In extreme cases, seek a new mentor.

Questions to Ask Students

- Does the student want a mentor or does the student simply want enrichment in the form of exposure to a particular subject or career field?
- What type of mentor does the student need?
- Is the student prepared to spend a significant amount of time with the mentor?
- Does the student understand the purpose, benefits and limitations to the mentor relationship?

Questions to Ask Mentors

- Does the mentor understand and like working with gifted students?
- Is the mentor's teaching style compatible with the student's learning style?
- Is the mentor willing to be a real role model, sharing the excitement and joy of learning?
- Is the mentor optimistic, with a sense of tomorrow?

Responsibilities

Student Responsibilities

- To be willing to sign a contract with their mentor regarding his or her involvement.
- To be involved for a pre-established period and follow the project through to completion.
- To meet with the mentor at the agreed upon times unless there is a prearranged change.
- To define a specific plan of study with the mentor.
- To communicate with the teacher at periods (either in written form or verbally), outlining activities or plans.
- To immediately communicate any difficulty encountered with the mentorship.
- To make a presentation of the project upon completion of the mentorship.
- To complete an evaluation, if requested, of the program following the mentorship.

Teacher Responsibilities

- To identify students based on student interest, educational need, and the ability to participate in and benefit from the process.
- To help in resolving problems as needed.
- To notify the student of any changes in the student's school performance which would necessitate stopping the mentorship.
- To receive the student's final presentation, evaluate the educational value of the experience and document such on the student's file.

Parent Responsibilities

- To critically evaluate their children's potential to benefit from a mentoring experience.
- To actively support their children and the mentors in their mentorship relationships.
- To allow their children to sign contracts with their mentors.
- To ensure their children follow through with their commitments.
- To have the children available for all agreed upon meeting times and to notify the mentors in advance of any inability to do so.
- To arrange any transportation during the course of the mentorship.

And the more people who engage in intensive talent development, the greater are the possibilities for personal self-actualization and improvement of the human condition.

Arnold &
Subotnik, 1995,
pp. 122-123

Mentors model what students can become by showing the lifestyles, modes of thinking, professional practices, costs, and advantages associated with high-level achievement in a particular domain.

Arnold &
Subotnik, 1995,
p. 120

GT.181

Section 6: Encourages and Detaches and has attached the form

Appendix 48

MENTORSHIP CONTRACT

Between _____ (student)
and _____ (mentor)

Description/Objective(s) of project:

Activities planned to achieve objectives:

Project end/ter personal exit/leave for project:

Timing:
From _____ To _____ (expected completion date)

Meeting times:
Day _____ Hour _____ Place _____

We have acknowledged the responsibility that pertains to our role and agree to work within the guidelines.

Signatures:
Student _____ Date _____
Mentor _____ Date _____
Teacher _____ Date _____
Project Co-ordinator _____ Date _____
(if needed) _____ Date _____

*The mentor of student will have that the foregoing contract has been reviewed and approved in person by the signatories.

GT.182

Mentor Responsibilities

- To develop a relationship with the student where both are thinking, learning and exchanging.
- To help the student explore a field of interest and to aid in developing a realistic perspective of that field through planned, guided experiences.
- To submit to a screening process, realizing that he or she may not be chosen as a mentor for a variety of reasons.
- To be willing to sign a contract with the student after meeting with the student and parents. See Appendix 48, page GT.276.
- To designate a specific amount of time to be devoted to the mentorship and to notify the student of any changes of arrangements agreed upon at the initial meeting.
- To define, with the student, a specific project or plan of study which allows the student to develop an end product.
- To guide the student in independent study.
- To provide and/or suggest related reading materials, field trips or visits giving specific instruction where necessary and outlining costs or equipment required.
- To consider altering the project if problems or concerns arise.
- To communicate with the teacher at periods during the mentorship (either verbally or in written form), to advise of activities and plans.
- To complete an evaluation, if required, of the program following the mentorship period.

Things to Keep in Mind When Setting Up Mentorships¹⁰⁹

Whether setting up a mentoring program or a single mentorship, attention to several critical factors can mitigate or eliminate later difficulties.

- Individuals responsible for establishing mentorships must determine how many relationships can effectively be managed over a given period of time.
- The developmental level of the student is a major consideration. Some elementary students are ready for a mentorship; some high school students are not.
- Parental permission is an important consideration for any deviation from the normal school routine. This should be gathered in face-to-face contact, along with the return of a signed form.

-
- Some mentors, though skilled experts in their fields, may be unable or unwilling to handle the critical developmental needs of the student. This is as important for adolescents as for elementary-age children. Success of a mentorship often depends upon attention to developmental needs. Sometimes, double mentoring, where a second mentor (often a teacher) helps the student in areas important to both his or her personal growth and to the success of the mentorship, is advisable. There are several areas in which the second mentor could be particularly effective, including the development of skills for communicating with adults (especially those in power positions), time management, personal reflection on the mentorship and provision of opportunities for students to interact with peers engaged in mentorships (Clasen & Hanson, 1987).
 - Mentors must be valued and supported. Their contributions should receive formal recognition from the school. The mentor may need support in learning how to cope with the student in terms of age, cultural background, or attitude and value differences.
 - Parents or significant family members may feel threatened by the role of the mentor. As much as possible, they should share in the process by being kept informed, attending occasional meetings, and visiting the mentor and student at mutually agreed-on times.
 - Sometimes a mentorship will not work. This may be due to unexpected events or life changes, or because one or both of the partners find the relationship incompatible. This possibility should be dealt with before the mentorship begins. Mentor and student need to know that they are expected to work at the relationship and do all they can to make it succeed, but they also need assurance that they are free to dissolve the mentorship if necessary. In such a case, both should be able to leave the mentorship without assigning blame, but should be able to evaluate what happened.

Bibliography

Alberta Learning (2000). *Teaching Students who are Gifted and Talented*. Edmonton, AB: Alberta Learning.

Sousa, David (2003). *How the Gifted Brain Learns*. Thousand Oaks, California: Corwin Press.

Winebrenner, Susan (1992). *Teaching Gifted Kids in the Regular Classroom*. Minneapolis, MN: Free Spirit Publishing Inc.