Section 1 - Introduction

The State Advisory Council for Gifted and Talented Education and the Kentucky Department of Education have jointly created a GT Coordinator Handbook to aid in the implementation of the gifted and talented services districts provide to Kentucky students.

Section Includes:

- Giftedness and the Gifted: What's It All About?
- Kentucky White Paper on Gifted Education
  Kentucky's Future: Mining Untapped Treasure - Children and Youth of the Commonwealth Who Are Gifted and Talented
- NAGC Gifted Program Standards
- Common Myths
- Some Myths About Gifted Children
- Myths and Realities
- Frequently Used Terms

Giftedness and the Gifted: What's It All About?

This article defines giftedness and characteristics associated with gifted learners. Unfortunately, there are many misconceptions of the term, all of which become deterrents to understanding the needs of gifted children.

What Does Giftedness Mean?

Many parents say, "I know what giftedness is, but I can't put it into words." This generally is followed by reference to a particular child who seems to manifest gifted behaviors. Unfortunately, there are many misconceptions of the term, all of which become deterrents to understanding and catering to the needs of children identified as gifted. Let's study the following statement:

> "Giftedness is that precious endowment of potentially outstanding abilities which allows a person to interact with the environment with remarkably high levels of achievement and creativity."

This statement is the product of a small neighborhood group of parents who took a comprehensive view of the concept of giftedness before focusing on any attempt to define the gifted child. They thought, first, that within giftedness is a quality of innateness (or, as they said, "a gift conferred by nature"), and second, that one's environment is the arena in which the gifts come into play and develop. Therefore, they reasoned that the "remarkably high levels of achievement and creativity" result from a continuous and functional interaction between a person's inherent and acquired abilities and characteristics.

We often hear statements such as "She's a born artist," or "He's a natural athlete," or conversely, "Success never came easy for me; I had to learn the hard way," or "He's a self-made man." Those who manifest giftedness obviously have some inherent or inborn factors plus the motivation and stamina to learn from and cope with the rigors of living.

We suggest that you wrestle with the term in your own way, looking at giftedness as a concept that demands the investment of time, money, and energy. This will help you discuss giftedness more meaningfully with other parents, school administrators, school board members, or anyone who needs to understand the dynamics of the term.

Who Are Gifted Children?

Former U. S. Commissioner of Education Sidney P. Marland, Jr., in his August 1971 report to Congress, stated,

> "Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society" (Marland, 1972).

The same report continued:

> "Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:

- general intellectual ability
- specific academic aptitude
- creative or productive thinking
- leadership ability
- visual or performing arts
- psychomotor ability."

Using a broad definition of giftedness, a school system could expect to identify 10% to 15% or more of its student population as gifted and talented. A brief description of each area of giftedness or talent as defined by the Office of

Gifted and Talented will help you understand this definition.

General intellectual ability or talent. Laypersons and educators alike usually define this in terms of a high intelligence test score--usually two standard deviations above the mean--on individual or group measures. Parents and teachers often recognize students with general intellectual talent by their wide-ranging fund of general information and high levels of vocabulary, memory, abstract word knowledge, and abstract reasoning.

Specific academic aptitude or talent. Students with specific academic aptitudes are identified by their outstanding performance on an achievement or aptitude test in one area such as mathematics or language arts. The organizers of talent searches sponsored by a number of universities and colleges identify students with specific academic aptitude who score at the 97th percentile or higher on standard achievement tests and then give these students the Scholastic Aptitude Test (SAT). Remarkably large numbers of students score at these high levels.

Creative and productive thinking. This is the ability to produce new ideas by bringing together elements usually thought of as independent or dissimilar and the aptitude for developing new meanings that have social value. Characteristics of creative and productive students include openness to experience, setting personal standards for evaluation, ability to play with ideas, willingness to take risks, preference for complexity, tolerance for ambiguity, positive self-image, and the ability to become submerged in a task. Creative and productive students are identified through the use of tests such as the Torrance Test of Creative Thinking or through demonstrated creative performance.

Leadership ability. Leadership can be defined as the ability to direct individuals or groups to a common decision or action. Students who demonstrate giftedness in leadership ability use group skills and negotiate in difficult situations. Many teachers recognize leadership through a student's keen interest and skill in problem solving. Leadership characteristics include self-confidence, responsibility, cooperation, a tendency to dominate, and the ability to adapt readily to new situations. These students can be identified through instruments such as the Fundamental Interpersonal Relations Orientation Behavior (FIRO-B).

Visual and performing arts. Gifted students with talent in the arts demonstrate special talents in visual art, music, dance, drama, or other related studies. These students can be identified by using task descriptions such as the Creative Products Scales, which were developed for the Detroit Public Schools by Patrick Byrons and Beverly Ness Parke of Wayne State University.

Psychomotor ability. This involves kinesthetic motor abilities such as practical, spatial, mechanical, and physical skills. It is seldom used as a criterion in gifted programs.

Other Viewpoints
Robert Sternberg and Robert Wagner (1982) have suggested that giftedness is a kind of mental self-management. The mental management of one's life in a constructive, purposeful way has three basic elements: adapting to environments, selecting new environments, and shaping environments. According to Sternberg and Wagner, the key psychological basis of intellectual giftedness resides in insight skills that include three main processes: (1) separating relevant from irrelevant information, (2) combining isolated pieces of information into a unified whole, and (3) relating newly acquired information to information acquired in the past.

Sternberg and Wagner emphasized problem-solving abilities and viewed the gifted student as one who processes information rapidly and uses insight abilities. Howard Gardner (1983) also suggested a concept of multiple intelligences, stating that there are several ways of viewing the world: linguistic, logical/mathematical, spatial, musical, bodily-kinesthetic, interpersonal, and intrapersonal intelligence.

Joseph Renzulli (1986) stated that gifted behavior reflects an interaction among three basic clusters of human traits: above-average general and/or specific abilities, high levels of task commitment (motivation), and high levels of creativity. According to Renzulli, gifted and talented children are those who possess or are capable of developing this composite of traits and applying them to any potentially valuable area of human performance.

A good source for pursuing the characteristics of giftedness in depth is Barbara Clark's informative book, GROWING UP GIFTED (1988), which presents an exhaustive list of characteristics under five major headings: Cognitive (thinking), Affective (feeling), Physical, Intuitive, and Societal. No one child manifests all of the attributes described by researchers and the Office of Gifted and Talented. Nevertheless, it is important for parents to

be fully aware of the ways in which giftedness can be recognized. Often, certain behaviors such as constantly having unique solutions to problems, asking endless, probing questions, or even the masterful manipulation of others are regarded by parents as unnatural, unlike other children, and trying to parental patience. Therefore, our recommendation is to study the characteristics of gifted children with an open mind. Do not use the list as a scorecard; simply discuss and appreciate the characteristics and let common sense, coupled with love, take over.

Some General Characteristics
(These are typical factors stressed by educational authorities as being indicative of giftedness. Obviously, no child is outstanding in all characteristics.)

1. Shows superior reasoning powers and marked ability to handle ideas; can generalize readily from specific facts and can see subtle relationships; has outstanding problem-solving ability.
2. Shows persistent intellectual curiosity; asks searching questions; shows exceptional interest in the nature of man and the universe.
3. Has a wide range of interests, often of an intellectual kind; develops one or more interests to considerable depth.
4. Is markedly superior in quality and quantity of written and/or spoken vocabulary; is interested in the subtleties of words and their uses.
5. Reads avidly and absorbs books well beyond his or her years.
6. Learns quickly and easily and retains what is learned; recalls important details, concepts and principles; comprehends readily.
7. Shows insight into arithmetical problems that require careful reasoning and grasps mathematical concepts readily.
8. Shows creative ability or imaginative expression in such things as music, art, dance, drama; shows sensitivity and finesse in rhythm, movement, and bodily control.
9. Sustains concentration for lengthy periods and shows outstanding responsibility and independence in classroom work.
10. Sets realistically high standards for self; is self-critical in evaluating and correcting his or her own efforts.
11. Shows initiative and originality in intellectual work; shows flexibility in thinking and considers problems from a number of viewpoints.
12. Observes keenly and is responsive to new ideas.
13. Shows social poise and an ability to communicate with adults in a mature way.
14. Gets excitement and pleasure from intellectual challenge; shows an alert and subtle sense of humor.

A Quick Look At Intelligence
The attempts to define giftedness refer in one way or another to so-called "inborn" attributes, which, for lack of a better term, are called intelligence.

Significant efforts have been made to measure intelligence, but, because the concept is elusive, test constructors simply aim at testing what they feel are typical manifestations of intelligence in behaviors. Perhaps a little rhyme used for years by kindergarten teachers will help to describe this elusiveness:

"Nobody sees the wind; neither you, nor I. But when the trees bow down their heads, the wind is passing by."

Just as we cannot see the wind, we cannot find, operate on, or transplant intelligence. Yet we see the working or manifestations of intelligence in the behaviors of people.

The man-made computation of an intelligence quotient, or IQ, is probably the best general indicator of intelligence, but in no way is it infallible. All too often, a child's IQ is misunderstood and becomes a lifelong "handle." However, given our present knowledge, the results of a standardized intelligence test administered by a competent examiner provide as reliable an indication as possible of a person's potential ability to learn and cope. Until some scientific breakthrough is developed, we will rely on the IQ score to approximate how mentally gifted a person may be.

The nature of intelligence was once explained in this way:

If intelligence were something you could see, touch, and weigh, it would be something like a can of paint. The genius would have a gallon, the person who has severe retardation, only half a pint. The rest of us would have varying amounts between these extremes, with the majority possessing about two quarts. This is clear enough, but it is only half the story.

Each can of paint contains the same five or six ingredients in varying amounts. One can may be "long" on oil, another on pigment, a third on turpentine, the fourth on gloss or drying agent. So, although two cans contain the same amount of paint, the paint may be of vastly different consistency, color, or character.

Good painters want to know the elements in the paint with which they are working. Parents and teachers want to know the kinds of intelligence with which they are working. What are the special qualities of this intelligence? In what proportions are these elements present? Most important, how can these elements be used?

We recommend that you do not become bogged down in probing into the concept of intelligence. Its intricacies and mysteries are fascinating, but it must not become a convenient synonym for giftedness. An excellent coverage of the concept of intelligence is provided by Barbara Clark in GROWING UP GIFTED.

The exciting advances in research on brain functioning, coupled with the realization that a child's intelligence is only one key to understanding giftedness, have underscored the importance of studying all characteristics of the gifted child.

The Gifted Child Is Called Many Things
Often parents are confused by the many terms used in referring to the gifted child. Many parents hear these terms used--sometimes adopting them in their own conversations--without knowing whether they are synonymous with "gifted" or are just words that help to explain the concept.

The term "genius" used to be widely employed but now it is reserved for reference only to the phenomenally gifted person. "Talented" tends to be used when referring to a particular strength or ability of a person. Thought should be given to whether the talent is truly a gift or is, rather, an ability that has become a highly developed skill through practice. It is safe to say that generally the person identified as gifted is one who has multiple talents of a high order.

The terms "prodigy" and "precocious" are most commonly used when a child evidences a decidedly advanced degree of skill in a particular endeavor at a very early age, as well as a very disciplined type of motivation. It is interesting to note that the derivation of the words precocious or precocity comes from the ancient Greek word for "precooked" and connotes the idea of early ripening.

"Superior" is a comparative term. When a child is classified as "superior," we would like to know to whom, or what group, he or she is superior, and to what degree. A child may be markedly superior to the majority of children in a specific mental ability such as verbal comprehension and at the same time be equally inferior in spatial relations or memory. The looseness of the term limits its usage in most cases to broad generalization. A "high IQ" may be anything, depending on what it is higher than.

"Rapid learner" is a helpful term in understanding giftedness, because it is a distinct characteristic manifested by the identified gifted child.

The term "exceptional" is appropriate when referring to the gifted child as being different in the characteristics listed earlier.

At this point it is important to bring into focus a term that continues to be tossed around altogether too loosely in reference to education of the gifted. That term is "elitism."

By derivation, elite means the choice, or best, or superior part of a body or class of persons. However, time and an overemphasis on egalitarianism have imparted a negative connotation to the word, implying snobbishness, selectivity, and unfair special attention.

But in fact, gifted children are elite in the same way that anyone becomes a champion, a record-holder, a soloist, an inventor, or a leader in important realms of human endeavor. Therefore, their parents have a distinct responsibility to challenge those who cry "elitism" and explain to them the true meaning of the term.

The only reason for mentioning these terms--and there are many more--is to caution parents that semantics and language usage can be tricky and confusing. Thus, your personal understanding and application of the term gifted becomes doubly important.

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Permission Statement

KENTUCKY'S FUTURE:
MINING UNTAPPED TREASURE
CHILDREN AND YOUTH OF THE COMMONWEALTH
WHO ARE GIFTED AND TALENTED

Benjamin Franklin wisely noted:
"Genius without education is like silver in the mine."

AN URGENT NEED

Before the Kentucky Education Reform Act (KERA), students who were gifted and talented were recognized as a group with special needs. Since 1978 and the first competitive gifted education grants, Kentucky legislators have recognized the importance of appropriate education for gifted students. Then in 1990 gifted children were designated a category of exceptional children in the Commonwealth. As defined in KRS 157.200, these exceptional children can be identified in five areas: general intellectual aptitude, academic aptitude in a specific content area (e.g., mathematics, science), creativity, leadership, or in the visual or performing arts. Thus, since 1990, districts have been responsible for identifying and serving children in five areas of giftedness. Kentucky has created a strong infrastructure for educating students. KERA, coupled with the Federal No Child Left Behind Act of 2001 (NCLB), pledged to provide appropriate educational opportunities to **all** students. Still, a gap remains between established KERA and NCLB goals and what happens daily in Kentucky schools, especially for children who are gifted and talented. The requirements are in place; now comprehensive implementation is needed.

> **"You don't prepare a young man or woman to become a world class athlete by keeping him or her in regular gym classes and by not allowing him or her to compete against other youngsters who can provide appropriate levels of challenge…. You don't develop world leaders such as Martin Luther King, Golda Meir, and Mahatma Gandhi by having them practice basic skills over and over again or by reiterating mundane concepts that they can undoubtedly learn faster than all their schoolmates and, in some cases, even many of their teachers. Talent development is the 'business' of our field, and we must never lose sight of this goal."**
> *Renzulli & Reis, (2005) National Research Center on the Gifted and Talented*

To mine the future treasures that Kentucky's gifted and talented children possess, the Commonwealth must commit the tools to develop their extraordinary potential. Kentucky must fund gifted education at a level so that the state's students get the important educational opportunities promised them.

This position paper grew out of the urgent need for additional Gifted and Talented Education funding. Increased funding is crucial for:
  1. Ongoing professional development for teachers,
  2. Comprehensive identification of gifted students, and

> **In China, 39% of all students are studying engineering, compared to just 5% in the United States.**
> *The TechNet Innovative Initiative, 2005*

"We're at a crossroads. We still have the best system of higher education in the world, but the world is catching up. China graduates six times as many engineering majors as the U.S.; Japan and South Korea, four times as many."
Margaret Spellings, U.S. Secretary of Education, 2005

Innovation and economic growth are critically linked to educating Kentucky's children to their fullest potential, including those children who are gifted and talented. Kentucky ranked 47**th** out of the 50 states in the number of scientists and engineers produced. Kentucky dropped from 41**st** to 45**th** in the number of patents received (an indicator of innovative and creative ideas). Moreover, Kentucky dropped from 39**th** to 42**nd** for overall adaptation to The New Economy (The New Economy Index, 2002, the most recent information available). Kentucky can and must reverse this direction. Industry seeks locations with a qualified talent pool and an optimistic economic outlook; Kentucky needs to improve in those dimensions.

"Everyone is looking for the same talent pool. If you don't pay attention to the pool, and you're not really building it up and encouraging the pool to grow, you'll end up with people out of the state coming to take jobs that could be offered to Kentuckians. Often I go out of state because I can't get the engineers that I need in Kentucky."
Wil Cooksey, Corvette Plant Manager, Bowling Green, KY

Mining the untapped treasure of Kentucky's gifted and talented young people is key to reversing this trend. Establishing a strong educational system for **all** children, including Kentucky's gifted children, will become the ace card for industries seeking new places to locate, qualified employees, and high quality educational opportunities for their employees' families. Kentucky's greatest resource isn't coal … or horses … or tobacco but our bright young people … with minds capable of solving long standing problems in innovative ways. To hold them back because of inadequate educational opportunity is to hold Kentucky back. Kentucky's future depends upon developing this valuable resource.

"Schools pay lip-service to the proposition that students should learn at their own pace; in reality, for countless highly able children the pace of their progress through school is determined by the rate of progress of their classmates. In the majority of our classrooms, an invisible ceiling restricts the progress of academically gifted students."
A Nation Deceived: How Schools Hold Back America's Brightest Students, 2004

The evidence for giving priority to gifted education is compelling:
¶ Funding gifted education in Kentucky has remained stagnant since 1987 (Kentucky Association for Gifted Education, 2005; KDE, 2005). Since that time, the salary of a teacher with a Rank II and ten years' experience has risen from $23,350 to $47,576.
¶ According to the KDE video *It's in Your Best Interest*, 20% of gifted and talented children scored novice or apprentice: a significant achievement gap between performance and potential.
¶ Children who are gifted and talented and who receive quality services have higher achievement test scores, higher high school graduation rates, and higher college graduation rates (Rogers, 2002; Kulik, 1992; Tieso, 2002; Colangelo, Assouline, & Gross, 2004).
¶ Gifted and talented elementary students have already mastered from 35-50 percent of the curriculum to be offered in five basic subjects before they even begin the school year (Reis & Purcell, 1993, *National Research Center on the Gifted and Talented*).

¶ U.S. students learn elementary topics in middle school (arithmetic, descriptive biology, and earth science.) International middle school students learn algebra, geometry, chemistry, and physics (*Trends in International Mathematics and Science Study [TIMSS]*).

¶ "Tennessee Value-Added Assessment System data have shown that some schools and indeed some school systems have successfully addressed the needs of all students as evidenced by their ability to consistently show normal – and sometimes exceptional – academic progress for students of all academic abilities. However, statewide aggregated evidence suggests students at the highest levels of achievement show somewhat less academic growth from year to year than their lower-achieving peers" (Sanders & Horn, 1998).

1. ONGOING PROFESSIONALDEVELOPMENT

A national survey of professional development practices in gifted education indicated that districts spend only 4% of their professional development budget on gifted education, including classroom practices.
Westburg, Burns, Gubbins, Reis, Park, & Maxfield, (1998)
National Research Center on the Gifted and Talented

Most classroom teachers and school administrators have very little or no training in meeting and identifying the unique learning needs of gifted students. Funding for on-going professional development for all Kentucky teachers provides essential tools:

¶ Most students who are gifted and talented spend most of their time in regular classrooms, so all teachers working with them must recognize their advanced abilities and know how to modify the curriculum and teaching to challenge them.

¶ In February, 2005, Kentucky accreditation standards required preparation of preservice teachers in meeting the needs of a diverse population of students, including gifted and talented children. Professional development is needed to bring Kentucky's 42,683 teachers to this standard.

¶ Research in 1993 indicated that most teachers use one lesson plan to teach a diverse group of students. Ten years later, the results are the same in spite of the fact that the one-size-fits-all approach to teaching is ineffective (Archambault, Westberg, Brown, Zhang, & Emmons, 1993; Westburg & Daoust, 2003).

¶ Gifted learners need to be served by professionals who have specialized preparation in gifted education (*The Gifted Program Standards*, 1998). NCLB goals require highly qualified teachers for every student. That includes teachers who can address the needs of gifted students.

¶ Teachers play a vital role in the identification of students with gifts and talents. Teachers without training tend to overlook disadvantaged, underachieving, and culturally different gifted and talented students (Shack & Starko, 1990; Peterson & Margolin, 1997).

Increased funding is needed so that all Kentucky teachers have access to high quality professional development tools to mine the untapped treasures of gifted students.

2. COMPREHENSIVE IDENTIFICATION

Identification will remain a critical issue in developing the gifts and talents of young people as long as funding remains stagnant. Districts must have the financial resources to develop Kentucky's natural resources – children who are gifted and talented from all five areas including those from underrepresented populations; otherwise, Kentucky loses treasures as they remain unmined.

Problems in identifying children who are gifted and talented plague the Commonwealth:

¶ Kentucky requires identification in five areas, but typically only the specific academic aptitude and general intellectual ability are identified consistently across the Commonwealth. The areas of leadership, creativity, and the visual and performing arts are not adequately identified due to insufficient professional development and fiscal resources.

¶ Significant achievement gaps exist across all populations. Likewise, giftedness cuts across those same populations, including children who are economically disadvantaged, ethnically diverse, learning the English language (LEP), and/or managing a disability. These children are Kentucky's "unmined silver."

¶ Kentucky's minority gifted and talented young people comprise only 8% of those formally identified for services. Ideally identification should echo the 15.6% minority population in Kentucky schools (The Gifted and Talented End-of-the-Year Report, 2006-2007).

¶ Underidentification occurs also with those students from low socio-economic backgrounds. Fifty percent of Kentucky's students qualify for free and/or reduced lunch while only 8% of those identified as gifted and talented qualify for free and/or reduced lunch. (The Gifted and Talented End-of-the-Year Report, 2006-2007).

¶ Kentucky lacks expertise in identifying and developing talent in children with multi-exceptionalities (such as giftedness plus a learning disability, ADHD, or deafness). Of the total population of students with IEPs, 4.5% were identified for gifted services (The Gifted and Talented End-of-the-Year Report, 2006-2007).

¶ The number of K-3 children selected for Primary Talent Pool services represents a mere fraction (average 13%) of the expected 25% recommended by Kentucky Regulations (The Gifted and Talented End-of-the-Year Report, 2006-2007).

3. APPROPRIATE SERVICES

Gifted students don't look needy because their needs are created by their strengths.
Reality finds these needs to be every bit as intense as the needs of other exceptional children.
Dr. Julia Roberts, Director, The Center for Gifted Studies, Western Kentucky University;
Named one of the most influential people in the history of the field of gifted education

All stakeholders must team to meet the individual needs of students. Just as precious metals may be mined in a variety of ways, so too are gifted children's talents developed in myriad services. Much must be taken into consideration when matching services to the child:

¶ *A Nation Deceived: How America Holds Back Its Brightest Students* lists 18 types of acceleration ranging from continuous progress to curriculum compacting, from early admission to subject-matter acceleration. Acceleration "is strongly supported by decades of research, yet the policy implications of that research are widely ignored by the wider educational community…. The research on acceleration is expansive and consistent; and we are not aware of any other educational practice that is so well researched, yet so rarely implemented."

¶ K-12 children require rigorous curriculum. Rigor is learning that is personally challenging to the learner - both in the depth of content and in complexity of thought. A single level of rigor will not challenge each student.

¶ "There is overwhelming evidence that gifted students simply do not succeed on their own" (DeLacy, 2004, p. 40).

¶ The gifted child's strength becomes the need that should drive the response from educators as the needs do in

other programs such as Head Start or bilingual programs. The needs of gifted students differ significantly from other students. The needs arise from gifted children's strengths – their ability to learn at a significantly faster pace and their hunger for advanced, complex curricula.

¶ The brain changes physically and chemically when challenged (Sousa, 2002). Clark (2002) argues that "environmental stimulation strengthen(s) the brain at the cellular level, leading to enhanced ability to learn and create" (p. 50).

¶ Grouping must be done for instructional purposes for gifted children (704 KAR 3:285).

¶ Schools must provide a variety of service options at each grade level K-12 (704 KAR 3:285).

URGENT NEED CALLSFOR ACTION

Gifted children are an invaluable Kentucky resource whose gifts and talents must be recognized and then nurtured for their futures and for the sake of the Commonwealth. From this mine of bright innovative students come the creative and critical thinkers that Kentucky needs for economic growth in new directions. Providing gifted students with challenging educational opportunities to match their thirst for learning shows them that Kentucky cares for all students. Later, as adults, they will think of Kentucky as a good place to live and work. Kentucky will benefit tremendously from the creativity, drive, and intellectual capital these adults who are gifted and talented will contribute to the state.

> **Make the United States the most attractive setting in which to study, perform research, and commercialize technologic innovation so that we can develop, recruit, and retain the best and brightest students, scientists, and engineers from within the United States and throughout the world.**
> *Rising Above the Gathering Storm: Energizing and Employing*
> *America for a Brighter Economic Future, 2005*

The state allocation for gifted and talented education acknowledges that gifted children have unique learning needs that must be addressed. The budgeted funds provide a beginning but in no way cover the full cost of professional development, identification, and appropriate services to Kentucky's gifted and talented young people. **The supporters of this white paper call for $25 million in annual state allocations, a modest beginning but an important incremental step toward improving educational opportunities for Kentucky's children who are gifted and talented.** The increased funding should remain a separate categorical item in order to be identified and used specifically for children who are gifted and talented. Without such funding, providing and maintaining services for these children, improving performance levels of gifted students, and fully developing talents would become even more difficult. Kentucky is losing future leaders, scholars, creators, and performers, as their genius lies undiscovered like Franklin's "silver in the mine."

> **It is against our country's character to hold people back and prevent them from pursuing their dreams. We all benefit when schools meet the learning needs of all children.**
> *A Nation Deceived: How Schools Hold Back America's Brightest Students, 2004*

Pre-Kindergarten - Grade 12 Gifted Program Standards

In 1998, NAGC developed and released the *Pre-K -- Grade 12 **Gifted Program Standards*** designed to assist school districts in examining the quality of their programming for gifted learners. Recognizing that the on-going evaluation and re-tooling of a successful gifted program is an evolutionary process, the NAGC Standards detail a framework including both *minimum standards* (nominal requirements for satisfactory programs) and *exemplary standards* (characteristics of excellence in gifted education programming).

NAGC IS IN THE PROCESS OF REVISING THE PRE K - 12 GIFTED PROGRAM STANTARDS. THE REVISED STANDARDS WILL BE AVAILABLE SEPTEMBER 2010. IF YOU ARE CURRENTLY REVISING YOUR PROGRAM BASED ON THE NAGC STANDARDS, PLEASE EMAIL AT JANEC.NAGC.ORG.

Putting the Standards to Use

The NAGC Pre-K -- Grade 12 **Gifted Program Standards** can serve as:

- Benchmarks for measuring the effectiveness of gifted programming;

- Criteria for program evaluation and assessment;

- Guidelines for program design and development;

- Recommendations of the minimal requirements necessary for high-quality educational programming designed to meet the needs of gifted students; and

- Tools for advocates of gifted education who are working on increasing the public's awareness of the needs of gifted and talented students in today's schools.

www.nagc.org

Pre-K–Grade 12 Gifted Program Standards

NAGC Standards

Introduction

In 1998, NAGC developed and released the *Pre-K–Grade 12 Gifted Program Standards* to assist school districts in examining the quality of their programming for gifted learners. Recognizing that the ongoing evaluation and re-tooling of a successful gifted program is an evolutionary process, the NAGC Standards detail a framework including both *minimum standards* (nominal requirements for satisfactory programs) and *exemplary standards* (characteristics of excellence in gifted education programming).

To help you focus on important aspects of gifted programming, the current *Standards* are divided into seven criterion areas: Program Design, Program Administration and Management, Student Identification, Curriculum and Instruction, Socio-Emotional Guidance and Counseling, Professional Development, and Program Evaluation.

Several **organizing principles** guided the work of the task force, including:

- Standards should encourage but not dictate approaches of high quality.
- Standards represent both requisite program outcomes and standards for excellence.
- Standards establish the level of performance to which all educational school districts and agencies should aspire.
- Standards represent professional consensus on critical practice in gifted education that most everyone is likely to find acceptable.
- Standards are observable aspects of educational programming and are directly connected to the continuous growth and development of gifted learners.

For more information and guidance about using the *NAGC Pre-K—Grade 12 Gifted Program Standards*, visit www.nagc.org.

Definitions

Gifted learners are "Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities." (*No Child Left Behind*, 2002).

Gifted education programming is a coordinated and comprehensive structure of informal and formal services provided on a continuing basis intended to effectively nurture gifted learners.

A standard is a criterion-based designated level of performance against which programming success is measured (Worthen, Sanders, & Fitzpatrick, 1997). The *Standards* here allow us to evaluate existing programs, compare services across schools and districts, and provide guidance for developing new programs for gifted learners. This document contains both *minimum standards*—requisite conditions for acceptable gifted education practice and *exemplary standards*—desirable and visionary conditions for excellence in gifted education practice.

Task Force Membership

Mary S. Landrum & Beverly Shaklee, Editors

Contributing Authors

Tim Burke, Gloria Cox, Jan DeWaard, Susan Hansford, Tom Hays, Marta Montjoy, Carol Reid, Anne Slanina

Other Task Force Members

Sally Beisser, Sally Dobyns, Coleen Ehreshmann, Michael Hall, Frank Rainey, Julia Roberts, Sue Vogel, Joanne Welch

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Gifted Education Programming Criterion: Curriculum and Instruction

Description: Gifted education services must include curricular and instructional opportunities directed to the unique needs of the gifted learner.

Guiding Principles	Minimum Standards	Exemplary Standards
1. Differentiated curriculum for the gifted learner must span grades pre-K–12.	1.0M Differentiated curriculum (curricular and instructional adaptations that address the unique learning needs of gifted learners) for gifted learners must be integrated and articulated throughout the district.	1.0E A well-defined and implemented curriculum scope and sequence should be articulated for all grade levels and all subject areas.
2. Regular classroom curricula and instruction must be adapted, modified, or replaced to meet the unique needs of gifted learners.	2.0M Instruction, objectives, and strategies provided to gifted learners must be systematically differentiated from those in the regular classroom.	2.0E District curriculum plans should include objectives, content, and resources that challenge gifted learners in the regular classroom.
	2.1M Teachers must differentiate, replace, supplement, or modify curricula to facilitate higher level learning goals.	2.1E Teachers should be responsible for developing plans to differentiate the curriculum in every discipline for gifted learners.
	2.2M Means for demonstrating proficiency in essential regular curriculum concepts and processes must be established to facilitate appropriate academic acceleration.	2.2E Documentation of instruction for assessing level(s) of learning and accelerated rates of learning should demonstrate plans for gifted learners based on specific needs of individual learners.
	2.3M Gifted learners must be assessed for proficiency in basic skills and knowledge and provided with alternative challenging educational opportunities when proficiency is demonstrated	2.3E Gifted learners should be assessed for proficiency in all standard courses of study and subsequently provided with more challenging educational opportunities.
3. Instructional pace must be flexible to allow for the accelerated learning of gifted learners as appropriate.	3.0M A program of instruction must consist of advanced content and appropriately differentiated teaching strategies to reflect the accelerative learning pace and advanced intellectual processes of gifted learners.	3.0E When warranted, continual opportunities for curricular acceleration should be provided in gifted learners' areas of strength and interest while allowing a sufficient ceiling for optimal learning.
4. Educational opportunities for subject and grade skipping must be provided to gifted learners.	4.0M Decisions to proceed or limit the acceleration of content and grade acceleration must only be considered after a thorough assessment.	4.0E Possibilities for partial or full acceleration of content and grade levels should be available to any student presenting such needs.
5. Learning opportunities for gifted learners must consist of a continuum of differentiated curricular options, instructional approaches, and resource materials.	5.0M Diverse and appropriate learning experiences must consist of a variety of curricular options, instructional strategies, and materials.	5.0E Appropriate service options for each student to work at assessed level(s) and advanced rates of learning should be available.
	5.1M Flexible instructional arrangements (e.g., special classes, seminars, resource rooms, mentorships, independent study, and research projects) must be available.	5.1E Differentiated educational program curricula for students pre-K–12 should be modified to provide learning experiences matched to students' interests, readiness, and learning styles.

Gifted Education Programming Criterion: Program Administration and Management

Description: Appropriate gifted education programming must include the establishment of a systematic means of developing, implementing, and managing services.

Guiding Principles	Minimum Standards	Exemplary Standards
1. Appropriately qualified personnel must direct services for the education of gifted learners.	1.0M The designated coordinator of gifted education programming must have completed coursework or staff development in gifted education and display leadership ability to be deemed appropriately qualified.	1.0E The designated gifted programming coordinator must have completed a certification program or advanced degree program in gifted education.
2. Gifted education programming must be integrated into the general education program.	2.0M The gifted education program must create linkages between general education and gifted education at all levels.	2.0E Responsibility for the education of gifted learners is a shared one requiring strong relationships between the gifted education program and general education school wide.
3. Gifted education programming must include positive working relationships with constituency and advocacy groups, as well as with compliance agencies.	3.0M Gifted programming staff must establish ongoing parent communication.	3.0E The gifted education programming staff should facilitate the dissemination of information regarding major policies and practices in gifted education (e.g., student referral and screening, appeals, informed consent, student progress, etc.) to school personnel, parents, community members, etc.
	3.1M Gifted programs must establish and use an advisory committee that reflects the cultural and socio-economic diversity of the school or school district's total student population, and includes parents, community members, students, and school staff members.	3.1E Parents of gifted learners should have regular opportunities to share input and make recommendations about program operations with the gifted programming coordinator.
	3.2M Gifted education programming staff must communicate with other on-site departments as well as other educational agencies vested in the education of gifted learners (e.g., other school districts, school board members, state departments of education, intermediate educational agencies, etc.).	3.2E The gifted education program should consider current issues and concerns from other educational fields and agencies regarding gifted programming decision making on a regular basis.
4. Requisite resources and materials must be provided to support the efforts of gifted education programming.	4.0M Resources must be provided to support program operations.	4.0E A diversity of resources (e.g., parent, community, vocational, etc.) should be available to support program operations.
	4.1M Technological support must be provided for gifted education programming services.	4.1E Gifted education programming should provide state-of-the-art technology to support appropriate services.
	4.2M The library selections must reflect a range of materials including those appropriate for gifted learners.	4.2E The acquisition plan for purchasing new materials for the school should reflect the needs of gifted learners.

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Gifted Education Programming Criterion: Program Design

Description: The development of appropriate gifted education programming requires comprehensive services based on sound philosophical, theoretical, and empirical support.

Guiding Principles	Minimum Standards	Exemplary Standards
1. Rather than any single gifted program, a continuum of programming services must exist for gifted learners.	1.0M Gifted programming services must be accessible to all gifted learners.	1.0E Levels of services should be matched to the needs of gifted learners by providing a full continuum of options.
2. Gifted education must be adequately funded.	2.0M Gifted education funding should be equitable compared to the funding of other local programming.	2.0E Gifted education programming must receive funding consistent with the program goals and sufficient to adequately meet them.
3. Gifted education programming must evolve from a comprehensive and sound base.	3.0M Gifted education programming must be submitted for outside review on a regular basis.	3.0E Gifted education programming should be planned as a result of consultation with informed experts.
	3.1M Gifted programming must be guided by a clearly articulated philosophy statement and accompanying goals and objectives.	3.1E The school or school district should have a mission/philosophy statement that addresses the need for gifted education programming.
	3.2M A continuum of services must be provided across grades pre-K–12.	3.2E A comprehensive pre-K–12 program plan should include policies and procedures for identification, curriculum and instruction, service delivery, teacher preparation, formative and summative evaluation, support services, and parent involvement.
4. Gifted education programming services must be an integral part of the general education school day.	4.0M Gifted education programming should be articulated with the general education program.	4.0E Gifted services must be designed to supplement and build on the basic academic skills and knowledge learned in regular classrooms at all grade levels to ensure continuity as students progress through the program.
	4.1M Appropriate educational opportunities must be provided in the regular classroom, resource classroom, separate, or optional voluntary environments.	4.1E Local school districts should offer multiple service delivery options as no single service should stand alone.
5. Flexible groupings of students must be developed in order to facilitate differentiated instruction and curriculum.	5.0M The use of flexible grouping of gifted learners must be an integral part of gifted education programming.	5.0E Gifted learners should be included in flexible grouping arrangements in all content areas and grade levels to ensure that gifted students learn with and from intellectual peers.
6. Policies specific to adapting and adding to the nature and operations of the general education program are necessary for gifted education.	6.0M Existing and future school policies must include provisions for the needs of gifted learners.	6.0E Gifted education policies should exist for at least the following areas: early entrance, grade skipping, ability grouping, and dual enrollment.

Gifted Education Programming Criterion: Program Evaluation

Description: Program evaluation is the systematic study of the value and impact of services provided.

Guiding Principles	Minimum Standards		Exemplary Standards	
1. An evaluation must be purposeful.	1.0M	Information collected must reflect the interests and needs of most of the constituency groups.	1.0E	Information collected should address pertinent questions raised by all constituency groups, and should be responsive to the needs of all stakeholders.
2. An evaluation must be efficient and economic.	2.0M	School districts must provide sufficient resources for program evaluation.	2.0E	School districts should allocate adequate time, financial support, and personnel to conduct systematic program evaluation.
3. An evaluation must be conducted competently and ethically.	3.0M	Persons conducting the evaluation must be competent and trustworthy.	3.0E	Persons conducting the evaluation should possess an expertise in program evaluation in gifted education.
	3.1M	The program evaluation design must address whether or not services have reached intended goals.	3.1E	The evaluation design should report the strengths and weaknesses found in the program, as well as critical issues that might influence program services.
	3.2M	Instruments and procedures used for data collection must be valid and reliable for their intended use.	3.2E	Care should be taken to ensure that instruments with sufficient evidence of reliability and validity are used, and that they are appropriate for varying age, developmental levels, gender, and diversity of the target population.
	3.3M	Ongoing formative and summative evaluation strategies must be used for substantive program improvement and development.	3.3E	Formative evaluations should be conducted regularly with summative evaluations occurring minimally every five years or more often as specified by state or local district policies.
	3.4M	Individual data must be held confidential.	3.4E	All individuals who are involved in the evaluation process should be given the opportunity to verify information and the resulting interpretation.
4. The evaluation results must be made available through a written report.	4.0M	Evaluation reports must present the evaluation results in a clear and cohesive format.	4.0E	Evaluation reports should be designed to present results and encourage follow-through by stakeholders.

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Gifted Education Programming Criterion: Socio-Emotional Guidance and Counseling

Description: Gifted education programming must establish a plan to recognize and nurture the unique socio-emotional development of gifted learners.

Guiding Principles	Minimum Standards	Exemplary Standards
1. Gifted learners must be provided with differentiated guidance efforts to meet their unique socio-emotional development.	1.0M Gifted learners, because of their unique socio-emotional development, must be provided with guidance and counseling services by a counselor who is familiar with the characteristics and socio-emotional needs of gifted learners.	1.0E Counseling services should be provided by a counselor familiar with specific training in the characteristics and socio-emotional needs (i.e., underachievement, multipotentiality, etc.) of diverse gifted learners.
2. Gifted learners must be provided with career guidance services especially designed for their unique needs.	2.0M Gifted learners must be provided with career guidance consistent with their unique strengths.	2.0E Gifted learners should be provided with college and career guidance that is appropriately different and delivered earlier than typical programs.
3. Gifted at-risk students must be provided with guidance and counseling to help them reach their potential.	3.0M Gifted learners who are at risk must have special attention, counseling, and support to help them realize their full potential.	3.0E Gifted learners who do not demonstrate satisfactory performance in regular and/or gifted education classes should be provided with specialized intervention services.
4. Gifted learners must be provided with affective curriculum in addition to differentiated guidance and counseling services.	4.0M Gifted learners must be provided with affective curriculum as part of differentiated curriculum and instructional services.	4.0E A well-defined and implemented affective curriculum scope and sequence containing personal/social awareness and adjustment, academic planning, and vocational and career awareness should be provided to gifted learners.
5. Underachieving gifted learners must be served rather than omitted from differentiated services.	5.0M Gifted students who are underachieving must not be exited from gifted programs because of related problems.	5.0E Underachieving gifted learners should be provided with specific guidance and counseling services that address the issues and problems related to underachievement.

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Gifted Education Programming Criterion: Professional Development

Description: Gifted learners are entitled to be served by professionals who have specialized preparation in gifted education, expertise in appropriate differentiated content and instructional methods, involvement in ongoing professional development, and who possess exemplary personal and professional traits.

Guiding Principles	Minimum Standards	Exemplary Standards
1. A comprehensive staff development program must be provided for all school staff involved in the education of gifted learners.	1.0M All school staff must be made aware of the nature and needs of gifted students. 1.1M Teachers of gifted students must attend at least one professional development activity a year designed specifically for teaching gifted learners.	1.0E All school staff should be provided ongoing staff development in the nature and needs of gifted learners, and appropriate instructional strategies. 1.1E All teachers of gifted learners should continue to be actively engaged in the study of gifted education through staff development or graduate degree programs.
2. Only qualified personnel should be involved in the education of gifted learners.	2.0M All personnel working with gifted learners must be certified to teach in the areas to which they are assigned, and must be aware of the unique learning differences and needs of gifted learners at the grade level at which they are teaching. 2.1M All specialist teachers in gifted education must hold or be actively working toward a certification (or the equivalent) in gifted education in the state in which they teach. 2.2M Any teacher whose primary responsibility for teaching includes gifted learners, must have extensive expertise in gifted education.	2.0E All personnel working with gifted learners should participate in regular staff development programs. 2.1E All specialist teachers in gifted education should possess a certification/specialization or degree in gifted education. 2.2E Only teachers with advanced expertise in gifted education should have primary responsibility for the education of gifted learners.
3. School personnel require support for their specific efforts related to the education of gifted learners.	3.0M School personnel must be released from their professional duties to participate in staff development efforts in gifted education.	3.0E Approved staff development activities in gifted education should be funded at least in part by school districts or educational agencies.
4. The educational staff must be provided with time and other support for the preparation and development of the differentiated education plans, materials, curriculum.	4.0M School personnel must be allotted planning time to prepare for the differentiated education of gifted learners.	4.0E Regularly scheduled planning time (e.g., release time, summer pay, etc.) should be allotted to teachers for the development of differentiated educational programs and related resources.

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Gifted Education Programming Criterion: Student Identification

Description: Gifted learners must be assessed to determine appropriate educational services.

Guiding Principles	Minimum Standards	Exemplary Standards
1. A comprehensive and cohesive process for student nomination must be coordinated in order to determine eligibility for gifted education services.	1.0M Information regarding the characteristics of gifted students in areas served by the district must be annually disseminated to all appropriate staff members. 1.1M All students must comprise the initial screening pool of potential recipients of gifted education services. 1.2M Nominations for services must be accepted from any source (e.g., teachers, parents, community members, peers, etc.). 1.3M Parents must be provided with information regarding an understanding of giftedness and student characteristics.	1.0E The school district should provide information annually, in a variety of languages, regarding the process for nominating students for gifted education programming services. 1.1E The nomination process should be ongoing and screening of any student should occur at any time. 1.2E Nomination procedures and forms should be available in a variety of languages. 1.3E Parents should be provided with special workshops or seminars to gain a full meaning of giftedness.
2. Instruments used for student assessment to determine eligibility for gifted education services must measure diverse abilities, talents, strengths, and needs in order to provide students an opportunity to demonstrate any strengths.	2.0M Assessment instruments must measure the capabilities of students with provisions for the language in which the student is most fluent, when available. 2.1M Assessments must be culturally fair. 2.2M The purpose(s) of student assessments must be consistently articulated across all grade levels. 2.3M Student assessments must be sensitive to the current stage of talent development.	2.0E Assessments should be provided in a language in which the student is most fluent, if available. 2.1E Assessment should be responsive to students' economic conditions, gender, developmental differences, handicapping conditions, and other factors that mitigate against fair assessment practices. 2.2E Students identified in all designated areas of giftedness within a school district should be assessed consistently across grade levels. 2.3E Student assessments should be sensitive to all stages of talent development.
3. A student assessment profile of individual strengths and needs must be developed to plan appropriate intervention.	3.0M An assessment profile must be developed for each child to evaluate eligibility for gifted education programming services. 3.1M An assessment profile must reflect the unique learning characteristics and potential and performance levels.	3.0E Individual assessment plans should be developed for all gifted learners who need gifted education. 3.1E An assessment profile should reflect the gifted learner's interests, learning style, and educational needs.
4. All student identification procedures and instruments must be based on current theory and research.	4.0M No single assessment instrument or its results denies student eligibility for gifted programming services. 4.1M All assessment instruments must provide evidence of reliability and validity for the intended purposes and target students.	4.0E Student assessment data should come from multiple sources and include multiple assessment methods. 4.1E Student assessment data should represent an appropriate balance of reliable and valid quantitative and qualitative measures.
5. Written procedures for student identification must include, at the very least, provisions for informed consent, student retention, student reassessment, student exiting, and appeals procedures.	5.0M District gifted programming guidelines must contain specific procedures for student assessment at least once during the elementary, middle, and secondary levels. 5.1M District guidelines must provide specific procedures for student retention and exiting, as well as guidelines for parent appeals.	5.0E Student placement data should be collected using an appropriate balance of quantitative and qualitative measures with adequate evidence of reliability and validity for the purposes of identification. 5.1E District guidelines and procedures should be reviewed and revised when necessary.

Adapted from **College Planning for Gifted Students, 2nd edition**

Sandra Berger

Common Myths About Gifted Students

- Gifted students are a homogeneous group, all high achievers.
- Gifted students do not need help. If they are really gifted, they can manage on their own.
- Gifted students have fewer problems than others because their intelligence and abilities somehow exempt them from the hassles of daily life.
- The future of a gifted student is assured: a world of opportunities lies before the student.
- Gifted students are self-directed; they know where they are heading.
- The social and emotional development of the gifted student is at the same level as his or her intellectual development.
- Gifted students are nerds and social isolates.
- The primary value of the gifted student lies in his or her brain power.
- The gifted student's family always prizes his or her abilities.
- Gifted students need to serve as examples to others and they should always assume extra responsibility.
- Gifted students make everyone else smarter.
- Gifted students can accomplish anything they put their minds to. All they have to do is apply themselves.
- Gifted students are naturally creative and do not need encouragement.
- Gifted children are easy to raise and a welcome addition to any classroom.

Truths About Gifted Students

- Gifted students are often perfectionistic and idealistic. They may equate achievement and grades with self-esteem and self-worth, which sometimes leads to fear of failure and interferes with achievement.
- Gifted students may experience heightened sensitivity to their own expectations and those of others, resulting in guilt over achievements or grades perceived to be low.
- Gifted students are asynchronous. Their chronological age, social, physical, emotional, and intellectual development may all be at different levels. For example, a 5-year-old may be able to read and comprehend a third-grade book but may not be able to write legibly.
- Some gifted children are "mappers" (sequential learners), while others are "leapers" (spatial learners). Leapers may not know how they got a "right answer." Mappers may get lost in the steps leading to the right answer.
- Gifted students may be so far ahead of their chronological age mates that they know more than half the curriculum before the school year begins! Their boredom can result in low achievement and grades.
- Gifted children are problem solvers. They benefit from working on open-ended, interdisciplinary problems; for example, how to solve a shortage of community resources. Gifted students often refuse to work for grades alone.
- Gifted students often think abstractly and with such complexity that they may need help with concrete study- and test-taking skills. They may not be able to select one answer in a multiple choice question because they see how all the answers might be correct.
- Gifted students who do well in school may define success as getting an "A" and failure as any grade less than an "A." By early adolescence they may be unwilling to try anything where they are not certain of guaranteed success.

Some Myths About Gifted Children

Gifted Kids are like cream that rises to the top in a classroom:

Not necessarily. Gifted Children can have hidden learning disabilities that go undiscovered because they can easily compensate for them in the early years. As time goes on though, it becomes harder and harder for them to excel which can lead to behavior problems and depression.

Gifted Kids are so smart they do fine with or without special programs:

They may appear to do fine on their own. But without proper challenge they can become bored and unruly. As the years go by they may find it harder and harder as work does become more challenging, since they never faced challenge before.

Gifted and Talented ***means the same thing:***

Again, not necessarily. There is no rule that states that a child who is capable of scoring to the high ninety percentiles on group achievement testing **must** be considered gifted. We must remember that achievement tests like the Metropolitan Achievement Tests are "Grade Level Testing". Such a child is most definitely Academically Talented. But further individualized IQ and out of level academic testing must be given before we can define that child as **"Gifted".**   At the same time, there is no rule that states a child identified as gifted should be **Achieving** to high standards in the classroom. This type of stereotyping can do serious and irreversible damage to both groups. **ANY** child can benefit from enrichment. Academically Talented Children can benefit from Honors (Grade Level) Classes. Intellectually Gifted children need a differentiated curriculum and possibly even a different environment.

They need to go through school with their own age mates:

Where it's true that children need to play and interact socially with other children their age, they do not need to learn with them. Especially in the case of a highly gifted child who may have a chronological age of six and a mental age of 11 who has been reading since two. To put that child in a reading class with other six year olds who are just learning to read is sheer torture for that child.

Giftedness is something to be jealous about:

This is perhaps the most damaging myth. More often than not gifted children can feel isolated and misunderstood. They have more adult tastes in music, clothing, reading material and food. These differences to other children can cause them to be shunned and even abused verbally or physically by other children. Experts in the field of gifted education are beginning to address the higher incidences of ADHD and Spelling/Handwriting disabilities in the gifted population verses those in the much larger normal population.

Myths & Realities about Gifted Learners
http://www.4cagt.com/Other/Handbook.pdf

Myth: Everyone is gifted in some way.
Reality: All individuals have gifts that make them unique, but giftedness refers to extraordinary, exceptional, beyond-the-norm abilities and talents.

Myth: Gifted kids are smart enough to learn by themselves.
Reality: Gifted children require the same professional educational and emotional support as other children, but that support must be appropriate to their needs.

Myth: Special provisions for the gifted are undemocratic.
Reality: In a democratic and egalitarian society that places high value on the worth of every individual, the public schools have an obligation to provide educational opportunities that will enable each student to develop fully according to his or her potential.

Myth: Labeling a child as gifted leads to special treatment and special problems.
Reality: Gifted education identifies academic needs of students whose abilities and knowledge exceed what is being taught in the regular classroom and meets those needs. When that happens, problems often disappear.

Myth: Accelerating eager gifted learners sometimes causes them social or emotional harm.
Reality: Research shows no connection between acceleration of content/grade and social or emotional problems for correctly identified children.

Myth: Gifted learners with the same level of intelligence have the same abilities and interests.
Reality: Gifted children, like all children, are unique individuals and differ in their abilities, talents, and personalities.

Myth: Gifted learners are enthusiastic about school and academic work.
Reality: Gifted learners may actually struggle in a school environment because of lack of challenge, a learning difficulty, or a different learning style.

Myth: Gifted education and the "gifted" label are "elitist" because schools with gifted programs offer "special" treatment for smart kids that already have it all.
Reality: Gifted education is, in fact, about meeting the academic and affective needs of students whose abilities and knowledge exceed what is being taught in the regular classroom.

Myth: Gifted kids tend to be physically weak and unhealthy.
Reality: Gifted children actually tend to be stronger, have fewer illnesses, and many are outstanding athletes.

Myth: Gifted kids are emotionally unstable and social misfits.
Reality: The opposite is generally true. Many children fail to be identified by teachers because their outward behavior seems so normal. They are often very outgoing and can be outstanding leaders.

Frequently Used Terms in Gifted Education

Ability Grouping   Class or group assignment based on observed behavior or performance. Ability grouping is not the same as tracking.

Accelerated Learning   A strategy of progressing through education at rates faster or ages younger than the norm.

Accountability   Holding students, teachers, administrators, and other school personnel responsible for instructional outcomes

Advanced Placement (AP)   A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education. Â In many instances, college credit may be earned with the successful completion of an AP exam in specific content areas. (Note Individuals interested in policies related to earning college credit should contact the college or university of their choice for specifics.)

Affective Curriculum   Curriculum that focuses on person/social awareness and adjustment, and includes the study of values, attitudes, and self.

Aptitude   An inclination to excel in the performance of a certain skill.

Asynchrony   A term used to describe disparate rates of intellectual, emotional, and physical rates of growth or development often displayed by gifted children.

At-Risk   A term used to describe students whose economic, physical, emotional, or academic needs go unmet or serve as barriers to talent recognition or development, thus putting them in danger of underachieving or dropping out..

Authentic Assessment   Evaluating student learning through the use of student portfolios, performance, or observations in place or in conjunction with more traditional measures of performance such as tests and written assignments. The process allows students to be evaluated using assessments that more closely resemble real world tasks, such as a scientific experiment to demonstrate understanding of the laws of motion.

Bloom's Taxonomy   Developed in 1956 by Benjamin Bloom, the taxonomy is often used to develop curriculum for gifted children. There are six levels within the taxonomy that move from basic to high levels of thinking. These include knowledge, comprehension, application, analysis, synthesis, and evaluation..

Brainstorming   Brainstorming is an activity used to generate many creative ideas that have no right or wrong answers and are accepted without criticism. Effective brainstorming is characterized by fluency and flexibility of thought.

Cluster Grouping   A grouping assignment for gifted students in the regular heterogeneous classroom. Typically, five or six gifted students with similar needs, abilities, or interests are clustered in the same classroom, which allows the teacher to more efficiently differentiate assignments for a group of advanced learners rather than just one or two students.

Concurrent or Dual Enrollment	Most often refers to high school students taking college courses, often for college credit. Dual enrollment is viewed as providing high school students benefits such as greater access to a wider range of rigorous academic and technical courses, savings in time and money on a college degree, promoting efficiency of learning, and enhancing admission to and retention in college. The terms may also be used to refer to middle grade students taking high school courses and earning credit towards graduation.
Cooperative Learning	An instructional method that allows students to work in small groups within the classroom, often with a division of assignment of several specific tasks or roles. This group strategy allows students to practice working in a group and taking leadership roles. However, when gifted students participate in cooperative learning groups intentionally clustered by mixed ability students, special care must be taken to differentiate tasks appropriately.
Creativity	The process of developing new, uncommon, or unique ideas. The federal definition of giftedness identifies creativity as a specific component of giftedness.
Criterion-Referenced Testing	An assessment that compares a student's test performance to their mastery of a body of knowledge or specific skill rather than relating their scores to the performance of other students
Curriculum Compacting	After showing a level of proficiency in the basic curriculum, a student can then be allowed to exchange instructional time for other learning experiences.
Differentiation	Modifying curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom
Enrichment	Activities that add or go beyond the existing curriculum. Â Activities may occur in the classroom or in a separate setting.
Flexible Grouping	An instructional strategy where students are grouped together to receive appropriately challenging instruction. True flexible grouping permits students to move in and out of various grouping patterns, depending on the course content. Grouping can be determined by ability, size, and/or interest.
Gifted and Talented Students	The federal Elementary and Secondary Education Act defines gifted and talented students as "Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities." • [Title IX, Part A, Definition 22. (2002)] Many states and districts follow the federal definition
Heterogeneous Grouping	Grouping students by mixed ability or readiness levels in a heterogeneous classroom is one in which a teacher is expected to meet a broad range of student needs or readiness levels
Homogeneous	Grouping students by need, ability, or interest. Although variations between

Grouping	students exist in a homogeneous classroom, the intent of this grouping pattern is to restrict the range of student readiness or needs that a teacher must address.
Independent Study	A self-directed learning strategy where the teacher acts as guide or facilitator and the student plays a more active role in designing and managing his or her own learning.
Individual Education Plan (IEP)	An IEP is a document that delineates special education services for special-needs students. The IEP includes any modifications that are required in the regular classroom and any additional special programs or services. Â Federal law and the majority of states do not require IEPs for gifted learners..
Intelligence	The ability to learn, reason, and problem solve. Debate revolves around the nature of intelligence as to whether it is an innate quality or something that is developed as a result of interacting with the environment. Many researchers believe that it is a combination of the two.
Intelligence Quotient (IQ)	A numerical representation of intelligence. IQ is derived from dividing mental age (result from an intelligence test) by the chronological age times 100. Traditionally, an average IQ is considered to be 100.
International Baccalaureate (IB) Program	A demanding pre-university program that students can complete to earn college credit. IB emphasizes critical thinking and understanding of other cultures or points of view. A diploma is awarded at the completion of the IB program which allows graduates access to universities worldwide.
Learning Styles	Preferred way(s) in which individuals interact or process new information across the three domains of learning identified in the taxonomy of education objectives: cognitive (knowledge), psychomotor (skills) and affective (attitude). An individual's preferred learning style is how he/she learns best.
Magnet Schools	A public school program that focuses on a specific learning area such as math, science, technology, or the performing arts. Magnet schools have been established to meet the specific learning needs of the gifted.
Mentor	A community member who shares his or her expertise with a student of similar career or field of study aspirations
Norm-Referenced Testing	An assessment that compares an individual's results with a large group of individuals who have taken the same assessment (who are referred to as the norming group). Examples include the SAT and Iowa Tests of Basic Skills.
Parallel Curriculum Model	A curriculum modification strategy to meet the needs of gifted students in terms of depth, complexity, and novelty. This model has four simultaneous pathways of development: Core or Basic Curriculum, Curriculum of Connections, Curriculum or Practice, and the Curriculum of Identify.
Portfolio Assessment	An alternative or supplement to traditional measures of giftedness, portfolios offer a collection of student work over time that can help to determine achievement and progress. Many of the elements found in portfolios cannot be captured by a standardized test.

Pull-out Program	A program which takes a student out of the regular classroom during the school day for special programming.
Rubric	A rubric is a chart composed of criteria for evaluation and levels of fulfillment of those criteria. A rubric allows for standardized evaluation according to specified criteria, making grading simpler and more transparent.
Social-Emotional Needs	Gifted and talented students may have affective needs that include heightened or unusual sensitivity to self-awareness, emotions, and expectations of themselves or others, and a sense of justice, moral judgment, or altruism. Counselors working in this area may address issues such as perfectionism, depression, underachievement, or career planning.
Talent Development	Programs, curricula, and services for gifted and talented students that can best meet their needs, promote their achievements in life, and contribute to the enhancement of our society when schools identify students' specific talent strengths and focus educational services on these talents..
Telescope	To cover the same amount of materials or activities in less time, thereby allowing more time for enrichment activities and projects that better suit the interests, needs, and readiness levels of gifted students.
Tiered Assignments	A differentiated instructional strategy in which all students work toward the same goal, but activities are geared toward each student's level of understanding.
Twice Exceptional	A term used to describe a student that is both gifted and disabled. These students may also be referred to as having dual exceptionalities or as being GT/LD.
Underachieving or Underachievement	A term used to describe the discrepancy between a student's performance and their potential, or ability to perform at a much higher level.

from National Association for Gifted Children, 2008

Section 2 – Legal Authorization

Kentucky offers gifted education services for identified students across all grade levels. 704 KAR 3:285. Programs for the gifted and talented is the regulation that guides educators as they plan policies and procedures for identifying and serving gifted students. Primary students are screened and selected as high potential learners and students in grades 4-12 are formally identified for services in general intellectual aptitude, specific academic aptitude, creative or divergent thinking, psychosocial or leadership skills, and / or visual and performing arts

Section Includes:

- Kentucky Regulations: 704 KAR 3:285 Programs for the Gifted and Talented
- Basic Requirements for 704 KAR 3:285. Programs for the Gifted and Talented
- Frequently Asked Questions about 704 KAR 3:285
- 16 KAR 2:110 Endorsement for Teachers for Gifted Education
- Assurances
- KSBA District Policy & Procedures
- Sample Alternative Credit Options
- Policy and form—Daviess County.
- Sample Alternative Credit Option Policy—Warren County.
- Course and Assessment Rubric
- ample District GT Mission Statement- Allen County
- Sample District Policy and Procedures- Madison County
- Sample Procedural Safeguard (Appeals/Grievance) Form- Leah Ellis, KDE
- Sample Alternative Credit Options Policy—Bowling Green

KENTUCKY REGULATION FOR GIFTED AND TALENTED EDUCATION

704 KAR 3:285. Programs for the gifted and talented.

RELATES TO: KRS 157.196, 157.200(1)(n), 157.224, 157.230
STATUTORY AUTHORITY: KRS 156.070, 157.196(3), 157.220, 157.224
NECESSITY, FUNCTION, AND CONFORMITY: KRS 157.200(1)(n) includes within the definition of "exceptional children" a category of "exceptional students" who are identified as possessing demonstrated or potential ability to perform at an exceptionally high level in general intellectual aptitude, specific academic aptitude, creative or divergent thinking, psychosocial or leadership skills, or in the visual or performing arts. KRS 157.224(1) commits the state to a comprehensive educational program for its exceptional school-aged children. KRS 157.230 requires all school districts to operate programs for resident exceptional children, primary - grade twelve (12). This administrative regulation establishes the requirements for programs for gifted and talented students.

Section 1. Definitions. (1) "Acceleration options" means various forms of advancing through material or grade levels prior to the prescribed time based on early mastery, such as pre-testing in content and being excused to go onto higher level activities, curriculum compacting or linear acceleration, simultaneous or dual enrollment in courses at different grade levels including postsecondary, early exit from school, and grade-skipping.

(2) "Advanced placement and honors courses" means courses emphasizing college-level content based on college board curricula and tests (advanced placement), or the provision of more challenging material through higher levels of content, process and product (honors courses).

(3) "Cluster group" means a group usually consisting of four (4) or more identified students placed in a heterogeneous classroom or other instructional setting with a teacher trained in the appropriate instruction of special needs students, specifically gifted and talented, for the purpose of receiving a differentiated educational experience matched to the student's needs, interests, and ability.

(4) "Collaborative teaching" means a gifted education teacher provides differentiated direct instruction in a regular classroom to a cluster group of identified gifted students in conjunction with the regular classroom teacher.

(5) "Consortium" means a collaboration of schools or districts that pool resources to provide appropriate services for gifted and talented students.

(6) "Consultation services" means the provision of instructional information and materials by the gifted teacher to the regular classroom teacher so that he may provide appropriate and adequate services to the gifted student while in the regular classroom setting.

(7) "Counseling services" means affectively-based counseling assistance planned in coordination with the gifted teacher and provided by a counselor familiar with the characteristics and socio-emotional needs of gifted and talented students.

(8) "Creative or divergent thinking ability" means possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks as evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways.

(9) "Diagnosis" means the evaluation and determination of the appropriate type and level of service options which would meet a given individual child's interests, needs, and abilities.

(10) "Differentiated service experiences" means educational experiences which extend, replace, or supplement learning beyond the standard curriculum.

(11) "Differentiation" means a method through which educators shall establish a specific, well-thought-out match between learner characteristics in terms of abilities, interests, and needs, and curriculum opportunities in terms of enrichment and acceleration options which maximize learning experiences.

(12) "Disadvantaged" means operating under conditions detrimental to normal cognitive or affective growth due to socioeconomic limitations, cultural factors, geographic isolation, or various combinations of these factors to a degree that requires special considerations.

(13) "Distance learning" means learning opportunities offered through the use of computer technology and satellite transmission or optical fiber transmission.

(14) "Extracurricular enrichment opportunities" means differentiated, academically-based activities that supplement classroom instruction and are often after school and competitive in nature, such as academic teams.

(15) "Formal identification" means a process by which a student in grades four (4) through twelve (12) is identified and diagnosed as having gifted characteristics and behaviors using a balanced combination of criteria specific to a category of giftedness - intellectual aptitude, specific academic aptitude, creativity, leadership, or visual and performing arts, and by which a student may be determined eligible for various levels of services in each category in which the student meets the criteria.

(16) "General intellectual ability" means possessing:

(a) Either the potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability, which is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, nonverbal ability and the analysis, synthesis, and evaluation of information; and

(b) A consistently outstanding mental capacity as compared to children of one's age, experience, or environment.

(17) "Gifted and talented identification and placement committee" means a school or district committee made up of the gifted education coordinator or a gifted education teacher and representatives from classroom teachers, administrators, counselors, special education teachers and other appropriate personnel who follow district policies and procedures to formally identify and determine level and type of service options.

(18) "Gifted and talented student services plan" means an educational plan that matches a formally identified gifted student's interests, needs, and abilities to differentiated service options and serves as the communication vehicle between the parents and school personnel.

(19) "High potential learners" means those students who typically represent the top quartile (twenty-five (25) percent) of the entire student population in terms of the degree of demonstrated gifted characteristics and behaviors and require differentiated service experiences to further develop their interests and abilities.

(20) "Independent study" means a self-directed course or study of a selected topic under the supervision of a teacher or the auspices of a university.

(21) "Informal selection" means a process by which a student in the primary program is documented as having the characteristics and behaviors of a high potential learner in one (1) or more categories using a series of informal measures for the purpose of determining eligibility for the talent pool.

(22) "Instructional grouping" means the temporary grouping of students for the purposes of addressing specific continuous progress skill development, socio-emotional needs, and interests.

(23) "Magnet school" means a school which is organized around an area of interests, draws students from an entire community, and has no specific entrance standards except interest in the focus of the school (e.g., a magnet school for the arts or a magnet school for science and mathematics).

(24) "Mentorship" means specialized studies, such as an internship, with an adult mentor in the community and under the direction of an educator knowledgeable in gifted education.

(25) "Primary review committee" means primary teachers, counselors, administrators, gifted education personnel, and other appropriate personnel familiar with the child's potential or demonstrated abilities.

(26) "Psychosocial or leadership ability" means possessing either potential or demonstrated ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and written expression, managerial ability, and the ability, or vision, to set goals and organize others to successfully reach those goals.

(27) "Resource services" means a service delivery option that:

(a) Entails a part-time grouping of students with gifted characteristics based on the interests, needs and abilities of the students;

(b) Is designed for accelerated content, special interest groups, process skills development or various combinations of all; and

(c) Is provided in a pull-out classroom or other appropriate instructional setting.

(28) "Seminars" means discussion-based sessions on specific topics focusing on advanced content and higher level process skills.

(29) "Special school" means a specialized school designed to:

(a) Serve gifted students in grades four (4) through twelve (12) in specific academic areas (such as a magnet school in science and mathematics); or

(b) Develop specific areas of giftedness such as visual and performing arts.

(30) "Specific academic aptitude" means possessing either potential or demonstrated ability to perform at an exceptionally high level in one (1), or very few related, specific academic areas significantly beyond the age, experience or environment of one's chronological peers.

(31) "Talent pool" means a group of primary students informally selected as having characteristics and behaviors of a high potential learner and further diagnosed using a series of informal and formal measures to determine differentiated service delivery needs during their stay in the primary program.

(32) "Travel study options" means academically-based United States and overseas travel which may result in high school or university course credit.

(33) "Underachieving" means the development of a significant gap between a student's potential ability and demonstrated achievement to a degree that there is an overall diminished ability to achieve at the expected level of ability.

(34) "Visual or performing arts ability" means possessing either potential or demonstrated ability to perform at an exceptionally high level in the visual or performing arts and demonstrating the potential for outstanding aesthetic production, accomplishment, or creativity in visual art, dance, music, or drama.

Section 2. Policies and Procedures. A local school district shall have in operation and available for public inspection local board approved policies and procedures which address each requirement in this administrative regulation and are consistent with KRS 157.200, 157.224, 157.230 and 703 KAR 4:040.

Section 3. Identification and Diagnosis of Gifted Characteristics, Behaviors, and Talent and Determination of Eligibility for Services. (1) A district shall adopt policies and procedures which shall provide for identification and diagnosis of strengths, gifted behaviors and talents through:
    (a) Informal selection and diagnosis in the primary program;
    (b) Formal identification and continuous diagnosis of a student in grades four (4) through twelve (12); and
    (c) Provision of multiple service delivery options in primary through grade twelve (12).

(2) A local school district shall establish a procedure that identifies students displaying gifted and talented behaviors and characteristics as defined in KRS 157.200 and Section 1 of this administrative regulation and allows for determination of eligibility for services based on the student's individual needs, interests and abilities. This procedure shall include a combination of informal measures, formal measures and objective-based eligibility criteria. Determination of appropriateness of level and type of services provided to a student shall be subject to continuous assessment.

(3) A local school district shall provide a system for diagnostic screening and identification of strengths, gifted behaviors and talents which provides equal access for racial and ethnic minority children, disadvantaged children, and children with disabilities.

(4) District identification and diagnosis procedures for appropriate services shall be based upon a balanced multiple criteria approach, continuous and multiple long-term assessment, and early identification and diagnosis of strengths, gifted behaviors and talents.

(5) A local school district shall implement a procedure to obtain parental or guardian permission prior to the administration of an individual test, given as a follow-up to a test routinely administered to all students, used in formal identification and prior to official identification and placement.

(6) Beginning with the 2001-2002 school year, a local school district shall implement a procedure to obtain information related to the interests, needs, and abilities of an identified student from his parent or guardian for use in determining appropriate services. A parent or guardian of an identified student shall be notified annually of services included in his child's gifted and talented student services plan and specific procedures to follow in requesting a change in services.

(7) In the primary program, formal, normed measures may be used for diagnosing the level of instructional service needed by a student and for evaluation of student progress. Data from formal, normed measures shall not be used for the purpose of eliminating eligibility for services to a child in the primary program but may be used to discover and include eligible students overlooked by informal assessment.

(8) A single assessment instrument or measure shall not be the basis for denying services once a child has been informally selected and placed in the talent pool.

(9) For children in the primary program, the procedure for selecting a high potential learner for participation in the primary talent pool shall include use of a minimum of three (3) of the following recognized or acceptable assessment options to assess the degree of demonstrated gifted characteristics and behaviors and to determine level of need and most appropriate service interventions:
    (a) A collection of evidence (e.g., primary portfolios) demonstrating student performance;
    (b) Inventory checklists of behaviors specific to gifted categories;
    (c) Diagnostic data;

(d) Continuous progress data;

(e) Anecdotal records;

(f) Available formal test data;

(g) Parent interview or questionnaire;

(h) Primary review committee recommendation;

(i) Petition system; and

(j) Other valid and reliable documentation.

(10) Exit from the primary program shall be based on criteria established by 703 KAR 4:040.

(11) For a student in grades four (4) through twelve (12), a local school district's procedure for identifying and diagnosing gifted and talented behaviors, and the level of services needed, shall include:

(a) A valid and reliable combination of measures to identify strengths, gifted behaviors and talents which indicate a need and eligibility for service options;

(b) At least three (3) of the following recognized or acceptable assessment options for identification and diagnosis:

1. A collection of evidence from portfolios demonstrating student performance;

2. Inventory checklists of behaviors specific to gifted categories;

3. Continuous progress data;

4. Anecdotal records;

5. Peer nominations;

6. Formal testing data specific to gifted categories;

7. Parent interview or questionnaire;

8. Primary review committee recommendation for those entering the fourth grade;

9. Self-nomination or petition system;

10. Student awards or critiques of performance or products specific to gifted categories; and

11. Other valid and reliable documentation;

(12) To qualify as a gifted and talented student in grades four (4) through twelve (12), the following criteria shall be met in one (1) of these gifted and talented categories:

(a) General intellectual ability shall be determined by a student score within the **ninth stanine on a full scale comprehensive test of intellectual ability.** If a student scores low on formal group measures of intellectual ability, yet other documentation shows potential, the district shall administer an individual mental ability test. Evidence of general intellectual ability also may include:

1. High performance on additional individual or group intellectual assessment;

2. Observation of applied advanced reasoning ability; or

3. Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners.

(b) Specific academic aptitude shall be determined by **composite scores in the ninth stanine** on one (1) or more subject test scores of an **achievement test.** If a student scores low on a formal group measure of academic strength, yet other documentation shows potential, the district shall administer another **standardized normed achievement** test. Evidence of specific academic aptitude also may include:

1. High performance on an additional individual or group test of academic aptitude;

2. Student awards or critiques of performances;

3. Off-level testing;

4. Portfolio of high academic performances; or

5. Student progress data.

(c) Creativity shall be determined through the use of informal or formal assessment measures of a child's capacity for originality of thought, fluency, elaboration, and flexibility of thought. Documented evidence of creative thinking ability also may include:

1. Creative writing samples;

2. High scores on tests of creative ability (e.g., Williams or Torrance, etc.);

3. Behavioral checklists or observations specific to creative behavior; or

4. Observation of original ideas, products or problem-solving.

(d) Leadership or psychosocial abilities shall be determined by a variety of informal measures and the documentation of the willingness of a student to assume leadership roles in class, in a student organization, and in a community activity. Evidence of psychosocial or leadership ability also may include:

1. Sociograms (i.e., questionnaires designed to assess leadership characteristics);

2. Peer recommendations;

3. Behavioral checklists or observations specific to leadership behavior;

4. Portfolio entries which display leadership qualities; or

5. Offices held by student in extracurricular activities and class government.

(e) Visual and performing arts talent shall be determined through evidence of performance which may include auditions, letters of recommendations, or product or portfolio assessment by specialists or professional artists. Evidence of visual or performing arts also may include:

1. Awards or critiques of performance; or

2. Portfolio of visual or performing arts ability.

Section 4. Procedure for Determining Eligibility for Services. (1) Identification of gifted characteristics, behaviors and talent shall be based on the following process:

(a) Data gathering. A district shall develop a system for searching the entire school population on a continuous basis for likely candidates for services using both informal and available formal, normed, standardized measures, including measures of nonverbal ability;

(b) Data analysis. A district shall develop a system for analyzing student data for the purposes of a comparison of the students under consideration for identification to local or national norms, including those required in this administrative regulation, and to district-established criteria of eligibility for each category of giftedness;

(c) Committee for determination of eligibility and services. A school district or school shall assemble a selection and placement committee which shall have four (4) purposes:

1. To provide feedback on the adequacy of the district's identification and diagnostic procedure;

2. To ensure that a variety of views are heard during the selection and placement process;

3. To determine which students meet identification criteria and which services, at what level, shall be included in each identified student's gifted and talented student services plan; and

4. To help provide communication and support in the schools and community;

(d) Provision of services. A district shall implement articulated services from primary through grade twelve (12) which provide multiple delivery options matched to diagnosed behaviors, strengths and characteristics of individual students; and

(e) Petition and appeal for services. A district shall provide a petition system as a safeguard for a student who may have been missed in the identification and diagnosis procedure.

(2) Exceptions and special considerations for eligibility. School personnel shall take into consideration environmental, cultural, and disabling conditions which may mask a child's true abilities that lead to exclusion of otherwise eligible students, such as a student who qualifies as:

(a) An exceptional child as defined in KRS 157.200;

(b) Disadvantaged; or

(c) Underachieving.

Section 5. Program Evaluation. (1) District policies and procedures shall ensure that a program evaluation process shall be conducted on an annual basis and shall address:

(a) Overall student progress;

(b) Student, parent, and faculty attitudes toward the program;

(c) Community involvement;

(d) Cost effectiveness;

(e) The incorporation of gifted education into the regular school program;

(f) Overall quality of instruction and program personnel credentials; and

(g) Future program directions and modifications.

(2) Data collected in the annual program evaluation shall be utilized in the school and district instructional planning process.

(3) Beginning with the 2001-2002 school year, local district policies and procedures shall ensure that the school personnel report to a parent or guardian the progress of his child related to the gifted and talented student services plan at least once each semester.

Section 6. Service Delivery Options. (1) A student diagnosed as possessing gifted characteristics, behaviors or talent shall be provided articulated, primary through grade twelve (12) services which:

(a) Are qualitatively differentiated to meet his individual needs;

(b) Result in educational experiences commensurate with his interests, needs and abilities; and

(c) Facilitate the high level attainment of goals established in KRS 158.6451.

(2) For a student in a primary program, services shall be provided within the framework of primary program requirements and shall allow for continuous progress through a differentiated curriculum and flexible grouping and regrouping based on the individual needs, interests, and abilities of the student.

(3) Emphasis on educating gifted students in the general primary classroom, shall not preclude (exclude) the continued, appropriate use of resource services, acceleration options, or the specialized service options contained in subsection (5) of this section. A recommendation for a service shall be made on an individual basis.

(4) Grouping for instructional purposes and multiple services delivery options shall be utilized in a local district gifted education plan. Student grouping formats shall include grouping for instructional purposes based on student interests, abilities, and needs, including social and emotional.

(5) There shall be multiple service delivery options with no single service option existing alone, districtwide, at a grade level. These service delivery options shall be differentiated to a degree as to be consistent with KRS 157.200(1). Both grouping for instructional purposes and multiple service delivery options may include:

(a) Various acceleration options (e.g., early exit from primary, grade skipping, content and curriculum in one (1) or more subjects from a higher grade level);

(b) Advanced placement and honors courses;

(c) Collaborative teaching and consultation services;

(d) Special counseling services;

(e) Differentiated study experiences for individuals and cluster groups in the regular classroom;

(f) Distance learning;

(g) Enrichment services during the school day (not extracurricular);

(h) Independent study;

(i) Mentorships;

(j) Resource services delivered in a pull-out classroom or other appropriate instructional setting;

(k) Seminars;

(l) Travel study options; or

(m) Special schools or self-contained classrooms, grades four (4) through twelve (12) only.

(6) With the exception of an academic competition or optional extracurricular offering, services shall be provided during the regular school hours.

Section 7. Curriculum. (1) A comprehensive framework or course of study for children and youth who are diagnosed as possessing gifted characteristics, behaviors and talent shall be based on a district or school's curricula required to meet the goals established in KRS 158.6451.

(2) A school shall differentiate, replace, supplement, or modify curricula to facilitate high level attainment of the learning goals established in KRS 158.6451 and to assist students identified and diagnosed as gifted and talented to further develop their individual interest, needs and abilities.

Section 8. Personnel. A local school district shall ensure that direct services to students identified as demonstrating gifted and talented behaviors and characteristics shall be provided by professionally qualified and certified personnel as required by the Education Professional Standards Board.

(1) A teacher shall be appropriately endorsed in gifted education in accordance with 704 KAR 20:280 if the teacher works:

(a) directly with identified gifted pupils in addition to the regularly assigned teacher; or

(b) For at least one-half (1/2) of the regular school day in a classroom made up only of properly identified gifted students.

(2) All other personnel working with gifted students shall be prepared through appropriate professional development to address the individual needs, interests, and abilities of the students.

Section 9. Budget; Funding. (1) State funds for gifted education shall be used specifically for direct services to students who are gifted and talented. Direct services to students identified as demonstrating gifted and talented behaviors and characteristics shall be provided by professionally qualified and certified personnel as required by the Education Professional Standards Board in 704 KAR 20:280. Seventy-five (75) percent of a district's gifted education allocation shall be used to employ properly certified personnel to provide direct instructional services.

(2) A local district budget decision impacting state funds for gifted education after the annual submission of the local district education plan shall be coordinated through the district gifted education coordinator. If the change will cause a major or significant adjustment to the district gifted education budget, the change shall be submitted to the Kentucky Department of Education for approval as an amendment.

(3) A district receiving state gifted education funding shall designate a gifted education coordinator to:
    (a) Oversee the district gifted education operation;
    (b) Serve as liaison between the district and the state;
    (c) Ensure internal compliance with state statutes and administrative regulations; and
    (d) Administer and revise the gifted education program budget.

(4) State funding to a district shall be contingent upon:
    (a) Employing properly certified personnel to administer and teach in the program;
    (b) The annual submission of a local district gifted education year-end report;
    (c) A summative evaluation of the program and student progress; and
    (d) Complying with this administrative regulation.

Section 10. Procedural Safeguards. A school district shall establish a grievance procedure through which a parent, guardian or student may resolve a concern regarding the appropriate and adequate provision of talent pool services or services addressed in a formally identified student's gifted and talented student services plan. This districtwide grievance procedure shall address:

(1) How, and by whom, the grievance procedure is initiated;

(2) The process for determining the need to evaluate or reevaluate the child for appropriate services;

(3) The criteria for determining if placement of the child needs revision;

(4) Procedures for ensuring that appropriate services are provided to all identified students consistent with KRS 157.200 and 157.230; and

(5) Procedures for ensuring the participation of the parent or guardian, a regular education teacher of the student, a gifted education teacher or coordinator, administrator, and a counselor in addressing a grievance.

Basic Requirements for 704 KAR 3:285. Programs for the Gifted and Talented

1. Equitable screening, selection and services provided for all primary high potential learners, selecting the top quartile.
2. Equitable identification for students in all five (5) categories, in all grade levels four (4) through twelve (12).
3. Grouping options are regularly used at all levels, in all schools, utilized in the local district gifted education plan & based on student interest, ability, & need including social and emotional.
4. Identified and selected students, primary through grade twelve (12), are provided multiple, articulated, differentiated services and educational experiences commensurate with students' individual interests, needs, and abilities facilitating a high level attainment of goals.
5. Primary students are allowed continuous progress through a differentiated curriculum and flexible grouping based on individual needs, interests, and abilities.
6. An effective system is in place for searching the entire student population on a continuous basis for likely candidates for services using both informal and available formal, normed standardized measures including measures of nonverbal ability.
7. An effective gifted & talented identification & placement committee is assembled to facilitate the duties of determination of eligibility and services.
8. Environmental, cultural, and disabling conditions are considered for all students who qualify as an exceptional, disadvantaged or underachieving child.
9. A multiple range of service options that address needs of high potential learners and formally identified gifted students in all five (5) categories is provided at all levels across the district.
10. Counseling assistance is offered and planned in coordination with the gifted teacher and provided by a counselor familiar with the social and emotional needs of gifted and talented students.
11. All teachers with Primary Talent Pool or formally identified students in their classrooms are prepared with appropriate professional development addressing the individual interests, needs, & abilities of the students.
12. The parent/guardian has the opportunity to provide information related to the interests, needs, and abilities of his/her identified child for use in determining potential identification and appropriate services.
13. The parent/guardian is notified annually of services included in his/her child's GSSP with specific procedures to follow in requesting a change in services.
14. The school district has local board approved policies and procedures in operation and available for public inspection which address each requirement in the Gifted & Talented administrative regulation.
15. The district and school differentiates, replaces, supplements or modifies the curricula of GT students, K-12, facilitating a high level of attainment of learning goals to assist students to further develop their individual interests, needs, and abilities.
16. An evaluation of student progress is completed annually and available upon request. The parent/guardian receives a progress report related to the student's GSSP at least once a semester.
17. Policies and procedures are in place ensuring that a program evaluation process is conducted annually addressing overall student progress, parent, faculty & student attitudes toward the program, community involvement, cost effectiveness, integration of gifted education into the regular school program, quality of instruction, program personnel credentials, and future program directions and modifications.
18. Information collected in this process is used in the district/school instructional planning process.
19. All teachers that work directly with gifted pupils in addition to the regular classroom teacher or work one-half (1/2) of the regular school day with gifted students have the gifted education endorsement.
20. The school district has designated an endorsed and certified gifted education coordinator to oversee the compliance prescribed in the GT regulation.
21. Seventy-five (75) percent of the district's gifted education allocation employs certified and endorsed personnel to provide direct instructional services for gifted and talented students.
22. A procedural grievance safeguard is established through which a parent/guardian/student may petition and appeal for services and resolve a concern regarding appropriate and adequate provision of PTP services or services addressed in students GSSP.

Gifted & Talented Education: Frequently Asked Questions

Kentucky Department of Education   **Updated: June 22, 2009**

 This document is intended to provide guidelines for interpreting **704 Kentucky Administrative Regulation (KAR) 3:285. Programs for the gifted and talented.** The Kentucky Department of Education is here to assist in the implementation of this interpretation and/or the regulation.

Gifted and Talented (GT)
Primary Talent Pool (PTP)
Gifted Student Service Plan (GSSP)

GIFTED & TALENTED STUDENTS

Q: According to 704 KAR 3:285. Programs for the gifted and talented, what defines a GT student?
A: According to state regulation for gifted and talented programs, a gifted and/or talented child is defined as a category of "exceptional students" who are identified as possessing demonstrated or potential ability to perform at an exceptionally high level in general intellectual aptitude, specific academic aptitude, creative or divergent thinking, psychosocial or leadership skills, or in the visual or performing arts.

PROGRAMMING FOR THE GIFTED & TALENTED

Q: What should quality GT programming look like?
A: In any school district, high quality gifted programming requires careful planning, maintenance, and evaluation. Quality GT programming necessitates: clearly articulated policies, procedures and services, primary through grade twelve; a grievance procedure through which a parent, guardian, or student may resolve a concern regarding the appropriate and adequate provision of primary talent pool services or services addressed in a formally identified gifted and talented student's services plan; employment of properly certified and professionally qualified personnel; evidence of appropriate professional development for all personnel working with gifted and talented students; and equitable opportunities for consideration for services at the primary level and in each category of service in grades 4-12.

Q: Can parents have input on local district programming for GT services?
A: District policies and procedures shall ensure that a program evaluation process shall be conducted annually and shall address parent(s) attitudes toward the program.

Q: Must a district assign a GT coordinator for the program?
A: Yes. A district receiving state funding shall designate a properly endorsed GT program coordinator.

Q: What are some of the duties of a GT program coordinator?
A: Some duties include: the oversight of the district GT program; to serve as a liaison between the district and the state; to ensure internal compliance with state statutes and administrative regulation for GT programs; and to administer and revise the GT program budget.

CURRICULUM FOR GT STUDENTS

Q: Should GT students have the same curriculum that is provided for all students?
A: A comprehensive framework or course of study for GT students shall be based on a district or school's curricula that shall be differentiated, supplemented or modified to assist students to further develop their individual interest, needs and abilities.

DIVERSITY

Q: How can a district address the issue of underrepresentation of minority children identified as GT?
A: Alternative means and methods are often helpful in identifying GT children from minority populations, relying more heavily upon observation (by teacher and/or GT specialist) and nonverbal tests. Such nonverbal tests may include the NNAT (Naglieri Nonverbal Ability Test) and the Raven's Progressive Matrices. Observation-based methods for teachers may include the KOI (Kingore Observation Inventory) and the Renzulli Rating Scales. It would be helpful to combine these methods with information specifically relating to gifted minority students. A local school district shall provide a system for diagnostic screening and identification of strengths, gifted behaviors and talents which provides equal access for racial and ethnic minority children, disadvantaged children, and children with disabilities.

FORMAL IDENTIFICATION

Q: When are students formally identified for gifted services?
A: Initially, students may be formally identified in the fourth grade. Students who show evidence of giftedness any time during the school year or subsequent grade levels may also be considered. The district shall provide a system for continual diagnostic screening.

Q: When screening for G/T students, is one instrument used?
A: Screening for gifted and talented students must include all five categories of giftedness (general intellectual aptitude, specific academic aptitude, creative or divergent thinking, leadership, and the visual or performing arts). A district shall develop a system for searching the entire school population on a continuous basis for likely candidates for services using both informal and available formal, normed, standardized measures, including measures of nonverbal ability, in all areas.

Q: What can be done if a parent/guardian feels their child has been missed during the identification process?
A: A district must provide a petition system as a safeguard for a student who may have been missed during the identification process.

Q: Can a formally identified GT student be reevaluated for giftedness?
A: No. Once a student is formally identified, a student remains identified and receives gifted services until the student graduates from high school. A student's service options may be reevaluated periodically, and is encouraged, as students' interests, needs and abilities change over time.

Q: Can the Kentucky Department of Education (KDE) come up with the same identification criteria that would unify all districts for identification?
A: There is diversity across the Commonwealth, with each district unique in their population with differing needs. As a result, districts may use identification tools that match their population. As far as the unified

requirements, it is provided in the regulation, 704 KAR 3:285. Section 3. The regulation states that three evidence options are required and that each area of identification has criteria to be able to identify students for GT. There will be more consistency identifying GT students when more districts follow the regulation.

Q: Must a student show evidence in both Reading and Language Arts to be identified as gifted in the area of Language Arts, Specific Academic Ability?

A: Only one area is needed, not both for identification purposes. However, the additional information may be used as supporting evidence for giftedness, especially when providing service options matching strengths, interests and abilities.

Q: If a child is identified as gifted in general intellectual intelligence, does it mean he/she is gifted in all areas of giftedness?

A: No. General intellectual intelligence is one area of possible giftedness. There are five categories of giftedness recognized in Kentucky through regulation; general intellectual aptitude, specific academic aptitude, creative or divergent thinking, leadership, and the visual or performing arts. A student identified in one area does not directly indicate identification in another. Students may be identified in one area or several.

Q: Can formal identification be accepted if a student comes from another school district in Kentucky?

A: Yes. All students in Kentucky, according to the regulation governing gifted and talented programs, must be identified with at least three pieces of qualifying evidence. Therefore, the identification of GT and PTP students from other districts should be honored. Service options may need to be adjusted for those students coming from districts that have less stringent qualifying criteria.

Q: Can formal identification be accepted for a student who moves from another state to Kentucky?

A: No. In order to receive gifted and talented services, the student must meet the identification requirements according to Kentucky's regulation. The students transferred records with evidence or qualifying test data that supports giftedness may be considered; but identification does not transfer from another state to Kentucky.

GIFTED STUDENT SERVICE PLAN (GSSP)

Q: What is a GSSP?

A: A GSSP is an educational plan that matches a formally identified gifted student's (Grades 4-12) interests, needs, and abilities to differentiated service options and serves as the communication vehicle between the parents/guardians and school personnel.

Q: Is a GSSP required for every GT student?

A: Yes. Every formally identified student in grades 4-12 must have a GSSP. A parent/ guardian of a GT student shall be notified annually of services included in the GSSP and given access to specific procedures to follow in requesting a change in services.

Q: May parents/guardians play a role in the development of the GSSP?

A: Yes. A local school district shall implement a procedure to obtain information related to the interests, needs, and abilities of a GT student from the parent/guardian for use in determining appropriate services.

Q: Is the school required to provide any feedback on students' progress?

A: Yes. The school personnel shall report students' progress related to the GT services delineated in the GSSP at least once each semester.

Q: What is the Primary Talent Pool?
A: The Primary Talent Pool is a group of primary students (P1-P4; Kindergarten through Third Grade) informally selected as having characteristics and behaviors of a high potential learner and further diagnosed using a series of informal and formal measures to determine differentiated services during the primary program.

Q: What is the benefit of selecting students for the PTP?
A: The benefit of selecting students to participate in the PTP provides early enrichment for those students whose gifts and talents need to be nurtured in order for those talents to develop further. Additionally, talent development may assist in the formal identification process in fourth grade.

Q: When students become eligible for formal identification in the fourth grade, are PTP students automatically identified as GT?
A: PTP students are not automatically identified as GT once they reach the fourth grade. Specific and more stringent criteria must be met to formally identify a GT student.

Q: Can formal testing be used to select students for the PTP?
A: Yes. However, data from formal, normed measures shall not be used for the purpose of eliminating eligibility for services to a child in the primary program. Formal, normed measures may be used to discover and include eligible students overlooked by informal assessments.

Q: What percentage of primary students is recommended to be selected for the PTP?
A: According to 704 KAR 3:285, "high-potential learners" are students who typically represent the top quartile (25%) of the entire student population in terms of the degree of demonstrated gifted characteristics and behaviors. The PTP may represent the top 5% in each of the five areas of GT (general intellectual ability, specific academic aptitude, leadership, creativity and the visual and performing arts) for a total of 25% of the entire primary school population.

Q: Can a student be selected for the PTP one year and not the next?
A: No. Once a student is in the PTP, the student remains in the talent pool until exiting the third grade (P4). Services may need to be periodically adjusted to fit the individual child's specific needs.

Q: Are parents/guardians to be notified that their child is in the PTP?
A: There is no reference in the GT regulation that parents/guardians are to be notified of student selection for the PTP. Individual districts may decide whether to notify or not and this can be addressed in the district's policies and procedures.

Q: How are services delivered to PTP?
A: For a student in the primary grades, services shall allow for continuous progress through a differentiated curriculum and flexible grouping and regrouping based on the individual needs, interests, and abilities of the student. Emphasis on educating gifted students in the general primary classroom, shall not exclude the continued, appropriate use of resource services, acceleration options, or other specific service options. A recommendation for a service shall be made on an individual basis.

SERVICE DELIVERY OPTIONS

Q: According to 704 KAR 3:285. Programs for the gifted and talented, what is differentiation?
A: Differentiation is a method through which educators establish a specific, well thought out match between learner characteristics in terms of abilities, interests, and needs; and curriculum opportunities in terms of enrichment and acceleration options, which maximize learning experiences. Differentiated service options are educational experiences that extend, replace or supplement learning beyond the standard curriculum.

Q: How are counseling services be matched to the needs of gifted children?
A: Recommended best practices suggest that a counselor with any GT students in his/her service population should be prepared to address the needs of those students. Counselors, by the nature of their work, are to be aware of the special needs of the GT population and should prepare through courses of professional development.

Q: What services should be provided for a student identified in visual/performing arts and has no matching class in his/her schedule?
A: All classroom teachers must be made aware of GT students' identification area. Differentiation may be used in terms of interests, products, process, enriched content, etc. Other ideas include securing a mentor, providing a periodic pullout session, independent study, looking to individuals in the community, parents, school personnel, etc. All teachers' input should be reflective on the students GSSP.

Q: Are there any specific qualifications for a teacher who works with GT students?
A: Direct services to GT students shall be provided by appropriately certified personnel having an endorsement for GT education.

Q: Is it good practice to allow a GT child to tutor another child?
A: If your goal is continuous progress, do not use a GT child as a tutor. If a GT child has mastered a concept or skill, and is partnered with a struggling student, the GT student will not learn anything more by tutoring. However, leadership or other skills may be enhanced, but not the mastered concept or skill.

Q: What recourse does a parent/guardian have if there is a concern regarding appropriate and adequate provision of talent pool services or GT services addressed in a student services plan?
A: A school district shall establish a grievance procedure through which a parent, guardian or student may resolve the concern(s). It is recommended that parents and school districts work together to meet the needs of the individual child.

POLICIES/PROCEDURES

Q: Can a district write more stringent and/or specific guidelines than those outlined in 704 KAR 3:285. Programs for the gifted and talented?
A: Policies and procedures can be written to reflect individual district population and need. The guidelines in KAR are minimal requirements.

Q: What is to be done with the records of GT students upon graduation?
A: Students' GT records should remain in the students' cumulative folder and upon graduation, the GT records will be handled in the same manner as the students' cumulative folder.

Q: Can a parent/guardian have access to the district policies and procedures for GT programming?
A: A local school district shall have in operation, and available for public inspection, local board approved policies and procedures which address each requirement in the administrative regulation for GT programming.

TESTING

Q: What tests are recommended to identify giftedness in social studies and science?
A: KDE has not made any formal recommendations of any specific tests for any specific area. Presently, districts have a choice as long as it follows the GT regulation criteria.

Q: On the SAGES–2 test, there are Math/Science and Language Arts/Social Studies subtests. If a student scores in the 9th stanine on either subtest, can this be used as a qualifying score for both subject areas?
A: The subtest does not provide a composite test score in a specific subject area. Therefore, it cannot be used as the qualifying evidence for formal identification. However, SAGES-2 can be used as supporting evidence.

UNDERACHIEVEMENT

Q: How is underachievement defined & determined?
A: Essentially a common, general definition as it applies to education: Underachievement is defined as a student achieving poorly and/or less than their potential or mental abilities would indicate they should be capable of attaining. Simply stated, a discrepancy between ability and performance, or unfulfilled potential. Click the link below for more information:
http://www.education.ky.gov/KDE/Instructional+Resources/Gifted+and+Talented/Frequently+Asked+Questions++Gifted+and+Talented+Underachievement.htm

FUNDING/ALLOCATIONS

Q: Must the money allocated to districts for GT education be spent before the fiscal year closes?
A: Yes, districts must use the state allocation for GT Funding by June 30th. If nearing the deadline, unused money can be encumbered and off the books immediately unless districts wish to return the unused amount over 10% of the allocation to the state.

Q: Why isn't there a funded, statewide provision for all teachers to receive professional development for educating gifted and talented students?
A: Districts are provided state funds allocated specifically for professional development. The state makes no recommendation as to what professional development is to be provided. It is the decision of each district to use the professional development allocation as needed. Bringing the issue to the attention of district administrators (and in some cases the school council) may open the door for district wide professional development on educating GT students.

STATE REPORTING

Q: When should student data be entered in the state reporting system (Infinite Campus?)
A: KDE recommends entering data regularly or as soon as it is available, not only at the end of the year. KDE has the capability to extract district data at any time and does so periodically. The data must be current and reflect daily changes in order to create an accurate view of Kentucky's GT student information at any given time during the year.

References:
- 704 Kentucky Administrative Regulation (KAR) 3:285. Programs for the gifted and talented.
- Primary Talent Pool Frequently Asked Questions; A Publication of the Kentucky Advisory Council for Gifted & Talented Education & the Kentucky Department of Education
- KDE Website: http://www.education.ky.gov/KDE/Instructional+Resources/Gifted+and+Talented/

16 KAR 2:110. Endorsement for teachers for gifted education.

RELATES TO: KRS 161.020, 161.028, 161.030, 161.052
STATUTORY AUTHORITY: KRS 161.028, 161.030
NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020, 161.028 and 161.030 require that teachers and other professional school personnel hold certificates of legal qualifications for their respective positions to be issued upon completion of programs of preparation approved by the Education Professional Standards Board. KRS 161.052 requires that all persons employed as a teacher for gifted education hold an appropriate certificate endorsement for gifted education. This administrative regulation establishes a preparation-certification program for teachers for gifted education.

Section 1. Definitions. (1) "Qualified teacher" means a teacher who holds the appropriate certification as a teacher for gifted education unless the superintendent of the employing school district has documented evidence that the teacher is unsuitable for appointment.

(2) "Teacher for gifted education" means a teacher who works:

(a) Directly with identified gifted pupils, in addition to the regularly assigned classroom teacher; or

(b) For at least one-half (1/2) of the regular school day in a classroom made up only of properly identified gifted students.

Section 2. (1) A certificate endorsement as teacher for gifted education shall be issued in accordance with the pertinent Kentucky statutes and the Education Professional Standards Board administrative regulations to an applicant who:

(a) Holds a certificate valid for classroom teaching at the elementary school level, the middle grade level, or the high school level;

(b)1. Has completed at least one (1) year of successful teaching experience; or 2. For an individual certified after January 1, 1985, has successfully completed the beginning teacher internship; and

(c) Has completed the appropriate program of preparation for the certificate endorsement established in this administrative regulation at a teacher education institution approved under the standards and procedures included in 16 KAR 5:010.

(2) The endorsement as teacher for gifted education shall be valid for grades K-12. Assignment to a full-time self-contained gifted education class shall be restricted to the level of the base certificate. The endorsement shall have the same duration as the base certificate.

(3) All persons employed as teachers for gifted education shall hold an appropriate certificate endorsement for gifted education, except a teacher:

(a) Identified in Section 3 of this administrative regulation; or

(b) Certified on or before July 1, 1984, in accordance with KRS 161.052.

Section 3. (1) If a qualified teacher is not available for the position of teacher for gifted education as attested by the local school superintendent, the superintendent, on behalf of the local board of education, may request a probationary endorsement for teaching gifted education for a teacher who:

(a) Has a bachelor's degree;

(b) Has a valid Kentucky teaching certificate;

(c) Has been admitted to the preparation program for the endorsement for teachers for gifted education; and

(d) Is currently enrolled in graduate studies related to the education profession.

(2) The request for the probationary endorsement shall be submitted on Form TC-GP to the Education Professional Standards Board for each teacher for gifted education requiring the probationary endorsement.

(3)(a) The probationary endorsement for teachers for gifted education shall be valid for a period of two (2) years from the initial request.

(b) A teacher receiving this probationary endorsement shall complete the required curriculum for recommendation for the endorsement for teacher for gifted education issued under Section 2 of this administrative regulation within the two (2) year validity of the probationary endorsement.

(c) The probationary endorsement shall not be renewed.

Section 4. Incorporation by Reference. (1) Form TC-GP, 6/2000, is incorporated by reference.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

(10 Ky.R. 698; eff. 12-2-83; 14 Ky.R. 617; eff. 11-6-87; 27 Ky.R. 1078; 1470; eff. 12-21-2000; recodified from 704 KAR 20:280, 7-2-2002.)

Gifted and Talented Assurances

1. The local school district has in operation and available for public inspection local board approved policies and procedures which address each requirement in 704 KAR 3:285 (Sections 1-10), the administrative regulation for programs for the gifted and talented, and are consistent with KRS 157.200, 157.224, 157.230 and 703 KAR 4:040.
2. The local school district adheres to the definitions in Section 1 of 704 KAR 3:285 for primary through grade twelve (12).
3. The local school district has adopted policies and procedures for the identification and diagnosis of gifted characteristics, behaviors, and talent and determination of eligibility for services, primary through grade twelve (12) consistent with 704 KAR 3:285. (Section 3)
4. The local school district has implemented a procedure to obtain information related to the interests, needs, and abilities of an identified student from her/his parent or guardian for use in determining appropriate services and notifies a parent or guardian annually of services included in her/his child's gifted and talented student services plan and specific procedures to follow in requesting a change in services. (Section 3)
5. The local school district has adopted a procedure for determining eligibility for services primary through grade twelve (12). (Section 4)
6. The local school district conducts an annual program evaluation process. The local school district has ensured that school personnel report to a parent or guardian the progress of her/his child related to the gifted and talented student services plan at least once each semester. (Section 5)
7. The local school district provides articulated primary through grade twelve (12) multiple service delivery options. No single service option exists alone, district-wide, at a grade level. (Section 6)
8. A comprehensive framework or course of study for children and youth, primary through grade twelve (12), who are diagnosed as possessing gifted characteristics, behaviors and talent is based on a district or school's curricula required to meet the goals established in KRS 158.6451. (Section 7)
9. A school has differentiated, replaced, supplemented, or modified curricula to facilitate high level attainment of the learning goals established in KRS 158.6451 and assists students identified as gifted and talented to further develop their individual interests, needs, and abilities. (Section 7)
10. The local school district has ensured that direct services to students identified as demonstrating gifted and talented behaviors and characteristics are provided by professionally qualified and certified personnel as required by the Education Professional Standards Board. (Section 8)
11. State funds for gifted education are used specifically for direct services to students who are gifted and talented. Direct services to students identified as demonstrating gifted and talented behaviors and characteristics are provided by professionally qualified and certified personnel as required by the Education Professional Standards Board. Seventy-five (75) percent of the district's gifted education allocation is used to employ properly certified personnel to provide direct instructional services. (Section 9)
12. The district has designated a gifted education coordinator to oversee the district gifted education operation, serve as liaison between the district and the state, ensure internal compliance with state statutes and administrative regulations, administer and revise the gifted education program budget, and submit to the Kentucky Department of Education for approval as an amendment any local district budget decision change causing a major or significant adjustment, thereby, impacting state funds for gifted education after the annual submission of the local district education plan. (Section 9)

13. State funding is contingent upon employing properly certified personnel to administer and teach in the program, the annual submission of the local district gifted education year-end report, a summative evaluation of the program and student progress, and complying with this administrative regulation. (Section 9)
14. The local school district has established a district-wide grievance procedure through which a parent, guardian or student may resolve a concern regarding the appropriate and adequate provision of talent pool services or services addressed in a formally identified student's gifted and talented student services plan. (Section 10)

KSBA DISTRICT POLICY & PROCEDURES

CURRICULUM AND INSTRUCTION   08.132 AP.1
<u>Gifted</u> <u>and</u> <u>Talented</u> <u>Students</u>

SELECTION FOR SERVICES

The District shall systematically collect data on an ongoing basis that will provide the target population of candidates for services.

Primary students shall be selected and students in grades four through twelve (4-12) shall be identified in accordance with 704 KAR 3:285.

Once selected as qualifying for Primary Talent Pool services, a primary student need not be re-evaluated, except to determine suitability of services, until the end of the P4 year.

Once identified as qualifying for gifted education services in grades four through twelve (4-12), a student need not be re-evaluated, except to determine suitability of services.

At least once each school year, teachers will be provided information concerning the on-going identification process.

The Gifted-Talented Coordinator shall establish a process for identifying and implementing methods for providing equal access to services to under-represented populations.

CURRICULUM

Each school shall provide a differentiated, articulated curriculum in accordance with Kentucky Administrative Regulations.

Curricular materials shall be those designed to challenge:
1. The talent pool participant (P-P4) while focusing on continuous progress; and
2. The formally identified gifted learner (grades 4-12) and further develop the diagnosed talent and/or area of giftedness.

Service options for the formally identified gifted learner (grades 4-12) shall be described in the gifted and talented student services plan (GSSP), shall match the learner's needs, interests, and abilities, and shall be qualitatively differentiated from those provided in the standard curriculum.

PERSONNEL/FUNDING

The district shall submit an application to the state in which seventy-five percent (75%) of the state funds for gifted education shall be used in the category of personnel, including salary, for those who primarily provide direct instructional services to students identified as demonstrating gifted and talented behaviors and characteristics. These

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teachers shall work directly with Primary Talent Pool/formally identified students, in addition to the regularly assigned classroom teacher(s) or for at least one-half (1/2) of the regular school day in a classroom made up only of properly identified gifted students. These teachers must hold an appropriate certificate of endorsement for gifted education or an official approval.

Funding for any services beyond the state allocation shall be from school allocations as determined in the District budget.

CURRICULUM AND INSTRUCTION   08.132 AP.1
(Continued)

Gifted and Talented Students

PROGRAM EVALUATION

Performance data shall be collected by the Gifted-Talented Coordinator as directed by administrative regulation for annual submission to the Kentucky Department of Education.

Each year the Gifted-Talented Coordinator shall be responsible for collecting data required for the annual report and submitting it to the Superintendent for his/her information prior to forwarding it to the Kentucky Department of Education. School data shall be signed by the Principal/Council Chair.

PROCEDURAL SAFEGUARDS AND GRIEVANCES

Parents and/or students (Grades P-12) may petition for identification or may appeal nonidentification or appropriateness of services.

1. The appealing party shall submit in writing to the Gifted-Talented Coordinator specifically why s/he believes that screening results are not accurate or talent pool services or service options in the gifted and talented student services plan are not appropriate and why an exception should be made or reconsideration given.

2. The Gifted-Talented Coordinator shall compile student data and present that along with the petition or appeal to the Selection/Placement Committee. The information presented shall include a recommendation accompanied by available substantiating evidence.

3. The Committee shall hear appeals, make a recommendation, and respond in writing to the appealing party within ten (10) working days of receipt of the appeal and accompanying information. If the appeal concerns the nonavailability of appropriate service options, the Committee shall consult with the school council.

4. If the Committee rules in favor of the grievant, the following option shall apply as appropriate:
   a) S/he may participate in the program as soon as the parent or guardian signs the required permission form.
   b) A change in either the gifted and talented student services plan or provision of services shall be made in a timely manner.

5. If the Committee rules against the grievant, a further written appeal may be made to the Superintendent, who must respond in writing within ten (10) working days of receipt of the appeal.

6. Should the Superintendent uphold the decision of the Selection/Placement Committee, the appealing party may petition the Board, which will have the final decision in the case. The Board shall make a determination at the next regular meeting following receipt of the appeal.

SAMPLE DISTRICT GT MISSION STATEMENT- Allen County

GIFTED AND TALENTED PHILOSOPHY

It is the belief of the Allen County School District that all students bring to school special talents and abilities. Our schools offer education environments that enhance the student's ability to process through a challenging curriculum while recognizing diversity in ability, background and interest.

Gifted and Talented is one component in the district's educational program developed to meet the needs of students who demonstrate exceptional potential in one or more of these areas:

- **General Intellectual Ability**
- **Specific Academic Aptitude**
- **Creativity**
- **Leadership/Psychosocial Ability**
- **Visual or Performing Arts**

Students who are identified for inclusion in Gifted and Talented will be provided a variety of talent development opportunities dependent upon individual learner characteristics, interests and educational level. Talent development services may include cluster grouping, accelerated and/or differentiated curriculum, independent study opportunities, special seminars, regular classroom enrichment, computer-assisted learning, the services of talent development specialists and other educational personnel, mentorships, field trips and special study options and College Board Advanced Placement (AP) and other higher-level educational opportunities.

The Allen County Schools hold high educational expectations for its students. Gifted and Talented exists to provide those students with exceptional talents both challenging and diverse opportunities to prepare them for the future.

SAMPLE DISTRICT POLICY & PROCEDURES- Madison County

Madison County SchoolsGifted & Talented Services

Primary Talent Pool K-3

Primary Talent Pool is a group of primary students informally selected as having characteristics and behaviors of a high potential learner, and further diagnosed, using a series of informal and formal measures, to determine differentiated service delivery needs during their stay in the primary program.

- **Informal selection -** a process by which a student in the primary program is documented as having the characteristics and behaviors of a high potential learner in one or more categories using a minimum of three (3) informal measures for the purpose of determining eligibility for the talent pool.
- **High potential learner -** those students who typically represent the top quartile (twenty-five percent) of the entire student population in terms of the degree of demonstrated characteristics and behaviors and require differentiated service experiences to further develop their interests and abilities
- **Differentiated service experiences -** educational experiences which extend, replace or supplement learning beyond the standard curriculum

Gifted and Talented 4-12

Gifted and talented students include those who are formally identified in grades 4-12 as possessing demonstrated or potential ability to perform at an exceptionally high level in general intellectual aptitude, specific academic aptitude (e.g. language arts, math, science, or social studies), creativity, leadership, or in the visual or performing arts (e.g. art, dance, drama, or music). Identification is accomplished through the use of a variety of informal and formal assessment instruments. A minimum of three assessment measures is required for identification in any of the above categories.

§ **Differentiated Services -** Gifted students shall be provided articulated services that are qualitatively differentiated to meet their individual needs; resulting in educational experiences commensurate with their interests, needs, and abilities; and facilitating the attainment of high level goals. Because gifted students may learn at a faster pace, access to advanced level instruction- sometimes several years beyond grade level- is necessary in order to provide challenge, continuous progress, and high levels of achievement appropriate for this population of students.

§ **Flexible Grouping -** Gifted students shall be grouped for instructional purposes based upon their abilities, needs, or interests. In addition to providing flexible instructional grouping, each school shall provide various service delivery options (e.g. acceleration, advanced placement or honors class, collaborative teaching or consultation services, independent study, enrichment, mentorship, distance learning, etc.). Using the most appropriate options, each school shall differentiate, replace, supplement, or modify curricula to facilitate high-level attainment of Kentucky's learning goals and to assist identified gifted and talented students in developing their individual interests, needs, and abilities.

§ **Gifted and Talented Student Services Plan -** A Gifted Student Services Plan (GSSP) shall be developed for each student and reviewed on an annual basis to ensure that the service options and grouping patterns selected are well matched to each student's individual needs. Development of the GSSP is a responsibility shared by parent/guardian, classroom teachers, school administrators, guidance counselors, and the gifted and talented resource specialist or coordinator. A progress report, indicating instructional strategies utilized in the delivery of services and assessing the student's progress in meeting identified goals, shall be provided to the parent/guardian once each semester.

**District Level Services** Madison County Public Schools provide a variety of services for identified students at the district level to build upon and enrich the opportunities available in each of its individual schools.

P.E.A.K. Seminar Series (Performance Enriching Academic Knowledge) - Qualifying students are provided the opportunity to address their needs, interests, and abilities in the following categories:
- Creative Writing
- Visual Art
- Dance
- Drama

Students participating in the seminar series are provided the opportunity to study in an environment; differentiated by setting, content, process, product, instructor, and time. Four-hour sessions are offered in each seminar two times per semester for each of the major grade level divisions.

Challenge Leadership - Students identified in the area of Leadership are invited to participate in a workshop designed to motivate, educate, and set free their individual leadership potential. During the training, student teams participate in a variety of "challenges" that emphasize the following leadership objectives:
- Responsibility
- Creativity
- Organization
- Teamwork
- Communication
- Overcoming fear of failure
- Vision

Youth Leadership Madison County - At the end of the sophomore year, students receiving gifted education services are invited to apply for Youth Leadership Madison County, a joint project of the Madison County Business and Education Partnership (MCBEP) and Leadership Madison County. This leadership program for gifted and talented students in their junior year is intended to promote the positive aspects of leadership and community involvement by providing young adults with informal educational experiences throughout Madison County and beyond. Each day-session is planned and led by community leaders and coordinated by school personnel. A maximum of 35 students, representing each of the county's four high schools, are selected to participate in five day-sessions encompassing the following topics:
- Orientation
- The New Economy
- Arts and entertainment
- Government
- Health and Wellness

Madison County Schools
Gifted and Talented Education Services
550 South Keeneland Drive   PO Box 768
Richmond, KY 40476-0768

Selection Procedures for Participation in Primary Talent Pool, Grades K – 3: Madison County Schools

In accordance with 704 KAR 3:285, the Madison County Schools utilizes the following procedures and instruments for the selection of high potential learners for participation in the primary talent pool.

" High potential learners" means those students who typically represent the top quartile (25 percent) of the entire student population in terms of the degree of demonstrated gifted characteristics and behaviors and require differentiated service experiences to further develop their interests and abilities.

(A minimum of three informal assessment options is required to assess the degree of demonstrated gifted characteristics and behaviors and to determine level of need and most appropriate service options.)
1. Primary Talent Pool Screening Measure #1 – Circles Activity
2. Primary Talent Pool Screening Measure #2 – Draw a Whole Child Activity
3. Teacher Checklist of gifted behaviors
   - Kindergarten
   - Grade 1
   - Grade 2
   - Grade 3
4. Slocumb-Payne Teacher Perception Inventory
5. Parent Questionnaire to determine interests, needs, and abilities

All primary students (K-3) will be eligible for screening. Both screening measures will be administered in the regular classroom setting under the direction of the Gifted/Talented Resource Specialist. The Gifted and Talented Education Services' staff will complete the evaluation of all student responses. After the scores from both measures have been combined, the composite scores will be placed on frequency tables in order to set a cut score for participation at each grade level (K – 3) in the district. Any student meeting the cut score will also need a completed Teacher Checklist of gifted behaviors and a Parent / Guardian Questionnaire to determine interests, needs, and abilities in order to meet the selection criteria for participation in Primary Talent Pool.

While the above measures constitute the basic components of the selection process, other assessment documentation may be utilized in addition to or in lieu of the aforementioned measures in accordance with 704 KAR 3:285. Those measures may include the following:
- Collection of evidence demonstrating student performance
- Continuous progress data
- Anecdotal records
- "Available" formal test data
- Primary review committee recommendation
- Petition system
- Checklist inventories of behaviors specific to under achieving learners, disadvantaged learners, or limited English proficient learners
- Other valid and reliable documentation

For a student in the Primary Talent Pool, services shall be provided within the framework of primary program requirements and shall allow for continuous progress through a differentiated curriculum and flexible grouping and regrouping based upon the individual interests, needs, and abilities, including social and emotional, of the student.

Emphasis on educating gifted students in the general primary classroom, shall not preclude the continued, appropriate use of resource services, acceleration options, or the specialized service options contained in 704 KAR 3:285. A recommendation for a service shall be made on an individual basis.

Identification and Diagnosis Procedures for Gifted and Talented Students, Grades 4 – 12¨Madison County

In accordance with 704 KAR 3:285 the Madison County Schools utilize the following procedures and instruments for the identification and diagnosis of gifted and talented students in grades 4-12.

1. General Intellectual Ability - possessing either the potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability, which is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, nonverbal ability, and the analysis, synthesis, and evaluation of information and a consistently outstanding mental capacity as compared to children of one's age, experience, or environment

   (At least three assessment options are required for identification and diagnosis.)

   - Raven Progressive Matrices (Coloured or Standard Forms)
   - SAGES-2 Reasoning Subtest
   - Teacher Checklist of gifted and talented characteristics
   - TCS2 portion of CTBS Terra Nova (NPA)
   - Parent Questionnaire to determine student interests, needs, and abilities

2. Specific Academic Aptitude - possessing either potential or demonstrated ability to perform at an exceptionally high level in one, or very few related, specific academic areas significantly beyond the age, experience, or environment of one's chronological peers

   (At least three assessment options are required for identification and diagnosis in the areas of Mathematics, Language Arts, Science and/or Social Studies.)

   - Composite score in the ninth stanine on the CTBS Terra Nova subject area test
   - SAGES-2 Math/Science Subtest or Language Arts/Social Studies Subtest
   - Teacher Checklist of gifted and talented characteristics by subject area
   - Parent Questionnaire to determine student interests, needs, and abilities

3. Creativity – possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks as evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways

   (At least three assessment measures are required for identification and diagnosis.)

   - Torrance Creativity test
   - Student Self-Assessment-Creativity
   - Student Questionnaire-Creativity
   - Teacher Questionnaire-Creativity
   - Teacher Checklist for Creativity

4. Leadership – possessing either potential or demonstrated ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and written expression, managerial ability and the ability, or vision, to set goals and organize others to reach those goals
   (At least three assessment measures are required for identification and diagnosis.)

- Student Self-Assessment-Leadership
- Student Questionnaire-Leadership
- Teacher Questionnaire-Leadership
- Roets' Rating Scale for Leadership
- Teacher Checklist for Leadership

5. Visual and Performing Arts – possessing either potential or demonstrated ability to perform at an exceptionally high level in the visual or performing arts and demonstrating the potential for outstanding esthetic production, accomplishment, or creativity in visual art, dance, music, or drama

   (At least three assessment measures are required for identification and diagnosis.)

   - Student Self-Assessment-Visual and Performing Arts
   - Teacher Questionnaire-Visual and Performing Arts
   - Parent Questionnaire to determine interests, needs, and abilities-Visual and Performing Arts
   - Art Teacher Questionnaire-Visual and Performing Arts
   - Dance Teacher Questionnaire-Visual and Performing Arts
   - Drama Teacher Questionnaire-Visual and Performing Arts
   - Music Teacher Questionnaire-Visual and Performing Arts
   - Student Assessment in Art-Visual and Performing Arts
   - Student Assessment in Dance-Visual and Performing Arts
   - Student Assessment in Drama-Visual and Performing Arts
   - Student Assessment in Music-Visual and Performing Arts

While the above measures constitute the basic components of the identification process, other assessment documentation may be utilized in addition to or in lieu of the aforementioned measures in accordance with 704 KAR 3:285. Those measures may include the following:

- A collection of evidence from portfolios demonstrating student performance
- Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners
- Off-level testing
- Continuous progress data
- Anecdotal records
- Primary review committee recommendation for those entering the fourth grade
- Self nomination or petition system
- Student awards or critiques of performance or products specific to gifted categories
- Creative writing samples
- Observations of original ideas, products or problem-solving
- Offices held by student in extracurricular activities and class government
- Other valid and reliable documentation

The Raven test is administered in the second semester to all Madison County third grade students by the Gifted and Talented Education Services staff as the first step in screening for formal identification as Gifted and Talented in grades 4 –12. Students scoring 96% and above on this measure continue to progress through the identification procedure. A cut score of 80% is required on Teacher Checklists of gifted and talented characteristics for identification in the categories of General Intellectual Ability and Specific Academic Aptitude. Identification in the areas of Creativity, Leadership, and Visual and Performing Arts is also completed in the second semester of the third

grade year utilizing a combination of formal and informal measures. All student self-assessment surveys and peer nomination instruments are completed in the regular classroom setting with the facilitation of the Gifted Resource Specialist. The Gifted and Talented Education Services staff is responsible for scoring and tallying all assessment instruments utilized in the identification process. Frequency tables will be utilized to establish district-wide cut scores in the categories of Creativity, Leadership, and Visual and Performing Arts.

A student diagnosed as possessing gifted characteristics, behaviors, or talent is provided articulated primary through grade twelve services which are qualitatively differentiated to meet his/her individual needs, result in educational experiences commensurate with his/her interests, needs, and abilities and facilitate the high level attainment of goals established in KRS 158:6451. Both grouping for instructional purposes and multiple service delivery options may include the following:
- Various acceleration options (e.g., early exit from primary, grade skipping,
- content and curriculum in one (1) or more subjects from a higher grade level)
- Advanced placement and honors courses
- Collaborative teaching and consultation services
- Special counseling services
- Differentiated study experiences for individuals and cluster groups in the
- regular classroom
- Distance learning
- Enrichment services during the school day (not extracurricular)
- Independent study
- Mentorships
- Resource services delivered in a pull-out classroom or other appropriate instructional setting;
- Seminars;
- Travel study options; or
- Special schools or self-contained classrooms, grades four (4) through twelve (12) only

A Gifted Student Services Plan (GSSP) is required for each student in grades 4 – 12. The purpose of this educational plan is to match a formally identified gifted student's interests, needs, and abilities to differentiated service options and to serve as the communication vehicle between the parent/guardian and school personnel. A Progress Report is completed and disseminated to the parent/guardian once each semester for areas of identification the student is currently pursuing.

Note: Students who have been previously identified as Gifted and Talented in another Kentucky public school district or in another state are eligible for services in Madison County subject to appropriate documentation and the review or creation of a Gifted Student Services Plan. Students new to the Madison County Schools from out of state, parochial, private, or home school are administered the assessments during the semester they enroll.

Madison County Schools
Gifted and Talented Education Services
550 South Keeneland Drive   PO Box 768
Richmond, KY 40476-0768

SAMPLE PROCEDURAL SAFEGUARD (APPEALS/GRIEVANCE) FORM KDE

Gifted Education Identification Process- Appeals / Grievance

704 KAR 3:285 Programs for the Gifted and Talented
Relates to: KRS 157.196, 157.200 (1) (n), 157.224, 157.230
Statutory Authority: KRS 156.070, 157.220, 157.224

Procedural Safeguards

A parent, guardian or student may resolve a concern regarding the appropriate and adequate provision of talent pool services or services addressed in a formally identified student's gifted and talented student services plan.

1. The request/appeal by the parent, guardian or student may be submitted to the teacher, principal, counselor or Gifted & Talented Coordinator.
2. The Gifted and Talented Coordinator will schedule an appeal hearing with the District Gifted Education Committee or the School Gifted Education Committee. Parent members of the District Committee will not serve on the appeals panel.
3. The parent, guardian or student wanting to resolve a concern is encouraged to provide any documentation relevant for consideration and to speak with the committee if desired.
4. The GT Coordinator will make available to the panel all documentation.

GIFTED EDUCATION PROVISION OF SERVICES FORM

Attach all documentation. Submit to GT Coordinator.

Student Name_____School_____Grade_____

1. List specific reasons for request for placement in the gifted program or change in GSSP services. (Informal/Formal Assessment Documentation- test scores, grades, written teacher recommendations, examples of student work, student academic activities/honors, etc.)

2. Has student been previously served in the gifted program or is an exceptional child as defined in KRS 157.200 as disadvantaged or underachieving?

3. Criteria for considering revision of placement: (a) a collection of evidence such as portfolios demonstrating student performance; (b) inventory checklists of behaviors specific to gifted categories; (c) diagnostic data; (d) continuous progress data; (e) anecdotal records; (f) available formal test data; (g) parent interview or questionnaire; (h) primary review committee recommendation; (i) petition system; and (j) other valid and reliable documentation.

_____
Parent Signature   Date

_____
Phone Number

CURRICULUM AND INSTRUCTION   08.1131

Alternative Credit Options, Bowling Green Independent Schools

In addition to regular classroom-based instruction, students may earn credit through the following means.

CORRESPONDENCE COURSES

High school students may earn through correspondence a maximum of two (2) units of academic credit to be applied toward graduation requirements. Only courses offered by agencies and institutions recognized by the Board or by the Adult Learning Lab will be accepted. The express approval of the Principal/designee shall be obtained before the course is taken and the school must receive an official record of the final grade before a diploma may be issued to the student. Under ordinary circumstances, students or their parents/guardians shall pay for approved correspondence courses the student chooses to take.

The District reserves the right to consider extenuating circumstances and to approve acceptance of more than two (2) credits.

Correspondence credit shall be used only when a student needs it to graduate with his/her class of record.

VIRTUAL ONLINE COURSES

High school students may also earn a maximum of three (3) units of academic credit to be applied toward graduation requirements by completing online courses offered through agencies approved by the Board, such as the Kentucky Virtual High School (KVHS) and NOVEL/STARS. Credit from an online or virtual course may be earned only in the following circumstances:

1. The course is not offered at Bowling Green High School during the school year of enrollment in KVHS or NOVEL/STARS**;**
2. Although the course is offered at the high school, the student will not be able to take it due to an unavoidable scheduling conflict that would keep the student from meeting graduation requirements;
3. The course will serve as a supplement to extend homebound instruction;
4. The student has been expelled from the regular school setting, but educational services are to be continued;
5. The student has failed a regular class and the Principal and teacher agree that the student would benefit from online instruction; or
6. The Principal, with agreement from the student's teachers and parents/guardians, determines the student requires a differentiated or accelerated learning environment.
7. Unless otherwise approved by the Principal/designee, students taking such courses must be enrolled in the District and take the courses during the regular school day at the school site.
8. It shall be the discretion of the high school Principal to approve or disapprove applications for KVHS or NOVEL/STARS participation, to determine course pre-requisites, and to establish appropriate monitoring and supervision of students participating in a KVHS or NOVEL/STARS course**.**

As determined by school/council policy, students applying for permission to take a virtual course shall complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online learning environment. In addition, the express approval of the Principal/designee shall be obtained before a student enrolls in a virtual course. The school must receive an official record of the final grade before credit toward graduation will be recognized.

CURRICULUM AND INSTRUCTION   08.1131

Alternative Credit Options Virtual Online Courses (continued)

Provided virtual courses are part of the student's regular school day coursework and within budgetary parameters,

the tuition fee and other costs for a virtual course shall be borne by the District for students enrolled full-time, from funds that have been allocated to the school. The Superintendent shall determine, within the budget adopted by the Board, whether additional funding shall be granted, based on supporting data provided by the Principal. The Board shall pay the fee for expelled students who are permitted to take virtual courses in alternative settings.

Through its policies and/or supervision plan, the school shall be responsible for providing appropriate supervision and monitoring of students taking virtual courses.

DUAL CREDIT COURSES

Except for eleventh and twelfth-grade students enrolled in the Academy of Mathematics and Science in Kentucky*, twelfth-grade students will be provided the opportunity to participate in a dual-credit program between Bowling Green High School and local post-secondary institutions. Twelfth-grade students will be provided the opportunity to participate in a dual-credit program between Bowling Green High School and local post-secondary institutions. During the school day, a qualifying student may enroll for up to three (3) hours of college course work per semester and be awarded both elective credit(s) at Bowling Green High School and college hours at the post-secondary institution.

1. Bowling Green High School will develop specific SBDM policy to outline requirements for participation at each post-secondary institution. These requirements will include the following criteria:
   a. Student must be a senior. Parental permission and Guidance Counselor recommendation will be required.
   b. Students who participate will be responsible for transportation, fees, tuition, and any other associated costs. Students must provide official documentation to the high school of participation in college courses and grades awarded.
   c. A check-in and check-out procedure (similar to what is used for co-op students) must be developed. This extended education experience will be part of the student's school day/program.
   d. Supervision of students on school days that college classes do not meet will be the responsibility of the high school.
2. College classes cannot be substituted for any required high school course. Grades for college courses will not be weighted but will be included in calculation of cumulative GPA.
3. If the college ensures that the content of the dual credit course meets the Advanced Placement curriculum requirements, the course will be recorded as an Advanced Placement course by Bowling Green High School.
4. Credit earned through dual credit enrollment cannot be added to credit earned through correspondence in order to exceed the limit of two (2) total credits toward high school graduation requirements.

* Eleventh and twelfth-grade students enrolled in the Academy of Mathematics and Science in Kentucky will participate in a dual-credit program through which students may be awarded credits at Bowling Green High School and earn college hours at Western Kentucky University for all course work completed.

REFERENCE:
    KRS 158.622
RELATED POLICIES:
    08.113, 08.2323, 09.1221, 09.3, 09.435   **Adopted/Amended:** 08/13/2007
                                                                            Order #:   12767

CURRICULUM AND INSTRUCTION   08.1131

Alternative Credit Options, Daviess County

In addition to regular classroom-based instruction, students may earn credit through the following means.

VIRTUAL/ONLINE COURSES

High school students may also earn academic credit to be applied toward graduation requirements by completing online courses offered through agencies approved by the Board such as the Kentucky Virtual High School (KVHS). Credit from an online or virtual course may be earned only in the following circumstances:

1. The course is not offered at the high school; or
2. Although the course is offered at the high school, the student will not be able to take it due to an unavoidable scheduling conflict that would keep the student from meeting graduation requirements; or
3. The course will serve as a supplement such as to extend homebound instruction; or
4. The student has been expelled or removed from the regular school setting, but educational services are to be continued; or
5. The student has failed a course and other means of retaking the course are not feasible; or
6. The Principal, with agreement from the student's teachers and parents/guardians, determines the student requires a differentiated or accelerated learning environment.

Students taking such courses must be enrolled in the District. The express approval of the Principal/designee shall be obtained before a student enrolls in a virtual course. The school must receive an official record of the final grade before credit toward graduation will be recognized.

Provided KVHS courses are part of the student's regular school day coursework and within budgetary parameters, the tuition fee and other costs for a virtual course not offered or available at the high school shall be borne by the District for students enrolled full-time, from funds that have been allocated to the school. The Superintendent shall determine, within the budget adopted by the Board, whether additional funding shall be granted, based on supporting data provided by the Principal. The Board shall pay the fee for homebound, expelled, or removed students who are permitted to take virtual courses in alternative settings. The student or parent/guardian shall pay the fee for any course taken to correct credit deficiencies.

Through its policies and/or supervision plan, the school shall be responsible for providing appropriate supervision and monitoring of students taking virtual courses.

CORRESPONDENCE CREDITS

Under the following conditions, high school students shall be able to earn toward graduation requirements one (1) credit by correspondence:

1. The student is in or going into his/her senior year;
2. The credit is required for graduation;
3. The student has failed the course or has experienced an unavoidable scheduling conflict; and
4. The student has the approval of the Principal/designee prior to enrollment.

Under ordinary circumstances, students or their parents/guardians shall pay the tuition fee and other costs for approved correspondence courses the student chooses to take outside the regular school day.

CURRICULUM AND INSTRUCTION   08.1131

<u>Alternative Credit Options</u> (Continued

SUMMER SCHOOL CREDITS

Students may earn each summer one (1) unit of summer school credit to be applied toward graduation requirements. Credits must be earned at an accredited summer school and shall be accepted under the following provisions:

1. The student has failed the course during the regular term, and
2. The student has the Principal's approval prior to enrollment.

BEACON CENTRAL ALTERNATIVE HIGH SCHOOL

Students may earn two (2) credits toward graduation through Beacon Central Alternative High School and still receive a diploma from their home high schools. If more than two (2) credits are necessary for graduation, upon completion of all requirements, a diploma shall be granted by Beacon Central Alternative High School.

Students transferring back to their home schools to receive diplomas must do so no later than the beginning of the second semester of their junior year, unless otherwise approved by the Superintendent.

BOARD RECOGNITION

Only courses offered by agencies and institutions recognized by the Board will be accepted.

REFERENCE:
 KRS 158.622

RELATED POLICIES:
 08.113, 08.2323
 09.1221, 09.3, 09.435

Adopted/Amended: 07/24/2003

Order #:   13

CURRICULUM AND INSTRUCTION   08.1131 AP.2

Alternative Credit Option Forms
Davis County Public Schools Electronic School

Alternative Credit Option Form

Student's Name _____ _____ _____
                                    Last Name   *First Name*   *Middle Initial*

Student's Address _____ _____ _____ _____
                                    Street   *City*   *State*   *ZIP*

School _____ Current Grade _____

THE ABOVE-NAMED STUDENT REQUESTS PRIOR APPROVAL TO EARN CREDIT THROUGH AN ALTERNATIVE ROUTE.

Course(s) requested: _____

        ☐ Summer School Course (approved by Superintendent/designee)

        ☐ Correspondence Course   ☐ Virtual/Online Course

        ☐ Performance-Based Credit (Provide information required on next page.)

From what source _____

Total number of credits anticipated: _____

Reason for taking this course:

        ☐ Graduation with class   ☐ Enrichment/Elective

        ☐ Failed required course or received an incomplete grade (*I*) during regular school term

        ☐ Course not available within the District

        ☐ Other, _____

I recommend this student be permitted to take the requested alternative credit option.

_____   _____
           Principal/Designee's Signature   *Date*

It is the responsibility of the parent/guardian to assume all expenses, unless an exception is granted by the Superintendent/designee.

_____   _____
           Parent/Guardian's Signature   *Date*

I understand that it is my responsibility to submit an official transcript of my grade to the school by the date the counselor specifies in order to receive credit toward graduation.

_____   _____
              Student's Signature   *Date*

Number of credits earned _____ Date grade received _____

_____   _____
            Principal/Designee's Signature   *Date*

See the following pages for related information and forms for DCPS Electronic School.

CURRICULUM AND INSTRUCTION   08.1131 AP.2

Alternative Credit Option Forms

Davis County Public Schools Electronic School

PERFORMANCE-BASED CREDIT

High school course for which credit is being requested: _____

NOTE: Requests will be accepted only for those courses the student has not yet

☐ enrolled in ☐ passed

Credit may be granted to students demonstrating proficiency for learning taking place outside the normal classroom setting. Please describe the non-traditional and/or prior learning setting in which the learning occurred for credit being requested:

_____

_____

_____

TO BE COMPLETED BY PRINCIPAL/DESIGNEE

Request was ☐ Approved ☐ Disapproved Date _____

If approved, student performance will be assessed as follows:

ASSESSMENT METHOD	MINIMUM SCORE REQUIRED FOR CREDIT
Course exit exam	
State exam (_____)	
Other: _____	

Date of assessment: _____ Supervised by: _____

Student/Parent contacted ☐ Yes ☐ No Date _____

_____   _____
Principal/Designee Signature   Date
CURRICULUM AND INSTRUCTION   08.1131 AP.2

Alternative Credit Option Forms

Davis County Public Schools Electronic School

PURPOSE

The DCPS Electronic School, offered in collaboration with Educational Options, Inc., provides an alternative form of instruction through which the student accesses courseware via a computer, an Internet connection, and Novel Stars courseware. The DCPS Electronic School addresses the following student needs:

- An alternative to suspension/expulsion program
- A means to allow students to make up deficient credits
- A means for students to explore enrichment subjects (noncredit)
- A supplement to Beacon High School curriculum
- Other uses as determined by the Superintendent

PARTICIPATION

A student may be referred to the Electronic School by a school Principal or guidance counselor. Participation of a special education student in the Electronic School requires an IEP Team placement meeting. Accessing the Electronic School through a home-based program requires the approval of the Superintendent/designee.

The referring agent/school will assist in the completion and submission of the Electronic School Application (attached).

Depending on the need, students may access the Electronic School courses through a computer workstation in a school or through a computer workstation set up in a student's home.

COMPUTER/SOFTWARE TECHNICAL SUPPORT

The type of support will depend on whether the student is accessing the courses from school or from home. For students using the Electronic School to make up credits, school or home technical support will be provided through personnel assigned by the school Principal. For students assigned to the Electronic School by an IEP Team or a Central Office level discipline hearing, the technical support/computer set up will be facilitated by the Central Office administrative staff and computer maintenance staff.

Students should solicit assistance from their school support resource. Issues unresolved at the school level will be forwarded to Central Office.

It is preferable that a team of two (2) District employees (technician and school employee) do home computer set up.

CURRICULUM AND INSTRUCTION   08.1131 AP.2

Alternative Credit Option Forms

Davis County Public Schools Electronic School (continued)

COST

The cost of participation in the Electronic School is as follows:

- **Credit Deficient Coursework/Enrichment/Summer School Credit**—Cost of $150 per Novel Stars course is paid by the student/family.
- **Assignment by IEP Team**—Cost paid via Central Office special education funds.
- **Disciplinary/Alternative to Suspension**—Cost paid as determined by the Superintendent.
- **Beacon High School**—Cost paid by school, grant, or Central Office funds.

The cost of preparing, maintaining, and setting up home workstations will be paid via Central Office general funds.

GRADES

The school administration or designee, in accordance with the grading guidelines of the school, will determine grades for any courses completed through Novel Stars.

ATTENDANCE RECORDS

Attendance (time spent online) is available via the Novel Stars program and reports.

CURRICULUM AND INSTRUCTION 08.1131 AP.2

Daviess County Public Schools
Novel Stars Electronic School Application

Please complete the information below so that we may better meet the individual educational needs of the student. Novel Stars courseware will be used for Internet-based classes outlined below.

Student Name (User Name) _____ Date _____
School _____ Grade _____ Homeroom _____ Phone _____
Home Street Address _____ City/ZIP:_____
Length of time expected on Electronic School _____
Subjects in which the student is currently enrolled: _____
_____
Subjects in which the student will be enrolled in through Novel Stars: _____
_____
_____

Computer Assigned: ☐ School Workstation, Location _____
      Home Workstation:
        ☐ DCPS Provided, Inventory # _____
        ☐ Family Provided Computer
      Home Internet Service Provider:
        ☐ Family Internet Service Provider (AOL, etc.)
        ☐ Other: _____
Cost paid by: ☐ Student ($150 per course, paid in advance)
     Checks may be made payable to *Daviess County Public Schools*
     ☐ Central Office – Fund _____ Director _____
     ☐ School Fund _____ Principal _____
Tests will be proctored by: _____

Principal/Designee – *I recommend this student be permitted to take the requested course(s) for credit toward high school graduation.*

_____ _____
BUILDING PRINCIPAL/SUPERINTENDENT OR DESIGNEE *GUIDANCE COUNSELOR OR TEACHER*

Student and Parent – *I understand that the student must complete the coursework assigned through Novel Stars in order to receive credit for the course. The course grade will be awarded in line with the home school grading policies. Coursework must be completed within the semester(s) assigned. I understand that the student and parent are liable should be computer be damaged or lost and agree to pay for the repair or replacement cost. DCPS Electronic Media Acceptable Use Policy applies to the Electronic School.*

_____ _____
STUDENT *PARENT*

Review/Revised: 8/21/08

36

Alternative Credit Options: Warren County

In addition to regular classroom-based instruction, students may earn credit through the following means.

CREDIT RECOVERY COURSES

High school students may earn, through credit recovery courses, a maximum of three (3) units of academic credit to be applied toward graduation requirements in accordance with the following guidelines:

1. Credit may be earned only to make up failed subjects in order to complete the eight (8)- semester high school course of study. The Principal/designee may consider other special circumstances;
2. The express approval of the Principal/designee shall be obtained in writing before the course is taken;
3. Only approved courses and curricular programs offered by the high school will be accepted; and
4. An official record of the final grade must be recorded by the assigned proctoring teacher before a diploma may be issued to the student.

Unless otherwise recommended by the Superintendent and approved by the Board, student or their parents/guardians shall be responsible for all related expenses including tuition and textbooks.

VIRTUAL/ONLINE COURSES

Students may earn units of academic credit to be applied toward graduation requirements by completing online courses offered through agencies approved by the Board, such as the Kentucky Virtual High School (KVHS). Credit from online or virtual courses may be earned under one of the following circumstances:

1. The course is not offered at the high school;
2. The course is offered at the high school, but the student will not be able to take it due to an unavoidable scheduling conflict that would keep the student from meeting graduation requirements;
3. The Principal, with agreement from the student's teachers and parents/guardians, determines the student requires a differentiated or accelerated learning environment
   The following guidelines must be followed:
4. The express approval of the Principal/designee shall be obtained before a student enrolls in a virtual course;
5. The school must receive an official record of the final grade before credit toward graduation will be recognized; and
6. Students taking such courses must be enrolled in the District.

As determined by school/council policy, students applying for permission to take a virtual course shall complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online learning environment.

Provided KVHS courses are part of the student's regular school day coursework and within budgetary parameters, the tuition fee and other costs for a virtual course shall be borne by the District for students enrolled full-time from funds that have been allocated to the school. The Superintendent shall determine, within the budget adopted by the Board, whether additional funding shall be granted, based on supporting data provided by the Principal.
TEXTBOOKS WILL BE PROVIDED BY THE SCHOOL.

Alternative Credit Options, Warren County (continued)

COLLEGE CREDIT/DUAL CREDIT
To differentiate/accelerate the curriculum to meet the needs of students, the District shall recognize courses from post-secondary education institutions. Students will receive one (1) high school credit for every three (3) semester hours of college work. Grades will be calculated in non-weighted form for class rank and GPA and included in the student's transcript. Failure to complete the course shall be recorded according to school policy. Credit may be earned in accordance with the following requirements:

1. The student must present documentation supporting enrollment in the post-secondary institution;
2. The course is not offered at the high school;
3. The course is offered at the high school, but the student will not be able to take it due to an unavoidable scheduling conflict;
4. The high school must receive an official record of the final grade before credit toward graduation will be recognized; and
5. Students taking such courses must be enrolled in the District.
6. The course taken at the post secondary institution must be at a time which coincides with the time of the first or last block at the student's home school. Students may miss only one (1) block period per day. Exceptions to the first or last block requirement and the number of blocks missed per day can be made by the building Principal but only with prior approval.
7. All college courses taken will be listed on the student transcript at the high school level for dual credit purposes.
8. The building Principal may make exceptions to these requirements as extenuating circumstances arise: the exceptions shall be made only with prior approval from the Principal.

Students shall be responsible for all related costs and transportation.

PERFORMANCE-BASED CREDIT
Students may receive credit toward graduation requirements by successfully completing performance-based credits in accordance with the following guidelines:

1. Students may earn performance-based credit for "catch up" purposes in order to complete the eight (8) semester high school course of study or for acceleration purposes; and
2. Students taking such courses must be enrolled in the District's Lighthouse Academy High School, Greenwood High School, Warren Central High School, Warren East High School, or any of their respective feeder schools.

Any District school choosing to participate in a performance-based credit system will develop performance descriptors and assessments for measuring student progress. Participating schools will determine in which content areas students may earn credits.

The locally developed performance-based credit system and all related coursework shall comply with the requirements of the Program of Studies and the guidelines approved by the Kentucky Board of Education including, but not limited to, procedures and timelines for developing and/or amending the system, requirements for assessments or performance tasks, grading and reporting procedures, and composition of the performance-based credit system development team.

CURRICULUM AND INSTRUCTION   08.1131

COURSE AND ASSESSMENT RUBRIC: DAVIS COUNTY PUBLIC SCHOOLS

COURSE NAME: _____

 COURSE DESIGNER: _____

FIELD(S) OF CERTIFICATION: _____

COURSE CODE: _____

COURSE DESCRIPTION: _____

_____

_____

_____

PROPOSED PROGRESS CHECK POINTS

_____

ALIGNMENT: This course is aligned with the standards noted below:

ACADEMIC EXPECTATIONS Enter code(s) such as 1.1 or 6 2).	PROGRAM OF STUDIES		KCCA Enter criteria code(s), such as WR-H-1 or MA-H-2.3.2.
	ENDURING UNDERSTANDINGS	**KEY SKILLS &CONCEPTS**	
1.			
2.			
3.			
4.			
5.			
6.			

ASSESSMENT METHOD(S):

_____

MINIMUM REQUIREMENTS FOR DEMONSTRATION OF PROFICIENCY:

_____

Section 3 – Primary Talent Pool

The Primary Talent Pool should include about 25% of primary students. The idea of "casting a wide net" allows schools to nurture a larger number of high potential learners through the primary years. This is particularly important for children who have little or no support at home. Research shows that students whose gifts have not been nurtured begin to underachieve at least by the third grade. When more students are nurtured through the primary years, more gifted children can be formally identified later.

Section Includes:

- Regulation
- Questions and Answers
- FAQ's
- Primary Talent Pool
- General Intellectual Ability
- Specific Academic Aptitude
- Creative or Divergent Thinking Ability
- Leadership
- Visual and Performing Arts
- Early Signs of Giftedness
- Creativity in Young Children
- Early Childhood NAGC Position Paper
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- Nurturing Giftedness in Young Children

Sections of the 704 KAR 3:285 Programs for the Gifted and Talented Related to the Primary Talent Pool

Section 1. Definitions #:

(19) *"High potential learners" means those students who typically represent the top quartile (twenty-five (25) percent) of the entire student population in terms of the degree of demonstrated gifted characteristics and behaviors and require differentiated service experiences to further develop their interests and abilities.*

(21) *"Informal selection" means a process by which a student in the primary program is documented as having the characteristics and behaviors of a high potential learner in one (1) or more categories using a series of informal measures for the purpose of determining eligibility for the talent pool.*

(25) *"Primary review committee" means primary teachers, counselors, administrators, gifted education personnel, and other appropriate personnel familiar with the child's potential or demonstrated abilities.*

(31) *"Talent pool" means a group of primary students informally selected as having characteristics and behaviors of a high potential learner and further diagnosed using a series of informal and formal measures to determine differentiated service delivery needs during their stay in the primary program.*

Section 3. Identification and Diagnosis of Gifted Characteristics, Behaviors, and Talent and Determination of Eligibility for Services.

(1) A district shall adopt policies and procedures which shall provide for identification and diagnosis of strengths, gifted behaviors and talents through:

    (a) Informal selection and diagnosis in the primary program;

    (c) Provision of multiple service delivery options in primary through grade twelve (12).

(7) In the primary program, formal, normed measures may be used for diagnosing the level of instructional service needed by a student and for evaluation of student progress. Data from formal, normed measures shall not be used for the purpose of eliminating eligibility for services to a child in the primary program but may be used to discover and include eligible students overlooked by informal assessment.

(8) A single assessment instrument or measure shall not be the basis for denying services once a child has been informally selected and placed in the talent pool.

(9) For children in the primary program, the procedure for selecting a high potential learner for participation in the primary talent pool shall include use of a minimum of three (3) of the following recognized or acceptable assessment options to assess the degree of demonstrated gifted characteristics and behaviors and to determine level of need and most appropriate service interventions:

    (a) A collection of evidence (e.g., primary portfolios) demonstrating student performance;

    (b) Inventory checklists of behaviors specific to gifted categories;

    (c) Diagnostic data;

    (d) Continuous progress data;

    (e) Anecdotal records;

    (f) Available formal test data;

    (g) Parent interview or questionnaire;

    (h) Primary review committee recommendation;

    (i) Petition system; and

    (j) Other valid and reliable documentation.

    (10) Exit from the primary program shall be based on criteria established by 703 KAR 4:040.

Section 4. Procedure for Determining Eligibility for Services.

(1) Identification of gifted characteristics, behaviors and talent shall be based on the following process:

    (a) Data gathering. A district shall develop a system for searching the entire school population on a continuous basis for likely candidates for services using both informal and available formal, normed, standardized measures, including measures of nonverbal ability;

    (b) Data analysis. A district shall develop a system for analyzing student data for the purposes of a comparison of the students under consideration for identification to local or national norms, including those required in this administrative regulation, and to district-established criteria of eligibility for each category of giftedness;

    (c) Committee for determination of eligibility and services. A school district or school shall assemble a selection and placement committee which shall have four (4) purposes:

        1. To provide feedback on the adequacy of the district's identification and diagnostic procedure;

        2. To ensure that a variety of views are heard during the selection and placement process;

        3. To determine which students meet identification criteria and which services, at what level, shall be included in each identified student's gifted and talented student services plan; (note: a GSSP is not required for a primary student) and

        4. To help provide communication and support in the schools and community;

    (d) Provision of services. A district shall implement articulated services from primary through grade twelve (12) which provide multiple delivery options matched to diagnosed behaviors, strengths and characteristics of individual students; and

    (e) Petition and appeal for services. A district shall provide a petition system as a safeguard for a student who may have been missed in the identification and diagnosis procedure.

(2) Exceptions and special considerations for eligibility. School personnel shall take into consideration environmental, cultural, and disabling conditions which may mask a child's true abilities that lead to exclusion of otherwise eligible students, such as a student who qualifies as:

    (a) An exceptional child as defined in KRS 157.200;

    (b) Disadvantaged; or

    (c) Underachieving.

Section 6. Service Delivery Options. (1) A student diagnosed as possessing gifted characteristics, behaviors or talent shall be provided articulated, primary through grade twelve (12) services which:

    (a) Are qualitatively differentiated to meet his individual needs;

    (b) Result in educational experiences commensurate with his interests, needs and abilities; and

    (c) Facilitate the high level attainment of goals established in KRS 158.6451.

(2) For a student in a primary program, services shall be provided within the framework of primary program requirements and shall allow for continuous progress through a differentiated curriculum and flexible grouping and regrouping based on the individual needs, interests, and abilities of the student.

(3) Emphasis on educating gifted students in the general primary classroom, shall not preclude the continued, appropriate use of resource services, acceleration options, or the specialized service options contained in subsection (5) of this section. A recommendation for a service shall be made on an individual basis.

(4) Grouping for instructional purposes and multiple services delivery options shall be utilized in a local district gifted education plan. Student grouping formats shall include grouping for instructional purposes based on student interests, abilities, and needs, including social and emotional.

(5) There shall be multiple service delivery options with no single service option existing alone, district-wide, at a grade level. These service delivery options shall be differentiated to a degree as to be consistent with KRS 157.200(1). Both grouping for instructional purposes and multiple service delivery options may include:

(a) Various acceleration options (e.g., early exit from primary, grade skipping, content and curriculum in one (1) or more subjects from a higher grade level);

(c) Collaborative teaching and consultation services;

(d) Special counseling services;

(e) Differentiated study experiences for individuals and cluster groups in the regular classroom;

(f) Distance learning;

(g) Enrichment services during the school day (not extracurricular);

(h) Independent study;

(i) Mentorships;

(j) Resource services delivered in a pull-out classroom or other appropriate instructional setting;

(k) Seminars;

(l) Travel study options; or

(6) With the exception of an academic competition or optional extracurricular offering, services shall be provided during the regular school hours.

Primary Talent Pool Questions and Answers

Q: What is the Primary Talent Pool?
A: The Primary Talent Pool is a group of primary students (P1-P4; Kindergarten through Third Grade) informally selected as having characteristics and behaviors of a high potential learner and further diagnosed using a series of informal and formal measures to determine differentiated services during the primary program.

Q: What is the benefit of selecting students for the PTP?
A: The benefit of selecting students to participate in the PTP provides early enrichment for those students whose gifts and talents need to be nurtured in order for those talents to develop further. Additionally, talent development may assist in the formal identification process in fourth grade.

Q: When students become eligible for formal identification in the fourth grade, are PTP students automatically identified as GT?
A: PTP students are not automatically identified as GT once they reach the fourth grade. Specific and more stringent criteria must be met to formally identify a GT student.

Q: Can formal testing be used to select students for the PTP?
A: Yes. However, data from formal, normed measures shall not be used for the purpose of eliminating eligibility for services to a child in the primary program. Formal, normed measures may be used to discover and include eligible students overlooked by informal assessments.

Q: What percentage of primary students is recommended to be selected for the PTP?
A: According to 704 KAR 3:285, "high-potential learners" are students who typically represent the top quartile (25%) of the entire student population in terms of the degree of demonstrated gifted characteristics and behaviors. The PTP may represent the top 5% in each of the five areas of GT (general intellectual ability, specific academic aptitude, leadership, creativity and the visual and performing arts) for a total of 25% of the entire primary school population.

Q: Can a student be selected for the PTP one year and not the next?
A: No. Once a student is in the PTP, the student remains in the talent pool until exiting the third grade (P4). Services may need to be periodically adjusted to fit the individual child's specific needs.

Q: Are parents/guardians to be notified that their child is in the PTP?
A: There is no reference in the gifted regulation that parents/guardians of PTP students are to be notified of student selection. Individual districts may decide whether to notify or not and this can be addressed in the district's policies and procedures.

Q: How are services delivered to PTP?
A: For a student in the primary grades, services shall allow for continuous progress through a differentiated curriculum and flexible grouping and regrouping based on the individual needs, interests, and abilities of the student. Emphasis on educating gifted students in the general primary classroom, shall not exclude the continued, appropriate use of resource services, acceleration options, or other specific service options. A recommendation for a service shall be made on an individual basis.

PRIMARY TALENT POOL FREQUENTLY ASKED QUESTIONS

1. **What is Primary Talent Pool (PTP)?**
   The PTP allows for less formal groupings of students, or cluster groups of students, who possess demonstrated or potential ability to perform at exceptionally high levels in grades kindergarten through third (Primary – P1 through P4).

2. **How are students selected for PTP participation?**
   Selection is performed by teachers and/or a school committee which may consist of school administration, teaching faculty, counselors and community or parent members. Through classroom observations of student behaviors and completed assignments, students can be recommend for placement in a PTP grouping for areas of interest, needs, or abilities. The selection committee shall consider environmental, cultural, and disabling conditions. The selection committee should follow the principle: When in doubt, err on the side of inclusion.

3. **Why should 25% of primary students be involved in the PTP?**
   This number represents one-fourth of the entire school population. Inclusivity and informal identification of the primary students in a school should have students demonstrating exceptional characteristics in the areas of general intellectual ability, creative thinking and productivity, leadership skills, specific academic aptitude (language arts, math, science and social studies), and visual and performing arts.

4. **What is meant by informal identification?**
   Students can be identified for participation in the PTP by using a minimum of three of the following indicators which may include portfolios or collection of evidence demonstrating student performance; teacher/behavior checklists; continuous progress data; anecdotal records; **available** formal test data; parent recommendation/inventory/interview or questionnaire; primary review committee recommendation in the local school, or other valid and reliable documentation.

5. **Can any formal testing be done with PTP students?**
   Yes. Formal testing may be done to determine the level of instruction needed in a specific academic area.

6. **How are students served in the PTP?**
   Students will receive instruction in identified areas of giftedness through assignments that are developmentally appropriate.

7. **Do Primary Talent Pool students automatically qualify as gifted students once they exit the primary grades and move into 4th grade?**
   No. Parents of PTP students interested in participating in gifted and talented programs must proceed through a District's screening process, which includes formal testing, teacher evaluation, record of academic achievement, and any other pertinent testing.

8. **Do Primary Talent Pool students have a Gifted Student Service Plan (GSSP)?**
   No, but the teacher providing services to PTP students should have a record of enrichment and/or differentiated services provided for each student.

9. **Is it necessary to nominate students for Primary Talent Pool in the five (5) areas, or is being in the primary talent pool all inclusive of the areas?**
   Students participate in the primary talent pool based on teacher and/or parent observations or recommendations. Students may or may not receive services in all five areas. Students usually receive services in a specific area of identified interest, need or ability.

Primary Talent Pool
Adapted from Technical Assistance Manual for Gifted and Talented Education

Selection of students possessing demonstrated or potential gifted/talented ability shall be informal within the primary program. Those areas for which a student may be placed in the Primary Talent Pool (PTP) are general intellectual ability, specific academic aptitude, creative or divergent thinking, leadership skills, and visual/performing arts. Students should be placed in the PTP at any time during the primary years, as evidence which indicates exceptional talent or potential exceptional talent is collected.

While all children are to be taught creative thinking skills, leadership skills, visual and performing arts skills, and to achieve at high levels in the content areas, some children will learn at a faster pace and more complex level in one or more of these areas. The Administrative Regulation on Gifted Education 704 KAR 3.285 states that these children are to be recommended for services which are qualitatively differentiated to meet their individual needs in the specific area(s) in which they demonstrate exceptional talent or the potential for exceptional talent.

To place a student in the PTP, a minimum of 3 informal assessments in each area that a primary student exhibits demonstrated or potential ability must be presented. Some students selected for the PTP may display ability in more areas of giftedness or talent, while other primary students may display high potential in only one area of giftedness. All primary students with 3 or more informal measures indicating high ability in one or more areas of giftedness will receive services addressing those specific areas of gifts or talents that were informally identified. Students may be places in the PTP as evidence is collected during the primary years which support the need for differentiated services. A primary review committee composed of primary teachers, counselors, administrators, gifted education personnel and any other appropriate personnel familiar with the child's potential or demonstrated ability should determine eligibility for services.

It would be helpful to use the term "high potential" student when referring to students in the PTP rather than saying that the students are gifted. Students are not formally identified as gifted until the end of the primary program.

Informal measures may place several students in the PTP in the specific academic area of math. Once these high potential math students are placed in the PTP for that specific academic area, formal measures such as individual math achievement tests may be used to help determine the level of student achievement and the appropriate level of instruction. These measures should allow the student to demonstrate the level at which he can perform. These formal measures should not be limited by a grade level ceiling. Formal identification measures, however, may not be used to deny services or to eliminate a student from the PTP. The data from these formal measures may be used to help determine the type of service delivery option(s) most appropriate for meeting the individual needs of each math talent pool student. For example, one 6-year old child in the PTP for math may have a grade equivalent of 4.2 on an individual math achievement test, and a 7-year old may have a grade equivalent of 4.4. Based on all data collected, the service delivery options to meet these students' needs might be to cluster group them together for math, provide curriculum compacting, and accelerate them in the specific area of math.

After a student is placed in the PTP, determination must be made as to who is responsible for delivering the differentiated services. Some academic PTP students may need to be cluster groups for reading and/or math and served by a regular classroom teacher. Other PTP students such as those requiring services in leadership development may meet once a week with the GT specialist. Intellectually high potential PTP students might be in a cluster group in math and/or reading and also meet with the GT specialist. Some students may be flexed up to the nest grade to receive services in a specific academic aptitude. All services need to be differentiated and matched to student needs. Seeing a GT specialist once a week would not be an appropriate service delivery option for a student requiring services in math. Math is a daily subject and services need to be delivered daily. A student placed in the PTP for visual art may be served by an art specialist who would cluster group the visual art students and serve them in a pull-out program which meets one hour each week.

It is important to remember that there should be multiple service delivery options at each grade elvel and that services should be matched to each student's needs, interests, and abilities.

Adapted from Technical Assistance Manual for Gifted and Talented Education

General Intellectual Ability

Section 1. Definitions (16) *General intellectual ability" means possessing: (a) Either the potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability, which is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, nonverbal ability and the analysis, synthesis, and evaluation of information; and (b) A consistently outstanding mental capacity as compared to children of one's age, experience, or environment.*

At least 3 informal measures dealing specifically with general intellectual ability should be gathered to place students in the PTP where students receive services related to their general intellectual ability. When opportunities are provided which allow primary students to display abstract reasoning, logical reasoning, social awareness, memory, spatial relations, analysis, synthesis, and evaluation of information, the data can be collected and used when considering placement for a student in the PTP in the area of general intellectual ability. The General Intellectual Jot Down (Appendix A) may be used during open-ended activities to record the names of students exhibiting the characteristics of general intellectual ability.

Data from a formal test which was administered to all primary students may be used to include students in the PTP. Also, after the talent pool has been established, all primary students might be given a non-verbal test of cognitive ability which could be used to include students who were missed in the informal process. The scores from this test may not be used to remove a child from the PTP. The use of the non-verbal test in this way serves as a safety net to ensure that typically underrepresented children have equal access to GT services. It is especially effective in discovering intellectually gifted children who are often overlooked—disadvantaged, ethnically/culturally diverse, underachieving, and children with disabilities.

Specific Academic Aptitude

Section 1.Definitions (30) *Specific academic aptitude means possessing either potential or demonstrated ability to perform at an exceptionally high level in one (1), or very few related, specific academic areas significantly beyond the age, experience or environment of one's chronological peers.*

At least 3 informal measures dealing with each specific academic area should be gathered to place students in the PTP so they may receive services related to specific academic area(s). When open-ended opportunities are provided which allow primary students to display exceptionally high levels of ability in a specific academic area, the data can be collected and used when considering placement for a student in the PTP for a specific academic area(s). The Academic Jot Down (Appendix A) may be used during the open-ended activities to record the names of students exhibiting characteristics in specific academic areas.

Data from a formal achievement test which was administered to all primary students may be used to include students in the PTP for specific academic aptitude. For example, all primary students were administered the MAP. Scores in specific academic areas (math, reading, etc.) may be used as one measure when looking for students in specific academic areas.

Creative or Divergent Thinking Ability

Section 1.Definitions *(8) "Creative or divergent thinking ability" means possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks as evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways.*

At least 3 informal measures dealing specifically with creative or divergent thinking characteristics should be gathered to place a student in the PTP for services in creative or divergent thinking. When informal open-ended opportunities are provided which allow primary students to display their creative or divergent thinking ability, the data can then be collected and used when considering placement for a student in the PTP in the area of creative/divergent thinking ability. The creative thinking activities and Creative Thinking Jot Down (Appendix A) may be used by all primary teachers as they observe students during open-ended activities and record the names of students exhibiting characteristic of creative or divergent thinking abilities.

Leadership Ability

Section 1.Definitions *(26) "Psychosocial or leadership ability" means possessing either potential or demonstrated ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and written expression, managerial ability, and the ability, or vision, to set goals and organize others to successfully reach those goals.*

At least 3 informal measures dealing specifically with leadership characteristics should be gathered to place a student in the PTP so she may receive services related to her leadership ability. Informal opportunities which allow students to display their natural leadership ability will provide a rich resource for collecting informal measures which can be used when considering placement for a student in the PTP in the area of Leadership Ability.

The Leadership Jot Down may be used by primary teachers as they observe students during open-ended activities such as the playground or prior to the start of class, to record the names of students exhibiting characteristics of leadership. Other educators such as art teachers, librarians, PE teachers, etc. may also find open-ended leadership opportunities and then fill out a Leadership Jot Down (Appendix A).

Visual and Performing Arts Ability

Section 1.Definitions *(34) "Visual or performing arts ability" means possessing either potential or demonstrated ability to perform at an exceptionally high level in the visual or performing arts and demonstrating the potential for outstanding aesthetic production, accomplishment, or creativity in visual art, dance, music, or drama.*

At least 3 informal measures related to each specific area of the visual and performing arts for which a student is being considered for the PTP should be gathered to place a student in the PTP so he may receive services related to specific visual or performing arts ability. When open-ended opportunities are provided which allow primary students to display exceptionally high levels of ability in an area of the visual or performing arts, the data can be collected and used when considering placement for a student in the PTP for a specific visual or performing arts area(s). The Art, Music, Dance, and Drama Jot Downs (Appendix A) may be used during open-ended activities to record the names of students exhibiting characteristics in the visual or performing arts.

Early Signs of Giftedness

Does your little one smile a lot? Is she extremely active and curious? You just might be raising the next Einstein! Find out from the experts whether your child is exhibiting early signs of giftedness.

Some early signs of giftedness include:

- Abstract reasoning and problem-solving skills
- Advanced progression through developmental milestones
- Curiosity
- Early and extensive language development
- Early recognition of caretakers (for example, smiling)
- Enjoyment and speed of learning
- Excellent sense of humor
- Extraordinary memory
- High activity level
- Intense reactions to noise, pain, or frustration
- Less need for sleep in infancy
- Long attention span
- Sensitivity and compassion
- Perfectionism
- Unusual alertness in infancy
- Vivid imagination (for example, imaginary companions)

The precursors of adult creativity are clearly evident in young children. This digest explores factors that affect creativity in children and techniques for fostering this quality. The need to study creativity, and the definition of creativity within a developmental framework, are also discussed.

WHY STUDY CREATIVITY IN YOUNG CHILDREN?

Just as all children are not equally intelligent, all children are not equally creative. But just as all children exhibit behaviors which evidence intelligence from birth, they also exhibit behaviors which evidence the potential for creativity.

Creativity is essentially a form of problem-solving. But it is a special type of problem-solving--one that involves problems for which there are no easy answers: that is, problems for which popular or conventional responses do not work. Creativity involves adaptability and flexibility of thought. These are the same types of skills that numerous reports on education (e.g., the Carnegie Report, 1986) have suggested are critical for students.

WHAT IS CREATIVITY?

Creativity has been considered in terms of process, product or person (Barron and Harrington, 1981) and has been defined as the interpersonal and intrapersonal process by means of which original, high quality, and genuinely significant products are developed. In dealing with young children, the focus should be on the process, i.e., developing and generating original ideas, which is seen as the basis of creative potential. When trying to understand this process, it is helpful to consider Guilford's (1956) differentiation between convergent and divergent thought. Problems associated with convergent thought often have one correct solution. But problems associated with divergent thought require the problem-solver to generate many solutions, a few of which will be novel, of high quality, and workable--hence creative.

For a proper understanding of children's creativity, one must distinguish creativity from intelligence and talent. Ward (1974) expressed concern about whether creativity in young children could be differentiated from other cognitive abilities. More recent studies (for example, Moran and others, 1983) have shown that components of creative potential can indeed be distinguished from intelligence. The term "gifted" is often used to imply high intelligence. But Wallach (1970) has argued that intelligence and creativity are independent of each other, and a highly creative child may or may not be highly intelligent.

Creativity goes beyond possession and use of artistic or musical talent. In this context, talent refers to the possession of a high degree of technical skill in a specialized area. Thus an artist may have wonderful technical skills, but may not succeed in evoking the emotional response that makes the viewer feel that a painting, for example, is unique. It is important to keep in mind that creativity is evidenced not only in music, art, or writing, but throughout the curriculum, in science, social studies and other areas.

Most measures of children's creativity have focused on ideational fluency. Ideational fluency tasks require children to generate as many responses as they can to a particular stimulus, as is done in brainstorming. Ideational fluency is generally considered to be a critical feature of the creative process. Children's responses may be either popular or original, with the latter considered evidence of creative potential. Thus when we ask four-year-olds to tell us "all the things they can think of that are red," we find that children not only list wagons, apples and cardinals, but also chicken pox and cold hands.

For young children, the focus of creativity should remain on process: the generation of ideas. Adult acceptance of multiple ideas in a non-evaluative atmosphere will help children generate more ideas or move to the next stage of self-evaluation. As children develop the ability for self-evaluation, issues of quality and the generation of products become more important. The emphasis at this age should be on self-evaluation, for these children are exploring their abilities to generate and evaluate hypotheses, and revise their ideas based on that evaluation. Evaluation by others and criteria for genuinely significant products should be used only with older adolescents or adults.

WHAT AFFECTS THE EXPRESSION OF CREATIVITY?

For young children, a non-evaluative atmosphere appears to be a critical factor in avoiding what Treffinger (1984) labels as the "right answer fixation." Through the socialization process, children move toward conformity during the elementary school years. The percentage of original responses in ideational fluency tasks drops from about 50% among four-year-olds to 25% during elementary school, then returns to 50% among college students (Moran et al., 1983). It is important that children be given the opportunity to express divergent thought and to find more than one route to the solution.

Rewards or incentives for children appear to interfere with the creative process. Although rewards may not affect the number of responses on ideational fluency tasks, they seem to reduce the quality of children's responses and the flexibility of their thought. In other words, rewards reduce children's ability to shift from category to category in their responses (Groves, Sawyers, and Moran, 1987). Indeed, any external constraint seems to reduce this flexibility. Other studies have shown that structured materials, especially when combined with structured instructions, reduce flexibility in four-year-old children (Moran, Sawyers, and Moore, in press). In one case, structured instructions consisted only in the demonstration of how to put together a model. Teachers need to remember that the structure of children's responses is very subtle. Research suggests that children who appear to be creative are often involved in imaginative play, and are motivated by internal factors rather than external factors, such as rewards and incentives

HOW CAN ADULTS ENCOURAGE CREATIVITY?

* Provide an environment that allows the child to explore and play without undue restraints.
* Adapt to children's ideas rather than trying to structure the child's ideas to fit the adult's.
* Accept unusual ideas from children by suspending judgement of children's divergent problem-solving.
* Use creative problem-solving in all parts of the curriculum. Use the problems that naturally occur in everyday life.
* Allow time for the child to explore all possibilities, moving from popular to more original ideas.
* Emphasize process rather than product.

CONCLUSION

Adults can encourage creativity by emphasizing the generation and expression of ideas in a non-evaluative framework and by concentrating on both divergent and convergent thinking. Adults can also try to ensure that children have the opportunity and confidence to take risks, challenge assumptions, and see things in a new way.

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EARLY CHILDHOOD
NAGC Position Paper
Creating Contexts for Individualized Learning in Early Childhood Education

This position statement, initiated by the Early Childhood Division of NAGC, focuses on creating optimal environments for recognizing, developing, and nurturing the strengths and talents of young gifted children, age 3 through 8. Characteristics of these young gifted children can include (but are not limited to): the use of advanced vocabulary and/or the development of early reading skills, keen observation and curiosity, an unusual retention of information, periods of intense concentration, an early demonstration of talent in the arts, task commitment beyond same-age peers, and an ability to understand complex concepts, perceive relationships, and think abstractly (Clark, 2002; Smutny, 1998; Smutny & von Fremd, 2004). Although many individuals are influential in the lives of young children, this position statement targets those who care for and are responsible for teaching young gifted children, including parents, caregivers, teachers, administrators, and other members of the community.

Early childhood gifted education focuses on recognizing, developing, and nurturing the strengths and talents of all children age 3 through 8. Early childhood educators and family members have mutual goals to develop children's capacity and passion for learning to the fullest potential. In addition, research indicates that an interactive and responsive environment in early childhood supports both cognitive and affective growth and establishes a pattern of successful learning that can continue throughout children's lives (Clark, 2002; Smutny, 1998). As such, the creation of rich and engaging learning environments in schools, homes, and communities during early childhood can enhance educational opportunities for learners and help put children on the path to academic achievement.

In many children, a pattern of gifted behaviors and/or advanced performance can be seen as early as preschool; however, classroom modifications for gifted students altering the pace, depth, or complexity of instruction are rarely implemented in pre-school and early-elementary classrooms (Robinson et al., 2002; Stainthorp & Hughes, 2004). Thus the early educational experiences of many young gifted children provide limited challenge and hinder their cognitive growth rather than exposing learners to an expansive, engaging learning environment. This problem may be intensified among traditionally underserved populations of young gifted students including culturally, linguistically, and ethnically diverse learners, as well as children from poverty because in many cases additional resources for providing enriched learning experiences in homes and communities are also limited (Robinson et al.; Scott & Delgado, 2005). Therefore, NAGC believes that providing engaging, responsive learning environments in which young learners' interests, strengths, and skills are identified, developed, and used to guide individualized learning experiences benefit all children, including young gifted children. Further, NAGC believes that providing a broad range of educational, health, and social services is especially critical for enabling young children from economically impoverished environments to develop and demonstrate high potential.

Young gifted learners are a heterogeneous group that is not easily defined or assessed. They present educators and families with unique challenges due to their rapid and often asynchronous development (Elkind, 1998). Varied and uneven physical, social, emotional, and cognitive growth can make identification of young learners' strengths, skills, and interests, and the subsequent provision of individualized instruction, difficult for those without formal training in acceleration and differentiation of curriculum and instruction (Gross, 1999; Smutny & von Fremd, 2004). In fact, research indicates that highly gifted young children frequently hide their advanced abilities or outstanding behaviors in educational settings to fit in socially with their peers (Gross). In addition, parents offer a unique perspective and are often among the first to recognize gifted behaviors in early childhood indicating that families must be included as active partners in the identification process and subsequent planning of learning environments (Barbour & Shaklee, 1998; Gross; Smutny, 1998). Ultimately, educators and families must work together to consistently develop and adapt environments that cultivate and respond to the learning needs of young gifted learners (Smutny & von Fremd).

Early childhood educators and family members play powerful and critical roles in establishing and supporting learning environments at home, in community settings, and in traditional school settings (Feinburg & Mindess, 1994; Smutny, 1998). These contexts vary and require the active participation of caring adults to recognize and nurture children's strengths, interests, and abilities. However, similar core elements must be in place across all contexts to establish an appropriate and responsive educational learning environment (Bredekamp & Rosegrant, 1995; Edwards, Gandini, & Forman, 1993; Katz & Chard, 2000; Feinburg & Mindess; Smutny). The attributes of these core elements include:

- recognition of students as individuals who enter school with a unique set of experiences, interests, strengths, and weaknesses that will influence their readiness to learn (Elkind, 1998; Feinburg & Mindess; Smutny & von Fremd, 2004)
- informal and formal observations about student strengths and readiness that inform the planning of learning opportunities (Smutny; Smutny & von Fremd)
- flexibility in the pace at which learning opportunities are provided (Some gifted learners benefit from acceleration to prevent needless repetition while others make gains with additional time to explore a topic in a more in-depth manner than same-age peers.) (Smutny& von Fremd)
- challenging and content-rich curriculum that promotes both critical and creative thinking
- across all academic disciplines including reading, math, science, and the arts (Robinson et al., 2002; Smutny & von Fremd)
- opportunities to build advanced literacy skills (Gross, 1999; Stainthorp & Hughes, 2004)
- ample and varied materials including but not limited to technology, print material, and manipulative resources (Barbour & Shaklee, 1998; Bredekamp & Rosegrant; Clark, 2002)
- instructional strategies that foster an authentic construction of knowledge based on exploration, manipulative resources, and experiential inquiry (Barbour & Shaklee; Clark; Katz & Chard),
- early exposure to advanced concepts in age-appropriate ways (Clark; Smutny)
- learning opportunities that provide choice and the development of independent problem solving (Robinson et al.)
- the identification and use of individual student interests to encourage investigative behaviors (Barbour & Shaklee; Smutny & von Fremd)
- interaction and collaboration with diverse peer groups of children having like and different interests and abilities (Bredekamp & Rosegrant; Elkind)
- experiences that range from concrete to abstract (Katz & Chard; Smutny & von Fremd)
- opportunities for social interaction with same-age peers as well as individuals with similar cognitive abilities and interests (Bredekamp & Rosegrant; Clark)
- engagement in a variety of stimulating learning experiences (including hands-on opportunities, imaginative play, and problem-solving) (Barbour & Shaklee; Clark; Smutny), and
- caring and nurturing child-centered environments that support healthy risk-taking behaviors
- (Barbour & Shaklee; Clark; Elkind; Smutny).

To actualize these optimal learning environments, NAGC supports the development of information for parents, educators, and caregivers on the traits, behaviors, and unique learning needs of young gifted children. We also promote collaboration with early childhood educators to increase their capacity to identify and nurture the interests, talents, and abilities of young gifted learners and to create intellectually engaging learning environments to provide the highest quality education possible for all young children.

Approved 11/06
1707 L Street, NW ☐ Suite 550 ☐ Washington, DC 20036 ☐ (202) 785-4268 ☐ *www.nagc.org*

Gifted and Talented Students

Gifted and Talented Identification and Services: Marion County

Giftedness, as an educational entity:

The federal law, Jacob K. Javits Gifted and Talented Students Education Act of 1988, provided a federal office in the U.S. Department of Education out of which came a national definition for giftedness, which most importantly states the Gifted and talented students are students who can be defined as "exceptional" – that is they can be identified as possessing demonstrated or potential ability to perform at an exceptionally high level in five general areas:

- General Intellectual
- Specific Academic Aptitude
- Creativity
- Leadership
- Visual/Performing Arts

Primary Talent Pool

- The Primary Talent Pool is an informal recognition of high potential students; not equivalent to formal gifted identification. This consists of approximately 25% of the student primary population.

IDENTIFICATION PROCEDURES

1. Counselors will administer the Raven Coloured Progressive Matrices to all exiting kindergarten and any new primary students during the second semester of the school year. This screening serves as a safety net for underachieving, underrepresented, and often overlooked students.
2. The counselors will provide a listing of students scoring in the 90+ percentile to the Gifted and Talented resource teacher.
3. The Gifted and Talented resource teacher will give primary teachers a listing of students scoring 90+.
4. Teachers will submit recommendations based on their observations for any high potential student.
5. Upon receiving the teacher recommendation, the Gifted and Talented teacher will seek other forms of evidence such as work samples and parent observation forms.

SERVICE DELIVERY

1. The majority of the primary talent pool students' services should be through the regular classroom teacher providing continual progress by cluster grouping, differentiation, accelerating, and cross teaming.
2. The Gifted and Talented teacher will serve as material and professional development resource to teachers.

Nurturing Giftedness in Young Children

Versions of the following conversation can often be heard when young gifted children start school. "Bill doesn't belong in kindergarten!" the parent cries. "Look, he's reading at the fourth-grade level and has already learned two-column addition." The teacher or principal, having already decided this is a 'pushy parent,' replies, "Well, Mrs. Smith, Bill certainly doesn't belong in first grade; he hasn't learned to tie his shoelaces, and he can't hold a pencil properly, and he had a tantrum yesterday in the hall."

The problem in this continuing controversy is that both parties are usually correct. Some gifted children entering kindergarten have acquired academic skills far beyond those of their age mates. Such children master the academic content of kindergarten when they are 3 years old. However, their physical and social development may be similar to that of other 5-year-olds, making an accelerated placement a mismatch as well. The usual solution is to place a child like Bill in a program matched to his weaknesses, rather than to his strengths. Bill usually ends up in kindergarten, where his advanced intellectual development becomes a frustration to his teacher, an embarrassment to his peers, and a burden to Bill.

Educators justify this placement by saying, "Bill needs socialization; he's already so far ahead academically, he doesn't need anything in that area." There are two major problems with this rationale. First, educators are essentially telling such students that there is no need for them to learn anything in school. The second problem is revealed by examining the so called "socialization" experienced by a brilliant 5-year-old like Bill in a kindergarten class of 25 to 30 students. A major component of early socialization involves a child's feeling that she or he is accepted by others-- teachers and children alike. If the teacher does not validate a gifted child's advanced abilities and intellectual interests by making them part of the ongoing curriculum, the child experiences no feelings of acceptance from the teacher. If, as is highly likely, this child makes the additional discovery that she or he is quite different from most classmates and that communication is extremely difficult because of differences in vocabulary and modes of expression, then the child misses peer acceptance as well. In fact, this first school experience, which should furnish the impetus for future enthusiasm about learning, can be a dismal failure for the brilliant child in a lockstep kindergarten program. Often these children learn to hide or deny their abilities, so as to fit in better with the other children. Or, they may develop behavioral problems or psychosomatic symptoms such as stomachaches and headaches, causing parents to confront the school with justifiable concern.

Understanding Uneven Development

It is important to remember that these children very often do not develop evenly. In fact, young gifted children frequently show peaks of extraordinary performance rather than equally high skill levels in all cognitive areas. The child who learns to read at age 3 or who shows unusually advanced spatial reasoning ability, for example, may not be the child with the highest IQ or the earliest language development. Unique patterns of development can be observed within a group of gifted children, and uneven development is frequently evident in the pattern of a single child. In some cases, it seems as though children's abilities develop in spurts, guided by changes in interest and opportunity. Reading ability, for example, might develop almost overnight. Children who know all their letters and letter sounds by age 2-1/2 may remain at that level for some time, perhaps until age 4 or 5, and then in a matter of months develop fluent reading skills at the third or fourth grade level.

Another area of unevenness in the development of gifted young children is found in the relationship between

advanced intellectual development and development of physical and social skills. Evidence seems to indicate that intellectually gifted children's performance in the physical domain may only be advanced to the extent that the physical tasks involve cognitive organization. And, although intellectually advanced children tend to possess some advanced social-cognitive skills, they do not necessarily demonstrate those skills in their social behavior. In other words, they may understand how to solve social conflicts and interact cooperatively, but not know how to translate their understanding into concrete behavior.

It is not uncommon to find gifted young children experiencing a vast gap between their advanced intellectual skills and their less advanced physical and emotional competencies. For example, 4- and 5-year old children may converse intelligently about abstract concepts such as time and death and read fluently at the fourth-grade level, yet find it difficult to hold a pencil or to share their toys with others.

Often these uneven developmental levels can lead to extreme frustration, as children find that their limited physical skills are not sufficiently developed to carry out the complex projects they imagined. These children may throw tantrums or even give up on projects without trying. Adult guidance in developing coping strategies can help such children set more realistic goals for themselves and learn how to solve problems effectively when their original efforts do not meet their high expectations.

Adults, too, can be misled by children's advanced verbal ability or reasoning skill into expecting equally advanced behavior in all other areas. It is unsettling to hold a high-level conversation with a 5 year-old who then turns around and punches a classmate who stole her pencil. Sometimes young children's age-appropriate social behavior is interpreted as willful or lazy by parents and teachers whose expectations are unrealistically high. The only accurate generalization that can be made about the characteristics of intellectually gifted young children is that they demonstrate their unusual intellectual skills in a wide variety of ways and that they form an extremely heterogeneous group with respect to interests, skill levels in particular areas, social development, and physical abilities.

Understanding the unique developmental patterns often present in gifted children can help parents, and teachers as well, adjust their expectations of academic performance in young children to a more reasonable level.

Choosing a Program or School
One of the few psychological truths educators and psychologists agree upon states that the most learning occurs when an optimal match between the learner's current understanding and the challenge of new learning material has been carefully engineered. Choosing a program or school for a gifted child who masters ideas and concepts quickly but who behaves like a typical 4- or 5-year-old is indeed a challenge.

Many intellectually gifted children master the cognitive content of most preschool and kindergarten programs quite early. They come to school ready and eager to learn concepts not usually taught until an older age. However, academic tasks designed for older children often require the learner to carry out teacher-directed activities while sitting still and concentrating on written work sheets. Young children, no matter how bright they are, require active involvement with learning materials and often do not have the writing skills required for above-grade-level work.

Since many gifted children will hide their abilities so as to fit in more closely with classmates in a regular program, teachers may not be able to observe advanced intellectual or academic abilities directly. If a kindergartner enters school with fluent reading ability, the parent should share this information at the beginning of the year instead of waiting until the end of the year to complain that the teacher did not find out that the child could read. When parents and teachers pool their observations of a child's skills, they begin to work together to develop appropriate educational options for nurturing those abilities. Parents whose children have some unusual characteristics that will

affect their learning needs have an obligation to share that information with educators, just as educators have an obligation to listen carefully to parent concerns.

When the entry level of learners is generally high but extremely diverse, an appropriate program must be highly individualized. Children should be encouraged to progress at their own learning rate, which will result in most cases in subject matter acceleration. The program should be broadly based, with planned opportunities for development of social, physical, and cognitive skills in the informal atmosphere of an early childhood classroom.

One primary task of teachers is to make appropriately advanced content accessible to young children, taking into account individual social and physical skills. Lessons can be broken into short units, activities presented as games, and many concepts taught through inquiry-oriented dialogue and experimentation with manipulatable materials. Language experience activities in reading and the use of manipulatable math materials as described in products like Mathematics Their Way (Baratta-Lorton, 1976) are good examples of appropriate curriculum approaches.

An appropriate learning environment should also offer a gifted young child the opportunity to discover true peers at an early age. Parents of gifted children frequently find that, while their child can get along with other children in the neighborhood, an intense friendship is likely to develop with a more developmentally equal peer met in a special class or interest-based activity. Such parents may be dismayed to discover that this "best friend" does not live next door but across town, and may wonder whether or not to give in to their child's pleas for inconvenient visits. Probably one of the most supportive activities a parent can engage in is to help a child find a true friend and make the effort required to permit the friendship to flower.

In looking for an appropriate program for their gifted preschooler, then, parents must be aware of the learning needs of young children and not be misled by so-called experts who advocate rigid academic approaches with an emphasis on rote memorization and repetition. Rather, wise parents will look for open-endedness, flexible grouping, and opportunities for advanced activities in a program that allows their child to learn in the company of intellectual peers.

Resources

Allen, R. V., & Allen, C. (1970). Language experiences in reading (Vols.1 & 2). Chicago, IL: Encyclopedia Britannica Press.

Baratta-Lorton, M. (1976). Mathematics their way: An activity center mathematics program for early childhood education. Menlo Park, CA: Addison-Wesley.

Roedell, W. C. (1989). Early development of gifted children. In VanTassel-Baska, J. & Olszewski-Kubilius, P. (Eds.), Patterns influence on gifted learners (pp.13-28). New York, NY: Teachers College Press.

Roedell, W. C., Jackson, N. E., & Robinson, H. B. (1980). Gifted young children. New York, NY: Teachers College Press.

Spivack, G., & Shure, M. B. (1974). Social adjustment of young children. San Francisco, CA: Jossey-Bass.

Additional Reading

Smutny, J. F., Veenker, K., Veenker, S. (1989). Your gifted child: How to recognize and develop the special talents in your child from birth to age seven. A practical source book containing a wealth of information for parents and educators of young gifted children. Leads parents through infancy and early childhood, discussing topics such as language development, creativity, and how to choose schools. Provides a developmental checklist. New York, NY: Facts On File. Also available from The Council for Exceptional Children/ The ERIC Clearinghouse on Disabilities and Gifted Education.

Section 5 –
Testing and Assessment

The regulation requires a score of ninth stanine for identifications in general intellectual ability and specific academic aptitude; however, KDE has not endorsed or required that any specific test(s) be used.

Section Includes:

- Role of Assessments in Identification – NAGC Position Paper
- Clarification 2007
- Commonly Used Testing Instruments in Gifted Education
- Using WISC-IV For Gifted Identification – a NAGC Position Paper
- Norm- and Criterion-Referenced Testing
- Connecting Performance Assessment to Instruction
- Creating Meaningful Performance Assessments

THE ROLE OF ASSESSMENTS IN THE IDENTIFICATION OF GIFTED STUDENTS

Assessments can be used for a variety of purposes, including identifying students for gifted programs; providing ongoing feedback to guide the instructional process; and to determine to what extent students have obtained intended goals (e.g., academic, affective) within a gifted program. The purpose of this position paper is to provide parents, teachers, and other advocates of gifted students with best practices endorsed by NAGC related to the first purpose--the role of assessments in identifying students for gifted programs.

NAGC believes that the process of identifying students for gifted and talented programs must be based on defensible measurement practices, including the process of selecting psychometrically sound assessments aligned with a program's goals and objectives; the administration and interpretation of the assessments by individuals with appropriate credentials or training; and the ethical application of decisions regarding gifted program placement. Further, NAGC believes that there are specific practices that are supportive of these measurement practices.

In recent years, there have been significant discussions regarding the role of traditional assessments in identifying students who are typically under-represented in gifted programs, including culturally and linguistically diverse and low-income gifted students, and the use of alternative assessments with these students such as nonverbal ability tests (Lohman, 2005). NAGC believes that assessments selected for use in the identification of gifted students must be sensitive to and appropriate for the characteristics of the students being assessed and must aim to be inclusive of students from different cultures, races, and economic circumstances. Program administrators should choose the most psychometrically sound assessments with appropriate norms for their population of students and programs and use them appropriately for selection (see Lohman, 2005). However, it is also imperative that test users and policymakers understand that alternative-type assessments are not panaceas to the issue of underrepresentation each come with limitations in terms of reliability and validity, and that these types of assessments should never be used in isolation to identify gifted children.

Another issue that warrants consideration in the identification of gifted students is the decision to use group versus individual testing, which is often determined by the availability of resources and the characteristics of the children to be evaluated. More accurate assessment data may be obtained via one-on-one testing with very young children and children with special characteristics and needs such as those with dual exceptionalities. For these children it is important to have a tester who is sensitive to and experienced with the group being assessed as well as the training in the administration of the assessments.

NAGC believes that because the use of assessments is an integral part of the identification process, test users have a responsibility to ensure that all testing is conducted in a fair and ethical manner. Such practices include the appropriate storing of testing materials before, during, and after testing; training all personnel involved with the administration and/or scoring of assessments; utilizing assessments that are developmentally appropriate and for only the purposes for which they were developed; interpreting assessment results to the appropriate audiences; and maintaining the confidentiality of students at all times. While NAGC advocates for the use of multiple assessments in the identification of gifted students, NAGC also believes that combining disparate data from multiple assessments must be done in such a way as to identify not only those students who are in immediate need of instruction beyond the regular curriculum, but also those students who display the potential for high-level learning beyond the regular curriculum.

In order to best implement defensible assessment practices for the purposes of gifted program identification, NAGC supports the collaboration of multiple stakeholders, including teachers, parents, and other advocates of gifted children, as well as general education administration at the district and state levels. This collaboration works to

ensure that the application of defensible measurement practices results in the equitable and consistent use of assessments for the purposes of gifted program identification.

Research-Based Practices Regarding the Use of Assessments for Identification Purposes
Regardless of the type of assessments used for identification or whether students are assessed in groups or individually, there are five non-negotiable practices in the use of assessments as identification tools. First, the choice of assessment tools must match the definition of giftedness that has been determined by the state, district, or school. The degree to which the assessment tool is aligned with the definition of giftedness is an important aspect of validity. Further, any assessments used in the identification process also should be aligned with the gifted program's goals and objectives and desired outcomes for students as a result of participation in the program (Feldhusen, Asher, & Hoover, 1984). Program administrators must carefully consider the program's goals and objectives as well as the aptitudes, achievement levels, and other characteristics of students (e.g., motivation, persistence, interest) needed for success in the program in order to select instruments that provide the most reliable and valid data regarding students' potential for success.

Second, identification of gifted and talented students should not be based on a single assessment. Rather, multiple pieces of evidence should be collected that measure different constructs and characteristics aligned to the gifted program's definition, goals, and objectives (Callahan, Tomlinson, & Pizzat, 1993), ideally including a variety of format types (e.g., paper-and-pencil; performance assessment). Multiple pieces of psychometrically sound data obtained from a variety of sources result in a more comprehensive and thus, more accurate picture of the student on which to base selection. For example, if trying to measure mathematical ability, appropriate choices might include a selected-response, domain-specific mathematics achievement test (e.g., a multiple-choice assessment) and a constructed-response assessment (e.g., performance assessment) where the student solves problems in an authentic context. However, when multiple assessments are used, it is important that the assessments provide different types of information as well as measure the construct, i.e. mathematical reasoning ability, differently. For example, although multiple pieces of information are being collected, administering assessments that follow the same response format may unfairly penalize some students while benefiting others. Program administrators should consider the use of a variety of format types when considering the specific assessments that will be used in an identification process and choose assessments sensitive to the inclusion of under-represented groups, culturally and linguistically diverse, and twice-exceptional students.

Third, the assessment conditions should mimic as closely as possible a natural setting in which the student can fully demonstrate his or her knowledge, skills, and abilities. The greater the unfamiliarity of the assessment setting, the greater the potential for undue negative influences on a student's performance (American Educational Research Association, American Psychological Association, National Council on Measurement in Education, 1999). For example, testing some of a district's second-grade students in a high school cafeteria on a given Saturday, while other second graders are administered the assessments within their classroom context, unfairly penalizes those students who are assessed outside their natural setting.

Fourth, school system personnel have the responsibility to be well-informed consumers regarding the technical documentation of each assessment used for identification (Joint Committee on Testing Practices, 2004). Assessment developers or publishers should include information on an instrument's psychometric properties (e.g., reliability and validity) and only assessments with adequate psychometric properties should be used in the identification of gifted students. In the absence of this information, responsible persons should determine an instrument's reliability and validity for diverse populations prior to using the instrument in an identification process.

Fifth, school system personnel have the responsibility to ensure that persons who administrator and score assessments used for identification are appropriately trained and that placement decisions are driven by defensible data and not based on personal relationships, political associations, or parental pressure.

The Variety of Assessment Types
Assessments differ on dimensions such as: the degree to which they are standardized (e.g., using large national samples versus local samples); the type of response format (e.g., producing a response as opposed to selecting a response from a predefined set); the ways in which the material is presented (e.g., paper-and-pencil, computerized, oral); and the content (e.g., mathematics) or constructs (e.g,. creativity) being assessed. NAGC believes that regardless of the type of assessment, only assessments that provide psychometrically sound information on students, regardless of language, culture, gender, race, or socio-economic status, should be used. The following are three types of assessments often used in identifying students for participation in programs and services for gifted learners.

1. *Objective-type instruments:* These types of selected-response assessments used for identification purposes range from standardized, nationally normed paper-and-pencil or computerized tests to locally developed and normed tests, including most of the aptitude and achievement tests used in schools as well as IQ tests (see NAGC position paper; "Use of WISC-IV for Gifted Identification"). When using these types of assessments, users should be fully aware of the test's purposes and have evidence of sufficient reliability of the test scores. In addition, test users should use assessments that have a sufficient ceiling for measuring students' aptitudes or achievement, lack item bias, and have support for the validity of the types of decisions that will be made based on the results of the assessment (Joint Committee, 2004).

2. *Performance assessments*: Performance assessments, authentic assessments, and portfolios are constructed-response assessments that may be used in the identification process. These types of assessments directly measure the domain-specific construct of interest. Examples of performance assessments include open-ended or extended-response items. For example, students might be asked to present arguments for or against a particular position on an issue, write in response to a prompt, or conduct and write a report of a scientific investigation. Portfolios are examples of another type of performance assessment in which students present their 'best pieces' highlighting the strengths of each piece or a 'work in progress' where students illustrate their improvement over time. When using these types of assessments, test users have the responsibility of ensuring that high-quality training procedures for scoring students' responses or rating students' work are in place in order to achieve a sufficient standard for exact rater agreement (Moon & Hughes, 2002). The acceptable standard for rater agreement is 80% exact agreement between two raters evaluating the same student response.

3. *Rating Scales, Interviews:* Classroom observations of students' behaviors, collected by the use of rating scales designed to assess student characteristics or behaviors, and student interviews can provide useful supplemental data, particularly on students whose talents may not be evident on traditional aptitude or achievement tests. NAGC believes that the use of rating scales and interviews should play only a supplementary role in the identification process. Collecting these types of information is very difficult to do well because all individuals are affected by bias and prejudice, even if only at a subconscious level. If these types of data are collected, it is important that one recognize that different genders, cultures, races, ethnicities, and social classes have different ways of communicating which may impact an observer's/interviewer's perspective on what behaviors constitute giftedness. It is also essential to recognize one's own views and predispositions relative to these differing subgroups of the population. To guard against the introduction of observer/interviewer bias into the identification process, educators should use structured tools with inclusive, but specific and clear, criteria to guide the data collection process (Oosterhof, 2003). Program administrators have the responsibility to ensure that individuals collecting these types of data have sufficient training in both the use of the instrument as well as the manifestation of giftedness in differing subgroups.

4

Implications for Practice

Program administrators are responsible for ensuring that:

1. the identification process and the assessments used are aligned with the program's definition of giftedness;
2. the process includes the use of multiple assessments that are combined in a reasoned way that is not biased against any particular subgroup of students (VanTassel-Baska, 2007);
3. the types of assessments used have sufficient psychometric evidence supportive of decisions about students' readiness for gifted programming;
4. all individuals involved in the assessment process have sufficient training in the administration and use of the assessments;
5. they themselves are fully informed about best practices in the field of testing as well as the latest research regarding the identification of gifted students; and
6. there is a process in place whereby the identification process is periodically evaluated to ensure it is reflective of best practices in the identification of gifted students.

Approved October 2008

Annotated Bibliography

American Educational Research Association, American Psychological Association, National Council on Measurement in Education. (1999). *Standards for educational and psychological testing.* Washington, DC: American Educational Research Association.
This reference outlines the standards associated with the testing process. The reference provides the criteria for the evaluation of tests, testing practices, and the consequences of using tests and is applicable for those who develop tests; those who select or review tests; those who administer and score tests; and those who use the results from tests for decision-making purposes, among others.

Callahan, C. M., Tomlinson, C. A., & Pizzat, P. M. (Eds.). (1993). *Contexts for promise: Noteworthy practices and innovations in the identification of gifted students.* Charlottesville: National Research Center on the Gifted and Talented, University of Virginia.
This report is based on a National Research Center on the Gifted and Talented study that involved the collection and evaluation of instruments and processes used in identification processes from districts across the nation. The work includes many of the projects that have been funded by the Jacob K. Javits Gifted and Talented Students Education Act.

Feldhusen, J. F., Asher, J. W., & Hoover, S. M. (1984). Problems in the identification of giftedness, talent, or ability. In J. S. Renzulli (Ed.) (2004), *Identification of students for gifted and talented programs (*pp. 79-85), Thousand Oaks, CA: Corwin Press.
This article, first appearing in *Gifted Child Quarterly* in 1984, discusses five steps associated with the identification of students for gifted programs: defining of program goals and the types of students to be served; procedures for nomination; procedures for assessment; individual differentiation; and validation of the identification process.

Joint Committee on Testing Practices. (2004). *Code of fair testing practices in education.* Washington, DC: American Psychological Association.
The reference is a collaborative effort among the American Counseling Association, the American Educational Research Association, the American Psychological Association, the American Speech-Language-Hearing

Association, the National Association of School Psychologists, the National Association of Test Directors, and the National Council on Measurement in Education. The Code serves as a guide for individuals who are test developers as well as test users and focuses on the (1) development and selection of assessments; (2) administration and scoring of assessments; (3) reporting and interpreting assessment results; and (4) informing of test takers.

Lane, S., & Stone, C. A. (2006). Performance assessment. In R. L. Brennan (Ed.), *Educational Measurement* (4th ed.), (pp. 387-432). National Council on Measurement in Education & American Council on Education. Westport, CT: Praeger Publishers.
This chapter provides an overview on the design, use, and validity of performance assessments for large-scale educational testing.

Lohman, D. F. (2005). The role of nonverbal ability tests in identifying academically gifted students: An aptitude perspective. *Gifted Child Quarterly, 49*, 111-138.
This article presents an overview of the different types of nonverbal ability tests, from individually administered to group administered and how selecting students on the basis of these types of assessments alone excludes many students who would profit from gifted and talented programs and includes many students for whom gifted and talented programs would be an ill fit.

Moon, T. R., & Hughes, K. R. (2002). Training and scoring issues involved in large-scale writing performance assessments. *Educational Measurement: Issues and Practice*, *21*(2), 15-19.
This study investigated the amount of error introduced into students' scores from constructed-response items based upon the type of training raters received as well as the type of scoring used for evaluating student responses.

Oosterhof, A. (2003). *Developing and using classroom assessments*. Upper Saddle River, NJ: Pearson Education.
This text provides a thorough and succinct discussion of the issues involved with using assessments in an educational environment, from development of to the uses of to the interpretation of various types of assessments as well as the issues that need to be taken into consideration when using each type of assessment.

VanTassel-Baska, J. (2007). *Alternative assessments with gifted and talented students*. Waco, TX: Prufrock Press.
This text provides an introductory guide to the methods used in educational settings for identifying gifted students as well as discussion for the need to identify students from underrepresented populations for gifted and talented programs. It also focuses on ways to assess the learning of gifted student through alternative means.

Clarification Regarding Testing for Gifted Identification

Leah Ellis
January 16, 2007

RE: Norm-referenced, standardized testing and using KCCT for identification of gifted students

This information is intended to provide guidelines for interpreting 704 Kentucky Administrative Regulation (KAR) 3:285. Programs for the gifted and talented. The Kentucky Department of Education is here to assist and ensure the implementation of this interpretation and the gifted regulation.

The regulation for the identification of gifted students in specific academic area(s) states:

704 KAR 3:285. Programs for the gifted and talented.
Section 3. Identification and Diagnosis of Gifted Characteristics, Behaviors, and Talent and Determination of Eligibility for Services
 (b) Specific academic aptitude shall be determined by composite scores in the ninth stanine on one (1) or more subject test scores of an achievement test. If a student scores low on a formal group measure of academic strength, yet other documentation shows potential, the district shall administer another standardized normed achievement test. Evidence of specific academic aptitude also may include:
   1. High performance on an additional individual or group test of academic aptitude;
   2. Student awards or critiques of performances;
   3. Off-level testing;
   4. Portfolio of high academic performances; or
   5. Student progress data.

The Kentucky Core Content Test (KCCT) is not a standardized, nationally normed-referenced test (NRT) as required in the regulation for the identification of specific academic aptitude giftedness. KCCT is a criterion-referenced test and should not be used for the formal test score to identify specific academic giftedness. However, the KCCT can be used as supporting evidence as "High performance on an additional individual or group test of academic aptitude."

Prior CATS (Commonwealth Accountability Testing System) results did include CTBS (Comprehensive Tests of Basic Skills), which is acceptable to use if a student obtains a composite score in the 9th stanine. Please note that CTBS subtests, such as vocabulary or math computation, are not composite scores.

Although KDE has offered guidance in the past on the acceptable use of the KCCT for identification of gifted students, our current focus is on the regulation and its intent. The Office of Teaching and Learning is collaborating with the Office of Assessment and Accountability to address this specific issue of making our assessment regulations and available testing tools more "gifted-friendly."

While there will not be a NRT for accountability purposes at the elementary or middle school level this year, 2006-2007, the Kentucky Board of Education (KBE) is considering having all elementary schools administer a NRT in reading and mathematics at some point in the elementary level. These discussions will continue at the February 2007 KBE meeting. Once the Board has made a final decision, KDE will notify districts and schools of the decision, including any decisions related to providing funding assistance to support districts toward the purchase of a NRT.

KDE encourages districts to look at their policies and procedures and rethink the process of identification from a different perspective. For example, when focusing on a target population, i.e. 3rd or 4th grade, a district may use a battery of screening tools that may include the KCCT, teacher checklists, referrals, student inventories, parent surveys, diagnostic classroom activities, peer surveys, portfolios, etc. The resulting smaller group of students, with the collected evidence from screening, would then be tested with a purchased NRT as a last piece of data after the other evidence is in place.

Use of the WISC-IV forGifted Identification

School districts use multi-faceted approaches to identify gifted students. Some states and districts employ comprehensive individual IQ tests as one of several identifiers. The most popular of these is the *Wechsler Intelligence Scale for Children, Fourth Edition* (WISC-IV) (Lubin, Wallis & Paine, 1971). Even in districts where IQ tests are not used in student selection, the WISC-IV is often administered when the parents appeal the decision to deny a child services.

Also, for twice exceptional children, the WISC-IV plays an important role in documenting the child's giftedness and learning deficits, as well as revealing the giftedness of children with expressive, physical, or other disabilities. In prior versions of the Wechsler scales, the child's Full Scale IQ score has been the primary determining factor in placement. However, the Full Scale IQ score of the WISC-IV often does not represent a child's intellectual liabilities as well as the General Ability Index. Therefore, some guidelines for test interpretation are necessary.

This position statement is designed for school psychologists, coordinators of gifted programs, teachers, and all professionals who determine placements based on IQ scores or design services based on a child's strengths and weaknesses. It is also provided for parents so they can better understand the interpretation of their children's scores. It is not intended to narrow the choice of tests in the selection of gifted students, but to broaden the guidelines for use of the WISC-IV and prevents its use in a way that is disadvantageous to gifted children.

The WISC-IV was standardized on 2200 children, including Caucasians, African Americans, Hispanics, Asians, and others (a combined designation including Native Americans, Alaskan Natives, and other groups in the U.S.), in proportion to their distribution in the American population. Parental educational levels and geographic regions were also proportionately represented. In concert with the publishers' concerns for "Suitability and Fairness," greater flexibility is built into the administration of the WISC-IV: examiners are permitted to use appropriate substitutions of subtests when necessary for equitability (Wechsler, 2003). Nevertheless, IQ tests should be interpreted cautiously for children from culturally and linguistically diverse backgrounds, and for all children, and should never be the only basis for exclusion from gifted programs. In addition, all efforts should be made to accommodate linguistic diversity and test children in their native language.

The WISC-IV introduces important structural changes that compromise the relevance of the Full Scale IQ score (FSIQ) for gifted children. The Verbal and Performance IQ scores of earlier versions of the scale have been replaced by four Composite/Index scores on the WISC-IV: Verbal Comprehension, Perceptual Reasoning, Working Memory and Processing Speed. The weight of *processing skills* in the Full Scale IQ calculation has doubled, with a consequent reduction in the weight assigned to *reasoning* tasks (verbal, visual-spatial and mathematical). Testers of the gifted know that abstract reasoning tasks best identify cognitive giftedness, while processing skills measures do not. Gifted children with or without disabilities may be painstaking, reflective and perfectionistic on paper-and-pencil tasks, lowering their Processing Speed Index scores; to a lesser degree, they may struggle when asked to recall non-meaningful material (Digit Span, Letter-Number Sequencing), lowering their Working Memory Index, even though they excel on meaningful auditory memory tasks that pique their interest.

As a result, a majority of gifted children show considerable variability in their Composite/Index scores on the WISC-IV, a problem less often encountered in average children. When this occurs, WISC-IV Full Scale IQ scores for the gifted may be difficult to interpret and, in some cases, may be lowered sufficiently by processing skills to prevent gifted children from qualifying for needed programs.

It is recommended practice to derive the General Ability Index (GAI) when there are large disparities among the Composite/Index scores (Flanagan & Kaufman, 2004; Weiss, Saklofske, Prifitera & Holdnack, 2006). Flanagan and Kaufman (2004), in *Essentials of WISC-IV Assessment*, deem the FSIQ "not interpretable" if Composite scores vary by 23 points (1.5 standard deviations) or more. The GAI utilizes only scores from the Verbal Comprehension and Perceptual Reasoning Composites, not Working Memory and Processing Speed. If the Verbal Comprehension and Perceptual Reasoning Composite scores vary by less than 23 points, "the GAI may be calculated and interpreted as a reliable and valid estimate of a child's global intellectual ability" (p. 128). Use of the GAI takes on special significance with the gifted. Verbal Comprehension and Perceptual Reasoning tasks are heavily loaded on abstract reasoning ability and are better indicators of giftedness than Working Memory (auditory memory that is manipulated) and Processing Speed (speed on paper-and-pencil tasks). Harcourt Assessments, publishers of the

WISC-IV, provides GAI tables on its website in support of similar use of the GAI when the variance between Composite scores is both *significant* and *unusual* (see *Technical Report #4*).

In light of these circumstances, where comprehensive testing is available, NAGC recommends that WISC-IV Full Scale IQ scores **not** be required for admission to gifted programs. Instead, the following guidelines are suggested:

> When the WISC-IV is used for the identification of gifted students, either the General Ability Index (GAI), which emphasizes reasoning ability, or the Full Scale IQ Score (FSIQ), should be acceptable for selection to gifted programs. The GAI should be derived using the table provided in the Harcourt Assessments website (*Technical Report 4*) [http://harcourtassessments.com/hai/Images/pdf/wisciv/WISCIVTechReport4.pdf]

> The Verbal Comprehension Index (VCI) and the Perceptual Reasoning Index (PRI) are also independently appropriate for selection to programs for the gifted, especially for culturally diverse, bilingual, twice exceptional students or visual-spatial learners. It is important that a good match be made between the strengths of the child and the attributes of the program. Students who have special learning needs should be admitted to gifted programs, provided that there are other indications of giftedness and instructional modifications are made to fit the needs of the students.

Testers should consider whether flexibility in subtest choice is needed. Up to two substitutions of supplementary subtests for core subtests can be made on the WISC-IV (in different Composite areas), decided a priori. For example, the use of Arithmetic, instead of Digit Span or Letter-Number Sequencing, may improve assessment of Working Memory for gifted children who are not math phobic. Arithmetic substitutes a meaningful memory task for one of the non-meaningful subtests, is heavily weighted for abstract reasoning ability, and can reveal mathematical talent. Substitutions may also be considered for disabilities, such as using Picture Completion instead of Block Design when testing a child with fine motor difficulties.

If these guidelines are followed, the WISC-IV offers an excellent reasoning test with a good balance between verbally administered abstract reasoning and language items and tasks that assess visual-spatial and nonverbal reasoning with visual prompts (minimal verbal explanation). Visual items on the WISC-IV offer reduced timing emphasis over those on the WISC-III, an advantage for reflective gifted children. The entire WISC-IV is a wise choice for the comprehensive assessment of gifted children, when Working Memory and Processing Speed subtests are used diagnostically. Administering just the Verbal Comprehension and Perceptual Reasoning sections (a total of six subtests), and calculating a GAI, is also a justifiable, shorter, and cost-effective alternative for selecting gifted students.

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Norm- and Criterion-Referenced Testing

Tests can be categorized into two major groups: norm-referenced tests and criterion-referenced tests. These two tests differ in their intended purposes, the way in which content is selected, and the scoring process which defines how the test results must be interpreted. This brief paper will describe the differences between these two types of assessments and explain the most appropriate uses of each.

INTENDED PURPOSES

The major reason for using a norm-referenced tests (NRT) is to classify students. NRTs are designed to highlight achievement differences between and among students to produce a dependable rank order of students across a continuum of achievement from high achievers to low achievers (Stiggins, 1994). School systems might want to classify students in this way so that they can be properly placed in remedial or gifted programs. These types of tests are also used to help teachers select students for different ability level reading or mathematics instructional groups.

With norm-referenced tests, a representative group of students is given the test prior to its availability to the public. The scores of the students who take the test after publication are then compared to those of the norm group. Tests such as the California Achievement Test (CTB/McGraw-Hill), the Iowa Test of Basic Skills (Riverside), and the Metropolitan Achievement Test (Psychological Corporation) are normed using a national sample of students. Because norming a test is such an elaborate and expensive process, the norms are typically used by test publishers for 7 years. All students who take the test during that seven year period have their scores compared to the original norm group. While norm-referenced tests ascertains the rank of students, criterion-referenced tests (CRTs) determine "...what test takers can do and what they know, not how they compare to others (Anastasi, 1988, p. 102). CRTs report how well students are doing relative to a pre-determined performance level on a specified set of educational goals or outcomes included in the school, district, or state curriculum.

Educators or policy makers may choose to use a CRT when they wish to see how well students have learned the knowledge and skills which they are expected to have mastered. This information may be used as one piece of information to determine how well the student is learning the desired curriculum and how well the school is teaching that curriculum.

Both NRTs and CRTs can be standardized. The U.S. Congress, Office of Technology Assessment (1992) defines a standardized test as one that uses uniform procedures for administration and scoring in order to assure that the results from different people are comparable. Any kind of test--from multiple choice to essays to oral examinations--can be standardized if uniform scoring and administration are used (p. 165). This means that the comparison of student scores is possible. Thus, it can be assumed that two students who receive the identical scores on the same standardized test demonstrate corresponding levels of performance. Most national, state and district tests are standardized so that every score can be interpreted in a uniform manner for all students and schools.

SELECTION OF TEST CONTENT

Test content is an important factor choosing between an NRT test and a CRT test. The content of an NRT test is

selected according to how well it ranks students from high achievers to low. The content of a CRT test is determined by how well it matches the learning outcomes deemed most important. Although no test can measure everything of importance, the content selected for the CRT is selected on the basis of its significance in the curriculum while that of the NRT is chosen by how well it discriminates among students.

Any national, state or district test communicates to the public the skills that students should have acquired as well as the levels of student performance that are considered satisfactory. Therefore, education officials at any level should carefully consider content of the test which is selected or developed. Because of the importance placed upon high scores, the content of a standardized test can be very influential in the development of a school's curriculum and standards of excellence.

NRTs have come under attack recently because they traditionally have purportedly focused on low level, basic skills. This emphasis is in direct contrast to the recommendations made by the latest research on teaching and learning which calls for educators to stress the acquisition of conceptual understanding as well as the application of skills. The National Council of Teachers of Mathematics (NCTM) has been particularly vocal about this concern. In an NCTM publication (1991), Romberg (1989) cited that "a recent study of the six most commonly used commercial achievement tests found that at grade 8, on average, only 1 percent of the items were problem solving while 77 percent were computation or estimation" (p. 8).

In order to best prepare their students for the standardized achievement tests, teachers usually devote much time to teaching the information which is found on the standardized tests. This is particularly true if the standardized tests are also used to measure an educator's teaching ability. The result of this pressure placed upon teachers for their students to perform well on these tests has resulted in an emphasis on low level skills in the classroom (Corbett & Wilson, 1991). With curriculum specialists and educational policy makers alike calling for more attention to higher level skills, these tests may be driving classroom practice in the opposite direction of educational reform.

TEST INTERPRETATION
As mentioned earlier, a student's performance on an NRT is interpreted in relation to the performance of a large group of similar students who took the test when it was first normed. For example, if a student receives a percentile rank score on the total test of 34, this means that he or she performed as well or better than 34% of the students in the norm group. This type of information can useful for deciding whether or not students need remedial assistance or is a candidate for a gifted program. However, the score gives little information about what the student actually knows or can do. The validity of the score in these decision processes depends on whether or not the content of the NRT matches the knowledge and skills expected of the students in that particular school system.

It is easier to ensure the match to expected skills with a CRT. CRTs give detailed information about how well a student has performed on each of the educational goals or outcomes included on that test. For instance, "... a CRT score might describe which arithmetic operations a student can perform or the level of reading difficulty he or she can comprehend" (U.S. Congress, OTA, 1992, p. 170). As long as the content of the test matches the content that is considered important to learn, the CRT gives the student, the teacher, and the parent more information about how much of the valued content has been learned than an NRT.

SUMMARY
Public demands for accountability, and consequently for high standardized tests scores, are not going to disappear. In 1994, thirty-one states administered NRTs, while thirty-three states administered CRTs. Among these states, twenty-two administered both. Only two states rely on NRTs exclusively, while one state relies exclusively on a CRT. Acknowledging the recommendations for educational reform and the popularity of standardized tests, some

states are designing tests that "reflect, insofar as possible, what we believe to be appropriate educational practice" (NCTM, 1991, p.9). In addition to this, most states also administer other forms of assessment such as a writing sample, some form of open-ended performance assessment or a portfolio (CCSSO/NCREL, 1994).

Before a state can choose what type of standardized test to use, the state education officials will have to consider if that test meets three standards. These criteria are whether the assessment strategy(ies) of a particular test matches the state's educational goals, addresses the content the state wishes to assess, and allows the kinds of interpretations state education officials wish to make about student performance. Once they have determined these three things, the task of choosing between the NRT and CRT will becomes easier.

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Connecting Performance Assessment to Instruction:
A Comparison of Behavioral Assessment, Mastery Learning, Curriculum-Based Measurement, and Performance Assessment

A major impetus for the performance assessment movement has been the need to reconnect large-scale and classroom assessment to learning so that assessment affects learning positively, enhancing instruction.

IN WHAT WAYS CAN ASSESSMENT ENHANCE INSTRUCTION?

When teachers are better informed of the learning progress and difficulties of their students, they can make better decisions about what a student needs to learn next and how to teach that material in a manner that will maximize the student's learning. Teachers make three types of decisions using assessment results:

1. Instructional placement decisions--what the student knows and where he or she should be in the instructional sequence--i.e., what to teach next.
2. Formative evaluation decisions--information to monitor a student's learning while an instructional program is underway--how quickly progress is being made, whether the instructional program is effective, and whether a change in instructional program is needed to promote the student's learning.
3. Diagnostic decisions--which specific difficulties account for the student's inadequate progress so the teacher can remediate learning progress and design more effective instructional plans.

WHAT CRITERIA SHOULD ASSESSMENTS MEET IF THEY ARE TO INFORM INSTRUCTIONAL DECISIONS?

These assessments should meet seven criteria:

1. Measure important learning outcomes.
2. Address all three purposes of assessment.
3. Provide clear descriptions of student performance that can be linked to instructional actions.
4. Be compatible with a variety of instructional models.
5. Be easily administered, scored, and interpreted by teachers.
6. Communicate the goals of learning to teachers and students.
7. Generate accurate, meaningful information (i.e., be reliable and valid).

HOW DOES PERFORMANCE ASSESSMENT COMPARE TO OTHER METHODS OF LINKING ASSESSMENT TO INSTRUCTION?

Other methods of linking assessment to instruction include behavioral assessment, mastery learning, and curriculum-based measurement.

Behavioral assessment. Behavioral assessment relies on direct observation and recording of target behaviors, using repeated observations in the setting where the behavior occurs. Environmental factors (i.e., the situations in which the behaviors occur) and their effect on the behaviors are examined.

For example, if a teacher wanted to instruct a student in grocery shopping, she would first analyze the tasks associated with grocery shopping, put them in order, and design behavioral objectives that measure each task. Tasks

might include creating a shopping list, finding the items in the store, and finding the price of each item. The teacher would then collect data on each task to identify those in which the student needed instruction. The teacher would begin instruction at the point in the task sequence where the student was unable to correctly complete the task. Once the student could correctly complete a task, the teacher would move on to the next step, moving through the sequence until all of the tasks were mastered.

Behavioral assessment meets some but not all of the criteria for assessments listed above. It can inform the teacher about the student's placement in the instructional sequence and can help the teacher reach formative evaluation and diagnostic decisions. It communicates clearly what the essential learning content is, and it is feasible to administer, score, and interpret. In addition, its repeated measurements support the reliability of assessments. However, behavioral assessment tends to focus on discrete tasks that do not necessarily add up to important outcomes. It is limited to observable behaviors, and its small units of instruction can be difficult for students to piece together and apply to real-world outcomes. Additionally, the assessment system dictates a behavioral approach to instruction, which can limit the teacher's instructional options.

*Mastery learning.
In mastery learning, a curriculum is broken down into a set of subskills, which are then ordered in a hierarchy of instructional objectives. For each step in the instructional hierarchy, a criterion-referenced test is designed, and a performance criterion indicating mastery of the subskill is specified. The teacher starts at the lowest step in the hierarchy, pretests, teaches the objective, and posttests on the material. If the student does not demonstrate mastery, the teacher uses corrective strategies until mastery is achieved. The teacher then advances the student to the next, more difficult step in the hierarchy.

Like behavioral assessment, mastery learning provides information for instructional placement, formative evaluation, and diagnostic decisions. It communicates clearly to teachers and students about what is important to teach and learn. However, mastery learning suffers from the same limitation as behavioral assessment: it focuses on discrete behaviors in both assessment and instruction. Because little emphasis has been placed on its reliability or validity, users do not know what exactly is being assessed, how to interpret the resulting information, and how to use the measures effectively. Moreover, the measurement system dictates a specific approach to instruction, leaving the teacher few instructional choices. The focus of measurement changes each time a student achieves mastery of a step in the curriculum, and the steps may be of unequal difficulty, so progress cannot be judged over time. Finally, because different students need to be measured simultaneously on different steps of the curriculum, mastery learning systems can become unmanageable for teachers.

*Curriculum-based measurement (CBM).
The focus of CBM is long-term. The teacher establishes a broad outcome for the student such as competently performing mathematics at the third-grade level at the end of the school year. Then the teacher uses CBM methods to measure student proficiency: he or she creates a pool of equivalent assessments, each of which samples the key problem types from the third grade curriculum. Each week, the student completes one or two assessments. Because each assessment is of equal difficulty and incorporates all of the important problem types to be learned over the year, the CBM data base produces a total score graphed over time to show progress over the year. Analysis of the student's performance on separate skills embedded in the assessment can also be conducted for diagnostic problem-solving to improve the instructional program.

CBM satisfies six of the criteria for assessments. It addresses the three purposes for assessment, and it incorporates standardized measurement techniques, providing reliability and validity. It offers detailed information on a student's performance on specific skills and can be used to determine how to improve an instructional program. Its

measurement framework is not tied to any particular model of instruction, so a broad range of instructional options can be used. A teacher can use widely varying methods with the same child to see which method is most beneficial. Students know how they are evaluated and can set personal learning goals. In addition, the assessment demands are manageable in classroom settings, and to make them even more easily manageable, computer programs have been developed to administer assessments and manage the data.

However, CBM has two drawbacks with respect to the criteria for assessments. The system requires longer time periods to reveal growth, and the connection between assessment results and instructional decisions is not as clear as with behavioral assessment or mastery learning. Controversy also exists about the importance of the learning outcomes associated with CBM. That is, it relies on pencil and paper tasks in math and spelling and one-dimensional assessments in reading, while current discussions about outcomes stress the utility of multidimensional measures that can cut across curriculum areas.

*Performance assessment.
Three key features of performance assessment are: (1) students construct, rather than select, responses; (2)assessment formats allow teachers to observe student behavior on tasks reflecting real-world requirements; and (3) scoring reveals patterns in students' learning and thinking.

An example of a performance assessment task is provided below:
> A group of five families on your block is going to have a garage sale in which clothes, toys, and books will be sold. Your family has 12 items to sell and will need 18 square feet to display these items; the Hamletts have 13 items and need 20 square feet; the Phillips, 7 items and 10 square feet; the Garcias, 15 items and 15 square feet; the Nguyens, 10 items and 30 square feet. Rental tables measure 6 feet by 2.5 feet and cost $6.00 a day. The garage where the sale will be held is 20 feet by 30 feet. Newspaper advertising costs $11 for the first 10 words and $1.50 for each additional word.
> 1. How many tables will you need? Explain how you got this number.
> 2. Draw a diagram showing how the tables can be arranged in the garage to allow the customers to move about with at least 4 feet between tables.
> 3. Write an ad for your sale that includes enough information.
> 4. How much money do you have to earn from your sale for the families to break even?

The students are aware of the scoring system and the criteria used to determine the scores. Their responses will be classified as exemplary, competent, minimal, inadequate, or no attempt based on a rubric that specifies the characteristics of responses in each of these categories. This problem offers one version of what a teacher's use of performance assessment might look like. In practice, many varieties of performance assessment are used. This problem measures massed mathematical concepts that include addition, multiplication, decimals, data analysis, perimeters, area, spatial sense, graphic representation, money, and communication about mathematics. Students take about 50 minutes for the assessment, and it can be completed individually or in small groups. The problem is anchored in a real-life, age-appropriate situation and represents real applications of mathematics.

HOW WELL DOES PERFORMANCE ASSESSMENT SATISFY THE SEVEN CRITERIA FOR ASSESSMENT?
Today, performance assessment is relatively new, undeveloped, and yet to be studied systematically. Many practitioners are experimenting with its use and contributing to its development and refinement. Yet they are often in the undesirable position of interpreting vague design features and operationalizing those features into specific assessments on their own. These assessments take a variety of forms, some of which are closer than others in approximating the conceptual and theoretical underpinnings of performance assessment.

1. Measure important learning outcomes. The extent to which performance assessment measures important student outcomes depends on the specific assessment problem or task. Performance assessment tasks should reflect important, real-world performances that are tied to desired student outcomes that are relevant to the workplace and everyday life. They should connect meaningfully with specific instructional methods that can be realistically managed in school settings.

2. Address all three purposes of assessment. It is unclear how performance assessment can be used to formulate instructional placement or formative evaluation decisions. Ideally, alternate forms of the problem could include the same concepts administered over time in order to yield information about individual students' progress. Although performance assessment offers the promise of addressing all three assessment purposes, specific methods for doing so have yet to be developed.

3. Provide clear descriptions of student performance that can be linked to instructional actions. When performance assessment tasks address a variety of concepts in age-appropriate, real-world situations, teachers can form a picture of student performance across skills and identify the student's problem-solving strategies. However, this depends on the teacher's skill in identifying student competencies, gleaning information about students' strategic behavior, and relating these observations to specific instructional techniques. Consultation methods or computerized strategies for generating profiles of student competence are needed.

4. Be compatible with a variety of instructional models. Theoretically, performance assessment could be used with a variety of instructional approaches. Teachers should experiment with a variety of instructional methods as they implement performance assessment, especially with students who have serious learning problems.

5. Be easily administered, scored, and interpreted by teachers. Performance assessment can require large amounts of teacher time to design and administer assessments and to scrutinize student performances. It is easy to see how this type of assessment could generate so many different plans for intervention strategies for different students that teachers in a classroom situation with 20 or 30 students would be unable to manage. Performance assessment developers need to solve the problem of how to implement plans based on performance assessments within the constraints of classroom life.

6. Communicate the goals of learning to teachers and students. When it is clearly apparent that an assessment is aligned with instructional goals, teachers should be able to use that assessment to direct their instruction, and students should be able to use it to establish personal learning goals. This depends, however, on the extent to which the scoring rubric used is clear, concrete, and visible.

7. Generate accurate, meaningful information (i.e., be reliable and valid). Performance assessment represents a vision that can shape the future direction of classroom-based assessment, but it requires much additional scrutiny and development before it can fulfill its promise.

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Creating Meaningful Performance Assessments

Performance assessment is a viable alternative to norm-referenced tests. Teachers can use performance assessment to obtain a much richer and more complete picture of what students know and are able to do.

DEFINING PERFORMANCE ASSESSMENT

Defined by the U.S. Congress, Office of Technology Assessment (OTA) (1992), as "testing methods that require students to create an answer or product that demonstrates their knowledge and skills," performance assessment can take many forms including:

　　*Conducting experiments.
　　*Writing extended essays.
　　*Doing mathematical computations.

Performance assessment is best understood as a continuum of assessment formats ranging from the simplest student-constructed responses to comprehensive demonstrations or collections of work over time. Whatever format, common features of performance assessment involve:

　　1. Students' construction rather than selection of a response.
　　2. Direct observation of student behavior on tasks resembling those commonly required for functioning in the world outside school.
　　3. Illumination of students' learning and thinking processes along with their answers (OTA, 1992).

Performance assessments measure what is taught in the curriculum. There are two terms that are core to depicting performance assessment:

　　1. Performance: A student's active generation of a response that is observable either directly or indirectly via a permanent product.
　　2. Authentic: The nature of the task and context in which the assessment occurs is relevant and represents "real world" problems or issues.

HOW DO YOU ADDRESS VALIDITY IN PERFORMANCE ASSESSMENTS?

The validity of an assessment depends on the degree to which the interpretations and uses of assessment results are supported by empirical evidence and logical analysis. According to Baker and her associates (1993), there are five internal characteristics that valid performance assessments should exhibit:

　　1. Have meaning for students and teachers and motivate high performance.
　　2. Require the demonstration of complex cognition, applicable to important problem areas.
　　3. Exemplify current standards of content or subject matter quality.
　　4. Minimize the effects of ancillary skills that are irrelevant to the focus of assessment.
　　5. Possess explicit standards for rating or judgment.

When considering the validity of a performance test, it is important to first consider how the test or instrument "behaves" given the content covered. Questions should be asked such as:

　　*How does this test relate to other measures of a similar construct?

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*Can the measure predict future performances?

*Does the assessment adequately cover the content domain?

It is also important to review the intended effects of using the assessment instrument. Questions about the use of a test typically focus on the test's ability to reliably differentiate individuals into groups and guide the methods teachers use to teach the subject matter covered by the test.

A word of caution: Unintended uses of assessments can have precarious effects. To prevent the misuse of assessments, the following questions should be considered:

*Does use of the instrument result in discriminatory practices against various groups of individuals?

*Is it used to evaluate others (e.g., parents or teachers) who are not directly assessed by the test?

PROVIDING EVIDENCE FOR THE RELIABILITY AND VALIDITY OF PERFORMANCE ASSESSMENT

The technical qualities and scoring procedures of performance assessments must meet high standards for reliability and validity. To ensure that sufficient evidence exists for a measure, the following four issues should be addressed:

1. Assessment as a Curriculum Event. Externally mandated assessments that bear little, if any, resemblance to subject area domain and pedagogy cannot provide a valid or reliable indication of what a student knows and is able to do. The assessment should reflect what is taught and how it is taught. Making an assessment a curriculum event means reconceptualizing it as a series of theoretically and practically coherent learning activities that are structured in such a way that they lead to a single predetermined end. When planning for assessment as a curriculum event, the following factors should be considered:

*The content of the instrument.

*The length of activities required to complete the assessment.

*The type of activities required to complete the assessment.

*The number of items in the assessment instrument.

*The scoring rubric.

2. Task Content Alignment with Curriculum. Content alignment between what is tested and what is taught is essential. What is taught should be linked to valued outcomes for students in the district.

3. Scoring and Subsequent Communications with Consumers. In large scale assessment systems, the scoring and interpretation of performance assessment instruments is akin to a criterion-referenced approach to testing. A student's performance is evaluated by a trained rater who compares the student's responses to multitrait descriptions of performances and then gives the student a single number corresponding to the description that best characterizes the performance. Students are compared directly to scoring criteria and only indirectly to each other.

In the classroom, every student needs feedback when the purpose of performance assessment is diagnosis and monitoring of student progress. Students can be shown how to assess their own performances when:

*The scoring criteria are well articulated.

*Teachers are comfortable with having students share in their own evaluation process.

4. Linking and Comparing Results Over Time. Linking is a generic term that includes a variety of approaches to making results of one assessment comparable to those of another. Two appropriate and manageable approaches to linking in performance assessment include:

*Statistical Moderation. This approach is used to compare performances across content areas for groups of

students who have taken a test at the same point in time.

*Social Moderation. This is a judgmental approach that is built on consensus of raters. The comparability of scores assigned depends substantially on the development of consensus among professionals.

HOW CAN TEACHERS INFLUENCE STUDENTS' PERFORMANCES?

Performance assessment is a promising method that is achievable in the classroom. In classrooms, teachers can use data gathered from performance assessment to guide instruction. Performance assessment should interact with instruction that precedes and follows an assessment task.

When using performance assessments, students' performances can be positively influenced by:

1. Selecting assessment tasks that are clearly aligned or connected to what has been taught.
2. Sharing the scoring criteria for the assessment task with students prior to working on the task.
3. Providing students with clear statements of standards and/or several models of acceptable performances before they attempt a task.
4. Encouraging students to complete self-assessments of their performances.
5. Interpreting students' performances by comparing them to standards that are developmentally appropriate, as well as to other students' performances.

REFERENCES

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Commonly Used Testing Instruments in Gifted Education, Updated 4/02/

Leah Ellis,
Formerly the Gifted and Talented Consultant
Division of Curriculum Development

Office of Teaching and Learning
Kentucky Department of Education

Following is a listing of some commonly used testing instruments to assess ability or screen for potential giftedness.

> **The tests and publishers included in this list do not necessarily reflect the policy or viewpoint of the Kentucky Department of Education, nor does the mention of a particular organization or product imply endorsement or compliance with educational regulations for gifted and/or assessment.**

California Achievement Tests, Fifth Edition (CAT-5)
A traditional assessment series that provides comprehensive evaluation of student achievement in reading, language, spelling, math, study skills, science and social studies.
Grades: K-12
CTB McGraw-Hill
www.ctb.com

Creativity Assessment Packet (CAP)
This Frank Williams Creativity Test measures the cognitive thought factors of fluency, flexibility, elaboration, originality, vocabulary, and comprehension.
Ages 6-18
PRO-ED, Inc.
www.proedinc.com

Cognitive Abilities Test® (CogAT)
Group administered test battery to assess ability in reasoning and problem solving
Grades K-12
Riverside Publishing
www.riverpub.com

Comprehensive Test of Nonverbal Intelligence (CTONI)
Measures nonverbal reasoning abilities
Ages 6-90
PRO-ED, Inc.
www.proedinc.com

Das-Naglieri Cognitive Assessment System (CAS)
Evaluates cognitive processing
Ages 5 to 17
Riverside Publishing
www.riverpub.com

Detroit Tests of Learning Aptitude (DTLA-4)
Measures both general intelligence and discrete ability areas
Ages 6-17
PRO-ED, Inc.
www.proedinc.com

Differential Ability Scales (DAS)
Measures cognitive abilities and achievement.
Ages 2.6 to 17.11
Harcourt Assessment, Inc.
www.harcourtassessment.com

Draw-A-Person Intellectual Ability Test for Children, Adolescents, and Adults (DAP:IQ)
Estimates intellectual ability from human figure drawings
Ages 4 to 89
Western Psychological Services
www.wpspublish.com

Gifted and Talented Evaluation Scales (GATES)
A norm-referenced instrument that assesses the characteristics, skills, and talents of gifted students
Ages 5 to 18
PRO-ED, Inc.
www.proedinc.com

Gifted Evaluation Scale, Second Edition (GES-2)
Designed to help identify gifted students
Grades K to 12
Hawthorne Educational Services, Inc.
www.hes-inc.com/hes.cgi

Gifted Rating Scales
Norm-referenced rating scales designed to assess observable student behaviors indicating giftedness.
Grades: K-8
Harcourt Assessment Inc.
www.harcourtassessment.com

Gray Oral Reading Tests (GORT-4)
The *Gray Oral Reading Test* has been revised and all new normative data provided. All scores are reported in terms of standard scores, percentile ranks, grade equivalents, and age equivalents. The Fluency and Oral Reading Comprehension Score are combined to obtain an Oral Reading Quotient.
Age Range: Ages 6-18
PRO-ED, Inc.
www.proedinc.com

Group Reading Assessment and Diagnostic Evaluation (GRADE)
Reading assessment including: Percentile ranks, standard scores, grade equivalents, stanines
Age Range: Pre-kindergarten through adult
Pearson Learning
http://www.pearsonlearning.com/grade/index.cfm

Group Mathematics Assessment and Diagnostic Evaluation (G•MADE)
Math assessment including: Stanines, percentiles, grade and age equivalents, standard scores
Age Range: Kindergarten through adult
Pearson Learning
http://www.pearsonlearning.com/gmade/index.cfm

In View
An assessment of cognitive abilities that includes verbal reasoning, sequences, analogies, and quantitative reasoning. Provides academic ability scores and test scores for placement decisions in Gifted and Talented and other programs.

Grades 2-12
CTB McGraw-Hill
www.ctb.com

Iowa Acceleration Scale (2nd Edition, Complete Kit)
A Guide for Whole-Grade Acceleration
Grades K-8
Great Potential Press
http://www.giftedbooks.com/productdetails.asp?id=92

Iowa Algebra Aptitude Test, Fifth Edition (IAAT)
A group administered algebra placement test, assessing placement in Algebra I
Grades: 7 and 8 but suitable in lower grades for accelerated students, as well as high school.
Riverside Publishing
www.riverpub.com

Iowa Tests of Basic Skills® (ITBS®) Forms A and B
Group administered achievement test battery. Co-normed with the *Iowa Tests of Educational Development* ® and the *Cognitive Abilities Test* ™ and web-based reporting.
Grades: K-8 (Levels 5-14)
Riverside Publishing
www.riverpub.com/products/itbs/index.html

Kaufman Assessment Battery for Children, Second Edition (KABC-II)
A culturally fair, individually administered measure of processing and cognitive ability.
Ages 3 to 18
Pearson Assessments
www.pearsonassessments.com/

Kaufman Brief Intelligence Test, Second Edition (KBIT-2)
A recently revised, individually administered, quick measure of verbal and nonverbal cognitive ability
Ages 4 to 90
Pearson Assessments
www.pearsonassessments.com/

Kaufman Test of Educational Achievement, Second Edition (KTEA-II)
An individually administered battery in reading, math, written language, and oral language
Ages 4 to 90+
Pearson Assessments
www.pearsonassessments.com/

KeyMath 3
Assess critical math skills with greater integration and conceptual rigor. Several types of norm-referenced scores are provided, including scale and standard scores, percentile ranks, age and grade equivalents, and growth scores.
Grades: Pre K - 12
Pearson Assessments
www.pearsonassessments.com

Khatena-Morse Multi-talent Perception Inventory (KMMPI)
Identifies giftedness in music, art, and leadership
Ages: 6 – adult
Scholastic Testing Service, Inc.
www.ststesting.com

Khatena-Torrance Creative Perception Inventory (KTCPI)
Identifies candidates for creativity programs
Ages: 12- adult
Scholastic Testing Service, Inc.
www.ststesting.com

Kuhlmann-Anderson Tests, Eighth Edition (KA)
Measure academic potential through assessing cognitive skills related to the learning process
Grades: K-12
Scholastic Testing Service, Inc.
www.ststesting.com

Leadership Skills Inventory (LSI)
Assess strengths and weaknesses in the area of leadership
PRO-ED, Inc.
www.proedinc.com or www.crgleader.com

Leadership Strengths Indicator (LSI)

The LSI is a self-report leadership analysis instrument for adolescents with an extensive manual for initiating discussion about leadership style, component behaviors and attitudes of leadership and the ways in which specific leadership characteristics can be strengthened.
Grades 6-12
Royal Fireworks Press
http://www.rfwp.com/191X.htm

Leiter International Performance Scale-Revised (LEITER-R)
A nonverbal intelligence and cognitive assessment
Ages: 2-21
Stoelting Co.
www.stoeltingco.com

Matrix Analogies Test – Expanded Form (MAT)
Assesses nonverbal reasoning abilities
Ages 5 to 17
Harcourt Assessment, Inc.
www.harcourtassessment.com

Measures of Academic Progress (MAP)
State-aligned, norm-referenced, achievement tests that give a percentile score.
MAP tests are available in these areas: Mathematics, Reading, Language Usage, & Science.
http://www.nwea.org/assessments/map.asp

Metropolitan Achievement Tests®, Eighth Edition (MAT-8)
A complete battery that includes math, reading/language, science & social studies that measures foundational skills and critical thinking processes and strategies.
Grades K to 12
Harcourt Assessment, Inc
www.harcourtassessment.com

Naglieri Nonverbal Ability Test (NNAT)
Nonverbal group measure of reasoning and problem solving
Grades K to 12
Harcourt Assessment, Inc.
www.harcourtassessment.com

Otis-Lennon School Abilities Test, 8th edition (OLSAT)
Measures abstract thinking and reasoning ability
Grades K-12
Harcourt Assessment, Inc.
www.harcourtassessment.com

Peabody Individual Achievement Test (PIAT-R)
Measures academic achievement in reading math & spelling
Ages 5 to 22.11
Pearson Assessments
http://www.pearsonassessments.com/

Primary Measures of Music Audiation (K-3)
Intermediate Measures of Music Audiation (Grades 1-6)
Author: Edwin E. Gordon. Two aptitude tests designed to diagnose and measure music potential.
Grades K – 6
GIA Publications, Inc.
www.giamusic.com/scstore/P-musicaudiation.html

Primary Test of Cognitive Skills (PTCS)
A group-administered, intellectual functioning or ability test that assesses cognitive abilities including memory and verbal reasoning to identify giftedness, learning disabilities, or unique developmental delays. Can also assist with identifying anticipated achievement when used in conjunction with achievement tests.
Grades K-1
CTB McGraw-Hill
www.ctb.com

Process Skills Ratings Scales (PSRS)
Designed for use in obtaining a rating of the student's facility in using process skills that develop ability to think, reason, and search for knowledge independently and to communicate and interact effectively with all members of society.
PRO-ED, Inc.
www.proedinc.com

Raven's Progressive Matrices
Nonverbal assessment of perception and thinking

Skills
Ages 5 to adult
Harcourt Assessment Inc.
www.harcourtassessment.com

Reynolds Intellectual Assessment Scales (RIAS)
Assesses verbal and nonverbal intelligence and memory
Ages 3 to 94
Psychological Assessment Resources, Inc
www3.parinc.com

Scales for Identifying Gifted Students (SIGS)
This standardized, norm-referenced instrument is completed by teachers or parents and provides a method for identifying gifted children.
Ages 5 to 18
PRO-ED, Inc.
www.proedinc.com

Scales for Rating the Behavioral Characteristics of Superior Students
Designed to aid teachers in the identification of gifted children
Grades K-12
Creative Learning Press, Inc.
www.creativelearningpress.com

Screening Assessment for Gifted Elementary & Middle School Students (SAGES-2)
Used to identify students who are gifted in academics and reasoning
Ages 5 to 14.11
PRO-ED, Inc.
www.proedinc.com

Slosson Full Range Intelligence Test (S-FRIT)
A brief individual screen of verbal/nonverbal intelligence, giving a balanced measure of cognitive ability, allowing an IQ range of 35-164
Ages: 5 – adult
Slosson Educational Publications
www.slosson.com

Slosson Intelligence Test – Primary (SIT-P)

Screening test of children's intelligence, giving a balanced measure of a child's cognitive ability, allowing an IQ range of 10-170+
Ages: 2 – 7.11
Slosson Educational Publications
www.slosson.com

Slosson Intelligence Test – Revised (SIT-R)
Estimates general verbal cognitive ability
Ages 4 to 65
Slosson Educational Publications
www.slosson.com

Stanford-Binet Intelligence Scales – 5th Edition (SB5)
A widely used individual intelligence test assessing cognitive abilities and development. The final composite score is viewed as a "global' measurement of cognitive ability.
Ages 2-85+
Western Psychological Services & Riverside Publishing
www.assess.nelson.com/test-ind/stan-b5.html & www.riverpub.com
http://www.amendpsych.com/stanfordbinet.html

Structure of Intellect Learning Abilities Test (SOI-LA)
Assesses a wide variety of cognitive abilities or factors of intelligence
Grades 2 to adult
Western Psychological Services
www.wpspublish.com

TerraNova CTBS
CTBS Multiple assessments assess Reading/Language Arts, Math, Science, Social Studies
Grades: 1-12
CTB McGraw-Hill
www.ctb.com

Test of Cognitive Skills, Second Edition (TCS/2)
An assessment of academic aptitude that includes verbal, nonverbal, and memory skills.
Grades 2-12

CTB McGraw-Hill
www.ctb.com

Test of Early Mathematical Ability, Third Edition (TEMA-3)
A norm-referenced measure that can identify gifted students in math.
Ages 3 through 8
PRO-ED, Inc.
www.proedinc.com

Tests of Mathematical Abilities (TOMA-2)
A norm-referenced test measuring math performance.
Grades 3 -12
PRO-ED, Inc.
www.proedinc.com

Tests of Mathematical Abilities for Gifted Students (TOMAGS)
Designed to identify students who have talent or giftedness in mathematics
Grades K to 6
PRO-ED, Inc.
www.proedinc.com

Tests of Nonverbal Intelligence (TONI-3)
Non-verbal measure of intelligence, aptitude, abstract reasoning, and problem solving.
Ages 6 to 89
PRO-ED, Inc.
www.proedinc.com

The ACT®
The ACT® test is a nationally administered, standardized test that helps colleges evaluate candidates. It assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science.
Grades: 6-12
www.act.org

The SAT® Reasoning Test

The SAT® is a standardized measure of a student's college readiness, measuring critical reading, writing, and mathematical reasoning skills.
Grades: 6-12
www.collegeboard.com

Thinking Creatively in Action and Movement (TCAM)
Assesses the creativity of young children or others with limited verbal and drawing skills.
Ages: 3-6
Scholastic Testing Service, Inc.
www.ststesting.com

Thinking Creatively with Sounds and Words (TSCW)
Assesses creativity.
Grades: 3-12
Scholastic Testing Service, Inc.
www.ststesting.com

Torrance Tests of Creative Thinking- Figural (TTCT-F)
Identifies and evaluates creative potential and measure creative thinking
Ages: Kindergarten to adult
Scholastic Testing Service, Inc.
www.ststesting.com

Torrance Tests of Creative Thinking- Verbal
Identifies and evaluates creative potential and measure creative thinking
Ages: First Graders to adult
Scholastic Testing Service, Inc.
www.ststesting.com

Universal Nonverbal Intelligence Test (UNIT)
Measure of the general intelligence and cognitive abilities
Ages 5-17
Riverside Publishing
www.riverpub.com

Wechsler Individual Achievement Test - Second Edition (WIAT-II)
A comprehensive measurement tool useful for achievement skills assessment, learning disability

diagnosis, special education placement, curriculum planning, and clinical appraisal for preschool children through adults.
Ages 4-85
Harcourt Assessment Inc.
www.harcourtassessment.com

Wechsler Intelligence Scale for Children (WISC-IV)
Assesses the cognitive ability of children
Ages 6 to 16.11
Harcourt Assessment Inc.
www.harcourtassessment.com

Wechsler Preschool and Primary Scale of Intelligence – Third Edition (WPPSI-III)
Assesses the intelligence for young children
Ages 2.6 to 7.3
Harcourt Assessment Inc.
www.harcourtassessment.com

Wide Range Achievement Test 3 (WRAT3)
Measures the development of reading, spelling, and arithmetic skills
Ages 4 to 85
Psychological Assessment Resources, Inc.
http://www3.parinc.com

Woodcock Johnson III
Contains two distinct, co-normed batteries that measure general intellectual ability, specific cognitive abilities, scholastic aptitude, oral language, and academic achievement
Ages 2 to 90+
Riverside Publishing
www.riverpub.com

Additional Testing Links
American Psychologocal Association (APA)
www.apa.org/science/testing.html

Buros Mental Measurements Yearbook
http://buros.unl.edu/buros/jsp/search.jsp

Educational Testing Service's database
www.ets.org/testcoll

Hoagies Gifted Testing & Assessment
http://www.hoagiesgifted.org/tests.htm#sb
http://www.hoagiesgifted.org/testing.htm

Additional Music testing from GIA Publications, Inc.
For measuring music potential and testing acquired knowledge.

http://www.giamusic.com/music_education/Music-Testing.html

How to Write a Test for both Creativity and Knowledge
http://www.goshen.edu/~marvinpb/arted/testing/drawtest.html

:

Instructional Strategies and Service Delivery Options for Implementation of Gifted Student Service Plan

AREA OF IDENTIFICATION: *GENERAL INTELLECTUAL ABILITY*

SEE ADDENDUM IN APPENDEX FOR MORE SUGGESTED STRATEGIES

Needs:	How to meet needs	Strategies to use	Service Options
Intellectual:	Opportunity for advanced level critical reasoning.	Special projects pursued in depth Compacting Different – Not just more of the same Research Independent Study Extensive reading on a subject Real life connections Interdisciplinary study Grouping for interest, needs, abilities	Various Acceleration options Advanced Placement Cluster grouping Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Distance learning Honors Classes Research/ Independent Study Enrichment
	Regular scholarly interaction with others of like ability.	Compacting Different – Not just more of the same Independent Study Problem-Based learning	Differentiated study experiences Enrichment
	Pursuit of advanced level research and encounters with solving real problems.	Problem Based activities Research Independent Study	Differentiated study experiences Cluster Groups Enrichment
Academic:	Continuous progress at advanced level and pace of instruction in content area(s). (Usually at least one grade level beyond) Use of technology and research design at a level of sophistication matched to ability/need.	Compacting Pre &Post testing Different – Not just more of the same Opportunities to display and use strengths Research Independent study in area of interest Grouping for interest, needs, abilities	Acceleration Advanced Placement Cluster grouping Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Distance learning Honors Classes Research/ Independent Study
	Advanced level of vocabulary development.	Pre & post testing Different – Not just more of the same	
Creative:	Training in application of sophisticated creative thinking/problem solving strategies and opportunities to apply to areas of interest. May need special emphasis on flexibility and use of multiple perspectives such as required in debating or creative problem solving application.	Opportunities to use and display strengths Real life connections Participation in contests Opportunities to use Creative Thinking Skills Grouping for interest, needs, abilities	Seminars Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Mentorships Enrichment
Leadership:	Training in effective leadership techniques related to possible societal role(s).	Special project pursued in depth Opportunities to display and use strengths Problem based activities Real life connections	Seminars Mentorships Differentiated study experiences Cluster groups Independent study Travel study Enrichment during the school day
	Responsible use of influence and decision-making.	Special project pursued in depth Opportunities to display and use strengths Problem based activities	Seminars Mentorships Differentiated study

		Real life connections	experiences Cluster groups Independent study Travel study Enrichment during the school day
	Organizing for action and effecting change in contexts related to interest area(s) and possible career(s).		
Social/Emotional And Counseling:	Regular interaction with other intellectually gifted students to provide support systems.	Opportunities to display and use strengths Problem based activities Real life connections	Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Advanced Placement Honors Classes Cluster groups Seminars Mentorships Special counseling services
	Setting realistic goals and standards for self and others. Special counseling needs for perfectionism, underachievement, stress management, etc.		
	Opportunities for competition: experience in dealing with failure.	Opportunities to display and use strengths Problem based activities Real life connections Goal setting Communication skills training Opportunities for career exploration	Seminars Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Mentorships
	Dealing with the dilemma of acceptance vs. high achievement, understanding anti-intellectualism, coping strategies.		
	Academic planning and counseling tailored to high ability students.		

AREA OF IDENTIFICATION: SPECIFIC ACADEMIC APTITUDE – LANGUAGE ARTS

SEE ADDENDUM IN APPENDEX FOR MORE SUGGESTED STRATEGIES

Needs:	How to meet needs	Strategies to use	Service Options
Academic:	Continuous progress at advanced level and pace of instruction in Reading/Language Arts: Literature and vocabulary development approximately 1 – 2 years beyond grade level. Use of technology and research design at a level of sophistication matched to ability/need.	Pre-Post testing Special project pursued in depth Compacting Different – Not just more of the same Research Extensive reading on subject Real life connections Interdisciplinary study Grouping for interest, needs, abilities Placement by examination Use of technology for study and products i.e. Odyssey	Acceleration Advanced Placement Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Distance Learning Honors Classes Independent Study Travel study Dual enrollment KVHS
Creative:	Opportunity to explore and apply advanced creative thinking and problem solving strategies in literature and language arts.	Problem based activities Real life connections Opportunities to use strengths Opportunities to use creative thinking skills Opportunities to participate in contests	Cluster groups Differentiated study experiences Mentorships Research Seminars
Leadership:	Training in effective leadership techniques – especially as related to language arts and career goals.	Special projects pursued in depth Opportunities to display and use strengths Real life connections	Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Mentorships Seminars Independent Study
	Exploration of possible leadership roles and effective leadership styles.	Research Independent Study Extensive reading on a subject	
	Effective change in connections related to interest areas.	Real life connections	
	Responsible use of influence.		
Social/Emotional and Counseling:	Opportunities for competition: experience dealing with success and/or failure.	Opportunities to display and use strengths Problem based activities Real life connections Bibliotherapy Mediation teams Goal setting Job shadowing	Advanced Placement Cluster groups Collaborative teaching Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Honors Classes Mentorships Seminars Special counseling services
	Dealing with the dilemma of acceptance vs. high achievement, understanding anti-intellectualism, coping strategies.		
	Academic planning and counseling tailored to high ability students.		
	Opportunities for career exploration in language arts related fields		
	Contact/mentorship with a professional in the language arts field.		

AREA OF IDENTIFICATION: SPECIFIC ACADEMIC APTITUDE – *MATH*
SEE ADDENDUM IN APPENDEX FOR MORE SUGGESTED STRATEGIES

Needs:	How to meet needs	Strategies to use	Service Options
Academic:	Continuous progress at advanced level and pace of instruction in Math: usually includes advanced level research, Use of technology and research design at a level of sophistication matched to ability/need.	Pre-testing Special project pursued in depth Compacting Different – Not just more of the same Research Independent study Extensive reading on subject Real life connections Interdisciplinary study Grouping for interest, needs, abilities Testing out/credit by examination Use of technology for study and products	Acceleration Advanced Placement Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Distance Learning (KVHS) Dual enrollment Honors Classes Independent Study Mentorship Travel study
Creative:	Opportunity to explore and apply advanced creative thinking and problem solving strategies in math.	Problem based activities Real life connections Opportunities to use strengths Opportunities to use creative thinking skills Opportunities to participate in contests	Cluster groups Differentiated study experiences Mentorships Research Seminars
Leadership:	Training in effective leadership techniques – especially as related to math and career goals.	Special projects pursued in depth Opportunities to display and use strengths Real life connections	Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Mentorships Seminars
	Exploration of possible leadership roles in math related fields.	Research In-depth study of a topic	
	Effective change in connections related to interest areas.	Real life connections Goal setting	
	Responsible use of influence.		
Social/Emotional and Counseling:	Opportunities for competition: experience dealing with success and/or failure.	Opportunities to display and use strengths Problem based activities Real life connections Goal setting Job shadowing	Advanced Placement Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Honors Classes Mentorships Seminars Special counseling services
	Dealing with the dilemma of acceptance vs. high achievement, understanding anti-intellectualism, coping strategies.		
	Academic planning and counseling tailored to high ability students.		
	Opportunities for career exploration in math related fields		
	Contact/mentorship with a professional in the field.		

AREA OF IDENTIFICATION: SPECIFIC ACADEMIC APTITUDE – *SCIENCE*

SEE ADDENDUM IN APPENDEX FOR MORE SUGGESTED STRATEGIES

Needs:	How to meet needs	Strategies to use	Service Options
Academic:	Continuous progress at advanced level and pace of instruction in Science: usually includes advanced level research, contact/mentorship with a scientist, Use of technology and research design at a level of sophistication matched to ability/need.	Pre-testing Special project pursued in depth Compacting Different – Not just more of the same Research Independent study Extensive reading on subject Real life connections Interdisciplinary study Grouping for interest, needs, abilities Testing out/credit by examination Opportunities to participate in special projects i.e. NEED Use of technology for study and products	Acceleration Advanced Placement Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Distance Learning (KVHS) Dual enrollment Honors Classes Independent Study Travel study
Creative:	Opportunity to explore and apply advanced creative thinking and problem solving strategies in science.	Problem based activities Real life connections Opportunities to use strengths Opportunities to use creative thinking skills Opportunities to participate in contests	Cluster groups Differentiated study experiences Mentorships Research Seminars
Leadership:	Training in effective leadership techniques, especially as related to science and career goals	Special projects pursued in depth Opportunities to display and use strengths Real life connections	Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Mentorships Seminars
	Exploration of possible leadership roles in science related fields.	Research Extensive reading on a subject	
	Effective change in contexts related to interest areas.	Real life connections	
	Responsible use of influence.		
Social/Emotional and Counseling:	Opportunities for competition: experience dealing with failure.	Opportunities to display and use strengths Problem based activities Real life connections Goal setting	Advanced Placement Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Honors Classes Mentorships Seminars Special counseling services
	Dealing with the dilemma of acceptance vs. high achievement, understanding anti-intellectualism, coping strategies.		
	Academic planning and counseling tailored to high ability students. Opportunities for career exploration in language arts related fields Contact/mentorship with a professional in a science related field.	Opportunities to display and use strengths Problem based activities Real life connections Job shadowing	

AREA OF IDENTIFICATION: SPECIFIC ACADEMIC APTITUDE – *SOCIAL STUDIES*

SEE ADDENDUM IN APPENDEX FOR MORE SUGGESTED STRATEGIES

Needs:	How to meet needs	Strategies to use	Service Options
Academic:	Continuous progress at advanced level and pace of instruction in Social Studies: depth and complexity matched to interests and abilities. Use of technology and research design at a level of sophistication matched to ability/need.	Pre-testing Special project pursued in depth Compacting Different – Not just more of the same Research Independent Study Extensive reading on subject Real life connections Interdisciplinary study Grouping for interest, needs, abilities Testing out/credit by examination Use of technology for study and products	Acceleration Advanced Placement Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Distance Learning (KVHS) Dual enrollment Honors Classes Independent Study Dual Enrollment Travel study
Creative:	Opportunity to explore and apply advanced creative thinking and problem solving strategies to social issues.	Problem based activities Real life connections Opportunities to use strengths Opportunities to use creative thinking skills Opportunities to participate in contests	Cluster groups Differentiated study experiences Mentorships Research Seminars
Leadership:	Training in effective leadership techniques especially as related to social sciences career goals.	Special projects pursued in depth Opportunities to display and use strengths Real life connections	Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Mentorships Seminars
	Exploration of possible leadership roles in social studies related fields.	Research Independent Study Extensive reading on a subject	
	Effective change in connections related to interest areas.	Real life connections Goal setting	
	Responsible use of influence.		
Social/Emotional and Counseling:	Opportunities for competition: experience dealing with success and/or failure.	Opportunities to display and use strengths Problem based activities Real life connections Goal setting	Advanced Placement Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Honors Classes Mentorships Seminars Special counseling services
	Dealing with the dilemma of acceptance vs. high achievement, understanding anti-intellectualism, coping strategies.		
	Academic planning and counseling tailored to high ability students. Opportunities for career exploration in language arts related fields		

AREA OF IDENTIFICATION: CREATIVE OR DIVERGENT THINKING
SEE ADDENDUM IN APPENDIX FOR MORE SUGGESTED STRATEGIES

Needs:	How to meet needs	Strategies to use	Service Options
Creative:	Instruction in multiple and advanced strategies to further develop creative production. Use of technology and research design at a level of sophistication matched to ability/need.	Problem based activities Real life connections Special project pursued in depth Research Independent Study Interdisciplinary study Opportunities to use strengths Opportunities to use creative thinking skills Opportunities to participate in contests Use of technology for study and products	Acceleration Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Enrichment during the school day Mentorships Research Seminars Travel study
Leadership:	Training in effective leadership techniques related to possible societal role(s).	Special projects pursued in depth Opportunities to display and use strengths Real life connections Independent Study	Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Mentorships Seminars
	Moral and ethical responsibilities related to influence/impact on society of their creative products.	Real life connections Problem based activities Special projects pursued in depth Research Extensive reading	
Social/Emotional and Counseling:	Interaction with others of similar creative ability	Opportunities to display and use strengths Problem based activities Real life connections Goal setting Job shadowing	Advanced Placement Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Honors Classes Mentorships Seminars Special counseling services
	Opportunities for competition: experience dealing with success and/or failure. Opportunities for career exploration in creative thinking related fields Contact/mentorship with a professional in a science related field.		

AREA OF IDENTIFICATION: LEADERSHIP
SEE ADDENDUM IN APPENDIX FOR MORE SUGGESTED STRATEGIES

Needs:	How to meet needs	Strategies to use	Service Options
Leadership:	Opportunities to assess and further develop leadership abilities, styles and interests. Opportunities for career exploration in language arts related fields Contact/mentorship with a professional in a science related field.	Real life connections Special project pursued in depth Compacting Interdisciplinary study Research Independent Study Extensive reading on subject Communications skills training Job shadowing	Acceleration Advanced Placement Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Honors classes Mentorships Travel study
	Instruction in organizing for action. Use of technology and research design at a level of sophistication matched to ability/need.	Problem based activities Special projects pursued in depth Opportunities to use strengths Real life connections Opportunities to participate in contests Opportunities to understand and work on weaknesses Use of technology for study and products	Cluster groups Differentiated study experiences Mentorships Research Seminars
	Procedures for effecting change.	Real life connections Problem based activities Special project pursued in depth Opportunities to use strengths	Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Seminars Special counseling services
	Responsible use of influence.	Interdisciplinary study Special project pursued in depth Problem based activities.	

AREA OF IDENTIFICATION: VISUAL AND PERFORMING ARTS
SEE ADDENDUM IN APPENDEX FOR MORE SUGGESTED STRATEGIES

Needs:	How to meet needs	Strategies to use	Service Options
Visual and Performing Arts:	Further development (continuous progress) in talent area(s) Use of technology and research design at a level of sophistication matched to ability/need. Instruction in critical analysis, foundations, arts talent area(s).	Problem based activities Real life connections Research Independent study Different – Not just more of the same Interdisciplinary study Opportunities to display and use strengths Opportunities to use creative Thinking skills Opportunities to participate in contests Use of technology for study and products	Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Enrichment during the school day Mentorships Research/Independent study Seminars
Creative:	Instruction in multiple advanced levels of creative thinking and problem-solving skills and application to diagnosed arts talent area(s) Opportunity to apply creative thinking and production strategies to diagnosed arts talent area(s)	Problem based activities Real life connections Special project pursued in depth Different – Not just more of the same Opportunities to display and use strengths Service Learning Projects	Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Differentiated study experiences Mentorships Seminars
Leadership:	Investigation of leadership roles/styles in diagnosed arts talent area(s) as a career or avocation. Ethical considerations and social responsibilities of artists as role models: impact of arts on society and society on arts.	Problem based activities Special projects pursued in depth Opportunities to display and use strengths Research Independent study Extensive reading	Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Independent study Mentorships
Social/Emotional and Counseling:	Opportunities for competition: experience dealing with failure. Academic planning and counseling tailored to artistically talented students. Opportunities for career exploration in visual and performing arts related fields Contact/mentorship with a professional in the Arts	Opportunities to display and use strengths Problem based activities Real life connections Opportunities for career exploration Job shadowing	Advanced Placement Cluster groups Collaborative teaching with District Resource Teachers Consultation services with District Resource Teachers Honors Classes Mentorships Seminars Special counseling services

WHOLE GRADE ACCELLERATION

704 KAR 3:285 makes mention of various forms of acceleration. At http://nationdeceived.org/ research is documented concerning the gifted student/high achiever's need to progress at a faster rate than other students. G.A.T.E.S. has available the Iowa Acceleration Scale (IAS) used in evaluating students when buildings need to make decisions about acceleration. The IAS is a research-based instrument used in determining whether or not a student would be a good candidate for whole grade acceleration. The instrument takes into consideration test scores, student's social/emotional development, family history, community involvement, academic progress, and affective needs. Resource teachers can assist schools which have need of this service.

Section 7 –
Program Design and Management

The gifted "program" must take into consideration the characteristics of the gifted learners that it is to serve. For this reason, the Kentucky regulation requires that a variety of services be provided at every grade level.

Section Includes:

- Frequently Asked Questions
- Competencies Needed By Teachers – NAGC Position paper
- Developing Programs for Students of High Ability
- 5 Strategies to Limit the Burdens of Paperwork
- Teacher-Parent Partnerships
- 20 Plus Questions to Start the Thinking

Frequently Asked Questions related to Programming For The GIFTED & TALENTED

(This document is intended to provide guidelines for interpreting **704 Kentucky Administrative Regulation (KAR) 3:285. Programs for the gifted and talented.** Kentucky Department of Education is here to assist in the implementation of this interpretation and/or the regulation.)

Q: What should quality GT programming look like?
A: In any school district, high quality gifted programming requires careful planning, maintenance, and evaluation. Quality GT programming necessitates: clearly articulated policies, procedures and services, primary through grade twelve; a grievance procedure through which a parent, guardian, or student may resolve a concern regarding the appropriate and adequate provision of primary talent pool services or services addressed in a formally identified gifted and talented student's services plan; employment of properly certified and professionally qualified personnel; evidence of appropriate professional development for all personnel working with gifted and talented students; and equitable opportunities for consideration for services at the primary level and in each category of service in grades 4-12.

Q: Can parents have input on local district programming for GT services?
A: District policies and procedures shall ensure that a program evaluation process shall be conducted annually and shall address parent(s) attitudes toward the program.

Q: Must a district assign a GT coordinator for the program?
A: Yes. A district receiving state funding shall designate a properly endorsed GT program coordinator.

Q: What are some of the duties of a GT program coordinator?
A: Some duties include: the oversight of the district GT program; to serve as a liaison between the district and the state; to ensure internal compliance with state statutes and administrative regulation for GT programs; and to administer and revise the GT program budget.

Leah Ellis, former Gifted and Talented Consultant

COMPETENCIES NEEDED BY TEACHERS OF GIFTED AND TALENTED STUDENTS

The National Association for Gifted Children (NAGC) periodically issues policy statements dealing with issues, policies, and practices that have an impact on the education of gifted and talented students. Policy statements represent the official convictions of the organization.

All policy statements approved by the NAGC Board of Directors are consistent with the organization's belief that education in a democracy must respect the uniqueness of all individuals, the broad range of cultural diversity present in our society, and the similarities and differences in learning characteristics that can be found within any group of students. NAGC is fully committed to national goals that advocate both excellence and equity for all students, and we believe that the best way to achieve these goals is through *differentiated* educational opportunities, resources, and encouragement for all students.

NAGC believes that all children deserve the highest quality of instruction possible and that such instruction will only occur when teachers are aware of and able to respond to the unique qualities and characteristics of the students they instruct. Gifted and talented students present a particular challenge and often experience inadequate and inappropriate education. To provide appropriate learning experiences for gifted and talented students, teachers need to possess:

- a knowledge and valuing of the origins and nature of high levels of intelligence, including creative expressions of intelligence;

- a knowledge and understanding of the cognitive, social, and emotional characteristics, needs, and potential problems experienced by gifted and talented students from diverse populations;

- a knowledge of and access to advanced content and ideas;

- an ability to develop a differentiated curriculum appropriate to meeting the unique intellectual and emotional needs and interests of gifted and talented students; and

- an ability to create an environment in which gifted and talented students can feel challenged and safe to explore and express their uniqueness.

NAGC believes that these competencies, in addition to those required for good teaching and learning in general, such as modeling openness, curiosity, and enthusiasm, are necessary for teachers of gifted and talented students. NAGC also believes that educational experiences through comprehensive programming must be available for teachers to develop these competencies.

ERIC Digests

Developing Programs for Students of High Ability

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Author: Sandra L. Berger
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As educators undertake the task of program planning to accommodate the diverse abilities students bring to school, they are faced with a bewildering array of choices. In education for students who are gifted, a variety of theories and models have been developed. Instructional methods and materials of all types are presented with enthusiasm, each claimed to be "ideal" for students of high ability. To make sound decisions, educators need to understand the components of an effective educational program for these students.

What Constitutes an Effective Program?

A program "is part of the mainstream of education and doesn't rise and fall with public opinions" (Morgan, Tennant, & Gold, 1980, p. 2). It is a comprehensive, sequential system for educating students with identifiable needs (The Association for the Gifted [TAG] 1989); it is often designed by a curriculum committee; and it is supported by a district or school budget. Like literature and mathematics programs, programs for students with high ability are assumed to be integral parts of a school curriculum. Teaching strategies may change, but the question of whether or not they should be a part of the curriculum is never raised.

A distinction should be made between programs for students who are gifted students and provisions for these students (Tannenbaum, 1983). "Provisions are fragmentary, unarticulated, and temporary activities, which are neither followed up in any meaningful way nor preceded by any meaningful lead-in activity" (Morgan, Tennant, & Gold, 1980, p. 2). For example, a teacher with vision and energy might recognize that a particular student needs to have his or her curriculum modified and decide to provide special activities. However, unless there is a commitment on the part of the school system to continue meeting the student's needs and to offer similar opportunities to other able students at each grade level, it does not constitute a program. When budgetary cuts have to be made, enrichment provisions become expendable.

What Are the Components of an Effective Program?

An effective program comprises eight major components. These are described in the following paragraphs.

1. Needs Assessment. A program is an integrated curriculum response to the educational needs of a group of students. Therefore, a logical first step is to determine what needs should be met. Need is defined as the discrepancy between the current status and a

desired status and indicates a direction in which an individual or school system wants to move. An effective needs assessment enables educators to gather information about the nature and instructional needs of the students and the resources of the school or school district. Information about community attitudes and teacher skills may also be gathered. Borland (1989) has provided a list of useful questions that might be asked, possible sources of information, and ways to obtain it.

2. Definition of Population. A clear definition of the population serves as the foundation of a program. The definition should be based on information gleaned from the needs assessment and state and local requirements. It should address specific abilities and traits possessed by persons of high ability. In his 1971 Report to Congress, Marland (1972) included a definition that is well known for its diversity and usefulness. Updated in 1981 (P.L. 97-35, the Educational Consolidation and Improvement Act), this definition has provided guidance to many states. Other programs are based on a multidimensional view of intelligence (Gardner, 1983; Sternberg, 1985). However, a local frame of reference gleaned from the needs assessment is equally important.

3. Identification Procedures. The purpose of identification is to locate students whose needs are not being met by the core curriculum, evaluate their educational needs, and provide them with an appropriate program. Identification procedures must be consistent with the definition in local use and should measure diverse abilities.

   Identification is generally divided into several phases that might be conceptualized as a pyramid. The base of the pyramid involves the entire student body and is typically called screening. As the process evolves, the population becomes smaller. The apex of the pyramid comprises the students who will participate in a program. A wide variety of instruments and methods are used as the pyramid narrows. Student records and portfolios, parent and teacher referrals and recommendations, anecdotal evidence, student products, group tests, and individual tests are just some of the ways information is gathered throughout the school year. The identification process should be ongoing and articulated with curriculum options.

4. Program Goals. The goals of a program should be written as clear policy statements of what the district will do to respond to the needs of the target population. They should be stated broadly and may refer to desired student outcomes. Outcomes should reflect the assessed needs of the students. Since program goals should be made available to the public, they should be stated in easily understood language. A comprehensive plan might also state program objectives and suggested activities. Borland (1989), Clark (1988), Maker (1982), VanTassel-Baska and colleagues (1988), and other textbook authors have provided examples of justifiable program goals and objectives.

5. Program Organization and Format. Organization and format refer to decisions on how students will be grouped for instruction, where instruction will take place, how often instruction will occur, who will provide instruction, and who will be responsible for the program and the administrative organization. Like other program components, organization and format are derived in part from the needs assessment. The choice of format(s) involves a number of complex decisions regarding effective delivery of educational services and includes fiscal considerations. The central question is, "Which format(s) will best serve the needs of the defined population(s)?" Special magnet schools,

pull-out programs, a school within a school, full-time self-contained classes, resource rooms, effective grouping arrangements based on specific needs, and mainstreaming are just some of the available options (Cox, Daniel, & Boston, 1985; Daniel & Cox, 1988; Eby & Smutny, 1990).

6. Staff Selection and Training. Selection and training of staff are crucial to the success or failure of a program for students of high ability (Renzulli, 1975). But how can an administrator select the people who will ultimately inspire students and others? Researchers have consistently identified effective teachers as those who "are all things to all people." No definitive profile of the ideal teacher for these students has been published to date. However, interest in and eagerness to work with students who are curious and highly able are essential.

   As with other program components, staff selection and training should relate to the needs of the target population. If students are transported to a central location, they need a teacher who has had some experience with self-contained classes. Above all, teachers in programs for students who are gifted should have a demonstrated understanding of these students (TAG, 1989). If teacher selection precedes curriculum development, the teacher will have a critical influence on what will be taught. Because good programs for students of high ability often grow, it is useful to have a core staff who can model effective teaching and collaboration for new teachers.

7. Curriculum Development. The most effective curriculum includes substantive scope and sequence and is based on the needs of the target population (TAG, 1983; VanTassel-Baska et al., 1988). School systems that purchase packaged programs should consider whether or not they are sufficiently rigorous, challenging, and coherent. Appropriate curriculum produces well-educated, knowledgeable students who have had to work hard, have mastered a substantial body of knowledge, and can think clearly and critically about this knowledge.

   Maker (1982) has explained how to differentiate curriculum for students who are gifted in terms of process, content, and product. Her discussion enables educators to develop appropriate objectives based on the school system's core curriculum. VanTassel-Baska and colleagues (1988) have provided theoretical bases, specific procedures, and practical applications.

8. Program Evaluation. The evaluation component is critical because it allows a school system to reassess student needs and determine the efficiency and effectiveness of its various program components (Callahan, 1983; Callahan & Caldwell, 1986). Evaluation should be both formative (ongoing) and summative (final outcomes). Evaluation enables a school system to make midcourse corrections and answers the question, "Is this program doing what we want it to do?"

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ERIC Digests

Five Strategies to Limit the Burdens of Paperwork

While the need for paperwork in special education is often viewed as burdensome, it has value and cannot be eliminated. There are strategies that teachers can use to handle paperwork more effectively and efficiently without reducing its value. It is first important to have a clear understanding of exactly what is meant when people refer to "paperwork." Interactions with teachers in hundreds of schools suggest that burdens associated with paperwork include collecting data from multiple records and professionals, arranging meeting times, making parent contacts, exchanging information with other professionals-all activities that require paperwork and may interfere with instructional time (Cook & Hall, in press). Perhaps, then, when teachers refer to "paperwork" they are also referring to other related challenges. If this is the case, "paperwork" serves as a "proxy" term that includes other associated activities.

If we accept that paperwork can be used as a proxy for associated time-consuming tasks, there is also a possibility that paperwork may become a general proxy for much non-instructional time. Encroachments on the time teachers spend on instruction derive from numerous factors, including standardized testing days, pre-holiday days, classroom schedules and arrangements, and so forth. "Down time," long settling-in routines, and repeated directions are all non-instructional activities that take time away from teaching (Smith, 2000).

This digest describes five approaches to coordinating and deriving meaning from what otherwise may seem to be disjointed paperwork tasks and documents. First, paperwork makes the most sense when we focus on the student's progress and use the curriculum as a reference point. Second, analyzing how one source of information can be used to communicate with different audiences can increase efficiency. Third, time-saving techniques can be applied to informal record-keeping such as progress monitoring, scheduling, and maintaining work samples and anecdotal records. Fourth, having a clear understanding of exactly what is needed to comply with legal policies can limit unnecessary work. Finally, having students take active roles in their own individualized education programs (IEPs) can help to ease the burden on teachers.

Strategy 1: Focus on the Student
When we allow ourselves to focus our primary attention on the needs of the students, we can make the most sense out of paperwork requirements. Our commitment to students requires that we take the time to step back, reflect on their needs, and provide leadership in developing and implementing the instructional plan. The time we spend reflecting and planning at the front end of the process will ensure that greater benefits are derived from subsequent time spent doing paperwork.

Think about the student's needs and consider the nature of the information that must be collected

and systematically maintained for instructional as well as various compliance reasons, such as planning for, monitoring, and reporting student progress. When we ask ourselves what information will be needed, we can design strategies to collect information that will meet multiple needs. For example, what are the common data elements needed to fulfill IEP data requirements, make quarterly progress reports, or communicate with other professionals? Is it possible that data collected for local progress monitoring or assessment results can be used for these purposes?

It is helpful to remember that all instructional goals and objectives need to be developed and planned against a reference point-the curriculum. And, most typically, this will be the general education curriculum unless an approved alternative curriculum has been agreed upon. When proficiency measures and monitoring forms are available through the district, they can save time and help to maintain a closer alignment with general education frameworks and practices.

Strategy 2: Use One Source of Information to Communicate with Different Audiences
It is a useful exercise to think about how one could use a single data source as the basis for communication with different audiences: parents, teachers, other professionals, and students. One example would be to use curriculum-based assessment (CBA) as part of IEP evaluations and re-evaluations. Often, busy professionals grab a single measure, generally a standardized test, to assess students. But language in the reauthorization of IDEA (1997) includes, "use a variety of assessment tools and strategies to gather relevant functional and developmental information (20 U.S.C. sec. 1414 (b)(2)(A))â€and assessment tools and strategies that provide relevant information that directly assist persons in determining the educational needs of the child." (20 U.S.C. sec. 1414 (b)(3)(D)). CBA or criterion-referenced measures are in line with this directive and also provide valuable information for designing and redesigning instruction and monitoring of student progress. Furthermore, if CBA is conducted in specific areas of student need as described in IEP goals, the results would be appropriate for quarterly progress reports to parents and for communication with other professionals. That is four for the price of one-efficiency at its finest!

Strategy 3: Save Time in Keeping Informal Records
Because grading, promotion, graduation, and program changes are based on individual goals and related progress, individualized and often informal records must be kept for students. These typically include informal monitoring of student progress, student schedules, work samples and anecdotal records.
Evaluating, recording, and maintaining student records may create additional paperwork. A number of time-saving suggestions are offered by Kronowitz (1992), including the following:

*Plan to assess every other response (e.g., odd numbered or even numbered items) on activities with multiple examples of similar tasks or problems

*Use a scoring key and have students score their own work

*Create portfolios and progress charts that allow students to complete selected recording tasks themselves.

Also consider commercial, technologically based proficiency measures. Many textbooks are accompanied by proficiency measures, some of which may be completed by the student electronically. When this is appropriate and available, the computer maintains the scores and can generate many different types of data reports including item analysis, progress reports and so on.

Strategy 4: Understand Formal Paperwork Requirements
Considerable documentation is needed to comply with federal, state and local policies for educating students with disabilities. The IEP and the individualized family service plan (IFSP) are two critically important documents that have been expanded significantly in recent years. Other formally required documents include reports from locally adopted progress monitoring systems, testing and assessment results, reports for related services providers, and other required student performance reports such as behavior reports or medical observations.

Misconceptions about the actual requirements associated with IEPs and IFSPs abound. For example, behavior plans are now included in both IEPs and IFSPs in many states, but behavioral plans only need to be included in an IEP if a child's behavior impedes his or her learning or that of other students. And, although transition plans are required for students at a certain age, it may not be necessary to prepare a separate transition document if the services needed by the student can be addressed in the IEP.
Often, to protect themselves from litigation, state and local educational agencies require additional documentation beyond that required by federal regulations, and this results in even more paperwork. In discussing the U.S. Department of Education, Office of Special Education Programs' review of paperwork required by states, the National Education Association (NEA) reported that "One IEP package that was sent in was 43 pages longâ€the educators were told that most of what they were documenting was unnecessary under the new federal law" (Green, 2000). In fact, the Department of Education's sample IEP form is only 5 pages long.

In many districts, teachers are joining with local administrators to streamline paperwork and related processes. Schools are also developing creative ways to provide financial support for tracking paperwork, including paying part-time aides and clerical workers for additional hours of support and making arrangements for release time. Some solutions by districts, including hiring substitutes to cover classrooms so teachers can attend IEP meetings, recognize the time constraints on teachers, but do not succeed in increasing teacher time in instruction.

Strategy 5: Encourage Student Participation in IEPs
When the IEP is incorporated into lesson planning so that students take an active role in developing and monitoring their own educational programs, student skills in such areas as self-determination, awareness, and advocacy are developed (National Information Center for Children and Youth with Disabilities [NICHCY], 2002). This also provides a means of remaining focused on the student while maintaining legally compliant documents.

There are a variety of ways students can participate in the IEP process. The format and procedures for participation must be tailored to the student's age and degree of disability. NICHCY (2002) has published activities, audiotapes, and workbooks to encourage collaboration between teachers and older students with disabilities. A Student's Guide to the IEP (http://www.nichcy.org/pubs/stuguide/st1book.htm) provides step-by-step guidelines for walking

students through the process of participating in the writing of their own IEPs. In general, the idea is to begin the process of IEP planning at the beginning of the year. After discussing what an IEP is and some of the language that is used, older students may participate in reviewing their own IEP. It's a good idea to discuss key ideas with them, such as what the general education curriculum is or terms such as "present level of performance" and "accommodations." With students who are able, we can take it a step further by having them revisit their IEPs periodically to provide feedback based on guided discussions. Sample questions for these discussions include

* Are there goals, objectives, or benchmarks that students have met that need to be updated?

* Are there other goals or objectives that the student would like to address?

* Is the student able to recognize the connections between goals and objectives or benchmarks and his or her schoolwork?

This process may take the form of class discussions, individual seatwork, one-on-one conferences with the teacher and/or paraprofessional, and even homework with parental support. Then, when it comes time for an annual review, the teacher can draft various sections of the IEP using data gathered throughout the year, rather than in a last minute dash to the deadline. In all of this, privacy issues and age appropriateness play a major role and, as always, it is a good idea to inform parents of the plan and include them in the process if they are able to participate.

While paperwork can't be eliminated from the special education teacher's role, there are many forms of assistance to be drawn upon. Those mentioned in this digest are a few of the solutions developed by creative teachers and administrators to address the paperwork burden in special education.

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ERIC Digests

Teacher-Parent Partnerships

The partnership construct is based on the premise that collaborating partners have some common basis for action and a sense of mutuality that supports their joint ventures. Teachers and parents have a common need for joining together in partnership: the need to foster positive growth in children and in themselves. It is their challenge to create a sense of mutuality so that their efforts are meaningful to all those involved.

PARENT AND TEACHER ATTRIBUTES THAT PROMOTE PARTNERSHIP
Research provides insight on parent attributes that support meaningful partnerships. These attributes include warmth, sensitivity, nurturance, the ability to listen, consistency, a positive self-image, a sense of efficacy, personal competence, and effective interpersonal skills.

Marital happiness, family harmony, success in prior collaborations, and openness to others' ideas have also been related to parental competence in promoting partnerships (Swick, 1991). Schaefer (1985) has noted that parents who are high in self-esteem are more assertive in their family and school involvement. Not all parents achieve the competence that supports these attributes. Teachers can provide a setting that encourages the development of partnership behaviors in parents. Modeling respect and communication skills, showing a genuine interest in the children, responding constructively to parent concerns, promoting a teamwork philosophy, and being sensitive to parent and family needs are some ways to promote this process. Lawler (1991) suggests that teachers encourage parents to be positive through the example they set in being supportive, responsive, and dependable.

Teacher attributes that appear to positively influence teachers' relationships with children and parents include: warmth, openness, sensitivity, flexibility, reliability, and accessibility (Comer and Haynes, 1991). From the parents' perspective, these teacher characteristics are desirable: trust, warmth, closeness, positive self-image, effective classroom management, child-centeredness, positive discipline, nurturance, and effective teaching skills. Researchers have cited the following teacher attributes as highly related to successful parent involvement: positive attitudes, active planning to involve parents, continuous teacher training, involvement in professional growth, and personal competence (Epstein, 1984; Galinsky, 1990).

TEACHER-PARENT PARTNERSHIP ROLES: A FRAMEWORK
The research on parent involvement indicates that parents and teachers can create viable partnerships by engaging in joint learning activities, supporting each other in their respective roles, carrying out classroom and school improvement activities, conducting collaborative curriculum projects in the classroom, participating together in various decision-making activities, and being advocates for children (Swick, 1991). Integral to these activities are the various parent and teacher roles and behaviors that make for successful partnerships.

* Parenting roles are performed within the family and within family-school relationships. Roles critical to family growth are nurturing, teaching, and modeling. Within the larger family-school structure, parents must carry out learning, doing, supporting, and decision-making roles. Naturally, parents use these various roles across contexts, but they emphasize particular roles as family or family-school situations dictate (Schaefer, 1985). For example, recent findings suggest that when parents sense an inviting school climate, they emphasize nurturing and supporting behaviors in their interactions with teachers; their participation in the school environment also increases (Comer and Haynes, 1991).

* Teacher roles critical to the partnership process include the family-centered roles of support, education, and guidance. Teacher roles that focus on family involvement in school and classroom activities include those of nurturing, supporting, guiding, and decision-making.

* Together, parents and teachers can foster their partnership through such behaviors as collaborating, planning, communicating and evaluating (Epstein and Dauber, 1991; Swick, 1991).

A FRAMEWORK AND STRATEGIES: APPLICATIONS FROM RESEARCH
An action-oriented philosophy of family-school support and nurturance is a powerful force in creating a positive learning environment. Teacher actions that promote such a philosophy include the sensitive involvement of parents from cultural, ethnic, and racial backgrounds (Lightfoot, 1978). Relating classroom activities to the varying needs and interests of children and families is another reflection of a family-centered program.

Since teacher-parent partnerships are developmental in nature and best realized through a comprehensive approach, a framework for carrying out the process is essential. The following elements need close scrutiny: teacher and parent contexts, role understandings, and an appreciation of the partnership process itself. Further, a sensitivity to each others' needs, situations, and talents is a requisite basis for a viable program.

Given that each program is and should be unique, particular elements, such as the following, are essential: needs assessments, goal statements, prioritization of activities, strategy development, implementation plans, and evaluation tools (Comer and Haynes, 1991). It has been noted that parents, when given the opportunity, are quite active in setting program goals (Powell, 1989). Swick (1992) notes that the availability of teachers and the offering of such services as transportation and child care to parents increases participation in program planning significantly.

A plethora of strategies have proven effective in promoting strong partnerships. The degree to which strategies are related to the needs and interests of parents and to the unique situations of schools and teachers influences the level of success. Home visits, conferences, parent centers, telecommunication, involvement in the classroom, participatory decision-making, parent and adult education programs, home learning activities, and family-school networking are some of the many strategies that have effectively engaged parents and teachers in supportive and collaborative roles (Swick, 1991). Creative uses of technology offer new possibilities for building partnerships with parents that reach beyond traditional limits (Bauch, 1990).

FAMILY-CENTERED SCHOOLS
Early childhood education's commitment to families is strengthened through the partnership process. True collaborative efforts are prompting teachers and parents to plan from a family-centered perspective. Family-centered schools need to be intimately involved with families in planning and nurturing healthy environments. A significant part of this effort is the development of a curriculum for caring that promotes a shared learning process among children, parents, and teachers. This school-family curriculum should focus on the caring elements of self-image, prosocial relationships with others, development of multicultural understandings, sensitive and empathetic relationships, nurturing and positive discipline, and creative problem-solving strategies.

A family-centered focus must also become a part of the community's fabric. A human network of family, school, and community learners needs to be part of a covenant for creating positive human environments. In particular, intergenerational family wellness needs, the family's and the school's needs for learning and sharing, and related community partnership needs provide the foundation for a family-centered effort.

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Questions to Start the Thinking

During times of budget constraints, decisions are often made regarding gifted programming that look like quick fixes but in reality have long term detrimental effects for gifted students.

> Service options may go away but gifted students remain.
>
> The needs of gifted students remain.
> Academic modifications to meet these needs remain.
> The need for educators trained in the nature and needs of gifted students remains.

Thoughtful consideration of the pros and cons of the decision and how that decision will affect gifted students in the long term should be made. Bad decisions are difficult to undo and have a ripple effect. Before decisions are made questions need to be asked and answered by a variety of people to assess the value of the decision. Here are some questions to start the thinking:

For Identification Issues

1. How are equitable screening, selection, and services for all primary high potential learners, with selection of the top quartile to be provided and by whom?
2. How is equitable identification for students in all five (5) categories, in all grade levels four (4) through twelve (12) to be provided and by whom?
3. How is an effective and efficient system for searching the entire student population on a continuous basis for likely candidates for services using both informal and available formal, normed standardized measures including measures of nonverbal ability to be conducted? Who is to do the searching and processing of the information?
4. What considerations and search mechanisms are in place for students who qualify as gifted and exceptional, disadvantaged, or underachieving due to environmental, cultural, and disabling conditions? Who collects and processes this information?

For Student Service Options

5. Are identified and selected students, primary through grade twelve (12), provided multiple, articulated, differentiated services and educational experiences commensurate with students' individual interests, needs, and abilities facilitating a high level attainment of goals? Who is to provide these services and experiences?
6. Does the district and school differentiate, replace, supplement, or modify the curricula of gifted students, K-12, facilitating a high level of attainment of learning goals to assist students to further develop their individual interests, needs, and abilities? How is this monitored?
7. Are primary students allowed continuous progress through differentiated curriculum and flexible grouping based on individual needs, interests, and abilities?

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8. Are grouping options regularly used at all levels, in all schools, utilized in the local district gifted education plan, and based on student interest, ability, and need including social and emotional?

9. Are a multiple range of service options that address needs of high potential learners and formally identified gifted students in all five (5) categories provided at all levels across the district?

10. Are there appropriate acceleration policies and practices available? Have the district/schools' administrations read the Templeton report on acceleration, *A Nation Deceived: How Schools Hold Back America's Brightest Students*? (www.nationdeceived.org)

11. Do educational decisions ensure that instruction is at an appropriate challenge level and provide continuous progress for the gifted child? Are these decisions reflected on the identified gifted child's *Gifted Student Services Plan* (GSSP)? Who conducts the necessary monitoring?

12. Is there a procedural grievance safeguard established through which a parent/guardian/student may petition and appeal for services and resolve a concern regarding appropriate and adequate provision of PTP services or services addressed in students GSSP? Who initially responds to these requests? Is the availability of procedural grievance safeguards known by parents?

13. Do parents/guardians have the opportunity to provide information related to the interests, needs, and abilities of the identified child for use in determining potential identification and appropriate services? Who seeks and processes the information?

14. Are the parents/guardians notified annually of services included in students' GSSPs with specific procedures to follow in requesting a change in services?

15. Who collects the information for the GSSPs, prepares them, and sends them to parents/guardians? Who conducts the requested parent follow-up meetings?

16. Does the parent/guardian receive a progress report related to the student's GSSP at least once a semester? Who gathers and completes the report?

17. Is counseling assistance offered and planned in coordination with the teacher of the gifted and provided by a counselor familiar with the social and emotional needs of gifted and talented students?

For Professional Development:

18. Are all teachers with Primary Talent Pool or formally identified students in their classrooms prepared with appropriate professional development to address the individual interests, needs, and abilities of gifted students? Do they know how to differentiate or modify curriculum for a gifted child?

For the School District:

19. What assurances are there that modifications for gifted students are being implemented? Is there evidence of appropriateness, process, timeline, chain of command, forms and authorization, and documentation? Are accommodations or modifications for gifted students noted in lesson plans? Who monitors the process and provides guidance if the modifications are not occurring?

20. Are gifted children making annual yearly progress within the school, district? Is there at least one year's gain academically for the child for the year in the school?
21. Has the school district designated an endorsed and certified gifted education coordinator to oversee the compliance prescribed in the regulation for gifted and talented? Is this person trained in the nature and needs of gifted students and able to devote the time necessary to see that the students are appropriately identified and served?
22. Does the district use seventy-five (75) percent of the district's gifted education allocation to employ certified and endorsed personnel to provide direct instructional services for gifted and talented students? Is the student and school workload such that the personnel are able to appropriately provide these services?
23. Does the school district have local board approved policies and procedures in operation and available for public inspection which address each requirement in the gifted and talented administrative regulation?

Section 7 – Program Design and Management

The gifted "program" must take into consideration the characteristics of the gifted learners that it is to serve. For this reason, the Kentucky regulation requires that a variety of services be provided at every grade level.

Section Includes:

- Frequently Asked Questions
- Competencies Needed By Teachers – NAGC Position paper
- Developing Programs for Students of High Ability
- 5 Strategies to Limit the Burdens of Paperwork
- Teacher-Parent Partnerships
- 20 Plus Questions to Start the Thinking

Frequently Asked Questions related to Programming For The GIFTED & TALENTED

(This document is intended to provide guidelines for interpreting **704 Kentucky Administrative Regulation (KAR) 3:285. Programs for the gifted and talented.** Kentucky Department of Education is here to assist in the implementation of this interpretation and/or the regulation.)

Q: What should quality GT programming look like?
A: In any school district, high quality gifted programming requires careful planning, maintenance, and evaluation. Quality GT programming necessitates: clearly articulated policies, procedures and services, primary through grade twelve; a grievance procedure through which a parent, guardian, or student may resolve a concern regarding the appropriate and adequate provision of primary talent pool services or services addressed in a formally identified gifted and talented student's services plan; employment of properly certified and professionally qualified personnel; evidence of appropriate professional development for all personnel working with gifted and talented students; and equitable opportunities for consideration for services at the primary level and in each category of service in grades 4-12.

Q: Can parents have input on local district programming for GT services?
A: District policies and procedures shall ensure that a program evaluation process shall be conducted annually and shall address parent(s) attitudes toward the program.

Q: Must a district assign a GT coordinator for the program?
A: Yes. A district receiving state funding shall designate a properly endorsed GT program coordinator.

Q: What are some of the duties of a GT program coordinator?
A: Some duties include: the oversight of the district GT program; to serve as a liaison between the district and the state; to ensure internal compliance with state statutes and administrative regulation for GT programs; and to administer and revise the GT program budget.

Leah Ellis, former Gifted and Talented Consultant

COMPETENCIES NEEDED BY TEACHERS OF
GIFTED AND TALENTED STUDENTS

The National Association for Gifted Children (NAGC) periodically issues policy statements dealing with issues, policies, and practices that have an impact on the education of gifted and talented students. Policy statements represent the official convictions of the organization.

All policy statements approved by the NAGC Board of Directors are consistent with the organization's belief that education in a democracy must respect the uniqueness of all individuals, the broad range of cultural diversity present in our society, and the similarities and differences in learning characteristics that can be found within any group of students. NAGC is fully committed to national goals that advocate both excellence and equity for all students, and we believe that the best way to achieve these goals is through *differentiated* educational opportunities, resources, and encouragement for all students.

NAGC believes that all children deserve the highest quality of instruction possible and that such instruction will only occur when teachers are aware of and able to respond to the unique qualities and characteristics of the students they instruct. Gifted and talented students present a particular challenge and often experience inadequate and inappropriate education. To provide appropriate learning experiences for gifted and talented students, teachers need to possess:

- a knowledge and valuing of the origins and nature of high levels of intelligence, including creative expressions of intelligence;

- a knowledge and understanding of the cognitive, social, and emotional characteristics, needs, and potential problems experienced by gifted and talented students from diverse populations;

- a knowledge of and access to advanced content and ideas;

- an ability to develop a differentiated curriculum appropriate to meeting the unique intellectual and emotional needs and interests of gifted and talented students; and

- an ability to create an environment in which gifted and talented students can feel challenged and safe to explore and express their uniqueness.

NAGC believes that these competencies, in addition to those required for good teaching and learning in general, such as modeling openness, curiosity, and enthusiasm, are necessary for teachers of gifted and talented students. NAGC also believes that educational experiences through comprehensive programming must be available for teachers to develop these competencies.

ERIC Digests

Developing Programs for Students of High Ability

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Author: Sandra L. Berger
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As educators undertake the task of program planning to accommodate the diverse abilities students bring to school, they are faced with a bewildering array of choices. In education for students who are gifted, a variety of theories and models have been developed. Instructional methods and materials of all types are presented with enthusiasm, each claimed to be "ideal" for students of high ability. To make sound decisions, educators need to understand the components of an effective educational program for these students.

What Constitutes an Effective Program?

A program "is part of the mainstream of education and doesn't rise and fall with public opinions" (Morgan, Tennant, & Gold, 1980, p. 2). It is a comprehensive, sequential system for educating students with identifiable needs (The Association for the Gifted [TAG] 1989); it is often designed by a curriculum committee; and it is supported by a district or school budget. Like literature and mathematics programs, programs for students with high ability are assumed to be integral parts of a school curriculum. Teaching strategies may change, but the question of whether or not they should be a part of the curriculum is never raised.

A distinction should be made between programs for students who are gifted students and provisions for these students (Tannenbaum, 1983). "Provisions are fragmentary, unarticulated, and temporary activities, which are neither followed up in any meaningful way nor preceded by any meaningful lead-in activity" (Morgan, Tennant, & Gold, 1980, p. 2). For example, a teacher with vision and energy might recognize that a particular student needs to have his or her curriculum modified and decide to provide special activities. However, unless there is a commitment on the part of the school system to continue meeting the student's needs and to offer similar opportunities to other able students at each grade level, it does not constitute a program. When budgetary cuts have to be made, enrichment provisions become expendable.

What Are the Components of an Effective Program?

An effective program comprises eight major components. These are described in the following paragraphs.

1. Needs Assessment. A program is an integrated curriculum response to the educational needs of a group of students. Therefore, a logical first step is to determine what needs should be met. Need is defined as the discrepancy between the current status and a

desired status and indicates a direction in which an individual or school system wants to move. An effective needs assessment enables educators to gather information about the nature and instructional needs of the students and the resources of the school or school district. Information about community attitudes and teacher skills may also be gathered. Borland (1989) has provided a list of useful questions that might be asked, possible sources of information, and ways to obtain it.

2. Definition of Population. A clear definition of the population serves as the foundation of a program. The definition should be based on information gleaned from the needs assessment and state and local requirements. It should address specific abilities and traits possessed by persons of high ability. In his 1971 Report to Congress, Marland (1972) included a definition that is well known for its diversity and usefulness. Updated in 1981 (P.L. 97-35, the Educational Consolidation and Improvement Act), this definition has provided guidance to many states. Other programs are based on a multidimensional view of intelligence (Gardner, 1983; Sternberg, 1985). However, a local frame of reference gleaned from the needs assessment is equally important.

3. Identification Procedures. The purpose of identification is to locate students whose needs are not being met by the core curriculum, evaluate their educational needs, and provide them with an appropriate program. Identification procedures must be consistent with the definition in local use and should measure diverse abilities.

   Identification is generally divided into several phases that might be conceptualized as a pyramid. The base of the pyramid involves the entire student body and is typically called screening. As the process evolves, the population becomes smaller. The apex of the pyramid comprises the students who will participate in a program. A wide variety of instruments and methods are used as the pyramid narrows. Student records and portfolios, parent and teacher referrals and recommendations, anecdotal evidence, student products, group tests, and individual tests are just some of the ways information is gathered throughout the school year. The identification process should be ongoing and articulated with curriculum options.

4. Program Goals. The goals of a program should be written as clear policy statements of what the district will do to respond to the needs of the target population. They should be stated broadly and may refer to desired student outcomes. Outcomes should reflect the assessed needs of the students. Since program goals should be made available to the public, they should be stated in easily understood language. A comprehensive plan might also state program objectives and suggested activities. Borland (1989), Clark (1988), Maker (1982), VanTassel-Baska and colleagues (1988), and other textbook authors have provided examples of justifiable program goals and objectives.

5. Program Organization and Format. Organization and format refer to decisions on how students will be grouped for instruction, where instruction will take place, how often instruction will occur, who will provide instruction, and who will be responsible for the program and the administrative organization. Like other program components, organization and format are derived in part from the needs assessment. The choice of format(s) involves a number of complex decisions regarding effective delivery of educational services and includes fiscal considerations. The central question is, "Which format(s) will best serve the needs of the defined population(s)?" Special magnet schools,

pull-out programs, a school within a school, full-time self-contained classes, resource rooms, effective grouping arrangements based on specific needs, and mainstreaming are just some of the available options (Cox, Daniel, & Boston, 1985; Daniel & Cox, 1988; Eby & Smutny, 1990).

6. Staff Selection and Training. Selection and training of staff are crucial to the success or failure of a program for students of high ability (Renzulli, 1975). But how can an administrator select the people who will ultimately inspire students and others? Researchers have consistently identified effective teachers as those who "are all things to all people." No definitive profile of the ideal teacher for these students has been published to date. However, interest in and eagerness to work with students who are curious and highly able are essential.

   As with other program components, staff selection and training should relate to the needs of the target population. If students are transported to a central location, they need a teacher who has had some experience with self-contained classes. Above all, teachers in programs for students who are gifted should have a demonstrated understanding of these students (TAG, 1989). If teacher selection precedes curriculum development, the teacher will have a critical influence on what will be taught. Because good programs for students of high ability often grow, it is useful to have a core staff who can model effective teaching and collaboration for new teachers.

7. Curriculum Development. The most effective curriculum includes substantive scope and sequence and is based on the needs of the target population (TAG, 1983; VanTassel-Baska et al., 1988). School systems that purchase packaged programs should consider whether or not they are sufficiently rigorous, challenging, and coherent. Appropriate curriculum produces well-educated, knowledgeable students who have had to work hard, have mastered a substantial body of knowledge, and can think clearly and critically about this knowledge.

   Maker (1982) has explained how to differentiate curriculum for students who are gifted in terms of process, content, and product. Her discussion enables educators to develop appropriate objectives based on the school system's core curriculum. VanTassel-Baska and colleagues (1988) have provided theoretical bases, specific procedures, and practical applications.

8. Program Evaluation. The evaluation component is critical because it allows a school system to reassess student needs and determine the efficiency and effectiveness of its various program components (Callahan, 1983; Callahan & Caldwell, 1986). Evaluation should be both formative (ongoing) and summative (final outcomes). Evaluation enables a school system to make midcourse corrections and answers the question, "Is this program doing what we want it to do?"

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ERIC Digests

Five Strategies to Limit the Burdens of Paperwork

While the need for paperwork in special education is often viewed as burdensome, it has value and cannot be eliminated. There are strategies that teachers can use to handle paperwork more effectively and efficiently without reducing its value. It is first important to have a clear understanding of exactly what is meant when people refer to "paperwork." Interactions with teachers in hundreds of schools suggest that burdens associated with paperwork include collecting data from multiple records and professionals, arranging meeting times, making parent contacts, exchanging information with other professionals-all activities that require paperwork and may interfere with instructional time (Cook & Hall, in press). Perhaps, then, when teachers refer to "paperwork" they are also referring to other related challenges. If this is the case, "paperwork" serves as a "proxy" term that includes other associated activities.

If we accept that paperwork can be used as a proxy for associated time-consuming tasks, there is also a possibility that paperwork may become a general proxy for much non-instructional time. Encroachments on the time teachers spend on instruction derive from numerous factors, including standardized testing days, pre-holiday days, classroom schedules and arrangements, and so forth. "Down time," long settling-in routines, and repeated directions are all non-instructional activities that take time away from teaching (Smith, 2000).

This digest describes five approaches to coordinating and deriving meaning from what otherwise may seem to be disjointed paperwork tasks and documents. First, paperwork makes the most sense when we focus on the student's progress and use the curriculum as a reference point. Second, analyzing how one source of information can be used to communicate with different audiences can increase efficiency. Third, time-saving techniques can be applied to informal record-keeping such as progress monitoring, scheduling, and maintaining work samples and anecdotal records. Fourth, having a clear understanding of exactly what is needed to comply with legal policies can limit unnecessary work. Finally, having students take active roles in their own individualized education programs (IEPs) can help to ease the burden on teachers.

Strategy 1: Focus on the Student
When we allow ourselves to focus our primary attention on the needs of the students, we can make the most sense out of paperwork requirements. Our commitment to students requires that we take the time to step back, reflect on their needs, and provide leadership in developing and implementing the instructional plan. The time we spend reflecting and planning at the front end of the process will ensure that greater benefits are derived from subsequent time spent doing paperwork.

Think about the student's needs and consider the nature of the information that must be collected

and systematically maintained for instructional as well as various compliance reasons, such as planning for, monitoring, and reporting student progress. When we ask ourselves what information will be needed, we can design strategies to collect information that will meet multiple needs. For example, what are the common data elements needed to fulfill IEP data requirements, make quarterly progress reports, or communicate with other professionals? Is it possible that data collected for local progress monitoring or assessment results can be used for these purposes?

It is helpful to remember that all instructional goals and objectives need to be developed and planned against a reference point-the curriculum. And, most typically, this will be the general education curriculum unless an approved alternative curriculum has been agreed upon. When proficiency measures and monitoring forms are available through the district, they can save time and help to maintain a closer alignment with general education frameworks and practices.

Strategy 2: Use One Source of Information to Communicate with Different Audiences
It is a useful exercise to think about how one could use a single data source as the basis for communication with different audiences: parents, teachers, other professionals, and students. One example would be to use curriculum-based assessment (CBA) as part of IEP evaluations and re-evaluations. Often, busy professionals grab a single measure, generally a standardized test, to assess students. But language in the reauthorization of IDEA (1997) includes, "use a variety of assessment tools and strategies to gather relevant functional and developmental information (20 U.S.C. sec. 1414 (b)(2)(A))â€and assessment tools and strategies that provide relevant information that directly assist persons in determining the educational needs of the child." (20 U.S.C. sec. 1414 (b)(3)(D)). CBA or criterion-referenced measures are in line with this directive and also provide valuable information for designing and redesigning instruction and monitoring of student progress. Furthermore, if CBA is conducted in specific areas of student need as described in IEP goals, the results would be appropriate for quarterly progress reports to parents and for communication with other professionals. That is four for the price of one-efficiency at its finest!

Strategy 3: Save Time in Keeping Informal Records
Because grading, promotion, graduation, and program changes are based on individual goals and related progress, individualized and often informal records must be kept for students. These typically include informal monitoring of student progress, student schedules, work samples and anecdotal records.
Evaluating, recording, and maintaining student records may create additional paperwork. A number of time-saving suggestions are offered by Kronowitz (1992), including the following:

*Plan to assess every other response (e.g., odd numbered or even numbered items) on activities with multiple examples of similar tasks or problems

*Use a scoring key and have students score their own work

*Create portfolios and progress charts that allow students to complete selected recording tasks themselves.

Also consider commercial, technologically based proficiency measures. Many textbooks are accompanied by proficiency measures, some of which may be completed by the student electronically. When this is appropriate and available, the computer maintains the scores and can generate many different types of data reports including item analysis, progress reports and so on.

Strategy 4: Understand Formal Paperwork Requirements
Considerable documentation is needed to comply with federal, state and local policies for educating students with disabilities. The IEP and the individualized family service plan (IFSP) are two critically important documents that have been expanded significantly in recent years. Other formally required documents include reports from locally adopted progress monitoring systems, testing and assessment results, reports for related services providers, and other required student performance reports such as behavior reports or medical observations.

Misconceptions about the actual requirements associated with IEPs and IFSPs abound. For example, behavior plans are now included in both IEPs and IFSPs in many states, but behavioral plans only need to be included in an IEP if a child's behavior impedes his or her learning or that of other students. And, although transition plans are required for students at a certain age, it may not be necessary to prepare a separate transition document if the services needed by the student can be addressed in the IEP.
Often, to protect themselves from litigation, state and local educational agencies require additional documentation beyond that required by federal regulations, and this results in even more paperwork. In discussing the U.S. Department of Education, Office of Special Education Programs' review of paperwork required by states, the National Education Association (NEA) reported that "One IEP package that was sent in was 43 pages longâ€the educators were told that most of what they were documenting was unnecessary under the new federal law" (Green, 2000). In fact, the Department of Education's sample IEP form is only 5 pages long.

In many districts, teachers are joining with local administrators to streamline paperwork and related processes. Schools are also developing creative ways to provide financial support for tracking paperwork, including paying part-time aides and clerical workers for additional hours of support and making arrangements for release time. Some solutions by districts, including hiring substitutes to cover classrooms so teachers can attend IEP meetings, recognize the time constraints on teachers, but do not succeed in increasing teacher time in instruction.

Strategy 5: Encourage Student Participation in IEPs
When the IEP is incorporated into lesson planning so that students take an active role in developing and monitoring their own educational programs, student skills in such areas as self-determination, awareness, and advocacy are developed (National Information Center for Children and Youth with Disabilities [NICHCY], 2002). This also provides a means of remaining focused on the student while maintaining legally compliant documents.

There are a variety of ways students can participate in the IEP process. The format and procedures for participation must be tailored to the student's age and degree of disability. NICHCY (2002) has published activities, audiotapes, and workbooks to encourage collaboration between teachers and older students with disabilities. A Student's Guide to the IEP (http://www.nichcy.org/pubs/stguide/st1book.htm) provides step-by-step guidelines for walking

students through the process of participating in the writing of their own IEPs. In general, the idea is to begin the process of IEP planning at the beginning of the year. After discussing what an IEP is and some of the language that is used, older students may participate in reviewing their own IEP. It's a good idea to discuss key ideas with them, such as what the general education curriculum is or terms such as "present level of performance" and "accommodations." With students who are able, we can take it a step further by having them revisit their IEPs periodically to provide feedback based on guided discussions. Sample questions for these discussions include

* Are there goals, objectives, or benchmarks that students have met that need to be updated?

* Are there other goals or objectives that the student would like to address?

* Is the student able to recognize the connections between goals and objectives or benchmarks and his or her schoolwork?

This process may take the form of class discussions, individual seatwork, one-on-one conferences with the teacher and/or paraprofessional, and even homework with parental support. Then, when it comes time for an annual review, the teacher can draft various sections of the IEP using data gathered throughout the year, rather than in a last minute dash to the deadline. In all of this, privacy issues and age appropriateness play a major role and, as always, it is a good idea to inform parents of the plan and include them in the process if they are able to participate.

While paperwork can't be eliminated from the special education teacher's role, there are many forms of assistance to be drawn upon. Those mentioned in this digest are a few of the solutions developed by creative teachers and administrators to address the paperwork burden in special education.

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ERIC Digests

Teacher-Parent Partnerships

The partnership construct is based on the premise that collaborating partners have some common basis for action and a sense of mutuality that supports their joint ventures. Teachers and parents have a common need for joining together in partnership: the need to foster positive growth in children and in themselves. It is their challenge to create a sense of mutuality so that their efforts are meaningful to all those involved.

PARENT AND TEACHER ATTRIBUTES THAT PROMOTE PARTNERSHIP
Research provides insight on parent attributes that support meaningful partnerships. These attributes include warmth, sensitivity, nurturance, the ability to listen, consistency, a positive self-image, a sense of efficacy, personal competence, and effective interpersonal skills.

Marital happiness, family harmony, success in prior collaborations, and openness to others' ideas have also been related to parental competence in promoting partnerships (Swick, 1991). Schaefer (1985) has noted that parents who are high in self-esteem are more assertive in their family and school involvement. Not all parents achieve the competence that supports these attributes. Teachers can provide a setting that encourages the development of partnership behaviors in parents. Modeling respect and communication skills, showing a genuine interest in the children, responding constructively to parent concerns, promoting a teamwork philosophy, and being sensitive to parent and family needs are some ways to promote this process. Lawler (1991) suggests that teachers encourage parents to be positive through the example they set in being supportive, responsive, and dependable.
Teacher attributes that appear to positively influence teachers' relationships with children and parents include: warmth, openness, sensitivity, flexibility, reliability, and accessibility (Comer and Haynes, 1991). From the parents' perspective, these teacher characteristics are desirable: trust, warmth, closeness, positive self-image, effective classroom management, child-centeredness, positive discipline, nurturance, and effective teaching skills. Researchers have cited the following teacher attributes as highly related to successful parent involvement: positive attitudes, active planning to involve parents, continuous teacher training, involvement in professional growth, and personal competence (Epstein, 1984; Galinsky, 1990).

TEACHER-PARENT PARTNERSHIP ROLES: A FRAMEWORK
The research on parent involvement indicates that parents and teachers can create viable partnerships by engaging in joint learning activities, supporting each other in their respective roles, carrying out classroom and school improvement activities, conducting collaborative curriculum projects in the classroom, participating together in various decision-making activities, and being advocates for children (Swick, 1991). Integral to these activities are the various parent and teacher roles and behaviors that make for successful partnerships.

* Parenting roles are performed within the family and within family-school relationships. Roles critical to family growth are nurturing, teaching, and modeling. Within the larger family-school structure, parents must carry out learning, doing, supporting, and decision-making roles. Naturally, parents use these various roles across contexts, but they emphasize particular roles as family or family-school situations dictate (Schaefer, 1985). For example, recent findings suggest that when parents sense an inviting school climate, they emphasize nurturing and supporting behaviors in their interactions with teachers; their participation in the school environment also increases (Comer and Haynes, 1991).

* Teacher roles critical to the partnership process include the family-centered roles of support, education, and guidance. Teacher roles that focus on family involvement in school and classroom activities include those of nurturing, supporting, guiding, and decision-making.

* Together, parents and teachers can foster their partnership through such behaviors as collaborating, planning, communicating and evaluating (Epstein and Dauber, 1991; Swick, 1991).

A FRAMEWORK AND STRATEGIES: APPLICATIONS FROM RESEARCH
An action-oriented philosophy of family-school support and nurturance is a powerful force in creating a positive learning environment. Teacher actions that promote such a philosophy include the sensitive involvement of parents from cultural, ethnic, and racial backgrounds (Lightfoot, 1978). Relating classroom activities to the varying needs and interests of children and families is another reflection of a family-centered program.

Since teacher-parent partnerships are developmental in nature and best realized through a comprehensive approach, a framework for carrying out the process is essential. The following elements need close scrutiny: teacher and parent contexts, role understandings, and an appreciation of the partnership process itself. Further, a sensitivity to each others' needs, situations, and talents is a requisite basis for a viable program.

Given that each program is and should be unique, particular elements, such as the following, are essential: needs assessments, goal statements, prioritization of activities, strategy development, implementation plans, and evaluation tools (Comer and Haynes, 1991). It has been noted that parents, when given the opportunity, are quite active in setting program goals (Powell, 1989). Swick (1992) notes that the availability of teachers and the offering of such services as transportation and child care to parents increases participation in program planning significantly.

A plethora of strategies have proven effective in promoting strong partnerships. The degree to which strategies are related to the needs and interests of parents and to the unique situations of schools and teachers influences the level of success. Home visits, conferences, parent centers, telecommunication, involvement in the classroom, participatory decision-making, parent and adult education programs, home learning activities, and family-school networking are some of the many strategies that have effectively engaged parents and teachers in supportive and collaborative roles (Swick, 1991). Creative uses of technology offer new possibilities for building partnerships with parents that reach beyond traditional limits (Bauch, 1990).

FAMILY-CENTERED SCHOOLS
Early childhood education's commitment to families is strengthened through the partnership process. True collaborative efforts are prompting teachers and parents to plan from a family-centered perspective. Family-centered schools need to be intimately involved with families in planning and nurturing healthy environments. A significant part of this effort is the development of a curriculum for caring that promotes a shared learning process among children, parents, and teachers. This school-family curriculum should focus on the caring elements of self-image, prosocial relationships with others, development of multicultural understandings, sensitive and empathetic relationships, nurturing and positive discipline, and creative problem-solving strategies.

A family-centered focus must also become a part of the community's fabric. A human network of family, school, and community learners needs to be part of a covenant for creating positive human environments. In particular, intergenerational family wellness needs, the family's and the school's needs for learning and sharing, and related community partnership needs provide the foundation for a family-centered effort.

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Questions to Start the Thinking

During times of budget constraints, decisions are often made regarding gifted programming that look like quick fixes but in reality have long term detrimental effects for gifted students.

> Service options may go away but gifted students remain**.**
>
> The needs of gifted students remain.
> Academic modifications to meet these needs remain.
> The need for educators trained in the nature and needs of gifted students remains.

Thoughtful consideration of the pros and cons of the decision and how that decision will affect gifted students in the long term should be made. Bad decisions are difficult to undo and have a ripple effect. Before decisions are made questions need to be asked and answered by a variety of people to assess the value of the decision. Here are some questions to start the thinking:

For Identification Issues

1. How are equitable screening, selection, and services for all primary high potential learners, with selection of the top quartile to be provided and by whom?
2. How is equitable identification for students in all five (5) categories, in all grade levels four (4) through twelve (12) to be provided and by whom?
3. How is an effective and efficient system for searching the entire student population on a continuous basis for likely candidates for services using both informal and available formal, normed standardized measures including measures of nonverbal ability to be conducted? Who is to do the searching and processing of the information?
4. What considerations and search mechanisms are in place for students who qualify as gifted and exceptional, disadvantaged, or underachieving due to environmental, cultural, and disabling conditions? Who collects and processes this information?

For Student Service Options

5. Are identified and selected students, primary through grade twelve (12), provided multiple, articulated, differentiated services and educational experiences commensurate with students' individual interests, needs, and abilities facilitating a high level attainment of goals? Who is to provide these services and experiences?
6. Does the district and school differentiate, replace, supplement, or modify the curricula of gifted students, K-12, facilitating a high level of attainment of learning goals to assist students to further develop their individual interests, needs, and abilities? How is this monitored?
7. Are primary students allowed continuous progress through differentiated curriculum and flexible grouping based on individual needs, interests, and abilities?

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8. Are grouping options regularly used at all levels, in all schools, utilized in the local district gifted education plan, and based on student interest, ability, and need including social and emotional?

9. Are a multiple range of service options that address needs of high potential learners and formally identified gifted students in all five (5) categories provided at all levels across the district?

10. Are there appropriate acceleration policies and practices available? Have the district/schools' administrations read the Templeton report on acceleration, *A Nation Deceived: How Schools Hold Back America's Brightest Students*? (www.nationdeceived.org)

11. Do educational decisions ensure that instruction is at an appropriate challenge level and provide continuous progress for the gifted child? Are these decisions reflected on the identified gifted child's *Gifted Student Services Plan* (GSSP)? Who conducts the necessary monitoring?

12. Is there a procedural grievance safeguard established through which a parent/guardian/student may petition and appeal for services and resolve a concern regarding appropriate and adequate provision of PTP services or services addressed in students GSSP? Who initially responds to these requests? Is the availability of procedural grievance safeguards known by parents?

13. Do parents/guardians have the opportunity to provide information related to the interests, needs, and abilities of the identified child for use in determining potential identification and appropriate services? Who seeks and processes the information?

14. Are the parents/guardians notified annually of services included in students' GSSPs with specific procedures to follow in requesting a change in services?

15. Who collects the information for the GSSPs, prepares them, and sends them to parents/guardians? Who conducts the requested parent follow-up meetings?

16. Does the parent/guardian receive a progress report related to the student's GSSP at least once a semester? Who gathers and completes the report?

17. Is counseling assistance offered and planned in coordination with the teacher of the gifted and provided by a counselor familiar with the social and emotional needs of gifted and talented students?

For Professional Development:

18. Are all teachers with Primary Talent Pool or formally identified students in their classrooms prepared with appropriate professional development to address the individual interests, needs, and abilities of gifted students? Do they know how to differentiate or modify curriculum for a gifted child?

For the School District:

19. What assurances are there that modifications for gifted students are being implemented? Is there evidence of appropriateness, process, timeline, chain of command, forms and authorization, and documentation? Are accommodations or modifications for gifted students noted in lesson plans? Who monitors the process and provides guidance if the modifications are not occurring?

20. Are gifted children making annual yearly progress within the school, district? Is there at least one year's gain academically for the child for the year in the school?
21. Has the school district designated an endorsed and certified gifted education coordinator to oversee the compliance prescribed in the regulation for gifted and talented? Is this person trained in the nature and needs of gifted students and able to devote the time necessary to see that the students are appropriately identified and served?
22. Does the district use seventy-five (75) percent of the district's gifted education allocation to employ certified and endorsed personnel to provide direct instructional services for gifted and talented students? Is the student and school workload such that the personnel are able to appropriately provide these services?
23. Does the school district have local board approved policies and procedures in operation and available for public inspection which address each requirement in the gifted and talented administrative regulation?

Section 8 – Program Evaluation

"That which gets monitored is that which gets done."

What is the budget allocation for gifted and talented?

- $7,121,500 allocated for Gifted Education by the Kentucky General Assembly for 2007.
- $100,000 of that money goes to districts that offer the Commonwealth Diploma leaving $7,021,500 for direct services to gifted students.
- Funds are distributed to local districts depending on a district's total student population.

How do local districts use the money?

- 75% of a district's gifted education allotment shall be used to employ properly certified personnel to provide direct instructional services to gifted students. Additional money for GT services must come from the local level.
- Educators are to:

  1. Find and select students for the Primary Talent Pool.
  2. Formally identify students in grades 4-12.
  3. Plan and implement the Gifted Student Services Plan.
  4. Provide instructional services to properly identified students in the five areas named in the regulation for gifted and talented students, grades 4-12.
  5. Provide services to the primary talent pool, K-3.

Section Includes:

- KDE Data Standards for Gifted and Talented
- Gifted and Talented Program Indicators
- Gifted Coordinator Responsibilities
- End of Year Processes in Infinite Campus for Gifted and Talented
- Assurance Checklist

KDE Data Standards for Gifted & Talented

Path: Student | General | Gifted and Talented Tab

Gifted Category: Select from the drop down menu the gifted category from the drop down menu that you are reporting:
- 01: Creative or Divergent Thinking
- 02: General Intellectual Ability
- 03: Psychosocial Leadership Skills
- 04: Specific Academic Aptitude-Language Arts
- 05: Specific Academic Aptitude-Math
- 06: Specific Academic Aptitude-Science
- 07: Specific Academic Aptitude-Social Studies
- 08: Visual and Performing Arts-Art
- 09: Visual and Performing Arts-Dance
- 10: Visual and Performing Arts-Drama
- 11: Visual and Performing Arts-Music
- 12: Primary Talent Pool

Year Identified: Enter Year in which student is Identified as Gifted (the default is 2010), i.e., if student was identified the current school year 2009-10, the year identified should stay as the default of 2010; if the student was identified last school year 2008-09, the year identified should be changed to 2009.

Start Date: Enter the date in which gifted service began.

Gifted Declined Services: Student identified as gifted and talented; however, student or parent declined services.

Gifted Underachieving:

> **Primary Talent Pool Underachieving** - Students who have developed a significant gap between potential ability and demonstrated achievement to a degree that there is an overall diminished ability to achieve at the expected level of ability are said to be underachieving. Primary Talent Pool students or high potential learners working below their current Primary level are considered underachievers.

> **Grades 4-12 Underachieving** - Students who have developed a significant gap between potential ability and demonstrated achievement to a degree that there is an overall diminished ability to achieve at the expected level of ability are said to be underachieving. Students in grades 4-12 working at or below their grade level in any or all areas of identification are considered underachievers.

Note: Please see the Underachievement document on KDE's Gifted and Talented website section for more information.
http://www.education.ky.gov/KDE/Instructional+Resources/Gifted+and+Talented/Freque ntly+Asked+Questions++Gifted+and+Talented+Underachievement.htm

Service Delivery Options: Please select all that apply to the selected gifted category
- Various Acceleration Options – various forms of advancing through material or grade levels prior to the prescribed time based on early mastery, such as pre-testing in content and being excused to go onto higher level activities, curriculum compacting or linear acceleration, simultaneous or dual enrollment in course at different grade levels including postsecondary, early exit from school and grade skipping:
    - Early exit from Primary
    - Grade skipping
    - Subject Area Higher Grade Level - Content/curriculum in one (1) or more subject areas from a higher grade level: -- Applies only to students who physically move to a higher grade level class for instruction in a content area
    - Dual Enrollment Courses - Courses for which the student is eligible for both high school and college credit. Does not include AP or IB
    - Dual Credit Courses - Courses for which the student is eligible for both high school and college credit and receives credit at both
    - Early exit from high school

- Advanced Placement and Honors Courses – courses emphasizing college-level content based on college board curricula and tests (advanced placement), or the provision of more challenging material through higher levels of content, process and product (honor courses).

- Collaborative Teaching and Consultation Services – 'Collaborative Teaching' means a gifted education teacher provides differentiated direct instruction in a regular classroom to a cluster group of identified gifted students in conjunction with the regular classroom teacher; 'Consultation Services' means the provision of instructional information and materials by the gifted teacher to the regular classroom

teacher so that he may provide appropriate and adequate services to the gifted student while in the regular classroom setting.

- Special Counseling Services – effectively-based counseling assistance planned in coordination with the gifted teacher and provided by a counselor familiar with the characteristics and socio-emotional needs of gifted and talented students.

- Differentiated study experiences in the classroom – educational experiences which extend, replace, or supplement learning beyond the standard curriculum:
    - Differentiated individual study
    - Differentiated for Cluster groups – 'Cluster group' means a group usually consisting of four (4) or more identified students placed in a heterogeneous classroom or other instructional setting with a teacher trained in the appropriate instruction of special needs students, specifically gifted and talented, for the purpose of receiving a differentiated educational experience matched to the student's needs, interests and ability.

- Distance learning – learning opportunities offered through the use of computer technology and satellite transmission or optical fiber transmission:
    - KVHS courses
    - Video courses
    - Other online course

- Enrichment services (school day):
    - **Exposure** beyond the regular curriculum to new ideas, new skills and new concepts
    - **Extension** of the regular curriculum going more broadly and deeply into what has been introduced
    - **Concept development** exploring more fully the meaning and implications introduced in the regular curriculum

- Independent study – self-directed course or study of a selected topic under the supervision of a teacher or the auspices of a university.

- Mentorships – specialized studies, such as an internship, with an adult mentor in the community and under the direction of an educator knowledgeable in gifted education.

- Resources services – a service delivery option that: (a) entails a part-time grouping of students with gifted characteristics based on the interests, needs and abilities of the students; (b) is designed for accelerated content, special interest groups, process skills development or various combinations of all; and (c) is provided in a pull-out classroom or other appropriate instructional setting.
    - Pull-out setting
    - Appropriate instructional setting
    - Consortium

- Seminars – discussion-based sessions on specific topics focusing on advanced content and higher level process skills.

- Travel study options – academically based United States and overseas travel that may result in high school or university course credit.

- Special schools, 4-12 – a specialized school designed to (a) serve gifted students in grades four (4) through twelve (12) in specific academic areas (such as magnet school in science and mathematics); or (b) develop specific areas of giftedness such as visual and performing arts

- Self-contained classrooms, 4-12 – classrooms designed for instruction to students identified for the Gifted and Talented program.

Evidence: The evidence options will be dependent upon the gifted category selected, please choose all that apply.

NOTE: Evidence documentation is required for identified students in grades K-12, including new identifications and in-state transfer students.

Creative or Divergent Thinker Evidence

Creative or Divergent Thinker Evidence:

- [ ] Anecdotal observation
- [ ] Checklist inventories (underachieving or disadvantaged)
- [ ] Continuous progress data
- [ ] Formal assessment measures
- [ ] Nominations-Peer
- [ ] Primary review committee recommendation
- [ ] Referrals/Recommendations-Teacher
- [ ] Other, specify _____

- [ ] Behavioral checklists specific to creative behavior
- [ ] Collection of evidence from portfolios
- [ ] Creative work samples
- [ ] Informal assessment measures
- [ ] Nominations-Self or petition
- [ ] Referrals/Recommendations-Parent
- [ ] Student awards or critiques

General Intellectual Ability Evidence

General Intellectual Ability Evidence:

- [ ] Anecdotal records
- [ ] Checklist inventories (underachieving or disadvantaged)
- [ ] Continuous progress data
- [ ] Informal assessment
- [ ] Nominations-Self or petition
- [ ] Primary review committee recommendation
- [ ] Referrals/Recommendation-Teacher
- [ ] 9th stanine on comp. test of intellectual ability

- [ ] Behavioral checklist inventories
- [ ] Collection of evidence from portfolios
- [ ] High performance on intellectual assessment
- [ ] Nominations-Peer
- [ ] Observation of applied advanced reasoning ability
- [ ] Referrals/Recommendation-Parent
- [ ] Student awards or critiques
- [ ] Other, Specify _____

Psychosocial and Leadership Skills Evidence

Psychosocial & Leadership Skills Evidence:

- [ ] Behavioral observations
- [ ] Checklist inventories (underachieving or disadvantaged)
- [ ] Continuous progress data
- [ ] Documentation of student leadership in community
- [ ] Formal testing
  - [dropdown]
  - Other, Specify: _____

- [ ] Checklist inventories
- [ ] Collection of evidence from portfolios
- [ ] Documentation of student leadership in class
- [ ] Documentation of student leadership in student organization
- [ ] Informal testing

- [ ] Nominations-Peer
- [ ] Primary review committee
- [ ] Referrals/Recommendations-Teacher
- [ ] Student awards or critiques

- [ ] Nominations-Self or Petition
- [ ] Referrals/Recommendations-Parent
- [ ] Sociograms
- [ ] Other, Specify _____

Specific Academic Aptitude Evidence

Specific Academic Aptitude Evidence:

☐ Anecdotal records   ☐ Checklist inventories

☐ Checklist inventories (underachieving or disadvantaged)   ☐ Collection of evidence from portfolios

☐ Within the ninth stanine on one subject test score of an achievement test   ☐ Continuous progress data

☐ Formal testing data   ☐ High performance on test of academic achievement

☐ Informal assessments   ☐ Nominations-Peer

☐ Nominations-Self or Petition   ☐ Off-level testing

☐ Portfolio of high academic performance   ☐ Primary review committee

☐ Referrals/Recommendations-Parent   ☐ Referrals/Recommendations-Teacher

☐ Student awards or critiques   ☐ Student progress data

☐ Other, Specify [＿＿＿＿＿＿＿＿＿]

Visual and Performing Arts Evidence

Visual/Performing Arts Evidence:

☐ Auditions   ☐ Awards or critiques of performance

☐ Checklist of behaviors specific to gifted category   ☐ Letters of recommendations

☐ Peer recommendations   ☐ Portfolio assessment by specialists or professional artists

☐ Portfolio of visual or performing arts ability   ☐ Products (paper, video, audio, pictures)

☐ Questionnaires   ☐ Referrals/Recommendations-Parent

☐ Referrals/Recommendations-Teacher   ☐ Nominations-Self or Petition

☐ Other, specify [＿＿＿＿＿＿＿＿＿]

Visual/Performing Arts Type: If Visual/Performing Arts-Music gifted category chosen, instrumental and/or vocal must be selected

Visual/Performing Arts Type:

☐ Instrumental   ☐ Vocal

Primary Talent Pool Evidence

Primary Talent Pool Evidence:

☐ Available formal test data   ☐ Anecdotal records

☐ Checklist inventories of behaviors specific to gifted categories   ☐ Collection of evidence demonstrating student performance

☐ Continuous Progress Data   ☐ Diagnostic data (screening measure)

☐ Parent interview or questionnaire   ☐ Petition system

☐ Primary review committee recommendation   ☐ Other, Specify [＿＿＿＿＿＿＿＿＿]

GIFTED AND TALENTED PROGRAM INDICATORS

	Causes:	Data Evaluation:
1. Local school district representation of primary through grade 12 students receiving gifted and talented education services is equitable based on gender, ethnicity, socioeconomic status (as measured by qualifying for free or reduced lunch), disability, and limited English proficiency. 2. A local school district equitably (all primary students given an opportunity to be considered for services) screens and selects high potential learners, those students who typically represent the top quartile (25%) of the primary population for participation in the Primary Talent Pool. 3. A local school district formally identifies students equitably (all 4-12 students given an opportunity to be considered for services) in grades 4-12 for gifted and talented education services in the following areas: General Intellectual Ability, Specific Academic Aptitude (Language Arts, Mathematics, Science, Social Studies), Creativity (Creative or Divergent Thinking), Leadership (Psychosocial or Leadership Skills), and Visual or Performing Arts (Art, Dance, Drama, Music). 4. A local school district provides multiple service delivery options, including regular and appropriate grouping options, primary through grade 12, consistent with Section 6, Service Delivery Options of 704 KAR 3:285. Programs for the Gifted and Talented. 5. The local school district provides to each parent or guardian of a formally identified student the opportunity to provide information annually related to the abilities, interests, and needs of her/her child before the development of the GSSP (Gifted Student Services Plan), a student progress report related to his/her GSSP at least once each semester, and a copy of the procedural safeguards related to the GSSP. 6. All educators (teachers, administrators, counselors, paraprofessionals) working with the Primary Talent Pool students and 4-12 students in any of the five areas (See indicator #3) participate in ongoing and high quality professional development related to the abilities, interests, and needs of high potential learners and formally identified students. 7. The gifted and talented education teachers and coordinator collectively collaborate with classroom teachers, building leadership, and district leadership to implement screening and selection of Primary Talent Pool students, formally identifying 4-12 students in the five areas (See indicator #3), develop Gifted Student Services Plans, deliver services, and monitor services. 8. P4/Grade 3 through Grade 12 students receiving gifted and talented education services will increase academic performance at or above the same rate as students not receiving gifted and talented services.	• Failure to comply with statutory and regulatory requirements • Failure to use resources to meet the statutory and regulatory requirements Sanctions: • Superintendent and Gifted and Talented Education Services Coordinator are contacted regarding any problems or discrepancies • Refine local school district policies and procedures to reflect implementation of gifted and talented education services per 704 KAR 3:285 • Refine District and/or School Improvement Plan(s) to reflect implementation of gifted and talented education services per • 704 KAR 3:285 • Coordinated Technical Assistance provided by Kentucky Department of Education (KDE) • Funds may be withheld or returned until compliance issue(s) is/are resolved.	• State Assessment Data • Annual Gifted and Talented Education Program Budget Report • Annual Gifted and Talented Education End of the Year Report • School Report Card • Comprehensive District Improvement Plan • Comprehensive School Improvement Plan • Scholastic Audit Data • Scholastic Review Data • Gifted and Talented Assurance Statements

Note: Indicators based on requirements in Kentucky Administrative Regulation 704 KAR 3:285. Programs for the Gifted and Talented.

GIFTED AND TALENTED PROGRAM INDICATORS WORKSHEET

Indicator	Data	Source of data	Comments
1. Equitable Representation Gender Ethnicity SES Disabilities	<u>P1-P4</u>　　　　<u>4-12</u>		
2. Primary Talent Pool (25%)			
3. Identified Areas Grades 4-12 General Intellectual Ability Creativity Leadership Visual and Performing Arts	<u>4　5　6　7　8　9　10　11　12</u>		
4. Service Delivery Options			
5. Parent Communication Pre-placement information GSSP progress- each semester Copy of procedural safeguards			
6. Teachers receive PD in GT issues			
7. State Assessment Data Academic Progress	<u>4　5　6　7　8　9　10　11　12</u>		

Gifted Coordinator Responsibilities / Accountabilities:

- ❑ Oversee the district gifted education operation
- ❑ Serve as liaison between the district and the state;
- ❑ Ensure internal compliance with state statutes and administrative regulations
- ❑ Administer and revise the gifted education program budget.
- ❑ Employing properly certified personnel to administer and teach in the program
- ❑ Supply an annual submission of the local district gifted education year-end report
- ❑ Supply a summative evaluation of the program and student progress
- ❑ To identify and document gifted students and all new and potentially gifted students through testing and data collection.
- ❑ To take care of administrative paperwork inherent in the district program, such as writing proposals for funding, evaluating data, state reports, and so forth.
- ❑ To create GSSPs (Gifted Student Service Plans) and progress reports for all identified gifted students, which includes sifting through much data, deciding on service options and those responsible for delivery of services, and creating new documents which is extremely time consuming, all much like IEPs.
- ❑ Establish case studies on all students who have been screened for gifted education.
- ❑ Conduct assessments of all students identified as gifted and establish profiles.
- ❑ To select and coordinate service options for gifted students.
- ❑ To chair, coordinate and facilitate committees of newly identified students and those with new talent areas.
- ❑ To develop, adapt, and collaborate with teachers regarding curriculum, materials & teaching strategies to provide a challenging and productive learning experience for gifted students.
- ❑ Provide support and resources for teachers with gifted students.
- ❑ To serve as a liaison, among children who are gifted, school personnel, parents, community, colleges/universities, industry, business and cultural institutions and state officials.
- ❑ Plan the overall structure of the gifted service program in consultation with administrators, teachers & parents.
- ❑ To work with, deal with, communicate with, encourage participation, educate and provide in-service in gifted education to parents.
- ❑ To provide professional development / teacher in-service and resources regarding identifying, meeting the needs of gifted students, and implementing services in the classroom.
- ❑ To evaluate & remain accountable regarding gifted students' services, curriculum, staff development activities, classroom instruction, and classroom management of gifted students.
- ❑ Guide districts in complying with the administrative regulation, 704 KAR 3:285. Programs for the gifted and talented.

Infinite Campus University

Gifted & Talented

The Gifted & Talented tab records educational services provided to students identified as gifted and talented.

To record gifted and talented information:

1. Select the Gifted & Talented Tab.
2. Click "Add Gifted Status"
3. Fill in the fields as required.
4. Click Save when finished.

- **Gifted Category:** Select from the drop down menu the gifted category from the drop down menu that you are reporting:

  - Creative or Divergent Thinking Ability

  - General Intellectual Ability

  - Psychosocial or Leadership Skills

  - Specific Academic Aptitude-Language Arts

  - Specific Academic Aptitude-Math

  - Specific Academic Aptitude-Science

  - Specific Academic Aptitude-Social Studies

  - Visual or Performing Arts Ability-Art

  - Visual or Performing Arts Ability-Dance

  - Visual or Performing Arts Ability-Drama

  - Visual or Performing Arts Ability-Music

  - Primary Talent Pool (grades 00-03 only)

- **Year Identified:** Enter Year in which student is Identified as Gifted (the default is 2008), i.e., if student was identified the current school year 2007-08, the year identified should stay as the default of 2008; if the student was identified last school year 2006-07, the year identified should be changed to 2007.

- **Start Date:** Enter the date the student was selected for the Primary Talent Pool or identified as Gifted and Talented.

- **End Date:** Enter the date the student completed the third grade on Primary Talent Pool. Do **not** enter end dates on other categories at the end of the year. Do **not** enter end dates when a student withdraws.

- **Gifted Declined Services:** Student identified as gifted and talented; however, student or parent declined services

- **Gifted Underachieving:**

- **Primary Talent Pool Underachieving** - Students who have developed a significant gap between potential ability and demonstrated

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Infinite **Campus** University

achievement to a degree that there is an overall diminished ability to achieve at the expected level of ability are said to be under-achieving. Primary Talent Pool students or high potential learners working below their current Primary level are considered under-achievers.

- **Grades 4-12 Underachieving** - Students who have developed a significant gap between potential ability and demonstrated achieve-ment to a degree that there is an overall diminished ability to achieve at the expected level of ability are said to be underachiev-ing. Students in grades 4-12 working at or below their grade level in any or all areas of identification are considered underachievers.

- Note: Please see the Underachievement document on KDE's Gifted and Talented website section for more information. http://www.edu-cation.ky.gov/KDE/Instructional+Resources/Gifted+and+Talented/F requently+Asked+Questions++Gifted+and+Talented+Underachieve ment.htm

- **Service Delivery Options:** Please select all that apply to the se-lected gifted category

  - Various Acceleration Options – various forms of advancing through material or grade levels prior to the prescribed time based on early mastery, such as pre-testing in content and be-ing excused to go onto higher level activities, curriculum com-pacting or linear acceleration, simultaneous or dual enrollment in course at different grade levels including postsecondary, early exit from school and grade skipping

    - Early exit from Primary

    - Grade skipping

    - Subject Area Higher Grade Level - Content/curriculum in one (1) or more subject areas from a higher grade level: -- Applies only to students who physically move to a higher grade level class for instruction in a content area

    - Dual Enrollment Courses - Courses for which the student is eligible for both high school and college credit. Does not include AP or IB

    - Dual Credit Courses - Courses for which the student is eligible for both high school and college credit and receives credit at both

    - Early exit from high school

  - Advanced Placement and Honors Courses – courses empha-sizing college-level content based on college board curricula and tests (advanced placement), or the provision of more chal-lenging material through higher levels of content, process and product (honor courses)

  - Collaborative Teaching and Consultation Services – 'Collabora-tive Teaching' means a gifted education teacher provides dif-

ferentiated direct instruction in a regular classroom to a cluster group of identified gifted students in conjunction with the regular classroom teacher; 'Consultation Services' means the provision of instructional information and materials by the gifted teacher to the regular classroom teacher so that he may provide appropriate and adequate services to the gifted student while in the regular classroom setting.

- Special Counseling Services – effectively-based counseling assistance planned in coordination with the gifted teacher and provided by a counselor familiar with the characteristics and socio-emotional needs of gifted and talented students

- Differentiated study experiences in the classroom – educational experiences which extend, replace, or supplement learning beyond the standard curriculum

  - Differentiated individual study

  - Differentiated for Cluster groups – 'Cluster group' means a group usually consisting of four (4) or more identified students placed in a heterogeneous classroom or other instructional setting with a teacher trained in the appropriate instruction of special needs students, specifically gifted and talented, for the purpose of receiving a differentiated educational experience matched to the student's needs, interests and ability.

- Distance learning – learning opportunities offered through the use of computer technology and satellite transmission or optical fiber transmission

  - KVHS courses

  - Video courses

  - Other online course

- Enrichment services during the school day (not extracurricular) means:

  - Exposure beyond the regular curriculum to new ideas, new skills and new concepts

  - Extension of the regular curriculum going more broadly and deeply into what has been introduced

  - Concept development exploring more fully the meaning and implications introduced in the regular curriculum

- Independent study – self-directed course or study of a selected topic under the supervision of a teacher or the auspices of a university

- Mentorship – specialized studies, such as an internship, with an adult mentor in the community and under the direction of an educator knowledgeable in gifted education

- Resources services – a service delivery option that (a) entails a part-time grouping of students with gifted characteristics based on the interests, needs and abilities of the students; (b) is designed for accelerated content, special interest groups, process skills development or various combinations of all; and (c) is provided in a pull-out classroom or other appropriate instructional setting

  - Pull-out setting

  - Appropriate instructional setting

  - Consortium

- Seminars – discussion-based sessions on specific topics focusing on advanced content and higher level process skills

- Travel study options – academically based United States travel and overseas travel that may result in high school or university course credit.

- Special schools, 4-12 – a specialized school designed to (a) serve gifted students in grades four (4) through twelve (12) in specific academic areas (such as magnet school in science and mathematics); or (b) develop specific areas of giftedness such as visual and performing arts

- Self-contained classrooms, 4-12

- Evidence: The evidence options will be dependent upon the gifted category selected, please choose all that apply.

Gifted Status Report

To verify data generated by the KY Gifted & Talented Extract (see Figure 17) follow the directions below. This report *DOES NOT* need to be submitted by school districts, KDE will pull this data from the State Edition on May 15, 2009.

Path: KY State Reporting > Gifted & Talented Extract

1. Enter the Date Range the represents the data expected to report.
2. Select the appropriate grade levels.
3. Review the data prior to the due date in the HTML or CSV format.
4. Select Generate Extract.

KEES (Kentucky Educational Excellent Scholarship)

KEES is the state's merit-based scholarship program that is administered by KHEAA. Students in grades 9-12 may earn a yearly GPA award if they achieve a grade point average (GPA) of 2.5 or higher in any year of high school while meeting the KEES curriculum requirements. In addition students may earn a KEES bonus award after they have at least one qualifying GPA award if their highest ACTS composite score is 15 or higher, or a 710 or better on the SAT (critical reading and math) by the date of high school graduation.

> The KEES Report gives a bump to the unweighted GPA value for certain courses. This mechanism is built into the logic of the KEES Report itself. In order for this to work correctly:
> The Difficulty Level on the Course Editor must have either AP or IB selected.
> The Score Group associated with this course must still contain a 4-point scale in unweighted GPA column.

To be considered eligible for KEES, a student must:
- Be a U.S. Citizen, or permanent resident
- Be a Kentucky resident or maintain legal residence in Kentucky while attending a U.S. Congressional Page school or participating in an approved Foreign Exchange program
- Be enrolled in a certified Kentucky high school at least 140 days of the minimum school term
- Not be a convicted felon

GIFTED AND TALENTED ASSURANCES

1. _____ The local school district has in operation and available for public inspection local board approved policies and procedures which address each requirement in 704 KAR 3:285 (Sections 1-10), the administrative regulation for programs for the gifted and talented, and are consistent with KRS 157.200, 157.224, 157.230 and 703 KAR 4:040.

2. _____ The local school district adheres to the definitions in Section 1 of 704 KAR 3:285 for primary through grade twelve (12).

3. _____ The local school district has adopted policies and procedures for the identification and diagnosis of gifted characteristics, behaviors, and talent and determination of eligibility for services, primary thorough grade twelve (12) consistent with 704 KAR 3:285. (Section 3)

4. _____ The local school district has implemented a procedure to obtain information related to the interests, needs, and abilities of an identified student from her/his parent or guardian for use in determining appropriate services and notifies a parent or guardian annually of services included in her/his child/s gifted and talented student services plan and specific procedures to follow in requesting a change in services. (Section 3)

5. _____ The local school district has adopted a procedure for determining eligibility for services primary through grade twelve (12). (Section 4)

6. _____ The local school district conducts an annual program evaluation process. The local school district has ensured that school personnel report to a parent or guardian the progress of her/his child related to the gifted a talented student services plan at least once each semester. (Section 5)

7. _____ The local school district provides articulated primary through grade twelve (12) multiple service delivery options. Not single service option exists alone, district wide, at a grade level. (Section 6)

8. _____ A comprehensive framework or course of study for children and youth, primary thorough grade twelve (12), who are diagnosed as possessing gifted characteristics, behaviors and talent is based on a district or school's curricula required to meet the goals established in KRS 158.6451. (Section 7)

9. _____ A school has differentiated, replaced, supplemented, or modified curricula to facilitate high level attainment of the learning goals established in KRS 158.6451 and assists students identified as gifted and talented to further develop their individual interests, needs, and abilities. (Section 7)

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10. ___The local school district has ensured that direct services to students identified as demonstrating gifted and talented behaviors and characteristics are provided by professionally qualified and certified personnel as required by the Education Professional Standards Board. (Section 8)

11. ___State funds for gifted education are used specifically for direct services to students who are gifted and talented. Direct services to students identified as demonstrating gifted and talented behaviors and characteristics are provided by professionally qualified and certified personnel as required by the Education Professional Standards Board. Seventy-five (75) percent of the district's gifted education allocation is used to employ properly certified personnel to provide direct instructional services. (Section 9)

12. ___The district has designated a gifted education coordinator to oversee the district gifted education operation, serve as liaison between the district and the state, ensure internal compliance with state statues and administrative regulations, administer and revise the gifted education program budget, and submit to the Kentucky Department of Education for approval as an amendment any local district budget decision change causing a major or significant adjustment, thereby, impacting state funds for gifted education after the annual submission of the local district education plan. (Section 9)

13. ___State funding is contingent upon employing properly certified personnel to administer and teach in the program, the annual submission of the local district gifted education year-end report, a summative evaluation of the program and student progress, and complying with this administrative regulation. (Section 9)

14. ___The local school district has established a district wide grievance procedure through which a parent, guardian or student may resolve a concern regarding the appropriate and adequate provision of talent pool services or services addressed in a formally identified student's gifted and talented students services plan. (Section 10)

Section 9 –
Social-Emotional Guidance & Counseling

Educating the whole child is vital to development of potential in all children. The social-emotional needs of the students must be included in the instruction of gifted children.

"To have the intellect of an adult and the emotions of a child combined in a child's body is to encounter certain difficulties.

--Hollingsworth, 1942

"**The characteristic most readily identifiable in gifted children, varying both in kind and degree, is sensitivity. Whether the sensitivity is to one or more particular areas of learning, sensitivity to discovering or solving problems, or sensitivity to the feelings of one's fellow man, it is so much a characteristic of giftedness that it can almost be said that the two terms are synonymous."**

--Walter B. Barbe

Section Includes:

- Bibliotherapy

- Depression

- Emotional Intensity in Gifted Children

- Supporting Girls in Early Adolescence

- Helping Adolescents Adjust to Giftedness

- Helping Adolescents with Stress Management

- Helping Middle School Students Make the Transition into High School

- Nurturing Social-Emotional Development of Gifted Children - NAGC Position Paper

- Nurturing Social-Emotional Development of Gifted Children

- Perfectionism

- Preventing Bullying

- Violence and Aggression in Children and Youth

ERIC Digests

WHAT IS BIBLIOTHERAPY?
Bibliotherapy generally refers to the use of literature to help people cope with emotional problems, mental illness, or changes in their lives (Pardeck, 1994), or to produce affective change and promote personality growth and development (Lenkowsky, 1987; Adderholdt-Elliott & Eller, 1989). By providing literature relevant to their personal situations and developmental needs at appropriate times (Hebert & Kent, 2000), bibliotherapy practitioners attempt to help people of all ages to understand themselves and to cope with problems such as separation and divorce, child abuse, foster care, and adoption. This Digest will briefly review the history of bibliotherapy, summarize some approaches to its application, outline the basic stages of the bibliotherapeutic process, and will conclude by reviewing the benefits and limitations which have been observed in its application.

Historically, bibliotherapy dates back to the 1930s when librarians began compiling lists of written material that helped individuals modify their thoughts, feelings, or behaviors for therapeutic purposes. Counselors worked in conjunction with librarians to 'prescribe' selected literature for clients experiencing problems (Pardeck, 1994).Â The underlying premise of bibliotherapy is that clients identify with literary characters similar to themselves, an association that helps the clients release emotions, gain new directions in life, and explore new ways of interacting (Gladding & Gladding, 1991). Teenage readers, for example, may feel relief that they are not the only ones facing a specific problem. They learn vicariously how to solve their problems by reflecting on how the characters in the book solve theirs (Hebert & Kent, 2000).

SOME APPROACHES IN BIBLIOTHERAPY
Bibliotherapy practice has varied in approach and focus since it was first used in the 1930s. Traditional bibliotherapy, for example, tended to be more 'reactive' in its approach in that the process focused on getting individuals to react positively or negatively to the reading material. More recent approaches, however, assume that the therapeutic process is actually a more interactive one: the reader becomes part of the unfolding intellectual and emotional process of the story, and in struggling to understand what is being communicated at the deepest levels, the reader responds by making a positive alternation or modification in behavior or attitude (Myers, 1998). In interactive bibliotherapy, participants engage in activities that help them reflect on what they read, such as group discussion and dialogue journal writing (Palmer, et al., 1997; Anderson & MacCurdy, 2000; Morawski & Gilbert, 2000).

In clinical bibliotherapy and bibliocounseling, skilled practitioners use therapeutic methods to help individuals experiencing serious emotional problems. Classroom teachers are more likely to use developmental bibliotherapy, which involves helping students in their normal health and development. The advantage of the latter approach is that teachers can identify the concerns of their students and address the issues before problems arise. Students can also be guided through

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predictable stages of adolescence with knowledge of what to expect and examples of how other teenagers have dealt with the same concerns (Hebert & Kent, 2000).

Whichever approach it involves, bibliotherapy requires careful planning. It seeks to help clients respond directly to the materials they are given, so that change is effected through catharsis (a cleansing of the emotions, primarily through art), insight, or the "copying of character behaviors" (Gladding & Gladding, 1991).

BASIC STAGES IN BIBLIOTHERAPY
Generally, activities in bibliotherapy are designed to:
* provide information
* provide insight
* stimulate discussion about problems
* communicate new values and attitudes
* create awareness that other people have similar problems
* provide realistic solutions to problems

The process goes through four basic stages (Pardeck, 1993): identification, selection, presentation, and follow-up.

 During the first two stages, the clients' needs must be identified, and appropriate books selected to match their particular problems. The selection process takes skill and insight, as the books must provide correct information about a problem while not imparting a false sense of hope. The books must then be presented carefully and strategically so that the clients are able to see similarities between themselves and the book characters. Once the clients can identify with the main character, they enter the follow-up stage during which they share what they have gained. They express catharsis verbally in discussion or writing, or nonverbal means such as art (Sridhar & Vaughn, 2000), role-playing, creative problem solving, or self-selected options for students to pursue individually (Hebert & Kent, 2000). Once catharsis has occurred, the clients can be guided to gain insight into the problem. The success of the bibliotherapy program depends largely on how well teachers or counselors play their vital role as facilitator throughout the whole process. Sridhar & Vaughn (2000) provide useful ideas on how teachers can get ready for the process, and what they can do before, during and after reading.

BENEFITS AND LIMITATIONS OF BIBLIOTHERAPY
In addition to the "how" of conducting bibliotherapy, practitioners also need to be aware of potential benefits and pitfalls associated with this procedure. Bibliotherapy has obvious value in that it provides the opportunity for the participants to recognize and understand themselves, their characteristics, and the complexity of human thought and behavior. It may also promote social development as well as the love of literature in general, and reading in particular (Gladding & Gladding, 1991). It reduces feelings of isolation that may be felt by people with problems.

The effectiveness of bibliotherapy, however, may be limited by the availability of materials on certain topics, as well as the lack of client readiness and willingness to read. Clients may also project their own motives onto characters and thus reinforce their own perceptions and solutions. In addition, participants may be defensive, thus discounting the actions of characters and failing to identify with them, or even end up using them as scapegoats. Some of these limitations can be

overcome through the continuation of the process itself, role playing, and the use of group discussions (Gladding & Gladding, 1991). Facilitator limitations are also a challenge: facilitators may have limited knowledge of human development and developmental problems, and inadequate knowledge about appropriate literature. Facilitators thus need to be properly trained and exposed to a repertoire of literature suitable for use in bibliotherapy. One other limitation may lie in the bibliotherapy process itself: for example, clients may be unwilling to discuss areas that are uncomfortable, or facilitators may insist on making a point at the client's expense. The process is also limited if both the client and counselor stay on surface issues. These limitations can be addressed by suspending sessions until both parties are ready and willing to work, by taping and critiquing selected sessions so that facilitators can monitor their own reactions to certain clients or problem areas, and by revisiting issues in stories that have been treated superficially in previous sessions (Gladding & Gladding, 1991).

CONCLUSION
Bibliotherapy is a potentially powerful method for school teachers and counselors to use on many levels and in every school grade. In order to establish a strong bibliotherapy program in an institution, practitioners must present the procedure as a non-threatening one, starting by calling the process biblioguidance, for instance. They must also solicit the input and advice of colleagues, parents, and administrators. In addition, they must always be alert to the limitations of bibliotherapy.

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Depression can be a serious problem for some gifted children

Depression is a serious problem with which some gifted children struggle, and is quite different from the blues everyone feels from time to time. It is an overwhelming sense of sadness or emptiness combined with a number of other symptoms. Individuals suffering from depression may have a preoccupation with suicide, and they may be plagued by feelings of guilt and worthlessness. They quite often have difficulty concentrating, remembering things, or taking pleasure in anything. They may feel both anxious and lethargic and either have difficulty eating and sleeping or eat and sleep excessively (Nemeroff, 1998).

Two possible contributing factors to depression in gifted children are perfectionism and emotional sensitivity. While striving for perfection isn't necessarily a bad thing, unhealthy or neurotic perfectionism is and may be evidenced by an intense need to avoid failure. This is in contrast to healthy perfectionism where the child derives a sense of pleasure from painstaking effort while accepting his personal and situational limitations. Gifted children who deal with unhealthy perfectionism need help focusing on planning realistic goals, making reasonable commitments and understanding the source of their perfectionism so that they can learn to combat unhealthy tendencies. Gifted children may also be overly emotionally sensitive. This extreme sensitivity may be manifested through strong concerns over death and dying, anxieties, fears, guilt, depression, suicidal moods, intensity of feeling, loneliness and feelings of inferiority or inadequacy (Talent Development Resources, 2001).

What's Wrong with Being Perfect?

Currently, children receive mixed messages when it comes to perfectionism. On one hand, we as a society laud the perfectionism of great individuals. The Olympic games are a good example of this. Only those athletes who perfect their skill after years of hard work win the gold medal. We want our doctors to be perfectionists; especially if they are the ones who deliver our children or perform surgery on us. We esteem excellence, and praise those who strive to be their absolute best. Perfectionism is at the very heart of great accomplishments. On the other hand, perfectionism is seen as an undesirable character trait. Children are told not to worry about doing things perfectly and bookstores are filled with books on how to overcome perfectionism. The term perfectionist is not a positive one. So, which is it? Should we strive for excellence or not? Most would say the obvious answer is that yes, we should all strive to be our absolute best. However, there is a fine line between striving for excellence and an intense need to avoid failure. Many gifted children are perfectionistic to at least some degree. Some, however, are perfectionistic to a fault.

According to Dr. Sidney J. Blatt, Ph.D. of Yale University, there are two types of perfectionism. Normal perfectionism is evidenced when an individual derives a sense of pleasure from painstaking effort while accepting their personal and situational limitations. Neurotic perfectionism is evidenced by an intense need to avoid failure. Individuals struggling with neurotic perfectionism do not derive pleasure from a job well done. They are driven by deep-seated feelings of inferiority. This type of perfectionism has been linked with a higher risk of depression.

Many gifted children are driven and set high standards for themselves. There is nothing wrong

with this. However, if a child sets impossible personal goals, they are setting themselves up for failure.

Dr. Linda Silverman of the Gifted Development Center offers some strategies that may help children cope with perfectionism—healthy or otherwise. They are as follows:

Appreciate the trait.

Don't be ashamed of being perfectionistic.

Understand that it serves a useful purpose.

Set priorities for yourself.

Allow yourself to be perfectionistic in activities that really matter to you, rather than in everything all at once

Maintain high standards for yourself, but don't impose them on others lest you become a tyrant.

Keep striving even when your first attempts are unsuccessful.

Don't quit when the going gets rough. Only allow yourself to quit when you're a winner.

If you would like further information on perfectionism and the gifted child, I encourage you to visit http://www.gifteddevelopment.com. This is the website of the Gifted Development Center that is run by Linda Silverman, one of the nation's top experts in giftedness

General Strategies for Working with Supersensitive Children

Accept the child as is

Welcome alternative ways of viewing and owing things which do not interfere with other people

Use and teach clear verbal and non-verbal communication skills

Help the child become aware of own behaviors

Teach the child to be responsible for his/her behavior

Use natural and logical consequences

Teach about locus of control and how to effect change

Develop signals with selected students to advise them of successful/unsuccessful behaviors and for them to tell you of their needs

Teach about stress and stress management

Teach children to recognize tension in themselves and to anticipate problems or behaviors

Help child to create a comforting environment

Remember that stress will exacerbate these intensities

Use simple management strategies

Talk about your feelings to someone

Relaxation

Exercise and proper diet

Ask for help

Organization and time management skills

Provide places for children to work with fewer distractions

Remember most classrooms are not reflective of the real world. Most people have choices about their environment and mode of working

Allow time to pursue passions

Never remove passions as consequences

Cultivate gifts/talents

Use the expression of tension in positive ways (e.g., make the chatterbox a reporter, etc.)

Accept the child's feelings and their intensity

Teach the child to anticipate physical and emotional responses and prepare for them

Consider attachments when requiring change

Excerpt taken from Supersensitivity in Gifted Children, pp 3-4, by Sharon Lind, 1998.

"What am I in the eyes of most people, a nonentity, an eccentric, or an unpleasant person--somebody who has no position in society and will never have; in short, the lowest of the low. All right, then--even if that were absolutely true, then I should one day like to show by my work what such an eccentric, such a nobody has in his heart."

-- Vincent Van Gogh

Emotional Intensity In Gifted Children

By Lesley K Sword,
Director, Gifted & Creative Services Australia Pty Ltd
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Giftedness has an emotional as well as intellectual component. Intellectual complexity goes hand in hand with emotional depth. Just as gifted children's thinking is more complex and has more depth than other childrens, so too their emotions are more complex and more intense.

Complexity can be seen in the vast range of emotions that gifted children can experience at any one time and the intensity is evident in the "full-on-ness" about everything with which parents and teachers of gifted children are so familiar.

Emotional intensity in the gifted is not a matter of feeling more than other people, but a different way of experiencing the world: vivid, absorbing, penetrating, encompassing, complex, commanding - a way of being quiveringly alive.

Emotional intensity can be expressed in many different ways:

- as intensity of feeling: positive feelings, negative feelings, both positive and negative feelings together, extremes of emotion, complex emotions that seemingly move from one feeling to another over a short time period, identification with the feelings of other people, laughing and crying together

- in the body: the body mirrors the emotions and feelings are often expressed as bodily symptoms such as tense stomach, sinking heart, blushing, headache, nausea

- inhibition: timidity and shyness

- strong affective memory: emotionally intense children can remember the feelings that accompanied an incident and will often relive and "re-feel" them long afterward

- fears and anxieties, feelings of guilt, feelings of being out of control

- concerns with death, depressive moods

- emotional ties and attachments to others, empathy and concern for others, sensitivity in relationships, attachment to animals, difficulty in adjusting to new environments, loneliness, conflicts with others over the depth of relationships

- critical self-evaluation and self-judgment, feelings of inadequacy and inferiority.

Many people seem unaware that intense emotions are part of giftedness and little attention is paid to emotional intensity. Historically the expression of intense feelings has been seen as a sign of emotional instability rather than as evidence of a rich inner life. The traditional Western

view is of emotions and intellect as separate and contradictory entities.

There is however, an inextricable link between emotions and intellect and, combined, they have a profound effect on gifted people. It is emotional intensity that fuels joy in life, passion for learning, the drive for expression of a talent area, the motivation for achievement.

Feeling everything more deeply than others do can be both painful and frightening. Emotionally intense gifted people often feel abnormal. "There must be something wrong with me.....maybe I'm crazy...nobody else seems to feel like this". Emotionally intense gifted people often experience intense inner conflict, self-criticism, anxiety and feelings of inferiority. The medical community tends to see these conflicts as symptoms and labels gifted people neurotic. They are however an intrinsic part of being gifted and provide the drive that gifted people have for personal growth and achievement.

It is vitally important that gifted children are taught to see their heightened sensitivity to things that happen in the world as a normal response for them. If this is not made clear to them, they may see their own intense inner experiences as evidence that something is wrong with them. Other children may ridicule a gifted child for reacting strongly to an apparently trivial incident, thereby increasing the child's feeling of being odd. Also, sensitivity to society's injustice and hypocrisy can lead many emotionally intense gifted children to feel despair and cynicism at very young ages.
The most important thing we can do to nurture emotionally intense gifted children is to accept their emotions: they need to feel understood and supported. Explain that intense feelings are normal for gifted children. Help them to use their keen intellect to develop self-awareness and self-acceptance.

Parents and teachers need to exercise appropriate discipline as this helps develop a sense of security that leads to the development of self-discipline and a feeling of emotional competency. Appropriate discipline is the consistent application of values, rules and behaviours that are held to be important in the family or the school. Explain the benefit of rules to the child and enforce them through consequences of behaviour.

Discuss feelings openly; the negative as well as the positive. It can be helpful to use an "emotional thermometer" to initiate discussion e.g. "on a scale of 1-10, how are you feeling today?" Take time to listen to childrens' ideas, opinions and feelings. Be non-judgemental: don't interrupt, moralise, distract or give advice.

Appreciate their sensitivities, intensities and passions. Don't try to minimise their emotions because you feel uncomfortable with their pain. It doesn't help to say "you're too sensitive" or "snap out of it" or "it'll be OK".

Reassure them when they are afraid and help them to find ways of expressing their intense emotions though stories, poems, art work, music, journal entries or physical activities. Realise that they become frustrated when their physical capabilities do not match their intellectual ability and help them to deal with this. Reward the process of effort and not only the outcome. Emphasize strengths and don't dwell on shortcomings.

Realize that sensitivity does not mean weakness. Give them responsibility that is age appropriate and do not over protect them from the world and from the consequence of their actions. Remember that they are children first and gifted second. Don't expect them to be little "adults". Play, fun and leisure activities are essential for strong emotional development.

Finally, seek information, advice or preventative professional counselling where appropriate; it is important both to support healthy emotional development and to prevent social and emotional problems.

We can help our emotionally intense gifted children to accept their rich inner world of experience and value it as a strength. This often means we have to accept and value our own emotional experience and feelings so that we can be a positive role model for children. Speaking about and valuing our emotions can be very difficult to do in a society that values rational, logical thinking and sees emotions as the opposite of rationality. However, if emotional intensity is accepted by parents and teachers and presented positively to children as a strength, children can be helped to understand and value this gift. In this way emotionally intense children will be empowered to express their unique selves in the world and use their gifts and talents with confidence and joy.

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Lesley Sword	Gifted & Creative Services Australia
www.giftedservices.com.au	20 Kestrel Court Vic 3201 Australia

ERIC Digests

Supporting Girls in Early Adolescence

Results of national studies suggest that for girls, the middle grades can be a time of significant decline in self-esteem and academic achievement (AAUW, 1991; Backes, 1994). The analysis of the Harvard Project on Women's Psychology and Girls' Development supports the finding that many girls seem to think well of themselves in the primary grades but suffer a severe decline in self-confidence and acceptance of body image by the age of 12 (Orenstein, 1994).

SELF-CONCEPT AND ACADEMIC ACHIEVEMENT
The development of a positive self-image is critical in the middle grades. Many educators report a general decline in school performance among girls as they enter adolescence (Orenstein, 1994). As a group, for example, girls exhibit a general decline in science achievement not observed for boys, and this gender gap may be increasing (Backes, 1994). The National Assessment of Educational Progress (NAEP) results indicate that for 9- and 13-year-olds, gender differences in science achievement increased between 1978 and 1986, with females' academic performance declining (Mullis & Jenkins, 1988). The relationship between a decline in self-concept and a decline in achievement indicates that identifying the special needs of female students at school and at home should be a high priority for parents and teachers.

Reasons for the decline in self-esteem and the accompanying decline in academic achievement are not clearly indicated by research, but it is likely that multiple factors are involved. The AAUW study found evidence that boys receive preferential treatment in school from teachers. The researchers found that boys ask more questions, are given more detailed and constructive criticism of their work, and are treated more tolerantly than girls during outbursts of temper or resistance (AAUW, 1991; Orenstein, 1994). Out-of-school factors probably also play a role: some observers suggest that, as they grow older, girls' observations of women's roles in society contribute to their changing opinions about what is expected of girls. If girls observe that women hold positions of less status than men in society, it may lead girls to infer that their role is less important than that of boys or that they are inferior to boys (Debold, 1995).

A third factor relates to cultural differences in sex role socialization, which are greater in some cultures than others. Parents' actions play a central role in girls' sex role socialization, and parents' choices and attitudes about toys, clothing, activities, and playmates can shape a girl's sense of herself.

It appears that ethnicity, race, and class are differentiating factors in girls' interpretation of in-school and out-of-school experiences (Brown & Gilligan, 1993). For example, the AAUW (1991) study suggests that many African American and Latina girls demonstrate evidence of a decline of self-esteem in early adolescence by becoming disaffected with schooling in general. The study by Orenstein (1994) found that in 1991, Latinas left school at a greater rate than any other group.

SELF-IMAGE AND BODY IMAGE
Researchers have observed other consequences associated with a general loss of self-esteem in preadolescent girls in addition to a decline in actual academic achievement. They have found, for example, that, "compared to boys, adolescent girls experience greater stress, are twice as likely to be depressed, and attempt suicide four or five times as often (although boys are more likely to be successful)" (Debold, 1995, p. 23). Girls' depression has been found to be linked to negative feelings about their bodies and appearance. Poor body image and disordered eating including obesity is much more prevalent in adolescent girls than boys (Orenstein, 1994). While it is difficult to find specific causes for these difficulties, gender stereotypes in television, movies, books, and the toy and fashion industries pose obvious challenges to girls' healthy psychological development (Smutny, 1995).

Researchers (Brown & Gilligan, 1993; McDonald and Rogers, 1995) attribute self-image problems to the "perfect girl" or "nice girl" syndrome. According to these researchers, around the age of 10, many middle-class girls have internalized the messages and expectations they have received into the ideal of the "perfect girl" who is pretty, kind, and obedient, and never has bad thoughts or feelings. They speculate that in trying to keep up with the impossible demands of this unrealistic view of perfect feminine behavior, girls may suppress some of their ability to express anger or to assert themselves, and they may begin to judge themselves through others' eyes and to question their own worth. In preadolescence, girls are also struggling to reconcile their conflicting knowledge of equality and justice, and the demands for compliance placed on them at home and in school (Debold, 1995).

SUPPORT STRATEGIES FOR PREADOLESCENT GIRLS
Parents, teachers, and administrators can provide support and encouragement to preadolescent girls in several ways. According to Smutny (1995), parents can:

* Begin early to nurture freedom from stereotyped expectations. Provide toys that reflect the full range of children's play and allow girls to watch TV programs and movies that provide a balanced mix of stories with men and women characters in positive traditional and nontraditional roles;

* Encourage boys' development of nurturing and caring attributes;

* Take daughters into the workplace in their field of interest, and explain how the work contributes to the good of the community;

* Inquire regularly about their daughters' participation in school and confer with teachers about their strengths;

* Listen to their daughters' questions, complaints, and comments about peers, siblings, and adults, and make an effort to read between the lines to discover where real problems, if any, may lie;

* Be aware that girls receive conflicting messages about their worth and place in our culture from schools, television, and the movies. Counter these messages by engaging in critical discussions of these ideas and by reading and viewing age-appropriate stories and biographies

with strong female characters.
Debold (1995) and Backes (1994) suggest teachers can:

* Find ways to develop gender-fair curricula for middle schools. Consider separate inservice time for male and female teachers to consider questions such as: How can I look from a girl's perspective at what and how I teach? What do I show girls through my actions in the classroom?

* Encourage girls to enroll and participate in all academic courses, especially science and math, and see that their contributions are valued in classroom discourse.

* Deal directly and age-appropriately with issues of power, gender, race, and politics, taking care to include critical perspectives on these issues in the school curriculum. They also suggest that administrators can:

* Develop, support, and enforce policies against gender-related harassment toward girls by students and teachers.

* Take the lead in being sure that teachers and school programs offer equal opportunities to boys and girls in classrooms and extracurricular activities.

* As part of school improvement efforts, acknowledge the need to include a focus on the improvement of self-concept and achievement of girls.

CONCLUSION
At home and in school, adults can shape the lessons taught to girls about themselves, their place in school, and their future in society. Debold (1995) states, "Girls need the support of adults to resist pressures to conform to outdated stereotypes that can limit their expectations and achievement." By assuring that girls' contributions are valued in and out of the classroom, and by creating an environment in which girls can express their opinions, make mistakes, and demonstrate their interest in learning without fear of harassment or of being ignored, parents, teachers, and administrators can make a positive contribution to the development of adolescent and preadolescent girls.

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ERIC Digests

Helping Adolescents Adjust to Giftedness

Young gifted people between the ages of 11 and 15 frequently report a range of problems as a result of their abundant gifts: perfectionism, competitiveness, unrealistic appraisal of their gifts, rejection from peers, confusion due to mixed messages about their talents, and parental and social pressures to achieve, as well as problems with unchallenging school programs or increased expectations. Some encounter difficulties in finding and choosing friends, a course of study, and, eventually, a career. The developmental issues that all adolescents encounter exist also for gifted students, yet they are further complicated by the special needs and characteristics of being gifted. Once counselors and parents are aware of these obstacles, they seem better able to understand and support gifted adolescents. Caring adults can assist these young people to "own" and develop their talents by understanding and responding to adjustment challenges and coping strategies.

Challenges to Adjustment

Several dynamics of giftedness continually interfere with adjustment gains during adolescence. Buescher (1986) has found that, during the early years of adolescence, gifted young people encounter several potent obstacles, singly or in combination.

- **Ownership**: Talented adolescents simultaneously "own" and yet question the validity and reality of the abilities they possess. Some researchers (Olszewski, Kulieke, & Willis, 1987) have identified patterns of disbelief, doubt, and lack of self-esteem among older students and adults: the so-called "impostor syndrome" described by many talented individuals. While talents have been recognized in many cases at an early age, doubts about the accuracy of identification and the objectivity of parents or favorite teachers linger (Delisle & Galbraith, 1987; Galbraith, 1983). The power of peer pressure toward conformity, coupled with any adolescent's wavering sense of being predictable or intact, can lead to the denial of even the most outstanding ability. The conflict that ensues, whether mild or acute, needs to be resolved by gaining a more mature "ownership" and responsibility for the identified talent.

- A second basic pressure often experienced by gifted students is that, since they have been given gifts in abundance, **they feel they must give of themselves in abundance**. Often it is subtly implied that their abilities belong to parents, teachers, and society.

- **Dissonance**: By their own admission, talented adolescents often feel like perfectionists. They have learned to set their standards high, to expect to do more and be more than their abilities might allow. Childhood desires to do demanding tasks **perfectly** become compounded during adolescence. It is not uncommon for talented adolescents to experience real dissonance between what is actually done and how well they expected it

to be accomplished. Often the dissonance perceived by young people is far greater than most parents or teachers realize.

- **Taking Risks**: While risk taking has been used to characterize younger gifted and talented children, it ironically decreases with age, so that the bright adolescent is much less likely to take chances than others. Why the shift in risk-taking behaviors? Gifted adolescents appear to be more aware of the repercussions of certain activities, whether these are positive or negative. They have learned to measure the decided advantages and disadvantages of numerous opportunities and to weigh alternatives. Yet their feigned agility at this too often leads them to reject even those acceptable activities that carry some risk (e.g., advanced placement courses, stiff competitions, public presentations), for which high success is less predictable and lower standards of performance less acceptable in their eyes. One other possible cause for less risk taking could be the need to maintain control--to remain in spheres of influence where challenging relationships, demanding coursework and teachers, or intense competition cannot enter without absolute personal control.

- **Competing Expectations**: Adolescents are vulnerable to criticism, suggestions, and emotional appeals from others. Parents, friends, siblings, and teachers are all eager to add their own expectations and observations to even the brightest students' intentions and goals. Often, others' expectations for talented young people compete with their own dreams and plans. Delisle (1985), in particular, has pointed out that the "pull" of an adolescent's own expectations must swim against the strong current posed by the "push" of others' desires and demands. The dilemma is complicated by the numerous options within the reach of a highly talented student: The greater the talent, the greater the expectations and outside interference.

- Gifted adolescents consistently report dramatic episodes of being pushed to the point of doubt and despair by insensitive teachers, peers, and even parents. Teachers in secondary schools, in particular, have tried to disprove the talents of individual students, saying, in effect, "Prove to me you are as gifted as you think you are." Coping with the vagaries of adolescence while also proving oneself again and again in the classroom or peer group significantly drains energy allocated for the normal tasks of adjustment and leads to frequent frustration and isolation.

- **Impatience**: Like most other adolescents, gifted students can be impatient in many ways: eager to find solutions for difficult questions, anxious to develop satisfying friendships, and prone to selecting difficult but immediate alternatives for complex decisions. The predisposition for impulsive decision making, coupled with exceptional talent, can make young adolescents particularly intolerant of ambiguous, unresolved situations. Their impatience with a lack of clear-cut answers, options, or decisions drives them to seek answers where none readily exist, relying on an informing, though immature, sense of wisdom. The anger and disappointment when hasty resolutions fail can be difficult to surmount, particularly when less capable peers gloat about these failures.

- **Premature Identity**: It appears that the weight of competing expectations, low tolerance for ambiguity, and the pressure of multiple potentials each feed very early attempts to achieve an adultlike identity, a stage normally achieved after the age of 21. This can

create a serious problem for talented adolescents. They seem to reach out prematurely for career choices that will short-cut the normal process of identity crisis and resolution.

Coping Strategies

How can talented adolescents cope with the myriad obstacles to developing their talents? A study of young adolescents who participated in a talent search program Buescher & Higham (1985) suggested various strategies. Table 1 depicts the strategies suggested by the adolescents, arranged according to their assessment of acceptablity for use.

Table 1. Coping Strategies Suggested by Adolescents
(In Order by Weighted Ranking; 0 = Least Acceptable to Students; 10 = Most Acceptable):

(0) Pretend not to know as much as you do.
(1) Act like a "brain" so peers leave you alone.
(2) Adjust language and behavior to disguise true abilities from your peers.
(3) Avoid programs designed for gifted/talented students.
(4) Be more active in community groups where age is no object.
(5) Develop/excel in talent areas outside school setting.
(6) Achieve in areas at school outside academics.
(7) Build more relationships with adults.
(8) Select programs and classes designed for gifted/talented students.
(9) Make friends with other students with exceptional talents.
(10) Accept and use abilities to help peers do better in classes.

The strategies were influenced by such factors as age, sex, and participation in programs for gifted students. For example, over the course of 4 years (ages 11 to 15), "using one's talent to help others" moved from second place to first, by way of third. "Achieving in school in areas outside academics" appeared to rise in popularity until the age of 14 but then dropped to third place. Students participating in special programs for the gifted were less likely, as they grew older, to mask their true abilities. Other studies have indicated that gifted females appear to be somewhat vulnerable to the pull of cultural expectations that drive them toward seeking peer acceptance rather than leadership and the full development of their abilities (Olszewski-Kubilius & Kulieke, 1989).

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Thomas M. Buescher, child and adolescent therapist in Camden, ME, is editor of Understanding Gifted and Talented Adolescents, and Research Scholar, Center for Talent Development, Northwestern University; Sharon Higham, formerly Associate Director of Programs, Center for Talented Youth (CTY), Johns Hopkins University, is currently a Fulbright Scholar researching programs for gifted students in Poland.

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ERIC Digests

Helping Gifted Students with Stress Management

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Author: Leslie S. Kaplan
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What Is Stress?

Stress is the body's general response to any intense physical, emotional, or mental demand placed on it by oneself or others. While racing to meet a deadline, dealing with a difficult person, or earning a poor grade are all stressful, so are the excitement of playing a lively game of tennis, falling in love, and being selected to join a special program for gifted students.

How Can a Youngster Experience Stress When Nothing Bad Is Happening?

Anything can be a stressor if it lasts long enough, happens often enough, is strong enough, or is perceived as stress. Working diligently on a project, performing many simple but boring tasks, or earning an "A" grade when one expected an "A+" may all be stressful.

Is a Gifted Student More Likely to Feel Stress than Others?

Many gifted youngsters have a heightened sensitivity to their surroundings, to events, to ideas, and to expectations. Some experience their own high expectations for achievement as a relentless pressure to excel. Constant striving to live up to self-expectations--or those of others-- to be first, best, or both can be very stressful. With every new course, new teacher, or new school questions arise about achievement and performance, since every new situation carries with it the frightening risk of being mediocre. Striving becomes even more stressful when unrealistic or unclear expectations are imposed by adults or peers. The pressure to excel, accompanied by other concerns such as feeling different, self-doubt (the "imposter" syndrome), and the need to prove their giftedness can drain the energy of gifted students and result in additional stress.

Stress occurs even when everything is going well. Youngsters get tired from their constant efforts and may secretly fear that next time they will not be as successful.

What Are Some Other Stresses on a Gifted Student?

Many gifted students accept responsibility for a variety of activities such as a demanding courseload; leadership in school activities, clubs, or sports; and part-time jobs. Even if it were humanly possible, doing everything well would be physically and emotionally stressful.

Vacations may be stressful if students are comfortable only when achieving and succeeding. Taking time off may make them feel nervous and lacking control.

Gifted students need intellectual challenge. Boring, monotonous busy-work is very stressful for individuals who prefer thinking and reasoning activities. Boredom may result in anger, resentment, or, in some cases, setting personal goals for achievement and success that significantly exceed those of parents or school.

Some gifted students value independence and leadership, yet the separation they feel from their peers results in loneliness and fewer opportunities to relieve stress. Finding a peer group can be difficult, particularly for adolescents. Some experience a conflict between belonging to a group

and using their extraordinary abilities.

Gifted students are complex thinkers, persuasively able to argue both sides of any question. This ability, however, may complicate decisions. Students may lack information about and experience with resources, processes, outcomes, or priorities that help tip an argument toward a clear solution. Furthermore, not every problem has one obviously correct answer. Compromise and accommodation are realities in the adult world, but they are not easily perceived from a young person's viewpoint. Thus, decision making may be a very stressful process.

How Can Stress Hurt a Gifted Student's Self-esteem?

During the early years, school may be easy, with minimum effort required for success. If students are not challenged, they conclude that "giftedness" means instant learning, comprehension, and mastery, and that outstanding achievement follows naturally. As years pass, however, schoolwork becomes more difficult. Some students discover that they must work harder to earn top grades and that they have not developed productive study habits. Many suspect they are no longer gifted, and their sense of self-worth is undermined.

Stress can hamper the very abilities that make these students gifted. Stress clouds thinking, reduces concentration, and impairs decision making. It leads to forgetfulness and a loss of ability to focus keenly on a task, and it makes students overly sensitive to criticism. Under these conditions, they perform less well and are more upset by their failures.

Gifted Students Have So Much Potential. How Can That Be Stressful?

Abundant gifts and the potential for success in many different subjects and careers may increase opportunities and lead to complex choices. Limiting options is a confusing and upsetting process because it means saying "no" to some attractive alternatives. A person cannot prepare to become an architect and a financial planner, or an advertising executive and a scientist. At some point, the education needed for one career splits from that needed for the other. To set career goals, students must know themselves well as individuals. They must understand their own personalities, values, and goals and use self-awareness as a guide for making decisions. These activities are all stressful.

How Can Gifted Students Cope with Stress?

Some ways of coping with stress are healthy; others are not. Some healthy ways of handling stress include the following:

- Change the source of the stress. Do something else for a while. Put down those study notes and jog for an hour.

- Confront the source of the stress. If it is a person, persuade him or her to remove the stress. Ask the teacher for an extension on a project. Sit down with the person driving you crazy and talk about ways you might better work together.

- Talk about the source of stress. Rid yourself of frustration. Find a good listener and complain. Talk through possible solutions.

- Shift your perspective. Tell yourself that each new situation or problem is a new challenge, and that there is something to be learned from every experience. Try to see the humorous side of the situation.

- Learn skills and attitudes that make tasks easier and more successful. Practice effective organization and time-management skills. For example, large projects are easier and less overwhelming when broken down into manageable steps. Learn to type and revise assignments on a word processor. Learn about yourself and your priorities, and use the information to make decisions. Learn how to say "no" gracefully when someone offers you another attractive (or unpleasant) task about which you have a choice. Tell yourself that this unpleasantness will be over soon and that the whole process will bring you closer to reaching your goal. Mark the days that are left on the calendar, and enjoy crossing out each one as you near the finish.

- Take time out for enjoyable activities. Everyone needs a support system. Find friends, teachers, or relatives with whom you have fun. Spend time with these people when you can be yourself and set aside the pressures of school, work, or difficult relationships. As a reward for your efforts, give yourself work breaks. Listen to your favorite music, shoot baskets, or participate in some other brief activity that is mentally restful or fun.

- Ignore the source of the stress. Practice a little healthy procrastination and put a pleasant activity ahead of the stressful one. This, is, of course, only a short-term solution.

- Get regular physical exercise and practice sound nutrition. Physical activity not only provides time out, but also changes your body chemistry as you burn off muscle tension built up from accommodating stress. Exercise also increases resistance to illness. Nutritious food and regular meals help regulate your body chemistry and keep you functioning at your sharpest. Eating healthy and attractively prepared food can be an enjoyable activity on its own.

The following are some unhealthy ways students cope with stress:

- Escaping through alcohol, drugs, frequent illness, sleep, overeating, or starving themselves. These strategies suggest a permanent withdrawal or avoidance rather than a time out.

- Selecting strategies to avoid failure. Gifted students closely link their identities to excellence and achievement. Failure, or even the perception of failure, seriously threatens their self-esteem. By not trying, or by selecting impossible goals, students can escape having their giftedness questioned. Only their lack of effort will be questioned.

- Aiming too low. This reduces stress by eliminating intense pressure or possible feelings of failure. Dogged procrastination in starting projects, selecting less competitive colleges or less rigorous courses, or dropping out of school rather than bringing home poor grades allows students to avoid feelings of failure in the short run. Sadly, this sets the stage for long-term disappointment caused by a destructive coping style.

- Overscheduling daily life with schoolwork and extracurricular activities, selecting impossibly demanding courseloads, or fussing endlessly over assignments in vain attempts to make them perfect. With this strategy, it is possible to succeed only through superhuman effort; thus the student can save face by setting goals too high for anyone to achieve.

How Can I Tell Whether or Not a Gifted Student Is Experiencing Burnout?

Not all gifted youngsters are stressed by the same events. Individual responses to stress also differ: Younger students do not tend to respond to stress in the same way that teenagers do. Since

each student is unique, parents and teachers will have to watch carefully to know whether a child is stressed to the point of constructive excitement or to the point of damaging overload.

The following checklist includes many, but not all, symptoms of burnout:

___ Student is no longer happy or pleasantly excited about school activities, but, rather, is negative or cynical toward work, teachers, classmates, parents, and the whole school- and achievement-centered experience.

___ Student approaches most school assignments with resignation or resentment.

___ Student exhibits boredom.

___ Student suffers from sleeplessness, problems in falling asleep, or periodic waking.

___ Student overreacts to normal concerns or events.

___ Student experiences fatigue, extreme tiredness, low energy level.

___ Student exhibits unhappiness with self and accomplishments.

___ Student has nervous habits such as eye blinking, head shaking, or stuttering.

___ Student has physical ailments such as weekly or daily stomachaches or headaches.

___ Student is frequently ill.

___ Student exhibits dependency through increased clinging or needing and demanding constant support and reassurance.

___ Student engages in attention-getting behaviors such as aggressive or acting-out behaviors.

___ Student has a sense of being trapped or a feeling or being out of control.

___ Student is unable to make decisions.

___ Student has lost perspective and sense of humor.

___ Student experiences increased feelings of physical, emotional, and mental exhaustion in work and activities that used to give pleasure.

How Can Parents, Teachers, and Counselors Reduce Stress on Gifted Students?

- **Help each gifted student understand and cope with his or her intellectual, social, and emotional needs during each stage of development.** In some ways, the needs of gifted students mirror those of more typical children. Giftedness, however, adds a special dimension to self-understanding and self-acceptance. If gifted youngsters are to develop into self-fulfilled adults, the following differential needs must be addressed: (a) the need to understand the ways in which they are different from others and the ways in which they are the same; (b) the need to accept their abilities, talents, and limitations; (c) the need to develop social skills; (d) the need to feel understood and accepted by others; and (e) the need to develop an understanding of the distinction between "pursuit of excellence" and "pursuit of perfection." VanTassel-Baska (1989) and Delisle (1988) have offered useful suggestions on how to meet these needs.

- **Help each gifted student develop a realistic and accurate self-concept.** Giftedness does not mean instant mastery or winning awards. Parents and teachers need to set

realistic expectations for efforts and achievements and help the student choose appropriate goals. It is important to recognize and appreciate efforts and improvement.

On the other hand, giftedness permits people to learn and use information in unusual ways. Given parental support and encouragement, personal motivation, and opportunities to learn and apply their knowledge, gifted students may enjoy the process of creating new ideas, especially if they believe that it is all right to think differently than age-mates.

- **Help each gifted student be a whole person.** Gifted youngsters are children first and gifted second. While their learning styles may be special, they are individuals with emotions, likes and dislikes, and unique personalities. They will not wake up one day and be "not gifted." They should not feel responsible for solving world problems, nor does the world owe them tribute. It is up to each student to make life meaningful. Understanding these realistic limits to the bounty of giftedness can reduce stress on confused students.

  Gifted students have strong emotions that give personal meaning to each experience. Emotions should be recognized, understood, and used as a valid basis for appropriate behaviors.

- **Show patience.** Let students select and strive toward their own goals. Do not compare them or their achievements to others.

  Some gifted students are intensely curious and may have less tolerance for ambiguity and unpredictability than their age-mates. Help them develop patience with themselves.

- **Show acceptance and encouragement.** Encourage students to work purposefully, thoughtfully, and thoroughly and do the best they can. It is not necessary to excel in every situation. Help them develop priorities to decide which tasks require the best efforts and which require simply "good enough."

  Accept and reward efforts and the process of working on tasks. Sincere effort is valuable in itself and deserves reinforcement. The means may be more deserving of merit than the ends. Efforts are within the gifted students' control; the outcomes (high grades, prizes, honors, etc.) are not. Show love and acceptance, regardless of the outcome. These youngsters need to be cherished as individuals, not simply for their accomplishments. They must know that they can go home and be loved-- and continue to love themselves-- even when they do not finish first or best.

- **Encourage flexibility and appropriate behavior.** Curiosity is frequently mentioned as a characteristic of gifted learners. Many individuals agree that gifted students seem to question rules automatically, asking "How come?" Concerned adults can reduce stress on gifted students by helping them distinguish between hard-and-fast rules that should be followed and those that can safely be questioned or altered and helping them understand why rules sometimes change from time to time.

  Many people recognize that new ideas come from reshaping and discarding old notions of right and wrong and want students to be inquiring, creative, and resourceful thinkers. But society, schools, teachers, and academic subjects have rules. In our society, flagrant rule breakers may be penalized and shut out of opportunities for further growth and enrichment. Our students will become better thinkers by learning that rules are man-made guides to behavior, not perfect or divine, but they are to be learned, understood, and followed appropriately in certain situations. For instance, not every student will like

every teacher, but showing respect is appropriate behavior even if the student privately thinks otherwise. Wise adults can model problem-solving methods that result in workable solutions and help gifted students learn when and how to use their novel perceptions, creativity, and independent thoughts appropriately and effectively.

- **Understanding and following rules does not mean conforming to every situation.** There are some occasions when gifted students should not be expected to accommodate others. For example, a severe mismatch between a youngster's ability level and a school program may be very stressful. Altering the student's curriculum may solve the problem.

  Some parents unintentionally send mixed messages regarding behavior. When children are rude or uncooperative and offend teachers, other adults, or peers, their parents behave as though giftedness somehow excuses such behavior and the offending actions highlight their child's specialness. Some even seem pleased. These parents do their children a great disservice by denying them the opportunity to learn empathy, teamwork, and tolerance for individual differences.

- **Let students live their own lives.** Caring adults support, encourage, and celebrate students' efforts and successes, but they stand back a bit from these efforts and achievements. They let students select and master activities for personal enjoyment. Unfortunately, some students wonder whether their efforts and gains are for personal satisfaction or to please overly involved parents, teachers, or others. When these students wish to give up an activity that no longer brings pleasure or interest, they fear they will disappoint others, and they are likely to feel trapped.

- **Be available for guidance and advice.** Some gifted students appear to be more mature than their chronological age indicates. They have advanced verbal skills and can talk a good line. Nevertheless, they are still children and need realistic, clearly stated guidelines about limits, values, and proper behavior. These young people may not have enough information or experience to make wise and effective decisions. They may not understand decision-making processes, and they need wise adults to listen and guide as they talk through the problem, the alternatives, and the pro's and con's and try out choices. Knowing that they can be independent and still talk through their thoughts with others without losing face reduces stress for these students.

  Gifted students need to hear adults openly state some of their perspectives to understand expectations and acceptable limits. While these students are very perceptive, they cannot read minds.

  Gifted students may know more facts about their interest area than do their parents and other adults. However, they have not lived longer; they need loving concern and guidance.

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ERIC Digests
Helping Middle School Students Make the Transition into High School

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Young adolescents entering high school look forward to having more choices and making new and more friends; however, they also are concerned about being picked on and teased by older students, having harder work, making lower grades, and getting lost in a larger, unfamiliar school (Mizelle, 1995; Phelan, Yu, & Davidson, 1994).

As young adolescents make the transition into high school, many experience a decline in grades and attendance (Barone, Aguirre-Deandreis, & Trickett, 1991); they view themselves more negatively and experience an increased need for friendships (Hertzog et al., 1996); and by the end of 10th grade, as many as 6% drop out of school (Owings & Peng, 1992). For middle school students, including those who have been labeled "gifted" or "high-achieving," the transition into high school can be an unpleasant experience (Phelan, Yu, & Davidson, 1994).

Research has found, however, that when middle school students took part in a high school transition program with several diverse articulation activities, fewer students were retained in the transition grade (Mac Iver, 1990). Furthermore, middle school principals indicated that they expected fewer of their students to drop out before graduation when the school provided supportive advisory group activities or responsive remediation programs (Mac Iver & Epstein, 1991).

This Digest discusses how educators can ease students' transition into high school by providing challenging and supportive middle school environments and by designing transition programs that address the needs of students and their parents and that facilitate communication between middle school and high school educators.

MIDDLE SCHOOL ENVIRONMENT
Providing young adolescents with activities that relate directly to their transition into high school certainly is important; however, providing young adolescents with a challenging and supportive middle school experience is an equally important factor in their making a successful transition into high school (Belcher & Hatley, 1994; Mizelle, 1995; Oates, Flores, & Weishew, 1998). For example, Mizelle (1995) found that students who stayed together with the same teachers through sixth, seventh, and eighth grades and experienced more hands-on, life-related learning activities, integrated instruction, and cooperative learning groups were more successful in their transition to high school than were students from the same school who had a more traditional middle school experience.

Students also indicated that if their middle school teachers had held students more responsible for their learning, taught them more about strategies for learning on their own, and provided

them a more challenging curriculum, their transition to high school would have been eased.Â Similarly, in a comprehensive program at Sunrise Middle School in inner-city Philadelphia, Oates and her colleagues (1998) found that students who participated in a Community for Learning Program (CFL) were more successful in their transition into high school than students who had not participated in the CFL program. Key components of the CFL program were support and training for teachers, a learning management system designed to help middle school students develop a sense of responsibility for their own learning and behavior, and an emphasis on community and family involvement.

TRANSITION PROGRAMS
According to Mac Iver (1990), a high school transition program includes a variety of activities that (1) provide students and parents with information about the new school, (2) provide students with social support during the transition, and (3) bring middle school and high school personnel together to learn about one another's curriculum and requirements

ACTIVITIES THAT PROVIDE INFORMATION TO STUDENTS AND PARENTS.
Middle school students want to know what high school is going to be like, and they and their parents need to know about and understand high school programs and procedures (Phelan, Yu, & Davidson, 1994). In particular, parents need to be actively involved in the decisions their eighth-graders are asked to make about classes they will take in ninth grade and understand the long-term effects of the course decisions (Paulson, 1994).
Some of the ways students can learn about high school include visiting the high school in the spring, perhaps to "shadow" a high school student; attending a presentation by a high school student or panel of students; visiting the high school in the fall for schedule information; attending a fall orientation assembly (preferably before school starts); and discussing high school regulations and procedures with eighth-grade teachers and counselors. In addition to face-to-face activities, another possible source of information is the Internet. High school students might, either as a class or club project, set up a Web page that would provide incoming students information on different high school activities and clubs and offer them an opportunity to get answers to any questions they may have from the "experts."

ACTIVITIES THAT PROVIDE SOCIAL SUPPORT.
At a time when friendships and social interaction are particularly important for young adolescents, the normative transition into high school often serves to disrupt friendship networks and, thereby, interferes with students' success in high school (Barone et al., 1991). Thus, it is vital for a transition program to include activities that will provide incoming students social support activities that give students the opportunity to get to know and develop positive relationships with older students and other incoming students (Hertzog et al., 1996; Mac Iver, 1990). A "Big Sister/Brother" Program that begins in eighth grade and continues through ninth grade, a spring social event for current and incoming high school students, and writing programs where eighth-graders correspond with high school students are just a few ways that transition programs can provide students social support. Middle and high school educators should also look for opportunities to develop more long-term activities such as peer mentoring or tutoring programs.

ACTIVITIES THAT BRING MIDDLE AND HIGH SCHOOL EDUCATORS TOGETHER.
Underlying successful high school transition programs are activities that bring middle school and

high school administrators, counselors, and teachers together to learn about the programs, courses, curriculum, and requirements of their respective schools (Hertzog et al., 1996; Vars, 1998). Activities that create a mutual understanding of curriculum requirements at both levels and of the young adolescent learner will help educators at both levels to develop a high school transition program to meet the particular needs of their students. In addition to the more typical committee or team meetings with representatives from each level, these activities may include K-12 curriculum planning meetings, and teacher or administrator visitations, observations, and teaching exchanges.

PARENT INVOLVEMENT
The importance of parents being involved in their young adolescent students' transition from middle to high school can hardly be overestimated. When parents are involved in their student's transition to high school, they tend to stay involved in their child's school experiences (Mac Iver, 1990); and when parents are involved in their child's high school experiences, students have higher achievement (Linver & Silverberg, 1997; Paulson, 1994), are better adjusted (Hartos & Power, 1997), and are less likely to drop out of school (Horn & West, 1992).

Parent involvement in the transition process to high school can be encouraged through a variety of activities. Parents may be invited to participate in a conference (preferably at the middle school) with their child and the high school counselor to discuss course work and schedules, visit the high school with their child in the spring or in the fall, spend a day at the high school to help them understand what their child's life will be like, and help design and facilitate some of the articulation activities for students. In planning activities for parents, high school educators will want to remember that parents of students who are already in high school are an excellent resource for other parents and may also help to encourage new parents to be more involved in school activities. At the middle school level, teachers and administrators can inform parents about transition activities and encourage them to participate. Perhaps more importantly, they can work to keep parents involved in their child's education and school activities during the middle school years so that they are comfortable "coming to school" and confident that their involvement makes a difference in their child's academic success.

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NURTURING SOCIAL AND EMOTIONAL
DEVELOPMENT OF GIFTED CHILDREN

Introduction

Gifted students have the same developmental tasks as their less able age peers do (related, for example, to identity, sense of competence, career direction, peer relationships, differentiation, autonomy). However, because of characteristics associated with giftedness in clinical and research literature (e.g., sensitivity, intensity, perceptiveness, overexcitabilites, divergent thinking, precocious talent development, advanced moral development), their needs, concerns, and how they experience development may be quite different. Rapid information processing in itself may contribute to intense emotional responses to environmental stimuli. The characteristics just mentioned may even contribute to difficulties with developmental tasks. In general, it is important that parents, educators, counselors, psychologists, and psychiatrists be informed about affective development of gifted children and adolescents and apply their knowledge in their relationships with this population.

Position Statement

Gifted youth deserve attention to their well-being and to their universal and unique developmental experiences—beyond academic and/or talent performance or non-performance. Gifted education programs, teachers, administrators, and school counselors can and should intentionally, purposefully, and proactively nurture socio-emotional development in these students. Gifted children and adolescents are not only developing cognitively; they are also developing socially and emotionally and in career awareness. Even cognitive development and academic experiences have social and emotional implications.

Pertinent Issues

Differences among Gifted Students

Giftedness, as a concept, has a variety of meanings, depending on personal perspective and context. Culture, economic status, and geographic location may contribute to a high valuing of, for example, academic achievement, service to others, creativity, or adaptability. Intellectual ability, as demonstrated in school work, is only one kind of giftedness, but, even for that one area, it is important to consider social and emotional implications. The range of measured intellectual ability among students identified as gifted is as broad as the entire ability spectrum in most heterogeneous classrooms. Although any gifted child may have few available mind-mates at school, an extremely gifted child may be as different from a moderately gifted child in ability as the latter is from a child with low-average ability. Similarly, gifted students differ greatly from each other and from the rest of the school population in psychological and social characteristics. As the level of difference increases, social difficulties can also increase. However, it is important not to make assumptions about social concerns, since gifted children and adolescents at all ability levels vary in interpersonal ease.

Underrepresented Populations in Programs for Gifted Students

The field of gifted education has long advocated use of multiple criteria and multiple assessments for determining need for special programming. Nevertheless, standardized tests are often the gate to further assessment. Such measures can miss highly able students whose nonmainstream cultural values and behaviors, life circumstances, lack of parental support, depression, lack of language proficiency, skepticism about school, disabilities, behavior, or even illness preclude optimal standardized-test or classroom performance. Missing then are

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opportunities to affirm and nurture ability and provide social access to intellectual peers. Other circumstances have social and emotional implications as well. Unfortunately, even when identified, children often need to fit a program, instead of the program accommodating and addressing developmental needs of diverse students. Gifted academic underachievers and gifted children from low-income, recent-immigrant, and/or minority-culture families, for example, may feel uncomfortable and frustrated in a one-mode-fits-all program.

Non-Asset Aspects of Giftedness
Several factors have contributed to high intellectual ability and impressive talent being viewed mostly as assets. In general, research samples have often not been inclusive enough across cultural, socioeconomic, or performance spectra to reflect concerns of a broad range of highly able students. Non-asset aspects of giftedness may receive little attention, including when studies and instruments are developed. The fact that there have been relatively few qualitative studies of gifted populations has also contributed to a limited understanding of unexpressed thoughts and emotions of gifted youth. In addition, egalitarian societal attitudes and education mandates have not encouraged attention to social and emotional concerns of gifted students.

Mental Health
Researchers have not determined that gifted youth are more likely than others to have mental-health difficulties. However, if perceptions of this population are based on only positive stereotypes, educators and counselors may not recognize developmental concerns and counseling needs, which then are not addressed. Characteristics associated with giftedness may actually be risk factors. In addition, some behaviors that reflect these characteristics may be inappropriately viewed as pathology by counselors and psychologists who are unfamiliar with literature related to giftedness.

In regard to social and emotional concerns, several studies have found that gifted students are not likely to ask for help, protecting an image of competence and not wanting to disappoint adults who are highly invested in their success. That phenomenon and the possibility that adults may not be inclined to consider non-asset aspects of giftedness suggest that teachers, school counselors, and parents need to be informed about these dimensions and be alert to concerns. Furthermore, like others who are unaware of complex concerns of gifted students, teachers and counselors may have attitudes about high ability that preclude effective work with them. Regardless of gifted students' performance level, it is important that significant adults approach them respectfully, try to understand how they experience their world, and not be in awe. Awed adults may not recognize or acknowledge vulnerabilities and may not be objective.

Because of various characteristics associated with giftedness, scholars have noted a need for differential counseling services. However, with relatively little research attention to pertinent counseling issues and little clinical literature about appropriate counseling approaches, not much is known about the extent counselors should differentiate their services for gifted youth across cultures and socioeconomic, age, and ability levels. Nevertheless, a few models have been described in the literature (see Pertinent Resources).

Recommendations
NAGC strongly recommends that curriculum geared to helping gifted children and adolescents with social, emotional, and career development be part of gifted-education programming both in and outside of the regular classroom. Proactive affective curriculum at all school levels can provide psychoeducational information about the overlay of giftedness on these areas of development. Teachers can make assignments that attend to psychosocial aspects of literature and social science. Semi-structured discussion groups can focus on developmental challenges. Career and talent development, which may be a concern much earlier than in the general population, should be one focus of this curriculum. Even in connection with competitive activities, gifted students can benefit from discussing feelings related to those experiences with an adult who employs active listening skills. Both high achievement and underachievement can be viewed through a developmental lens and approached accordingly. Important also is attention to personal strengths and resilience. Such strengths may be overshadowed by performance or non-performance and not otherwise affirmed. Finally, these affective concerns should be highlighted when advocating for services, funding, and legislation.

Research
Researchers, school counselors, and other helping professionals can be part of a continuing process of exploring social and emotional development of gifted youth and adults— for example, in connection with perfectionism, underachievement, depression, eating disorders, self-harm, substance use and abuse, and response to life events (e.g., loss and grief, divorce, serious illness, accident, relocation). Other areas in which giftedness has been only rarely, if ever, examined are sexual abuse, obsessive-compulsive disorder, extreme parent-child conflict, difficult developmental transitions, Asperger's syndrome, and physical disability. The subjective experience of asynchronous development (e.g., with cognitive outpacing social and emotional) also warrants additional research attention.

Counselor Preparation
Given the salience of giftedness in social and emotional development and the likelihood that career and academic concerns have implications for well-being, school and other counselors need to be prepared to work with highly able students. Giftedness should be considered in case conceptualizations and treatment plans. Counselors in any venue can use information related to giftedness to normalize sensitivities and intensities, put developmental challenges and transitions into perspective, and make sense of classroom or social difficulties.

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ERIC Digests

Nurturing Social-Emotional Development of Gifted Children

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Author: James T. Webb
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What Are the Social-Emotional Needs of Gifted Children?

To a large degree, the needs of gifted children are the same as those of other children. The same developmental stages occur, though often at a younger age (Webb & Kleine, 1993). Gifted children may face the same potentially limiting problems, such as family poverty, substance abuse, or alcoholism. Some needs and problems, however, appear more often among gifted children.

Types of Problems

It is helpful to conceptualize needs of gifted children in terms of those that arise because of the interaction with the environmental setting (e.g., family, school, or cultural milieu) and those that arise internally because of the very characteristics of the gifted child.

Several intellectual and personality attributes characterize gifted children and should be noted at the outset. These characteristics may be strengths, but potential problems also may be associated with them (Clark, 1992; Seagoe, 1974).

Some particularly common characteristics are shown in the table.

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POSSIBLE PROBLEMS THAT MAY BE ASSOCIATED WITH
CHARACTERISTIC STRENGTHS OF GIFTED CHILDREN
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Strengths	Possible Problems
Acquires/retains information quickly	Impatient with others; dislikes basic routine.
Inquisitive; searches for significance.	Asks embarrassing questions; excessive in interests.
Intrinsic motivation.	Strong-willed; resists direction.
Enjoys problem-solving; able to conceptualize, abstract, synthesize.	Resists routine practice; questions teaching procedures.
Seeks cause-effect relations.	Dislikes unclear/illogical areas(e.g., traditions or feelings).
Emphasizes truth, equity, and fair play.	Worries about humanitarian concerns.
Seeks to organize things and people.	Constructs complicated rules; often seen as bossy.
Large facile vocabulary; advanced, broad information.	May use words to manipulate; bored with school and age-peers.

High expectations of self and others.	Intolerant, perfectionistic; may become depressed.
Creative/inventive; likes new ways of doing things.	May be seen as disruptive and out of step.
Intense concentration; long attention span and persistence in areas of interest.	Neglects duties or people during periods of focus; resists interruption; stubbornness.
Sensitivity, empathy; desire to be accepted by others.	Sensitivity to criticism or peer rejection.
High energy, alertness, eagerness.	Frustration with inactivity; may be seen as hyperactive.
Independent; prefers individualized work; reliant on self.	May reject parent or peer input; nonconformity.
Diverse interests and abilities; versatility	May appear disorganized or scattered; frustrated over lack of time.
Strong sense of humor.	Peers may misunderstand humor; may become "class clown" for attention.

Adapted from Clark (1992) and Seagoe (1974).

These characteristics are seldom inherently problematic by themselves. More often, combinations of these characteristics lead to behavior patterns such as:

- **Uneven Development.** Motor skills, especially fine-motor, often lag behind cognitive conceptual abilities, particularly in preschool gifted children (Webb & Kleine, 1993). These children may see in their "mind's eye" what they want to do, construct, or draw; however, motor skills do not allow them to achieve the goal. Intense frustration and emotional outbursts may result.
- **Peer Relations.** As preschoolers and in primary grades, gifted children (particularly highly gifted) attempt to organize people and things. Their search for consistency emphasizes "rules," which they attempt to apply to others. They invent complex games and try to organize their playmates, often prompting resentment in their peers.
- **Excessive Self-Criticism.** The ability to see possibilities and alternatives may imply that youngsters see idealistic images of what they might be, and simultaneously berate themselves because they see how they are falling short of an ideal (Adderholt-Elliott, 1989; Powell & Haden, 1984; Whitmore, 1980).
- **Perfectionism.** The ability to see how one might ideally perform, combined with emotional intensity, leads many gifted children to unrealistically high expectations of themselves. In high ability children, perhaps 15-20% may be hindered significantly by perfectionism at some point in their academic careers, and even later in life.
- **Avoidance of Risk-Taking.** In the same way the gifted youngsters see the possibilities, they also see potential problems in undertaking those activities. Avoidance of potential problems can mean avoidance of risk-taking, and may result in underachievement (Whitmore, 1980).
- **Multipotentiality.** Gifted children often have several advanced capabilities and may be involved in diverse activities to an almost frantic degree. Though seldom a problem for the child, this may create problems for the family, as well as quandaries when decisions must be about career selection (Kerr, 1985; 1991).

- **Gifted Children with Disabilities.** Physical disabilities can prompt social and emotional difficulties. Intellect may be high, but motor difficulties such as cerebral palsy may prevent expression of potential. Visual or hearing impairment or a learning disability may cause frustration. Gifted children with disabilities tend to evaluate themselves more on what they are unable to do than on their substantial abilities (Whitmore & Maker, 1985).

Problems from Outside Sources

Lack of understanding or support for gifted children, and sometimes actual ambivalence or hostility, creates significant problems (Webb & Kleine, 1993). Some common problem patterns are:

- **School Culture and Norms.** Gifted children, by definition, are "unusual" when compared with same-age children--at least in cognitive abilities--and require different educational experiences (Kleine & Webb, 1992). Schools, however, generally group children by age. The child often has a dilemma--conform to the expectations for the average child or be seen as nonconformist.
- **Expectations by Others.** Gifted children--particularly the more creative--do not conform. Nonconformists violate or challenge traditions, rituals, roles, or expectations. Such behaviors often prompt discomfort in others. The gifted child, sensitive to others' discomfort, may then try to hide abilities.
- **Peer Relations.** Who is a peer for a gifted child? Gifted children need several peer groups because their interests are so varied. Their advanced levels of ability may steer them toward older children. They may choose peers by reading books (Halsted, 1994). Such children are often thought of as "loners." The conflict between fitting in and being an individual may be quite stressful.
- **Depression.** Depression is usually being angry at oneself or at a situation over which one has little or no control. In some families, continual evaluation and criticism of performance--one's own and others--is a tradition. Any natural tendency to self-evaluate likely will be inflated. Depression and academic underachievement may be increased.

  Sometimes educational misplacement causes the gifted youngster to feel caught in a slow motion world. Depression may result because the child feels caught in an unchangeable situation.

- **Family Relations.** Families particularly influence the development of social and emotional competence. When problems occur, it is not because parents consciously decide to create difficulties for gifted children. It is because parents lack information about gifted children, or lack support for appropriate parenting, or are attempting to cope with their own unresolved problems (which may stem from their experiences with being gifted).

Preventing Problems

- **Reach out to Parents.** Parents are particularly important in preventing social or emotional problems. Teaching, no matter how excellent or supportive, can seldom counteract inappropriate parenting. Supportive family environments, on the other hand,

can counteract unhappy school experiences. Parents need information if they are to nurture well and to be wise advocates for their children.

- **Focus on Parents of Young Children.** Problems are best prevented by involving parents when children are young. Parents particularly must understand characteristics that may make gifted children seem different or difficult.
- **Educate and Involve Health-Care and Other Professionals.** Concentrated efforts should be made to involve such professionals in state and local meetings and in continuing education programs concerning gifted children. Pediatricians, psychologists, and other caregivers such as day-care providers typically have received little training about gifted children, and therefore can provide little assistance to parents (Webb & Kleine, 1993).
- **Use Educational Flexibility.** Gifted children require different and more flexible educational experiences. When the children come from multicultural or low-income families, educational flexibility and reaching out may be particularly necessary. Seven flexibly paced educational options, relatively easy to implement in most school settings (Cox, Daniel & Boston, 1985) are: early entrance; grade skipping; advanced level courses; compacted courses; continuous progress in the regular classroom; concurrent enrollment in advanced classes; and credit by examination. These options are based on competence and demonstrated ability, rather than on arbitrary age groupings.
- **Establish Parent Discussion Groups.** Parents of gifted children typically have few opportunities to talk with other parents of gifted children. Discussion groups provide opportunities to "swap parenting recipes" and child-rearing experiences. Such experiences provide perspective as well as specific information (Webb & DeVries, 1993).

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James T. Webb, Ph.D., is a former director the SENG (Supporting Emotional Needs of Gifted) program which provides diagnostic and counseling services for gifted children and their families and trains doctoral psychologists. Many of the ideas in this digest are derived from Webb, J.T., Meckstroth, E.A., and Tolan, S.S. (1982). Guiding the gifted child. Dayton: Ohio Psychology Press.

Perfectionism in Gifted Children

By Kristie Speirs Neumeister

Perfectionism is a characteristic often noted of gifted children. Parents, educators, and researchers all have different notions about the construct of perfectionism and to what extent it is harmful to gifted children's self-concept and achievement levels. When perfectionism is conceived as pride in one's work and striving for excellence, it can be an adaptive motivator for gifted individuals to pursue their goals. Most often, however, perfectionism also consists of maladaptive tendencies, such as harsh self-blame, procrastination, avoidance of challenges, and overgeneralization of failures. The need for perfection may also result in anxiety, depression, and difficulty forming secure relationships as well.

Since gifted individuals with perfectionistic tendencies may experience some of these negative outcomes, parents and teachers need to better understand the roots of perfectionism and strategies to help children cope. The place to begin is considering different facets of perfectionism. In my research with gifted students, I have examined two types of perfectionism highlighted in Paul Hewitt and Gordon Flett's Multidimensional Model of Perfectionism. This model defines perfectionism in terms of the origin of the standards; do the standards for perfection originate from within the individual (self-oriented perfectionism) or does an individual perceive that others have placed high standards for performance on them (socially prescribed perfectionism)? These two dimensions of perfectionism each develop as a result of different influences, and they also warrant different strategies for intervention.

In my research I have found that gifted students scoring high on measures of self-oriented perfectionism primarily cite three contributors: their personality, their parents, and their school curriculum. The gifted individuals I have worked indicated that personality was a major contributor to their self-oriented perfectionistic tendencies. The need to be perfect came from within them rather than from external sources, such as parents or teachers. Personal characteristics such as this, however, can be shaped by external influences. For example, the self-oriented perfectionists said that they would benefit from parents and teachers reinforcing in them the need to set realistic standards and goals that centered on self-improvement and mastery rather than perfection. They also indicated that they would benefit from talking with school counselors or with other gifted students with the same tendencies. The desire to set unrealistically high standards may still be present in these children; however, support and a "reality check" from parents and teaches can help ground them.

In addition to personality characteristics, the self-oriented perfectionists that I worked with also said their perfectionism developed in part through social learning as they observed their parents model perfectionistic behaviors. Each participant in my study spoke of at least one parent who was a perfectionist. While the participants emphasized that their parents never expected perfection out of them, they adopted these tendencies anyway simply through modeling. This finding has definite implications for parents and teachers alike. Does your house or classroom have to be in "perfect" condition all of the time? Do you get visibly upset with yourself when mistakes are made? Children are watching and internalizing such reactions as their own.

Gifted children need to observe their parents and teachers taking on challenges, making mistakes, and experiencing failures once in awhile. This is how they will learn to appreciate

mistakes and failures in a constructive fashion, rather than feeling crippled by anxiety and self-blame. My husband and I always make a point to highlight our mistakes to our daughter, who is constantly watching our reactions to such events. Whether it's burning dinner, turning white clothes pink in the laundry, or missing a turn and getting lost on the interstate, we point it out, acknowledging our frustrations, but highlighting how mistakes are useful to show us how to improve in the future (next time I'll use the kitchen timer, next time I will make sure to wash this red shirt separately, etc.). By observing parents and teachers make mistakes and cope with them constructively, gifted children will begin to model these behaviors and strategies rather than perfectionistic ones.

Finally, self-oriented perfectionists also contributed the development of their perfectionism to the fact that they never had the opportunity to experience failure in the classroom. As gifted individuals, they explained that their elementary school curriculum was too easy for them, and therefore, it required no effort to make perfect grades. Perfection, then, became the standard to follow. As they progressed to secondary school, and the curriculum became more challenging, they found themselves unable to handle potential failure, and therefore, worked even harder than over to maintain their perfect grades. Each one indicated that they would have benefited from a more challenging curriculum early on, for it would have given them experience with learning how to cope with failure and perceive it as constructive. This finding has implications for both parents and teachers working with gifted students. Teachers need to ensure that the curriculum is differentiated appropriately so that all students are being challenged. When failures do occur (and failure to a gifted student may be a B letter grade instead of an A), teachers need to take advantage of this opportunity to teach students how to learn from their mistakes and to put the experience in perspective.

Parents, likewise, should provide children with the opportunity to "move out of their comfort zone" and try activities that may not come as easily to them. Exposing children to a variety of activities will enable them to realize it is not possible to be perfect at everything one does, nor is it expected. Parents can use these opportunities to monitor their children's attitudes toward challenge and failure as well as their tendencies for self-blame.

Similar to the self-oriented perfectionists that I studied, gifted students with socially-prescribed perfectionistic tendencies also credited an inappropriately easy curriculum as one of the contributing factors to their perfectionism. In addition to this, however, these students also cited perceived high demands and expectations from parents, and a feeling that love and acceptance was contingent upon achievement, as main contributors to their perfectionism. Gifted students with parents who adopt an authoritarian parenting style, characterized by a high demands and expectations, and little demonstration of warmth and acceptance of their children, are more likely to develop socially prescribed perfectionism. These children soon begin to equate their self-worth with their achievements. They strive for perfection so as to please their demanding parents. Parents may need to step back and re-evaluate the standards they have set for their children. Are they realistic, or are they exerting too much pressure on the child? Finally, parents may also need to revisit their style of communication with their children. At the end of the day, parents need to ask themselves what did my child do right today and remember to praise him or her for that. It is much easier to notice and comment on problematic behaviors than it is to remember to complement the good. Children need to hear both, so they do not feel as though they can never please their parents.

Sometimes parents may not view themselves as demanding or setting unrealistic expectations for their children; however, their children may have a different perspective. Communication regarding standards for achievement is critical for parents and children. Open discussions about expectations for achievement will help parents and children set appropriate achievement goals together. Such communication will foster a nurturing relationship in which parents and children perceive themselves as on the same team working toward the same, attainable goal.

Parents and teachers may also need to repeatedly communicate to gifted children that acceptance and love is not contingent upon achievement. The socially prescribed perfectionists I studied worried that if they did not achieve perfection then their parents would not love them and their teachers think less of them as individuals. This is an easy leap for gifted students; people are so excited by their accomplishments it is no wonder they start to believe that these accomplishments determine their self-worth. The socially prescribed perfectionists that I studied described this link between accomplishments and self-worth as resulting in a fear of failure which led them to procrastinate and avoid challenges. Teachers can help ease the fear of failure soically prescribed perfectionists face by offering assignments that are not graded or graded on improvement rather than final product. Parents can help by expressing love and affection for their children more frequently and especially when the child is engaging in a challenging task. This will help socially prescribed perfectionists realize that regardless of their achievements, their parents and teachers still love and support them.

Striving for excellence is a trait parents and educators hope all children adopt. When this trait merges into the need for perfection, however, parents and teachers may need to intervene. Understanding how these dimensions of perfectionism may develop and their differential influences on the achievement and psychologically well-being of gifted students will help guide gifted students toward adaptive thoughts and behaviors that facilitate, rather than inhibit, their academic achievement.

ERIC Digests

Preventing Bullying

School is supposed to be a place where students feel safe and secure and where they can count on being treated with respect. The reality, however, is that a significant number of students are the target of bullying episodes that result in serious, long-term academic, physical, and emotional consequences. Unfortunately, school personnel often minimize or underestimate the extent of bullying and the harm it can cause. In many cases, bullying is tolerated or ignored (Barone 1997; Colvin and others 1998).

When teachers and administrators fail to intervene, some victims ultimately take things into their own hands, often with grievous results. In its recent analysis of 37 school shooting incidents, the U.S. Secret Service learned that a majority of the shooters had suffered "bullying and harassment that was longstanding and severe" (U.S. Secret Service National Threat Assessment Center 2000).

This Digest examines the problem of bullying and some of its effects, discusses steps schools are taking, looks at ways peers can discourage bullying, and identifies other strategies that are being pursued.

WHAT IS BULLYING AND HOW PREVALENT IS THE PROBLEM?
Bullying occurs when a person willfully and repeatedly exercises power over another with hostile or malicious intent. A wide range of physical or verbal behaviors of an aggressive or antisocial nature are encompassed by the term bullying. These include "insulting, teasing, abusing verbally and physically, threatening, humiliating, harassing, and mobbing" (Colvin and others). Bullying may also assume less direct forms (sometimes referred to as "psychological bullying") such as gossiping, spreading rumors, and shunning or exclusion (O'Connell and others 1999).

In a recent survey of more than 15,000 sixth- through tenth-graders at public and private schools in the U.S., "30 percent of the students reported bullying others, being the target of bullies, or both" (Bowman 2001). The information, gathered in 1998 as part of the World Health Organization's Health Behavior in School-Aged Children Survey and released in April 2001, is "the first nationally representative research on the frequency of bullying among students in the United States" (Bowman).

Although the WHO survey queried only students in grades 6 through 10, younger students are also victims of bullying. In a study of fourth- through eighth-graders, about 15 percent reported being severely distressed by bullying and 22 percent reported academic difficulties stemming from mistreatment by peers (Hoover and Oliver 1996).
According to research done by Janice Gallagher, one out of four children is bullied, and one out of five defines themselves as a bully (Schmitt 1999). Approximately 282,000 students are

physically attacked in secondary schools every month (Schmitt).

Many avoid public areas of the school such as the cafeteria and restrooms in an attempt to elude bullies. For some students, the fear is so great that they avoid school altogether. Every day approximately 160,000 students stay home from school because they are afraid of being bullied (Vail 1999).

WHAT IS THE IMPACT OF BULLYING ON TARGETED STUDENTS?
Bullying can have devastating effects on victims. As one middle-school student expressed it, "There is another kind of violence, and that is violence by talking. It can leave you hurting more than a cut with a knife. It can leave you bruised inside" (National Association of Attorneys General 2000).

Students who are targeted by bullies often have difficulty concentrating on their school work, and their academic performance tends to be "marginal to poor" (Ballard and others 1999). Typically, bullied students feel anxious, and this anxiety may in turn produce a variety of physical or emotional ailments.

As noted above, rates of absenteeism are higher among victimized students than rates among their nonbullied peers, as are dropout rates. According to Nansel and colleagues (2001), "youth who are bullied generally show higher levels of insecurity, anxiety, depression, loneliness, unhappiness, physical and mental symptoms, and low self-esteem." When students are bullied on a regular basis, they may become depressed and despondent, even suicidal or homicidal. As a report by the National Association of Attorneys General notes, bullying "is a precursor to physical violence by its perpetrators and can trigger violence in its victims."

The psychological scars left by bullying often endure for years. Evidence indicates that "the feelings of isolation and the loss of self-esteem that victims experience seem to last into adulthood" (Clarke and Kiselica 1997). Studies have found a higher level of depression and lower self-esteem among formerly bullied individuals at age twenty-three, even though as adults these individuals were no more harassed or socially isolated than a control group (Nansel and others).

WHAT CAN SCHOOLS DO TO COUNTERACT BULLYING?
According to Froschl and Gropper (1999), a written anti-bullying policy distributed to everyone in the school community can help to send the message that bullying incidents will be taken seriously. Of course, to be effective, the policy must have the support of school staff, and it must be fairly and consistently applied.

To discern the nature and extent of the bullying problem in their school, administrators can distribute surveys to students, school personnel, and parents (Colvin and others). Once baseline data are collected, school personnel will be better able to judge whether any subsequent changes are actually making a difference.

Debra Pepler, director of the LaMarsh Centre for Research on Violence and Conflict Resolution at York University in Toronto, suggests mapping a school's "hot spots" for bullying incidents (Ruth Walker 2001). Once problematic locations have been pinpointed through survey responses

or a review of disciplinary records, supervision can be concentrated where it is most needed.

Barone points out that providing better supervision is not necessarily costly. For example, principals can ask teachers to stand in the doorways of their classrooms during passing time so that the halls are well supervised.

To achieve permanent changes in how students interact, Colvin and others recommend not only delivering negative consequences to those who bully, but teaching positive behavior through modeling, coaching, prompting, praise, and other forms of reinforcement. Similarly, Ballard and others encourage schools to take a proactive stance by implementing programs that teach students "social skills, conflict resolution, anger management, and character education."

One 15-year-old girl said, "I don't know how you do this, but we need to make acceptance cool" (National Association of Attorneys General).

At Central York Middle School in Pennsylvania, all students sign anti-teasing pledges and are taught how to appropriately manager their anger. Since this practice was started, the school reports a reduction in fistfights. At Laurel Elementary in Fort Collins, Colorado, students undergo "Be Cool" training in which counselors present them with provocative situations and help them recognize the difference between a "hot response" and a "cool response" (Labi 2001).

HOW CAN PEERS DISCOURAGE BULLYING?
O'Connell and others (1999) assert that "peers may actively or passively reinforce the aggressive behaviors of bullies through their attention and engagement. Peer presence is positively related to the persistence of bullying episodes." Similarly, psychologist Peter Fonagy says, "The whole drama is supported by the bystander. The theater can't take place if there's no audience" (Labi 2001).

According to Salmivall (1999), bullying is increasingly viewed as a "group phenomenon," and intervention approaches should be directed toward witnesses as well as direct participants. Salmivall encourages the development of anti-bullying attitudes among peers through awareness-raising, the opportunity for self-reflection and awakening feelings of responsibility, and role-playing or rehearsing new behaviors.

To discourage peers from acting as an "audience" to bullying behavior, Seeds University Elementary School (UES) in Los Angeles has a policy of sending bystanders as well as bullies for after-school mediation. Students and their parents sign contracts at the beginning of the school year acknowledging they understand it is unacceptable to ridicule, taunt, or attempt to hurt other students (Labi). If an incident occurs, it can be used as an opportunity to educate students about alternative ways of resolving similar situations in the future.
Teaching respect and nonviolence should start in elementary school. Some suggest that nonviolence training conducted by older peers can be particularly powerful because, as one high school student put it, younger students "don't look up to old people; they look up to teenagers" (National Association of Attorneys General).

A survey administered by Naylor and Cowie (1999) found positive effects of peer-support systems designed to challenge bullying. Students accessing support, offered in the form of

mentoring, befriending, mediation, and counseling, as well as their peers who provided the support, both derived benefits.

WHAT ELSE CAN BE DONE?
Some states are beginning to require schools to adopt anti-bullying policies. Colorado, New Hampshire, and West Virginia recently passed legislation that makes it mandatory for schools to have anti-bullying policies. Massachusetts has allocated one million dollars to "bully-proof" its schools.

Students who bully often need intensive support or intervention, so it is important for schools and social-service agencies to work together. Perpetrators are frequently from "hostile family environments" (Ballard and others). They may be victims of acts of aggression at home, or witness aggression among other family members.
Parents can play a role in reducing bullying. William Pollack, a psychologist, says, "Research shows that the success of any program is 60% grounded in whether the same kinds of approaches are used at home" (Labi).

If everyone works together to discourage bullying and respond to incidents, fertile conditions are created for students to develop a greater sense of connection to their peers and for seeds of respect and acceptance to grow.

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ERIC Digests

Violence and Aggression in Children and Youth

As news media detail the increasingly violent acts perpetrated by students, schools and social services throughout the country scramble to respond to the public's horror at these acts and to the widespread fear for the safety of all school children. Part of this response can include the experience and expertise of special educators, who can offer the results of careful research, much of which has been funded by the Office of Special Education Programs (OSEP), to aid communities in dealing with aggressive and violent students.

A few of the key elements that emerge from much of this research include:
* Troubled students need habilitative services instead of haphazard punishment. A full continuum of educational, mental health, and other services should be available to them.
* Aggressive and violent behaviors do not develop overnight and cannot therefore be ameliorated or eradicated in short periods of time.
* The entire community is better off when troubled students are served more appropriately.
* Schoolwide discipline policies need to be formulated and taught to all students.

WHAT TO LOOK FOR
Aggressive behavior is learned and maintained in a manner similar to other behaviors. Three important factors in behavior development and modification are modeling, positive reinforcement, and negative reinforcement. Teachers and peers may be modeling inappropriate or aggressive behavior without being aware of its undue influence on an aggressive student. Similarly, they may reinforce disruptive behaviors either positively (through attention to the student) or negatively (removal of the student from class or similar constraint allows him or her to escape or avoid what is perceived to be an aversive situation).

Aggressive students often exhibit deficits in social information processing; that is, they are likely to misinterpret social cues and misassign hostile intent to others, especially during times of stress. They are more likely than others to have some social skills deficits such as poor impulse control, low frustration tolerance, limited ability to generate alternative responses to stress, and limited insight into the feelings of self and others. Social skills training can be crucial to these students. These students also may be frequently frustrated and yet have fewer skills than others to cope with the frustration. Additional sources of frustration for these students include:

* Disorganized or inconsistent teachers.
* Failure.
* Boredom.
* Lack of positive reinforcement.
* Irrelevant curriculum.
* Overexposure to punishment.
* Feelings of powerlessness.

THE STAGES OF FRUSTRATION AND APPROPRIATE RESPONSES

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1. Anxiety: Student sighs or uses other nonverbal cues. Teacher can respond by active listening and nonjudgmental talk.
2. Stress: Student exhibits minor behavior problems. Teacher can use proximity control, boost student interest, or provide assistance with assignments.
3. Defensiveness: Student argues and complains. Teacher can remind student of rules, use conflict resolution, and encourage student to ask for help.
4. Physical Aggression: Student has lost control and may hit, bite, kick, or throw objects. Teacher can escort the student from class, get help, restrain student if necessary, and protect the safety of the other children.
5. Tension Reduction: Student releases tension through crying or verbal venting, or student may become sullen and withdrawn. Teacher can decide whether to use supportive or punishment techniques (or both) and help the student gain insight into feelings and behavior.

HOW TO RESPOND
A nurturing, caring environment is one antidote to frustration and aggression. Teachers who are therapeutic demonstrate a high level of self-awareness and self- confidence, realistic expectations of self, and the ability to exhibit and model self-control in managing stress and frustration. Therapeutic teachers can develop the type of nurturing environment needed to establish trust and rapport with their students.

Many specific strategies are available to educators to help troubled students. However, early intervention is by far the most important predictor for success. Experts agree that if comprehensive intervention is not provided by Grade 3 or 4, success in ameliorating aggression is unlikely.

HOW TO INTERVENE
Intervention depends on many factors including the goals of the intervention. A universal screening procedure can detect signs of antisocial behavior. Once these children have been identified, there are three stages of prevention that influence the intervention strategies:
1. Primary prevention aims at keeping problems from emerging. First Step to Success and other commercially available curriculums can be used to divert antisocial young children from a path leading to adjustment problems.
2. Secondary prevention requires individually tailored interventions applied to students who show at risk status. Individual counseling and one-on-one behavior management plans are hallmarks of this stage of intervention. The Second Step is an example of a commercially available curriculum designed for these students.
3. Tertiary prevention involves intensive "wraparound" services that extend beyond the school building to encompass family and social support services. It is applied to the most severely at-risk students.

HOW TO PLAN
Sadly, today's educators need to be ready for acts of violence and aggression. Some overall strategies to cope with students' with aggressive and violent tendencies include:
1. Practice for a crisis. Prepare students and faculty just as they are trained for the eventuality of a fire.
2. Train all staff to respond to student aggression. Precise methods to be used, procedures to be followed, and role-playing should be a part of this training.

3. Dress appropriately. Low-heel shoes, loose-fitting garments, and the omission of sharp jewelry and dangling earrings are recommended.
4. Move items of value out of reach.
5. Establish trust and rapport with students. Although rapport alone will probably not eliminate violent or aggressive acts, it will enhance prevention and intervention procedures.
6. Define behavioral expectations and apply consequences for rule compliance and noncompliance. Clear identification of rules and other boundaries and consistent application of consequences can help minimize aggressive acts.
7. Remain calm and in control.
8. Maintain a therapeutic attitude. Therapeutic adults are able to maintain a willingness to understand students and to consider their emotional fragility.

WHAT THE LAW MANDATES
The Individual with Disabilities Education Act (IDEA) Amendments of 1997 require educators to address the behavioral as well as learning problems of students with disabilities. Teams charged with developing an individualized education program (IEP) for students with disabilities are required to conduct a functional behavioral assessment and to implement behavior intervention plans that include positive behavioral interventions and supports.

These and other IDEA mandates reflect awareness by legislators and the education community of the importance of appropriate identification of student problems, accurate assessment, and positive behavior supports. The measures described are aimed at providing students who are at risk for or have committed aggressive acts with the tools to handle their frustration and aggression in alternate and socially acceptable ways.

For students with disabilities, including those who present challenging behaviors, the IDEA also addresses issues such as staff training, students bringing weapons to school, continuum of services, alternate placements, and working with a student's strengths as well as his or her weaknesses.

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Section 10 –
At-Risk

Many factors put a student at-risk, including cultural differences, handicaps, socioeconomic status, gender, and others. Identification procedures and programming, as well as teacher choice, are school related issues that can put students at risk of underachieving

Section Includes:

- Twice Exceptionality (NAGE Position Paper)

- Gifted Students With Disabling Conditions

- ADHD and Children Who Are Gifted

- Attention Deficit Disorders and Gifted Students

- Working with Diverse Learners and School Staff in a Multi-cultural Society

- Communicating with Culturally Diverse Parents

- Meeting the Needs of Gifted and Talented Minority Language Students

- Minorities in Science and Math

- FAQ's: GT and Underachievement, Diversity

- Helping Underachieving Boys Read Well and Often

- Appropriate Education for Gifted GLBT Students (NAGE Position Paper)

- Resources for Autism and other Disabilities

TWICE-EXCEPTIONALITY

Psychologists who work in the area of special education sometimes refer to students with two disabilities as having a dual diagnosis, which may be considered to be twice-exceptional. In the field of gifted education, the more commonly used term for a gifted student with a co-occurring disability is "twice-exceptional learner". This simple definition belies the complexity that underlies the multiple issues associated with twice-exceptionality. Whereas the concept itself is becoming more well-known both in and out of gifted education, professionals still are unsure of the prevalence of twice-exceptionality because no federal agency gathers base-rate data for this group of students. Estimates made through various sources, such as the U.S. Department of Education, suggest that there are approximately 360,000 twice-exceptional students in America's schools (National Education Association, 2006), making the call for awareness and understanding about twice-exceptionality critical for educators nationwide. This position paper is intended for all individuals who wish to know more about this important group of gifted learners so that their multifaceted educational and personal needs can be met and there is recognition that giftedness does not preclude the presence of a disability or vice versa.

In 1972, The Marland Report (U.S. Department of Health, Education, and Welfare) brought giftedness to the educational forefront; yet, there were no legal mandates associated with the Marland Report. In 1975, another federal initiative, Public Law 94-142, (re-named Individuals with Disabilities Education Act [IDEA] in 1990), appeared on the educational landscape. A major accomplishment of this legislation was that it ensured that students with disabilities receive a free and appropriate public education (FAPE). Current IDEA legislation recognizes 13 disability categories: learning disability, speech/language impairment, mental retardation, emotional disturbance, hearing impairment, visual impairment, orthopedic impairment, other heath impairment, autism, traumatic brain injury, multiple disabilities, and deaf-blindness (U.S. Department of Education, 2007). Among these 13 categories, this position paper will focus on three identified exceptionalities among gifted students with disabilities: Specific Learning Disabilities (SLD); Autism Spectrum Disorder (ASD); and Other Health Impairments (OHI), which includes Attention Deficit Hyperactivity Disorder (ADHD). Those who are interested in learning more about the other 10 disability categories can learn more by visiting the U.S. Department of Education's website: www.ed.gov.

Despite the fact that the Marland Report and IDEA were federal initiatives and both recognized that students were individuals with cognitive and academic differences who needed individualized attention, they remained disconnected. This changed with the 2004 reauthorization of IDEA (IDEA-2004), which recognized through new regulations, that children who are gifted and talented may also have disabilities. This may seem to have been a move in a positive direction for twice-exceptional students; however, there was another important change in IDEA-2004 that focuses on the way in which all students could be identified for specific learning disabilities and has the potential to negatively impact twice-exceptional students.

The largest percentage of students (approximately 50% of all students with disabilities) is found in the category known as Specific Learning Disabilities (SLD). Identification of SLD traditionally relied upon a significant discrepancy between a student's level of ability and achievement. This resulted in strong support to expand the identification of SLD procedures to include a procedure known as Response to Intervention (RtI), which was more recently introduced to the field of specific learning disabilities (Fuchs, Mock, Morgan & Young, 2003) and perceived as a correction to the "wait to fail" dilemma.

Briefly, the RtI approach to identifying learning difficulties is based upon an assumption that the classroom curriculum is broadly appropriate and that a student's progress is monitored through daily class work. If the student is not making progress, then it is because an adjustment with the pedagogical process

is needed. A special education evaluation that includes a comprehensive evaluation would be necessary only after classroom-based interventions are not successful (Fuchs et al., 2003). This approach is beneficial for average or below average students because it eliminates the "wait to fail" process that resulted when students had to demonstrate a severe discrepancy between ability and achievement to obtain services. Furthermore, RtI is believed to offer an advantage for average or below-average students because they receive interventions, whereas they may never qualify for assistance under an ability-achievement discrepancy model. Likewise, gifted students who do **not** have a learning disability may benefit from the application of RtI to programming because an individualized approach to measurement of success within the curriculum could identify areas for academic acceleration and or enrichment.

The major flaw in the RtI approach is immediately apparent and is related to two inaccurate assumptions. The first wrong assumption is that the "broadly appropriate" classroom curriculum is a good match for a gifted student. The second wrong assumption is that the definition of failure for a gifted child is the same as the definition of failure for a child with average or below-average cognitive ability. The gifted student with a learning disability often times goes unnoticed in the classroom because performance with a broadly appropriate curriculum appears satisfactory to most educators. On the one hand, the "adequate" performance is the result of high cognitive ability, which allows for the student to compensate in a less-than challenging curriculum. On the other hand, the high cognitive ability is not fully realized because the disability prevents the student from fully expressing his or her talents (National Education Association, 2006; Silverman, 2003).

Failure for a student who has cognitive ability that is one or more standard deviations above average is often missed because his "average" classroom performance appears to be "appropriate"; yet, in reality, the average performance actually represents a "failure to thrive." The level at which a student is expected to "thrive" is best determined through the process of a comprehensive evaluation that includes a cognitive ability test (Assouline, Foley Nicpon, & Whiteman, in revision). If an individualized intelligence test is not available, then using an excellent group ability test can also be helpful as an initial indicator of cognitive ability if it produces an individualized profile that can reveal the possibility of learning difficulties.

A second category identified through IDEA is autism spectrum disorder (ASD), which is a developmental disability that is characterized by severe communication difficulties, social impairments, and behavioral difficulties and intensities. The rate at which ASD is diagnosed across the nation has grown substantially in the past 20 years, and prevalence varies by region (i.e., anywhere from 1 out of 81 children to 1 out of 423 children; Individuals with Disabilities Act Data, 2007). Increasingly, scholars and clinicians are recognizing that students with this developmental disability can also be cognitively and academically gifted. In fact, some broad characteristics of highly gifted children overlap with characteristics of students with ASD (e.g., focused interest on a topic). It is, therefore, crucial that a diagnosis only be made by a professional who is familiar with giftedness and ASD so that there is neither misdiagnosis, nor missed diagnosis (Neihart, 2008; Webb, Amend, Webb, Goerss, Beljan, & Olenchak, 2005).

As another example, determining whether a student who is demonstrating socialization problems such as difficulty making friends or engaging in conversation has these problems because he or she cannot find intellectual peers or because the student has ASD is accomplished only through a comprehensive evaluation. Such an evaluation must include an assessment of the student's cognitive and academic skills, social-emotional status, and adaptive behavior. Additionally, a psychologist should administer instruments developed specifically to determine the presence of ASD (Assouline, Foley Nicpon, & Doobay, 2009). Early identification is preferable as it facilitates the intervention process and increases the likelihood of improved functioning in various environments (National Research Council, 2001).

A third category identified through IDEA is Other Health Impairments, which represents a broad category that includes, among other disabilities, Attention Deficit Hyperactivity Disorder (ADHD). ADHD is characterized by inattentive and/or impulsive and hyperactive behaviors that cause significant impairment in functioning. Prevalence rate estimates are between 3 – 5% of the school age population (American Psychiatric Association, 2000). Therefore, even though ADHD is one of the more commonly diagnosed twice-exceptionalities, its prevalence is still relatively low. Similar to ASD, some characteristics of gifted learners overlap with characteristics of children with ADHD, which can complicate diagnostic accuracy (Baum, Olenchak, & Owen, 1998). For example, gifted students often show inattention symptoms in learning environments that are underchallenging, while students with ADHD typically show inattention symptoms regardless of the environment. More recent empirical research confirms that high-ability students can and do have diagnoses of ADHD, and that their school performance difficulties, behavioral presentation, and family history of an ADHD diagnosis is very similar to average ability students with ADHD (Antshel, et al., 2007). It is therefore critical that diagnosticians become aware of the characteristics of ADHD and how they can uniquely present among the gifted population (Kaufmann & Castellanos, 2000) in order to prevent missed diagnosis or misdiagnosis (Webb et al., 2005).

Best practice necessitates a comprehensive evaluation that includes as much information as possible about a student's cognitive and academic profiles, as well as information about the student's social-emotional and behavioral presentation. This means that educators should draw upon the multiple kinds of professional expertise available, including results from standardized tests, curriculum-based assessment scores, and completion of behavioral surveys and parent interviews, as well as formal observations, which are critical to making an accurate diagnosis and generating appropriate recommendations. Only a comprehensive evaluation can lay the groundwork necessary for creating an educational environment where the twice-exceptional student thrives in his or her areas of strength and receives appropriate accommodations for the disability. In searching for an accurate diagnosis for the student, parents and educators should seek professionals (e.g., psychiatrists, psychologists) who are, at a minimum, familiar with the diagnostic complexities involved in working with twice-exceptional learners so that misdiagnosis and missed diagnosis are avoided. Psychologists should be able to read and interpret unique patterns of test data so that they accurately identify and promote children's high abilities and talents. They also need to be attuned to the possibility that a student could have more than one diagnosis; for example, students with ASD in many cases struggle with written language to the extent that they have a co-morbid diagnosis of SLD. Qualifications to make a diagnosis of a SLD vary by state. Some states allow specially-trained educational consultants to make such a diagnosis; others require that a psychiatrist or psychologist make the diagnosis. With respect to ASD or ADHD, licensed mental health professionals have the necessary training to make accurate diagnoses.

For many years, educators in the field of gifted education have advocated that a disability does not preclude the presence of giftedness and, increasingly, researchers are generating evidence-based practices for working with twice-exceptional students. For example, Assouline, Foley Nicpon, and Huber (2006) provided suggestions for working with twice-exceptional students, three of which are listed below:

1. A review of student's school records can reveal a pattern of academic strengths and weaknesses that warrants further evaluation. Look specifically for evidence regarding talent areas and possible vulnerabilities. This requires a collaborative effort among regular, special, and gifted educators, as well as with special support personnel such as school psychologists or school counselors.
2. Social-emotional concerns for twice-exceptional students must be evaluated and developed as a focus of the educational plan to ensure students' positive adjustment and long-term success. Development of self-awareness of strengths and weaknesses is especially important to the academic success of a twice-exceptional student. Twice exceptional students will typically benefit from support groups, both inside and outside of the schools setting.

3. University-based talent searches offer subject-specific ways of discovering bright students who might otherwise be overlooked through traditional gifted and talented programs, especially programs that use a composite score to determine eligibility for gifted programming.

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Gifted Students With Disabling Conditions

Colleen Willard-Holt

Gifted students with disabling conditions remain a major group of underserved and understimulated youth (Cline, 1999). The focus on accommodations for their disabilities may preclude the recognition and development of their cognitive abilities. It is not unexpected, then, to find a significant discrepancy between the measured academic potential of these students and their actual performance in the classroom (Whitmore & Maker, 1985). In order for these children to reach their potential, it is imperative that their intellectual strengths be recognized and nurtured, at the same time as their disability is accommodated appropriately.

ASSESSMENT

Identification of giftedness in students who are disabled is problematic. The customary identification methods— tests and observational checklists— are inadequate, without major modification. Standard lists of characteristics of gifted students may be inadequate for unmasking hidden potential in children who have disabilities. Children whose hearing is impaired, for example, cannot respond to oral directions, and they may also lack the vocabulary which reflects the complexity of their thoughts. Children whose speech or language is impaired cannot respond to tests requiring verbal responses. Children whose vision is impaired may be unable to respond to certain performance measures, and although their vocabulary may be quite advanced, they may not understand the full meaning of the words they use (e.g., color words). Children with learning disabilities may use high-level vocabulary in speaking but be unable to express themselves in writing, or vice versa. In addition, limited life experiences due to impaired mobility may artificially lower scores (Whitmore & Maker, 1985). Since the population of gifted/disabled students is difficult to locate, they seldom are included in standardized test norming groups, adding to the problems of comparison.

In addition, gifted children with disabilities often use their intelligence to try to circumvent the disability. This may cause both exceptionalities to appear less extreme: the disability may appear less severe because the child is using the intellect to cope, while the efforts expended in that area may hinder other expressions of giftedness.

The following lists are intended to assist parents and teachers in recognizing intellectual giftedness in the presence of a disability.

CHARACTERISTICS OF GIFTED STUDENTS WITH SPECIFIC DISABILITIES

Gifted Students with Visual Impairment
- Fast rate of learning
- Superior memory
- Superior verbal communication skills and vocabulary
  - advanced problem-solving skills
  - Creative production or thought that may progress more slowly than sighted students in some academic areas
  - Ease in learning Braille
  - Great persistence
  - Motivation to know
  - Sometimes slower rate of cognitive development than sighted students
  - excellent ability to concentrate

(Whitmore & Maker, 1985)

Gifted Students with Physical Disabilities
- Development of compensatory skills

- Creativity in finding alternate ways of communicating and accomplishing tasks
- Impressive store of knowledge
- Advanced academic skills
- Superior memory
- Exceptional problem-solving skills
- Rapid grasp of ideas
- Ability to set and strive for long-term goals
- Greater maturity than age mates
- Good sense of humor
- Persistence, patience
- Motivation to achieve
- Curiosity, insight
- Self-criticism and perfectionism
- Cognitive development that may not be based on direct experience
- Possible difficulty with abstractions
- Possible limited achievement due to pace of work
  (Cline, 1999; Whitmore & Maker, 1985; Willard-Holt, 1994)

Gifted Students with Hearing Impairments
- Development of speech-reading skills without instruction
- Early reading ability
- Excellent memory
- Ability to function in the regular school setting
- Rapid grasp of ideas
- High reasoning ability
- Superior performance in school
- Wide range of interests
- Nontraditional ways of getting information
- Use of problem-solving skills in everyday situations
- Possibly on grade level
- Delays in concept attainment
- Self starters
- Good sense of humor
- Enjoyment of manipulating environment
- Intuition
- Ingenuity in solving problems
- Symbolic language abilities (different symbol system)
  (Cline, 1999; Whitmore & Maker, 1985)

Gifted Students with Learning Disabilities
- High abstract reasoning ability
- Good mathematical reasoning ability
- Keen visual memory, spatial skills
- Advanced vocabulary
- Sophisticated sense of humor
- Imaginative and creative
- Insightful
- Exceptional ability in geometry, science, arts, music
- Good problem-finding and -solving skills
- Difficulty with memorization, computation, phonics, and/or spelling
- Distractibility and/or disorganization

- Supersensitivity
- Perfectionism
- Grasp of metaphors, analogies, satire
- Comprehension of complex systems
- Unreasonable self expectations
- Often, failure to complete assignments
- Difficulties with sequential tasks
- Wide variety of interests
(Baum, Owen, & Dixon, 1991; Silverman, 1989)

Research indicates that in many cases, a child is diagnosed with ADHD when in fact the child is gifted and reacting to an inappropriate curriculum (Webb & Latimer, 1993). The key to distinguishing between the two is the pervasiveness of the "acting out" behaviors. If the acting out is specific to certain situations, the child's behavior is more likely related to giftedness; whereas, if the behavior is consistent across all situations, the child's behavior is more likely related to ADHD. It is also possible for a child to be BOTH gifted and ADHD. The following lists highlight the similarities between giftedness and ADHD.

Characteristics of Gifted Students Who Are Bored
- Poor attention and daydreaming when bored
- Low tolerance for persistence on tasks that seem irrelevant
- Begin many projects, see few to completion
- Development of judgment lags behind intellectual growth
- Intensity may lead to power struggles with authorities
- High activity level; may need less sleep
- Difficulty restraining desire to talk; may be disruptive
- Question rules, customs, and traditions
- Lose work, forget homework, are disorganized
- May appear careless
- Highly sensitive to criticism
- Do not exhibit problem behaviors in all situations
- More consistent levels of performance at a fairly consistent pace
(Cline, 1999; Webb & Latimer, 1993)

Characteristics of Students with ADHD
- Poorly sustained attention
- Diminished persistence on tasks not having immediate consequences
- Often shift from one uncompleted activity to another
- Impulsivity, poor delay of gratification
- Impaired adherence to commands to regulate or inhibit behavior in social contexts
- More active, restless than other children
- Often talk excessively
- Often interrupt or intrude on others (e.g., butt into games)
- Difficulty adhering to rules and regulations
- Often lose things necessary for tasks or activities at home or school
- May appear inattentive to details
- Highly sensitive to criticism
- Problem behaviors exist in all settings, but in some are more severe
- Variability in task performance and time used to accomplish tasks.
(Barkley, 1990; Cline, 1999; Webb & Latimer, 1993)

Questions to Ask in Differentiating between Giftedness and ADHD

- Could the behaviors be responses to inappropriate placement, insufficient challenge, or lack of intellectual peers?
- Is the child able to concentrate when interested in the activity?
- Have any curricular modifications been made in an attempt to change inappropriate behaviors?
- Has the child been interviewed? What are his/her feelings about the behaviors?
- Does the child feel out of control? Do the parents perceive the child as being out of control?
- Do the behaviors occur at certain times of the day, during certain activities, with certain teachers or in certain environments?

IMPLICATIONS FOR STUDENTS WITH DUAL EXCEPTIONALITIES
Commitment to identifying and nurturing the gifts of students with disabilities implies specific changes in the way educators approach identification, instruction, and classroom dynamics.

Identification
- Include students with disabilities in initial screening phase.
- Be willing to accept nonconventional indicators of intellectual talent.
- Look beyond test scores.
- When applying cutoffs, bear in mind the depression of scores that may occur due to the disability.
- DO NOT aggregate subtest scores into a composite score.
- Compare with others who have similar disabilities.
- Weight more heavily characteristics that enable the child to effectively compensate for the disability.
- Weight more heavily areas of performance unaffected by the disability.
- Allow the child to participate in gifted programs on a trial basis.

Instruction
- Be aware of the powerful role of language; reduce communication limitations and develop alternative modes for thinking and communicating.
- Emphasize high-level abstract thinking, creativity, and a problem-solving approach.
- Have great expectations: these children often become successful as adults in fields requiring advanced education.
- Provide for individual pacing in areas of giftedness and disability.
- Provide challenging activities at an advanced level.
- Promote active inquiry, experimentation, and discussion.
- Promote self-direction.
- Offer options that enable students to use strengths and preferred ways of learning.
- Use intellectual strengths to develop coping strategies.
- Assist in strengthening the student's self concept.

Classroom Dynamics
- Discuss disabilities/capabilities and their implications with the class.
- Expect participation in all activities; strive for normal peer interactions.
- Facilitate acceptance; model and demand respect for all.
- Candidly answer peers' questions.
- Treat a child with a disability the same way a child without a disability is treated.
- Model celebration of individual differences.

Gifted students with disabilities must be provided with appropriate challenges. The personal and societal costs of not developing their potential cannot be overstated.

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Attention Deficit Disorders and Gifted Students: What Do We Really Know?

Felice Kaufmann
M. Layne Kalbfleisch
F. Xavier Castellanos

This monograph summarizes current scientific knowledge about Attention-Deficit/Hyperactivity Disorder (ADHD) in children and presents issues related to ADHD in gifted students. Causes, assessment, diagnosis, educational strategies and medical interventions are discussed. A range of perspectives, including behavioral, cognitive, and neurobiological, are applied to the interaction of ADHD and giftedness. Provisional recommendations for parents and teachers are provided along with directions for future research.

Recommendations

1. Be aware that ADHD and giftedness can co-exist.
2. Explore multiple perspectives in your pursuit of information about ADHD.
3. Remember that the most important criterion for diagnosing ADHD is the degree of impairment experienced by the child in two or more settings.
4. Utilize a multidisciplinary team to arrive at diagnoses and to develop comprehensive treatment plans.
5. Become familiar with a variety of educational and behavioral strategies to determine which combinations might be effective for the individual child.
6. Be cautious about promises of "quick-fixes"—whether behavioral, educational, or medical.
7. Be aware that individuals with ADHD have their greatest difficulties in the "output" stage of cognitive processing.
8. Determine whether shifting attention is a point of vulnerability for the student.
9. Model and support the process of "knowing thyself."
10. Advocate for and support systematic research into ADHD within the gifted population.

The full monograph can be read at www.gifted.uconn.edu.

ADHD and Children Who Are Gifted

James T. Webb & Diane Latimer

Howard's teachers say he just isn't working up to his ability. He doesn't finish his assignments, or just puts down answers without showing his work; his handwriting and spelling are poor. He sits and fidgets in class, talks to others, and often disrupts class by interrupting others. He used to shout out the answers to the teachers' questions (they were usually right), but now he daydreams a lot and seems distracted. Does Howard have Attention Deficit Hyperactivity Disorder (ADHD), is he gifted, or both?

Frequently, bright children have been referred to psychologists or pediatricians because they exhibited certain behaviors (e.g., restlessness, inattention, impulsivity, high activity level, day-dreaming) commonly associated with a diagnosis of ADHD. Formally, the
Diagnostic and Statistical Manual of Mental Disorders (DSM-III-R) (American
Psychiatric Association) lists 14 characteristics that may be found in children diagnosed as having ADHD. At least 8 of these characteristics must be present, the onset must be before age 7, and they must be present for at least six months.

DSM-III-R DIAGNOSTIC CRITERIA FOR ATTENTION-DEFICITHYPERACTIVITY DISORDER

Note: DSM-III-R Diagnostic Criteria for Attention-Deficit Hyperactivity Disorder reprinted with permission from the "Diagnostic and Statistical Manual of Mental Disorders," Third Edition, Revised, Washington, DC, American Psychiatric Association, 1987.

1. Often fidgets with hands or feet or squirms in seat (in adolescents may be limited to subjective feelings of restlessness).
2. Has difficulty remaining seated when required to.
3. Is easily distracted by extraneous stimuli.
4. Has difficulty awaiting turns in games or group situations.
5. Often blurts out answers to questions before they have been completed.
6. Has difficulty following through on instructions from others (not due to oppositional behavior or failure of comprehension).
7. Has difficulty sustaining attention in tasks or play activities.
8. Often shifts from one uncompleted activity to another.
9. Has difficulty playing quietly.
10. Often talks excessively.
11. Often interrupts or intrudes on others, e.g., butts into other people's games.
12. Often does not seem to listen to what is being said to him or her.
13. Often loses things necessary for tasks or activities at school or at home (e.g., toys, pencils, books).
14. Often engages in physically dangerous activities without considering possible consequences (not for the purpose of thrill-seeking), e.g., runs into street without looking.

Almost all of these behaviors, however, might be found in bright, talented, creative, gifted children. Until now, little attention has been given to the similarities and differences between the two groups, thus raising the potential for misidentification in both areas -- giftedness and ADHD.

Sometimes, professionals have diagnosed ADHD by simply listening to parent or teacher descriptions of the child's behaviors along with a brief observation of the child.
Other times, brief screening questionnaires are used, although these questionnaires only quantify the parents' or teachers' descriptions of the behaviors (Parker, 1992).
Children who are fortunate enough to have a thorough physical evaluation (which includes screening for

allergies and other metabolic disorders) and extensive psychological evaluations, which include assessment of intelligence, achievement, and emotional status, have a better chance of being accurately identified. A child may be gifted and have ADHD. Without a thorough professional evaluation, it is difficult to tell.

HOW CAN PARENTS OR TEACHERS DISTINGUISH BETWEEN ADHD AND GIFTEDNESS?
Seeing the difference between behaviors that are sometimes associated with giftedness but also characteristic of ADHD is not easy, as the following parallel lists show.

BEHAVIORS ASSOCIATED WITH ADHD (BARKLEY, 1990)
1. Poorly sustained attention in almost all situations
2. Diminished persistence on tasks not having immediate consequences
3. Impulsivity, poor delay of gratification
4. Impaired adherence to commands to regulate or inhibit behavior in social contexts
5. More active, restless than normal children
6. Difficulty adhering to rules and regulations

BEHAVIORS ASSOCIATED WITH GIFTEDNESS (WEBB, 1993)
1. Poor attention, boredom, daydreaming in specific situations
2. Low tolerance for persistence on tasks that seem irrelevant
3. Judgment lags behind development of intellect
4. Intensity may lead to power struggles with authorities
5. High activity level; may need less sleep
6. Questions rules, customs and traditions

CONSIDER THE SITUATION AND SETTING
It is important to examine the situations in which a child's behaviors are problematic.
Gifted children typically do not exhibit problems in all situations. For example, they may be seen as ADHD-like by one classroom teacher, but not by another; or they may be seen as ADHD at school, but not by the scout leader or music teacher. Close examination of the troublesome situation generally reveals other factors which are prompting the problem behaviors. By contrast, children with ADHD typically exhibit the problem behaviors in virtually all settings "including at home and at school" though the extent of their problem behaviors may fluctuate significantly from setting to setting (Barkley, 1990), depending largely on the structure of that situation. That is, the behaviors exist in all settings, but are more of a problem in some settings than in others.

In the classroom, a gifted child's perceived inability to stay on task is likely to be related to boredom, curriculum, mismatched learning style, or other environmental factors.
Gifted children may spend from one-fourth to one-half of their regular classroom time waiting for others to catch up -- even more if they are in a heterogeneously grouped class. Their specific level of academic achievement is often two to four grade levels above their actual grade placement. Such children often respond to non-challenging or slow-moving classroom situations by "off-task" behavior, disruptions, or other attempts at self-amusement. This use of extra time is often the cause of the referral for an ADHD evaluation.

Hyperactive is a word often used to describe gifted children as well as children with ADHD. As with attention span, children with ADHD have a high activity level, but this activity level is often found across situations (Barkley, 1990). A large proportion of gifted children are highly active too. As many as one-fourth may require less sleep; however, their activity is generally focused and directed (Clark, 1992; Webb, Meckstroth, & Tolan, 1982), in contrast to the behavior of children with ADHD. The intensity of gifted children's concentration often permits them to spend long periods of time and much energy

focusing on whatever truly interests them. Their specific interests may not coincide, however, with the desires and expectations of teachers or parents.

While the child who is hyperactive has a very brief attention span in virtually every situation (usually except for television or computer games), children who are gifted can concentrate comfortably for long periods on tasks that interest them, and do not require immediate completion of those tasks or immediate consequences. The activities of children with ADHD tend to be both continual and random; the gifted child's activity usually is episodic and directed to specific goals.

While difficulties and adherence to rules and regulations has only begun to be accepted as a sign of ADHD (Barkley, 1990), gifted children may actively question rules, customs and traditions, sometimes creating complex rules which they expect others to respect or obey. Some engage in power struggles. These behaviors can cause discomfort for parents, teachers, and peers.

One characteristic of ADHD that does not have a counterpart in children who are gifted is variability of task performance. In almost every setting, children with ADHD tend to be highly inconsistent in the quality of their performance (i.e., grades, chores) and the amount of time used to accomplish tasks (Barkley, 1990). Children who are gifted routinely maintain consistent efforts and high grades in classes when they like the teacher and are intellectually challenged, although they may resist some aspects of the work, particularly repetition of tasks perceived as dull. Some gifted children may become intensely focused and determined (an aspect of their intensity) to produce a product that meets their self-imposed standards.

WHAT TEACHERS AND PARENTS CAN DO
Determining whether a child has ADHD can be particularly difficult when that child is also gifted. The use of many instruments, including intelligence tests administered by qualified professionals, achievement and personality tests, as well as parent and teacher rating scales, can help the professional determine the subtle differences between ADHD and giftedness. Individual evaluation allows the professional to establish maximum rapport with the child to get the best effort on the tests. Since the test situation is constant, it is possible to make better comparisons among children.
Portions of the intellectual and achievement tests will reveal attention problems or learning disabilities, whereas personality tests are designed to show whether emotional problems (e.g., depression or anxiety) could be causing the problem behaviors.
Evaluation should be followed by appropriate curricular and instructional modifications that account for advanced knowledge, diverse learning styles, and various types of intelligence.

Careful consideration and appropriate professional evaluation are necessary before concluding that bright, creative, intense youngsters like Howard have ADHD. Consider the characteristics of the gifted/talented child and the child's situation. Do not hesitate to raise the possibility of giftedness with any professional who is evaluating the child for
ADHD; however, do not be surprised if the professional has had little training in recognizing the characteristics of gifted/talented children (Webb, 1993). It is important to make the correct diagnosis, and parents and teachers may need to provide information to others since giftedness is often neglected in professional development programs.

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ERIC Digests

Working with Diverse Learners and School Staff in a Multicultural Society

With the rapidly changing population demographics of the United States and the significant growth of diverse multicultural groups, schools and professionals are being challenged as to how to provide the best comprehensive educational and support services to their increasingly diverse student population. The changes between 1980 and 1990 have been dramatic. The growth rates within this time span range from approximately 13 percent for African Americans to 108 percent for Asian Americans (Sue, 1991). It is estimated that by the turn of the century, approximately 30 percent of the United States population will be from a racial/ethnic minority group (Office of Ethnic Minority Affairs, 1995). The increasing diversity within the schools is also demonstrated by the higher visibility of other groups of diverse learners, including, but not limited to, children with disabilities, children and families identified with the deaf culture, and gay and lesbian youth.

The challenges in working with an ever growing pluralistic school population encompass many areas. The provision of relevant multicultural curriculums, the use of culturally sensitive assessment and intervention strategies, the training of school staff in the provision of these services, the recruitment and retention of multicultural and diverse professionals, and the integration of diverse communities and parents in an authentic and empowering manner are only a few of the critical issues facing those working with today's students. Professionals are also challenged by the need to consider the impact of complex social/environmental problems, which in many contexts have negative consequences for children from various racial/ethnic and social class backgrounds. Only a few of these major issues will be highlighted.

THE TRAINING OF CULTURALLY SENSITIVE PROFESSIONALS
Although there has clearly been a greater recognition of the need for training in multicultural competence across professions, many programs still conceptualize this training as more of an "add-on"; that is, programs require only one or two courses for their particular professional specialty. This is in contrast to a more comprehensive and integrated "paradigm shift" in the teaching of all helping professional courses (Nuttall, Sanchez, & Webber, in press).

The training of school staff and other related professionals can be conceptualized by using a model that emphasizes three major components: awareness, knowledge, and skills (Sue, Arredondo & McDavis, 1992; Sue et al., 1982). The awareness component involves professionals examining their own values, myths, stereotypes, and world view. Knowledge entails developing a non-stereotyping, flexible understanding of cultural, social, and family dynamics of diverse groups, along with a comprehension of the critical sociopolitical, historical, and economic contexts in which people from diverse multicultural groups are embedded. Skills require the development of culturally sensitive, flexible, and empowering treatment and assessment strategies that are accompanied by communication skills, the integration of

multicultural and diversity issues in various treatment modalities, multicultural consultation, and advocacy skills.

Depending on the school, staff, and community context, flexible training can take place on many levels, such as formal multicultural issues course work, in-service training, long-term consultation and analysis, multicultural program development, and reciprocal relationships with the surrounding multicultural communities.

A MODEL FOR SERVING DIVERSE LEARNERS

A useful model that allows for the integration of many of these critical variables is the Ecological Model developed by Bronfenbrenner (1979) and enhanced by others (Knoff, 1986; Nuttall, Romero, & Kalesnik, 1992). According to this model, we try to understand or evaluate a student (the microsystem) in the context of his/her mesosystems (immediate family, extended family, friends, network), macrosystems (culture or subculture), and exosystems (social structures). This model places the diverse learner, school staff, and parents/community in an ecological context, which then allows both for a broader understanding of the critical issues affecting students from diverse backgrounds and the development of relevant service and educational models. These educational models need to be highly sensitive to the particular community and social contexts of which the diverse learners and school staff are members.

For the diverse learner and the school staff, the ability to conceptualize and integrate culture and issues of diversity within a developmental perspective is also crucial, given the changes in developmental tasks at each life stage and the various ways that these "tasks" are expressed and resolved within various cultural groups (Lee, 1995). Relevant to the diverse learner in schools, these issues must be integrated within the specialized early intervention programs offered to children with developmental issues (Lynch & Hanson, 1992). Early intervention services are an extremely important part of the total, life-stage conceptualization for low income, diverse learners because such learners are more vulnerable to developmental concerns.

CULTURALLY SENSITIVE ASSESSMENT AND TREATMENT STRATEGIES

Through the development of multicultural competencies within the areas of awareness, knowledge, and skills, the probability increases of psychologists using assessment and treatment strategies that meet the needs of a wide range of culturally diverse groups. The need for flexible and culturally sensitive assessment techniques has continued to be stressed by many in the field (Facundo, Nuttall, Walton, 1994; Nuttall, Sanchez, Borras, Nuttall, & Varvogli, in press). Examinations of the critical features in assessment should include the sociocultural context of the diverse learner and his family, the sociocultural background of the examiner, such as issues of awareness of biases and stereotypes, and the selection of appropriate testing, interview, and survey instruments. All of these measures enhance the possibility of more relevant and culturally sensitive assessments. Furthermore, the consideration of issues related to language and its complexities is another major factor in providing relevant and meaningful assessments.

The need for changes in the conceptualization of children's abilities and how skills are assessed, particularly with diverse learners, has also led to strategies that focus on problem-solving abilities. Maker, Nielson, and Rogers (1994) described the need for change in assessments within a diverse school settings, including the assessments of students who are to be considered

"gifted." The authors presented various assessment programs that rely on Gardner's theory of multiple intelligences (1983) and they provided an analysis of problem-solving strategies for individual children. These procedures stress the process of problem solving and they offer an examination of each child's pattern of multiple intelligences in an attempt to get away from the more traditional and, at times, rigid analyses based on formal intelligence and skills testing. Likewise, the model of Maker, Nielson, and Rogers (1994) has great implications for the assessment of children of all levels and children from diverse backgrounds. Their model allows for individual analyses of children's particular problem-solving style and strengths, which are then encouraged, while areas for remediation are addressed.

Intervention strategies also need to incorporate the critical issues of culture and social context. Works on specific cultural groups, such as Lock (1995) on interventions with African American youth, Jackson (1995) on counseling youth of Arab Ancestry, Thomason (1995) on counseling Native American clients, Zapata (1995) on working with Latinos, and Yagi & Oh (1995) on interventions with Asian American youth, provide valuable guidelines on working with specific populations and serve to increase awareness of the specific cultural factors relevant to that particular cultural group. Awareness of, and the ability to assess, specific factors such as acculturation, language proficiency (including guidelines on the use of translators), and sociocultural history, further enhances the provision of culturally affirming treatment strategies (Paniagua, 1994; Vazquez Nuttall, DeLeon, & Valle, 1990).
The need to deal with diverse groups must also include work with gay and lesbian youth (LaFontaine, 1994) and youth with disabilities (Sanchez, in press), particularly as we proceed with educational inclusion models which are further enhancing the diversity presented within school systems.

TRAINING STUDENTS TO BE CULTURALLY SENSITIVE
With the changing composition of today's student population, the need to provide educational programs that address the complex issues related to multiculturalism and diversity is becoming more and more evident. Schools and educators must begin to develop curriculums that integrate awareness, knowledge, and skills within educational materials. It is critical that diversity and multiculturalism not be conceived as being accomplished by adding a course, a lecture, or a one-day "multicultural fair." A total curriculum transformation needs to take place where the critical issues of diversity and multiculturalism are integrated into all aspects of students' academic achievement, social skills development, and relationship with the community at large.

An example of such an attempt is the work of one of the authors (Li, 1993, 1994) who developed a psycho-educational course to help students increase their self-awareness, acceptance and appreciation of the self and others, and communication skills. The course was tried in two multicultural schools and in one school comprised mainly of minority children. The response from the students and teachers of both regular and special education classrooms was positive. They noticed the nurturing climate developed through the course.

The opportunity for children to begin to integrate into their lives issues related to multiculturalism and diversity is vital to the development of acceptance and respect for others from diverse backgrounds. Along with traditional educational models that present historical and social information about people from diverse backgrounds, the creation of models that stress the

development of awareness and cultural sensitivity skills needs to take place (Omizo & D'Andrea, 1995). Under this general category of enhancing multicultural awareness and respect for diversity is the critical need for confronting issues of racism and prejudice. The need for direct discussion and exploration of these issues within schools needs to be conceptualized as another critical element of the work done by those involved with the diverse learner within multicultural settings (Ponterotto & Pedersen, 1993).

INVOLVING PARENTS AND COMMUNITY AS AUTHENTIC PARTICIPANTS
Another major component in working with diverse learners is that of establishing "authentic" relationships with parents and the community. This is a critical element of any effort directed towards increasing multicultural understanding and the development of a truly pluralistic school and community environment. To become actively involved in school is hard for immigrant parents who are not familiar with American school systems. Workshops on American schools including structure, rules, services, and the rights and responsibilities of parents and children are found to be helpful, even empowering, to these parents.

The need for direct work with parents and communities has been stressed by Atkinson and Juntunen (1994): "... school personnel must function as a school-home-community liaison, as an interface between school and home, school and community, and home and community" (p. 108). Casas & Furlong (1994), writing with regards to Hispanic parents, but offering ideas clearly applicable to other multicultural groups, stress the advocacy role of school counselors both to "...increase parent participation and facilitate the increase empowerment..." (p. 121) of parents and the community. This is a critical role that needs to be taken on not just by school counselors, but by all school staff working with diverse learners in an increasingly multicultural environment.

SUMMARY
Learners from diverse multicultural groups, children with disabilities, and gay and lesbian youth will continue to present challenges to schools and those providing educational and support services. The development of educational curriculums that enhance awareness, knowledge, and skills for students is vital if schools are to provide culturally relevant, respectful, and affirming teaching environments. To that end, the development of culturally sensitive assessment and intervention strategies, multicultural consultation, and professional training needs to take place. Structured along the lines of awareness, knowledge, and skills development, such actions will enhance diversity within the school environment. The diverse student and community can be conceptualized as a wonderful and exciting element of the world we live in, and not as a hindrance to the educational process. The authentic involvement of parents as active and empowered members of the school community will link school staff with the diverse learner, further increasing and affirming cultural diversity within our school settings.

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Communicating with Culturally Diverse Parents

Teachers and other professionals providing education-related services to exceptional children from different cultural backgrounds need to be aware of unique perspectives or communication styles common to those cultures. The ways people deal with feelings--especially disappointment, anxiety, fear, embarrassment, and anger--vary considerably, and often it is not easy to discern how parents are reacting to the realization that their child has a disability. It is especially important to help parents who have been outside the mainstream of U.S. education understand the educational options available. To do this, professionals need to be sensitive to the different values, experiences, and beliefs that may be held by members of various cultural and ethnic groups toward special education.

USE LANGUAGE PARENTS CAN UNDERSTAND AND USE SENSITIVITY IN COMMUNICATING.

To facilitate communication, educators should use the following guidelines:

* Send messages home in the parent's native language.

* Use an appropriate reading level.

* Listen to messages being returned.

Courtesy, sincerity, and ample opportunity and time to convey concerns can promote communication with and participation by parents from different cultural backgrounds (Johnson & Ramirez, 1987). During meetings it is important to provide ample opportunity for parents to respond without interrupting. If a parent is formulating a response and has not expressed himself or herself quickly, this delay should not be viewed as a lack of interest in responding. Educators need to listen with empathy and realize that parents can change from feelings of trust to skepticism or curiosity as their understanding of programs and policies increases. It is important to realize that this reaction is normal and that parents may feel hostile or desperate as they attempt to sort out facts from their fundamental beliefs about education.

In communicating with families from different cultural groups, educators should keep in mind their diverse cultural styles. There is no one set of characteristics that can be ascribed to all members of any ethnic group. Instead, the cultural traits of individuals range from those traditionally attributed to the ethnic group to those that are descriptive of a person who has been totally assimilated into the majority culture (Carter & Segura, 1979). Unfortunately, much of the literature describing individuals from minority groups reinforces existing stereotypes. This digest offers some observations about different cultural styles that should be considered cautiously in communications with families of differing cultural backgrounds (Cloud & Landurand,1988; Johnson & Ramirez, 1987; Taylor, 1989).

Sharing Space. People from different cultures use, value, and share space differently. In some cultures it is considered appropriate for people to stand very close to each other while talking, whereas in other cultures people like to keep farther apart. For example, Hispanics often view Americans as being distant because they prefer more space between speakers. On the other hand, Americans often view individuals who come too close as pushy or invading their private space.

Touching. Rules for touching others vary from culture to culture. In Hispanic and other Latin cultures, two people engaged in conversation are often observed touching and individuals usually embrace when greeting each other. In other cultures, people are more restrained in their greetings. In the Asian/Vietnamese cultures, for example, it is not customary to shake hands with individuals of the opposite sex.

Eye Contact. Among African Americans it is customary for the listener to avert the eyes, whereas Euro-Americans prefer to make direct eye contact while listening. Among Hispanics, avoidance of direct eye

contact is sometimes seen as a sign of attentiveness and respect, while sustained direct eye contact may be interpreted as a challenge to authority.

Time Ordering of Interactions. The maxim "business before pleasure" reflects the "one activity at a time" mindset of U.S. mainstream culture. Some cultures, however, are polychronic, that is, people typically handle several activities at the same time. Before getting down to business, Hispanics generally exchange lengthy greetings, pleasantries, and talk of things unrelated to the business at hand. Social interactions may continue to be interwoven throughout the conversation.

PROVIDE PARENTS WITH INFORMATION.

Much of the need for information can be satisfied through regularly scheduled meetings, conferences, and planning sessions for a child's individualized education program (IEP). Educators may assume that their own familiarity with public policy is shared by parents of children with disabilities. Usually, this is not the case. Most parents of culturally diverse children with disabilities need help in understanding the basic tenets of the law, including their own rights and responsibilities.

SUPPORT PARENTS AS THEY LEARN HOW TO PARTICIPATE IN THE SYSTEM.

Schools must make a sincere commitment to consider parents as partners in their children's education. Professionals who are attempting to work and communicate with parents of children with disabilities should be prepared to support the parents' rights and responsibilities. In essence, professionals should adopt the role of advocate. Parents from culturally diverse backgrounds should be encouraged to join parent organizations and share their cultural points of view. Educators and other professionals should recognize parents' needs for the following:

* Assurance that they should not feel guilty about their child's disability.

* Acceptance of their feelings without labeling.

* Acceptance of them as people, rather than as a category.

* Help in seeing the positive aspects of the future.

* Recognition of what a big job it is to raise a child with disabilities and help in finding programs, services, and financial resources to make it possible for them to do the job with dignity.

Using these guidelines for communication, teachers and other professionals can assist parents of culturally diverse children with disabilities not only to combat feelings of isolation, but also to achieve a sense of belonging.

ENCOURAGE PARENTAL PARTICIPATION AT HOME.

A growing body of research evidence suggests that important benefits are gained by school-aged children when their parents provide support, encouragement, and direct instruction at home and when home-school communication is active. Children who receive parental help read much better than children who do not. Even instruction by highly competent specialists at school does not produce gains comparable to those obtained when students are tutored by their parents at home (Hewison & Tizard, 1980). Even illiterate parents can promote the acquisition of reading skills by motivating their children, providing an environment that promotes the acquisition of literacy skills, providing comparative and contrasting cultural information, asking the children to read to them, and encouraging verbal interaction about written material.

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ERIC Digests

Meeting the Needs of Gifted and Talented Minority Language Students

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Author: Linda M. Cohen
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Students with special gifts and talents come from all cultural and linguistic backgrounds. Gifted students can be described as possessing an abundance of certain abilities that are most highly valued within a particular society or culture. Many minority language children have special talents that are valued within their own cultures; unfortunately, these students are often not recognized as gifted and talented.

Most procedures for identifying gifted and talented students have been developed for use with middle class children who are native English speakers. Such procedures have led to an underrepresentation of minority language students in gifted and talented programs, which in turn prevents our schools from developing the strengths and abilities of this special population.

This digest explores the controversy surrounding the underrepresentation of minority language students in gifted and talented programs and makes recommendations for more suitable assessment techniques and program models.

Why Are Minority Language Students Underrepresented in Programs for Gifted and Talented Students?

Educators who work closely with minority language students argue that using standardized IQ tests as a primary measure of giftedness does not fairly accommodate the linguistic and cultural differences of these students. These educators look to identify the "able learner" rather than the more narrowly defined gifted student who scores in the top 3% on IQ tests. Able learners are defined by some educators as students in the top 10% of their class who have shown some extraordinary achievement in one or more areas such as science, mathematics, or the performing arts (Ernest Bernal, personal communication, September 13, 1988).

Reliance on IQ tests alone has greatly diminished the potential number of gifted students. Renzulli (1978) indicated that "more creative persons come from below the 95th percentile than above it, and if such cut-off scores are needed to determine entrance into special programs, we may be guilty of actually discriminating against persons who have the highest potential for high levels of accomplishment" (p. 182).

Three percent is a conservative estimate of the percentage of the population that is considered gifted. However, in Arizona, for example, only 0.14% of the students in gifted and talented programs come from language minority backgrounds (Maker, 1987). Using the 3% criterion, one would estimate that 2,900 limited-English-proficient (LEP) students in Arizona could be receiving some type of services for giftedness. An assessment of needs, however, revealed that only 143 LEP children were participating in gifted programs, despite the fact that minority

language students represent 16.17% (96,674) of the school-age population. Other studies indicate that the proportion of Blacks, Hispanics, and American Indians identified as gifted represents only half that expected (Chan & Kitano, 1986).

Table 1 illustrates that, nationwide, Caucasians and Asians are overrepresented, while the percentage of Blacks and Hispanics is only half what would be expected in gifted and talented programs.

Table 1
Percentage of Minority Students Enrolled
in Regular Educational Programs and Special Programs

Minority Group	General Enrollment	Enrollment in Gifted Programs
Caucasians	71.2%	81.4%
Blacks	16.2%	8.4%
Hispanics	9.1%	4.7%
Asians	2.5%	5.0%

Sources: Zappia (1989); Machado (1987).

The concept of giftedness as it relates to culture and values can help explain why more gifted and talented Asian and Pacific-American students have been identified than any other group. Although these children comprise only 2.2% of the school-age population, they constitute 4.4% of the identified gifted students, twice the expected number (Kitano, 1986). (This figure is slightly lower than the statistic given in Table 1 [2.5%], but the table has more recent data.) The traditional Asian values of educational attainment and obedience to authority support achievement in U.S. schools, despite the fact that Asian and Pacific-American cultures differ in many ways from the majority culture.

Different learning styles may also contribute to the underrepresentation of gifted and talented minority language students. Native Americans are often caught between the schools' value of independence and the home and community value of interdependence. In school, students generally sit in rows and face the teacher, whereas in Native American culture, everyone would be seated in a circle and decisions would be made collectively.

Among many Hispanics, cultural differences may also produce manifestations of giftedness that differ from the traditional manifestations in the majority culture. In Puerto Rico, for example, children learn to seek the advice of their family rather than act independently (Perrone & Aleman, 1983). Respect for elders is often valued more than precociousness, which can be seen as disrespectful. Similarly, the Mexican-American child who respects elders, the law, and authority becomes vulnerable in a school system that values individual competition, initiative, and self-direction.

What Are Some Commonly Used Techniques for the Identification of Gifted and Talented Minority Language Students?

Research on the identification of giftedness points to the lack of appropriate assessment procedures. Giftedness is not a trait inherent to native English speakers; however, there is a lack of instruments that can detect giftedness in minority language students (Gallagher, 1979; Llanes, 1980; Raupp, 1988; Renzulli, Reis, & Smith, 1981). Most tests rely on either oral or written language skills. Minority language students who are not considered gifted may, in fact, be very gifted, but unable to express themselves in English. Therefore, many researchers urge that great caution be exercised in using English standardized tests for the identification of linguistic and cultural minority students. These researchers also recommend selecting tests that reduce cultural and linguistic bias.

The identification and assessment of gifted and talented minority-language students is complex because it involves students who are both gifted and talented and from a language or cultural background different from that of middle class, native-English-speaking children. Many researchers and practitioners recommend multiple assessment measures to give students several opportunities to demonstrate their skills and performance potential.

Each school can establish its own relevant criteria to ensure that the screening process is appropriate for a specific target population. Moreover, an assessment team that is sensitive to their needs can represent the population to be served in the program. In addition, teachers can be brought into the identification process, because they have the opportunity to observe students in numerous academic and social situations.

An alternative to using English language standardized tests is the assessment of LEP students in their native language. These tests measure a variety of skills: creative thinking skills such as fluency, flexibility, originality, and elaboration; intellectual development based on Piaget's theory of development (Piaget, 1954; Piaget & Inhelder, 1973); language proficiency; and nonverbal perceptual skills of cognitive development.

Many school districts now include behavioral checklists or inventories, nominations, or related techniques to identify gifted and talented minority language students. Checklists usually compare or rate the student according to general descriptions or more specific examples of behavior deduced from characteristics of gifted persons. Many of these instruments are designed locally, are available from state departments of education, or are available commercially.

Other commonly used methods such as interviews, self-reports, autobiographies, and case histories can also be used to identify gifted and talented minority language students. Interviews are often scheduled as part of the identification or selection process to determine a candidate's general fitness for a program and provide information for instructional planning. The use of case studies to identify giftedness has been documented by Renzulli and Smith (1977) and is recommended because it relies on multiple sources of information about a student's performance. Although these procedures can be cumbersome, time consuming, and complex, they can provide the most valid basis for decision making.

What Types of Programs Are Available for Gifted and Talented Students, and Are They Suitable for Minority Language Students Who Are Selected to Participate?

There are as many different types of programs and instructional models for gifted and talented LEP students as there are different views of intelligence. The program models discussed in this digest demonstrate a wide range of suggestions for choosing a program for gifted and talented students and can stimulate ideas about the types of program that can be implemented. However, each district must implement the program that will best meet the needs of its gifted and talented minority language students. Jean M. Blanning, of the Connecticut Clearinghouse for Gifted and Talented (1980), suggests that, in general, programs for gifted and talented minority language students should allow their students to:

- Pursue topics in depth at a pace commensurate with their abilities and intensity of interest
- Explore, branch out on tangents unforeseen when first beginning a study, without curriculum parameters confining them to a particular direction
- Initiate activities, diverge from the structured format, within a framework of guidance and resources appropriate for such exploration
- ask questions about areas or aspects of studies and find answers which lead to more questions
- Experience emotional involvement with a project because it is based on interests and use of higher levels of ability
- Learn the skills, methodology, and discipline involved in intellectual pursuits and/or creative endeavors
- Think (interpretations, connections, extrapolations) and imagine (ideas, images, intuitive insights) to develop fully into their own product
- Experience the use of intellectual abilities and senses necessary in all creative endeavors.

Enrichment Programs
The most common program model for gifted and talented students is probably an enrichment program, in which students receive instruction in addition to their regular classroom instruction. Enrichment programs provide learning experiences designed to extend, supplement, or deepen understandings within specific content areas (Dannenberg, 1984). Some enrichment programs provide academic services and cultural opportunities for gifted and talented students.

Gifted and talented LEP students at Louis S. Brandeis High School in New York City (Cochran & Cotayo, 1983) attend operas and museums and, in this way, become a part of American culture. Students have said that the program has made them feel "special," because they visit places they ordinarily would not. Another example of activities in an enrichment program would be to have students studying the prehistoric era watch films on dinosaurs, draw pictures of them, and go to a natural history museum to see a dinosaur exhibit.

The decision as to whether or not to implement an enrichment program may be greatly affected by the school district's concept of giftedness. If giftedness is considered a quality to be measured through IQ tests, then perhaps an enrichment program would be seen as a "frill," because it does not concentrate strictly on academics. On the other hand, this program may be particularly appreciated by gifted and talented minority language students, since they often do not receive

this sort of exposure to the arts in a standard instructional program.

Resource Rooms
Another program model uses a resource room, which is usually staffed by a resource teacher. Students may visit the resource room to do special assignments or to check out various educational games or puzzles. In a kindergarten/first grade gifted and talented program in Albuquerque, New Mexico (Beam, 1980), parents are also able to check out items for their children. The resource room provides an excellent opportunity for parents and students to bridge the gap between home and school. However, in many inner-city schools, special programs may be needed to obtain the desired levels of parental support. Also, the establishment of a resource room usually requires physical space for the room, sufficient operating funds, and a resource teacher who has expertise in the area of gifted and talented students.

The Hartford, Connecticut, program "Encendiendo Una Llama" ("Lighting a Flame") has been in operation since 1979 and uses a resource room, an after-school program, and a regular classroom component to provide services for gifted and talented minority language students. This program emphasizes language development in English and Spanish, high-level thinking skills, independent work and study skills, and development of creative thinking. It is an integrated program in which English-dominant children also participate. In each of the participating Hartford schools, the bilingual gifted and talented program is the only gifted program in the school, and all children are eligible to participate, regardless of their language background.

Parent Involvement Programs
Many programs include a strong parent involvement component in which parents can help support their children's development at home while the school can be used as an additional resource. Although it is important for all parents to be involved in their children's education, it is particularly critical to develop a strong link between the home and the school for gifted and talented minority language children.

Many programs provide parents with checklists to help assess their children. In addition, programs often provide booklets of home activities through which parents can encourage critical thinking and creativity.

Acceleration or Honors Programs
Many people associate acceleration or honors programs with gifted and talented programs. These programs may include skipping grades, early entrance, early graduation, credit by examination, nongraded classes, and advanced placement classes (Dannenberg, 1984). Some gifted students who seem bored in school may benefit from an accelerated program that provides an academic challenge and keeps them involved in school. However, it may be difficult to identify these students, who initially may not be seen as gifted.

Some educators who adhere to the narrow definition of giftedness as high IQ may not feel that an honors program is appropriate for students who fit the broader definition of the able learner. This attitude is refuted in the film Stand And Deliver, which is based on a true story about several minority language students at an inner-city school in Los Angeles. These students were not considered gifted by many of their teachers, yet they were the only students in their school to

pass the Advanced Placement exams given by the Educational Testing Service for college credit in calculus. Their success can be attributed largely to their mathematics teacher, Jaime Escalante, who had very high expectations for them and refused to believe that they were unable to think critically simply because they were from low-income, minority language backgrounds. He encouraged their participation in these special advanced classes (held at night and on Saturdays in overcrowded, stifling classrooms) to prove to other students, the faculty, and themselves that they were intelligent. Moreover, these students gained new, strong, self-concepts, which inevitably improved their academic skills and gave them the courage and discipline to pursue a college education.

Mentor Programs
Another program model for gifted and talented education is the mentor program. Mentors provide role models for the students, giving them an opportunity to interact with adult professionals. Through the Higher Achievement Program in Washington, DC, elementary and junior high school students from low-income neighborhoods are tutored by volunteers 2 nights a week. To be eligible for the program, students must show a high level of motivation and pass a qualifying examination. One night each week is devoted to verbal skills such as reading comprehension, vocabulary, and writing; the second night is devoted primarily to mathematics and related skills. Critical thinking skills are stressed in all subjects.

The mentor program has many psychological and social benefits for the students and is a low-cost program if the school district recruits area professionals as volunteers. School districts located near universities can encourage them to establish a course in which official credit is given to university students who participate as mentors. If the mentors are sensitive to the needs of particular cultural and linguistic groups, they can provide positive role models for the students. The mentor program concept can be a solution to difficult budget constraints and has been used by numerous school districts around the country.

Recommendations for Change

The following recommendations may improve the assessment and educational programs of gifted and talented minority language students.

- **Broaden the concept of giftedness**. Broadening the concept of giftedness to include able learners will allow for the identification of a greater proportion of gifted minority language students. A broader definition of giftedness may be the first essential step toward identifying and educating gifted and talented minority language students.
- **Expand research on giftedness and minority language students**. Although there is a large body of literature on gifted and talented students in general, there is much less literature on gifted and talented minority language students. This may be because many researchers in the past did not consider minority language students as gifted, based on the traditional measure of giftedness as a high IQ score. Further research is needed on all the able learners in our schools, including minority language students.
- **Employ more well-rounded assessment techniques**. If there is a lower-than-expected proportion of minority language students identified as gifted, then the identification and assessment process should be examined to determine why these students have not been

identified. School districts may need to find creative solutions to the problem of how to identify gifted and talented minority language students by using nontraditional methods.

The identification of minority language students can include multiple criteria (with information from as many sources as possible) that are relevant to the needs of the population. Using multiple instruments can result in a more precise picture because it provides information about students from different perspectives. A combination of assessment instruments can help ensure that a student's ability to participate effectively in a gifted and talented program is adequately measured.

- **Increase staff awareness of their potential for developing a gifted and talented program**. Regardless of the program model selected for implementation, administrators must first examine the resources they have within their school system. Upon entering the school district, teachers could be asked to complete a questionnaire about their abilities and interests and whether or not they would be interested in participating in a gifted and talented program. For example, a teacher who has played piano for 10 years might be interested in teaching a course in music appreciation. Administrators need to be aware of the unique talents within their own staff as they identify local personnel who may be able to contribute their time, effort, and expertise to gifted and talented programs.
- **Explore various program models**. No single model can be recommended as the "best" instructional approach for gifted and talented minority language students, because each population is unique and each program has its own specific goals and objectives. The type of program implemented may depend on several issues such as the instructional model, the talents of the students, the number of gifted students identified, the talents of the professional staff, the availability of qualified personnel, the level of commitment of the school and school system, and budget constraints.
- **Increase awareness of different ways giftedness may be manifested in different populations**. Many students are gifted or talented. Teachers face the challenge of identifying, developing, and supporting their students' talents. Although this may be a challenge, it is also a rewarding experience. Watching students grow to their fullest potential and knowing that, as the teacher, you have played an integral part in your students' growth are great personal and professional triumphs.

Conclusion

This digest highlights some of the current debates in the education of gifted and talented students focusing on the definition of giftedness, the assessment of gifted students, and the development and implementation of gifted programs. Providing appropriate gifted and talented programs for students from linguistically and culturally diverse backgrounds is a challenge that many school districts face. Since minority language students represent an increasing percentage of the total school population, meeting the educational needs of gifted minority language students is vital. All students, including minority language students, deserve the most challenging instruction possible.

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ERIC Digests

Minorities in Science and Math

While the nation is concerned about the shortage of teachers at the K-12 grade levels, especially in science and mathematics, there is also continuous concern about attracting and retaining more students in these subject areas. Looking to the year 2000 and beyond, we face the potential of a serious shortfall in the number of individuals entering the fields of science and mathematics. This is especially true for underrepresented minority students (Blacks, Hispanics, and American Indians). In the years ahead, these underrepresented minorities will constitute a growing population within the pool of students from which a highly skilled workforce will be drawn.

Minorities are underrepresented at every level from elementary to graduate school. Lack of preparation in science among under-represented minority groups in the early elementary grades undermines enrollment and success in secondary-level school programs and, ultimately, in college and career choices later in life.

As the nation's economic base shifts increasingly toward technology, participation and achievement in science and mathematics among minority students become increasingly important. Unfortunately, minority students, those who form the most rapidly growing portion of our school-age population, are the ones that are most left out of science and mathematics. By not studying these subjects, both the minority students and the United States as a whole stand to lose. The minority students are depriving themselves of many career choices, including the skilled technical and computer-oriented occupations as well as access to white male-dominated, high salaried occupations. Further, a basic understanding of science and mathematics is essential for all students, not only those pursuing careers in scientific and technical fields. Adequate preparation in science and mathematics enables students to develop intellectually and socially, and participate fully in a technological society as informed citizens (Clark, 1996). The United States can meet future potential shortfalls of scientists and engineers only by reaching out and bringing members of underrepresented minorities into science and engineering. America's standing and competitiveness depend on it (Task Force on Women, Minorities, and the Handicapped in Science and Technology, 1988).

CHANGING DEMOGRAPHICS
Differing fertility rates, immigration patterns, and age distributions, and thus death rates, of population subgroups suggest that the 21st century profile will contrast sharply with that of the 20th century. If the pattern continues, around the year 2030 the total elementary-school-age cohort of the United States could be about equally divided between Whites and all other racial and ethnic groups combined. Over the next 20 years, Blacks, Hispanics, American Indians, and Asian Americans would together outnumber the total White population of elementary school children (Hodgkinson, 1992). The composition of this projected workforce causes great concern in the scientific community and suggests that the United States must make greater efforts in increasing the proportion of minorities choosing careers in science.

STATUS OF MINORITIES IN SCIENCE
Too few minorities (Blacks, Hispanics and Native Americans) are represented among the population of scientists in the United States. Despite substantial gain over the past decade, minorities are still underrepresented in science and engineering, both in employment and training (NSF, 1996).

Data from the National Science Foundation (NSF, 1994) indicate that in 1990, racial and ethnic minorities constituted 22% of the civilian labor force but only 14% of the science and engineering labor force. Underrepresented minorities (Blacks, Hispanics, and American Indians) represented 19% of the total labor force and 8% of the science and engineering labor force. Asian Americans were well represented in the science and engineering labor force, at 3% of the total labor force and 6% of the science and engineering labor force. Women made up 46% of the labor force in all occupations, but only 22% of the science and engineering labor force.

In the year 2000, it is projected that 85% of new entrants to the workforce in the United States will be females and members of minority groups. Based on this percentage, the goal should be clear. Both groups should be represented in the scientific and technology professions in proportion to their presence in the population as a whole.
Although Blacks demonstrated significant progress during the decade from 1980 to 1990, in both science and math courses taken and in student achievement, they continue to be underrepresented in the science and engineering labor forces. Hispanics also remain underrepresented, with little progress being made during the past decade (NSF, 1994). Limited statistics available on American Indians in the labor force suggest that they too are underrepresented in science and engineering.

BARRIERS TO SUCCESS
Factors contributing to unequal participation of minorities in science and mathematics education include understaffed and under-equipped schools-usually found in minority communities-tracking, judgments about ability, number and quality of science and mathematics courses offered, access to qualified teachers, access to resources, and curricula emphasis (NSF, 1996) Inequities in school funding can also highlight the social context of schooling. Schools, particularly secondary schools, in urban areas with a high proportion of economically disadvantaged or a high proportion of minority students offer less access to science and mathematics education.

According to NSF (1996), being labeled by ability is very important to student achievement because teachers tend to have different expectations of students in the various groups. Teachers of "high-ability" classes are more likely than those of "low-ability" classes to emphasize the development of reasoning and inquiry skills. Students in "low-ability" classes are more likely to read from a textbook and spend time doing worksheet problems and less likely to be asked to write reasoning about solving a mathematics problem and participate in hands-on science activities.

Minority students also have less access to qualified teachers. Math classes with higher proportions of minorities are less likely than those with lower proportions of minorities to have

teachers with majors in the mathematics.

The instructional emphasis in largely minority classes are likely to differ as well. The teachers in science and mathematics classes having a high minority enrollment are more likely to emphasize preparing students for standardized tests and are less likely than those in classes having fewer minority students to emphasize preparing students for further study in science or mathematics.

All too often, at the elementary school level, usually around the middle school grades, many students, especially minority students, learn to dislike or fear science and mathematics and take only the minimum required courses in these subjects at the junior and senior high school levels. The damage done is incalculable. They emerge from elementary and secondary schools without an adequate grounding in science and mathematics. Even if they become interested in the subjects in later grades, it is often too late to take the courses necessary to pursue careers in the fields of science and mathematics in college.

TRANSFORMING TEACHING AND LEARNING

To ensure that all students receive an appropriate, high-quality science and mathematics education, measures should be taken by educators to ensure that underrepresented minorities have improved opportunities and greater encouragement to participate fully in science and mathematics education. Curricular and instructional methodologies need to be updated to include cooperative learning and accommodate alternative learning styles. The science program should be designed to foster enthusiasm, interest, and competence both for pursuing careers in the field and for the acquisition of skills and knowledge demanded by an increasingly technological society.

SUGGESTIONS FOR TEACHERS

For effective science and mathematics teaching, the teacher should:
*Incorporate manipulative materials and hands-on activities as regular instructional strategies. Provide opportunities for students to engage in problem-solving inquiry-based activities.
*Have high expectations in science and mathematics for all students.
*Encourage and challenge all students. Provide experience that will challenge the students intellectually.
*Involve all students in classroom activities and discussions. Present science as a subject that everyone can learn.
*Employ a variety of teaching styles and strategies. Modify and adapt materials and learning to allow the fullest possible participation of all students.
*Provide opportunities for students to learn how science and mathematics are applicable to daily living and valuable to future education and employment. Encourage all students to apply classroom learning to practical situations. Also, help students connect life experiences to learning experiences.
*Make provisions for as much individualization as possible. Provide cooperative learning activities that will provide students opportunities to associate with each other, learn from each other, and gain respect for each other.
*Involve appropriate role models in career exploration activities.
*Encourage parents' interest in promoting science and mathematics.

It is important for teachers to help students develop to their maximum potentials by involving

them in classroom experiences that will (a) challenge them intellectually, and (b) prepare them for a life of continuous learning. Without sufficient instruction, many students, whether they are slow learners, average, gifted, or from other exceptional groups, will show little interest in science and mathematics. They will eventually "turn off" to science and mathematics and never realize their potential in these subjects.

PARENTAL INVOLVEMENT

There are several things that every parent should know about science and mathematics classes. Among them are:

*Given support and encouragement, all students can perform well in science and mathematics courses.

*All students should take science and mathematics courses every year.

*Students learn science best through hands-on experiences.

Here are ways parents can guide children toward excellence in science and mathematics:

*Get involved in creative educational programs in the community. (a) Visit the museum. There are a variety of exhibits and classes held for children and their parents at museums. (b) Check local colleges and universities for summer science and mathematics programs or information about science and mathematics programs for school-age children. There are several National Science Foundation (NSF) funded programs designed to help children develop an understanding of science and mathematics. These programs emphasize "hands-on" experimentation and exploration.

*Encourage children to read about science. Check the local library for books about science and easy-to-do science projects.

*Watch science TV with children. There are several good science programs on television, such as National Geographic Specials, NOVA, Nature, and Bill Nye-The Science Guy, designed specifically for children. As parents watch with their children, they should help them ask questions and understand the concepts presented.

*Shop for items for home science. Go to museums and bookstores and look at science books for children. Look for books that have science activities in them.

*Encourage natural curiosity. Share informal education activities frequently through visits to zoos, museums, and local high technology companies. Go to toy stores and look for games that encourage children to think, ask questions, test solutions, etc.

All students, minority students in particular, need to know the importance of science and mathematics in their daily lives. Knowledge of these subjects help them to develop intellectually and socially. Science is a way of thinking, a way of understanding the world. Minority students need to understand that early involvement with the substance of science and mathematics can open gates for them into all the domains of knowledge and employment. Science and mathematics are shaping the future; studying these subjects prepares them for a place in that future.

THE CHALLENGE

Teachers are called on to provide quality education to all children and prepare them to live and work in a world transformed by rapid growth in new technologies, international competitiveness, economic globalization, and increasing demographic shifts. Americans must become aware that

future shortfalls of scientists and engineers can only be met by bringing minorities into the pool of science and mathematics majors. As a new century approaches, the promise made by America and articulated by Franklin D. Roosevelt over a half century ago must be reclaimed: "We seek to build an America where no one is left out." America must ensure that all children receive a quality education and have access to economic opportunities (Quality Education for Minority Project, 1990).

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WORLD WIDE WEB RESOURCES
Quality Education for Minorities Network
http://qemnetwork.qem.org

Women and Minorities in Science and Engineering
http://www.ai.mit.edu/people/ellens/Gender/wom_and_min.html

SUMMA (Strengthening Underrepresented Minority Mathematics Achievement (SUMMA) Program of the Mathematical Association of America)
http://www.maa.org/summa/archive/summa_wl.htm

Equity
http://www.serve.org/Eisenhower/equity.html

Frequently Asked Questions – Gifted & Talented Underachievement

(This document is intended to provide guidelines for interpreting 704 Kentucky Administrative Regulation (KAR) 3:285. Programs for the gifted and talented, in relation to underachievement. **Kentucky Department of Education is here to assist in the implementation of this interpretation and/or the regulations on underachievement.)**

Q: How do you define underachievement?
A: A common, general definition for underachievement as it applies to education is described as a student achieving poorly and/or less than his/her potential or mental abilities would indicate he/she should be capable of attaining. Another common indicator of underachievement is observed discrepancies between intelligence test scores and academic performance. Underachievement can also be described as a gap between teacher or parent expectations and student performance. Underachievement essentially is a discrepancy between potential and performance, or ability and achievement, or simply, unfulfilled potential. Who is to determine what will measure this unfulfilled potential? The potential of the underachiever is difficult to define, according to research. Any discrepancies should be observable over a substantial period of time.

The variations in definitions of underachievement come from how ability and achievement are measured. (Rimm, 2006) Although precise operational definitions provide clarity for research, they lack flexibility for identifying specific causes of underachievement. (Reis and McCoach, 2000).

> Sally Reis (2000) states that there is no universally agreed upon definition of gifted underachievement.
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> According to James R. Delisle and Sandra L. Berger (1990), underachievement is often seen as a problem of attitude or work habits. Gifted children who do not succeed in school are often successful in outside activities such as sports, social occasions, and after-school jobs. Even a child who does poorly in most school subjects may display a talent or interest in at least one school subject. Thus, labeling a child as an "underachiever" disregards any positive outcomes or behaviors that child displays. It is better to label the behaviors than the child (e.g., the child is "underachieving in math and language arts" rather than an "underachieving student").
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> James Delisle states: "While pretending to have the best interests of underachievers at heart, authors on this topic do their best to zap out of these often creative children the very essence of what has kept them alive, intellectually speaking: their nonconformity and their refusal to accept mediocrity in their education." Delisle continues, "There is no argument that some very capable children are not performing as well in school tasks as they could. It is equally true that some individual schools and teachers provide little intellectual sustenance for gifted students."
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> 704 KAR 3:285. Programs for the gifted and talented states: Section 1. Definitions.
> (33) "Underachieving" means the development of a significant gap between a student's potential ability and demonstrated achievement to a degree that there is an overall diminished ability to achieve at the expected level of ability.

Q: What is the definition a gifted/talented underachiever?
A: A gifted underachiever is a student who demonstrates high ability in their area of identification, but does not perform at that level in the classroom. It is important to recognize the student's level of potential. A gifted underachiever would expect to fall short of fulfilling that potential. A non-gifted underachiever will not likely have high ability, high intelligence or high achievement test scores.

Q: What would qualify a student as underachieving in each area of giftedness?
A: The most commonly applied standard is performing below the average for the current grade/subject level (Math, Language Arts, Social Studies, Science, Music, Drama, Dance, Visual Art, all of which have a curriculum).

> **The National Research Center on the Gifted and Talented (NRCGT) states:** The academically able underachiever (in Math and Language Arts) shows a discrepancy as evidenced by lower than expected academic performance by meeting both of the following criteria: 1) Has grades in the bottom half of his/her class or has a "C" average. 2) Is recommended by the classroom teacher, gifted specialist, and/or counselor as being a bright underachiever. To be "identified " as an underachiever, the gifted student needs to be underachieving during the current academic school year. Students who have done poorly in previous school years, but have improved his/her grades recently should NOT be included in this group. This can be observed as failing to achieve the academic level of which he/she is capable and often below achievement levels of those with average abilities.

Caution: Students who are talented in the visual/performing arts but are also introverted, shy or have low self-esteem may have difficulty performing for an audience/audition and not have the ability to showcase his/her talent. Low socio-economic students may lack formal training with little or no opportunities for enrichment. (Ford, 1996) These students may be truly gifted yet underachieve *before* they are ever identified as gifted/talented.

To determine underachievement in the area of General Intellectual ability, a test of cognitive ability or the use of a current CSI (Cognitive Skills Index) score may help to decide if the student is performing up to the level of his/her mental abilities. Underachievers may exhibit a decline in IQ or achievement test scores over time. This can also be observed in classroom activities and assignments. A student identified as gifted in the area of general intellectual may or may not show his/her abilities through academic achievement and have more to do with his/her thinking abilities. Examples include: a student who may score high on a *Stanford-Binet* and likely be a student with high verbal and abstract reasoning abilities, but may not have a high level ability in math, science, art, etc. or a student who may score high on the *Raven Progressive Matrices* or the *Wechsler Intelligence Scale for Children* indicating high visual-spatial abilities, but may not ensure high academic performance. High visual-spatial abilities are not always accessed in regular classroom activities and assignments.

Is the student working at their level of potential in relation to how they use abstract reasoning, logical reasoning, social awareness, memory, nonverbal ability and the analysis, synthesis, and evaluation of information? Is the student consistently standing out among peers in these capacities? The underachiever will not be performing at his/her level of ability.

> KY Regulations state: Section 1. Definitions.
> (16) "General intellectual ability" means possessing: (a) Either the potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability, which is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, nonverbal ability and the analysis, synthesis, and evaluation of information; and (b) A consistently outstanding mental capacity as compared to children of one's age, experience, or environment.

In relation to leadership, I think we can look at unfulfilled potential as observed by someone who knows the child and is familiar with high levels of ability in leadership. Another way to look at underachieving

leaders is to observe students who use their abilities in socially unproductive and unacceptable ways, often leading students in the "wrong" direction.

> An underachieving leader may choose unethical and expedient solutions to problems, going with the group rather than against it, compromise his/her values, lack commitment to principles and causes, does not identify with humanity, cannot admit to his/her shortcomings, and is unwilling to accept societal norms. (Ford, 1996)

> KY Regulations state: Section 1. Definitions.
> (26) "Psychosocial or leadership ability" means possessing either potential or demonstrated ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and written expression, managerial ability, and the ability, or vision, to set goals and organize others to successfully reach those goals.

In relation to creativity, again, I think we can look at unfulfilled potential as observed by someone who knows the child and is familiar with high levels of ability in creativity. Creative underachievers may have high scores on measures of creative ability yet demonstrate few of the characteristics of creativity; divergent thinking, flexibility, fluency elaboration, originality, etc.

> A creative underachiever may produce ideas but lack initiative to follow through and fail to generate products needed to evaluate his/her creativity. Conversely, underachievers can demonstrate creative behaviors, yet he/she fails to demonstrate creative abilities on standardized tests. (Ford, 1996)

> KY Regulations state: Section 1. Definitions.
> (8) "Creative or divergent thinking ability" means possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks as evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways.

Caution: Paper/pencil tests and timed tests often conflict with creative and divergent thinking.

Q: What is the purpose of identifying underachieving students?
A: The law states we should help meet individual student needs commensurate with their interests, needs and abilities and to facilitate a high level attainment of goals. If an underachieving student is not recognized and not working up to his/her abilities and attaining a high level of goals, he/she may be considered "at risk" for dropping out of school, prone to disciple problems, depression, suicide, or other potential negative outcomes. It could be considered a tragic loss to society and more importantly, have extensive personal consequence when one does not work to his/her potential. All students have a right to an education designed for their level of needs, interests, goals and abilities. To what degree gifted & talented underachievers are identified and monitored is up to the interpretation of what are the students' interests, needs, abilities and goals.

Q: Who will help these students identified as underachievers?
A: Individual student needs and abilities and the high level attainment of goals are correlated to his/her individual achievement/underachievement. **The local school district shall provide** professionally qualified and certified personnel to differentiate instruction to meet his/her *individual needs,* provide educational experiences commensurate with his/her interests, *needs and abilities; and facilitate the high level attainment of goals.*

704 KAR 3:285. Programs for the gifted and talented states: Section 8. Personnel. A local school district shall ensure that direct services to students identified as demonstrating gifted and talented behaviors and characteristics shall be provided by professionally qualified and certified personnel as required by the Education Professional Standards Board.

 (1) A teacher shall be appropriately endorsed in gifted education in accordance with 704 KAR 20:280 if the teacher works:

 (a) directly with identified gifted pupils in addition to the regularly assigned teacher; or

 (b) For at least one-half (1/2) of the regular school day in a classroom made up only of properly identified gifted students.

 (2) All other personnel working with gifted students shall be prepared through appropriate professional development to address the individual needs, interests, and abilities of the students.

704 KAR 3:285. Programs for the gifted and talented states: Section 6. Service Delivery Options. (1) A student diagnosed as possessing gifted characteristics, behaviors or talent shall be provided articulated, primary through grade twelve (12) services which:

 (a) Are *qualitatively differentiated to meet his individual needs;*

 (b) *Result in educational experiences commensurate with his interests, needs and abilities;* and

 (c) *Facilitate the high level attainment of goals* established in KRS 158.6451.

General Cautions:
1) Test scores may not predict long-term performance.
2) Different causes at different times affect academic behavior. It may be situational or temporary, and not a chronic problem.
3) Educators may not have reliable information to assess how many gifted students are underachieving.
4) Students may be observed over time to see a noticeable pattern, however, most of the gifted population is rarely challenged to use his/her ability, and you may see a large number of students falling into the definition of underachievement.

Conclusion:
This document is intended to provide guidelines for interpreting the regulations regarding gifted and talented students in relation to underachievement. **The definitions and regulations for underachievement presented are not conclusive and are interpretive. Kentucky Department of Education is here to assist in the implementation of this interpretation and/or the regulations on underachievement.**

Other:
The earlier underachievers are recognized, the better chance there is to reverse underachievement.

"What the individual achieves affects what the learner becomes." ~~Johyn Goodlad, 1964

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Leah Ellis

ERIC Digests

Helping Underachieving Boys Read Well and Often

The ability to read well is the most important skill children can acquire. Reading ability and the desire to read vary significantly among groups of children, however. This was demonstrated, for example, by the findings of the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), a national study on school readiness that measured children's ability to identify by name uppercase and lowercase letters of the alphabet, associate letters with sounds at the beginning and ending of words, recognize common words by sight, and read words in context. ECLS-K found that on all these measures girls were more proficient than boys, whites more proficient than non-Asian students of color and Latinos, and children from higher socioeconomic (SES) backgrounds more proficient than lower SES children (reported in Coley, 2002). Moreover, the reading gap between whites and students of color frequently widens with age (Coley, 2001).

There are many reasons why some children do not read well and do not like to read, some of which are related to biological and cognitive factors. Other impediments to reading achievement include the use of ineffective teaching strategies and materials; the lack of sufficient and enticing reading resources in schools, communities, and homes; and family habits that do not include reading. This digest provides information on how schools and families can improve the reading skills of native English speaking children, particularly poor elementary school level boys of color. It focuses on ways to increase the time they spend reading and the enjoyment they get from doing so; it does not cover strategies for teaching reading. The recommendations presented below, based on the analysis and experience of experts, have proven to be particularly useful with boys who are most at risk of underachievement but least likely to view reading as an important activity.

HOW BOYS VIEW READING

Boys tend to learn to read at an older age than girls, take longer to learn, and comprehend narrative texts less easily. Boys also value reading less, and see reading as a way to get information rather than as a recreational activity (Simpson, 1996; Smith & Wilhelm, 2002). While researchers differ on whether boys of color see reading as "acting white," and, thus, something to be avoided (Smith & Wilhelm, 2002), one study of African American boys found that they resented activities they defined as schoolwork, believing that they will never benefit from an education (Tanksley, 1995).

READING MATERIALS THAT BOYS LIKE

Boys tend to read a "wider number of genres over a broader range of topics" than girls (Simpson, 1996, p. 272). They are usually most interested in books and periodicals about hobbies, sports, and activities they might engage in, and in informational resources. They like escapism (science fiction, adventure, and fantasy) and humor more than fiction and poetry, and they like to collect series of books (Simpson, 1996; Smith & Wilhelm, 2002).

Reading choices made for boys frequently do not reflect their preferences, since girls are clearer and more vocal about what books they want, elementary school teachers are predominantly women, and mothers rather than fathers select reading materials for their children. Obviously, then, involving boys in the selection process will increase their attentiveness (Simpson, 1996). Further, boys, like all children, want to see characters like themselves sometimes. Therefore, materials should feature people of different ethnicities, races, and backgrounds who live in a variety of types of homes and communities. (One resource for materials of particular interest to African American children is a bibliography produced by the National Association for the Education of Young Children [Brown & Oates, 2001]).

CLASSROOM STRATEGIES FOR INCREASING BOYS' READING

Reading aloud by teachers, guest readers, and students is a valuable classroom activity to which substantial amounts of time should be allotted. It is especially beneficial for boys who may not be reading at other times and need to be introduced to the pleasure that reading provides. Teachers can capture boys' interest by associating the material to be read with their existing knowledge. When they read aloud to boys, teachers can help them to associate sounds with symbols by letting them follow along with the text. Rotating reading materials of different genres allows boys to see the many types of reading materials available--not just novels and textbooks, but also newspapers and magazines, how-to guides, comics, and computer programs--and their multiple uses (Simpson, 1996).

Boys gain confidence in their reading ability when they read aloud in class. Frequent interruptions or corrections undermine this confidence, however. Since teachers correct boys' reading more than girls', they need to be sensitive to the effects of their criticism (McCarthy, Nicastro, Spiros, & Staley, 2001; Smith & Wilhelm, 2002). Additional time for silent reading promotes the independent development of skills and the enjoyment of reading.

Teachers can help boys comprehend reading materials and promote analytical thinking by involving them in class or group discussions. Students can review the content, purpose, and presentation of particular types of books, and how they differ. They can "talk about stories as constructions of the world, not as reflections of it," and can consider whether they empathize with the characters. They can use their imaginations to recast a story using characters of a different sex or ethnicity. Because girls tend to dominate discussions of books, teachers need to take care that boys participate (Simpson, 1996, p. 278).

A library in the classroom stocked with attractive age- and ability-appropriate books encourages boys to pick up one when they have a free moment. Inviting all children to design the library area, and to choose and organize the books, promotes use. Regular visits to the school library show boys a much wider range of reading materials and foster their desire to improve their skills so they can read the more sophisticated material there. Outings to the public library serve the same purpose. Also, getting children library cards encourages future visits with their families (Calkins, 1996).

JOINT STRATEGIES FOR THE SCHOOL, COMMUNITY, AND HOME

Schools, libraries, and community groups can join with families to improve boys' reading. Adults can talk about how reading alone and with friends, looking for books in stores, libraries, and flea markets, giving books as gifts, and sharing what they have learned, makes them happy and helps them relate to others (Calkins, 1997).

More formally, organizations can implement reading programs. They can provide male reading role models of color to help boys develop the habit of reading. Such role models are especially important for boys living in homes without men, and including them in a supplementary education program can help compensate for families that do not read at home. Men can model reading by doing so themselves and reading aloud to children, and by telling children why reading enriches their own lives (Tanksley, 1995). A tutoring program can also employ adult role models. Alternatively, it can pair less proficient readers with more accomplished students who can instinctively select appealing books, articles, and manuals providing instructions for engaging in an activity or constructing a model. Of course, all tutors can use school texts (Tanksley, 1995).

ACTIVITIES FOR PARENTS
Schools can help parents promote their children's reading by communicating that it is important to read to sons (every day, if possible), that they do not have to be well educated to do so effectively, and that schools cannot be solely responsible for their children's education. Schools can direct parents to free sources of reading materials (such as the school itself, libraries, and community organizations) and manage book swaps. They can also encourage parents to allow their children time for reading and provide an inviting place for it. Parents can also be helped to integrate reading with their children naturally into their schedules (Coley, 2002; McCarthy et al., 2001; North Carolina, 1999; Tanksley, 1995).

Parents can model reading, sharing what they have learned, recommending good books, and mentioning what they want to learn from reading in the future. Parents and sons can read together, selecting increasingly difficult materials to help boys improve their skills and promoting positive interactions as they predict what will happen in a story and then discuss what did happen and why. Parents and sons can look up information together both to show the value of reading and to help boys develop problem-solving skills. Parents can take books along on long trips or to places where waiting is anticipated to help boys appreciate the value of reading as recreation. Finally, parents can maintain a reading log with their sons that indicates what, when, and how much the boys are reading. The log keeps parents informed, supports their sons' efforts, and encourages reading together (Calkins, 1996; McCarthy et al., 2001; North Carolina, 1999; Tanksley, 1995).

CONCLUSION
Many enticements compete for children's time, television most especially. For boys, the desire to be physically active can further impede their interest in reading. Therefore it is necessary to help boys select and use reading materials that are as entertaining as television, tap into their special interests and answer their unique questions about the world, and provide information that facilitates their participation in sports and other group activities.

Finally, the reading that boys do should not be dismissed as inconsequential even though it often does not include the novels and other traditional materials usually read by girls. The genres preferred by boys can be equally helpful in their development of reading, thinking, and problem solving skills, and should be considered key resources in their education.

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APPROPRIATE EDUCATION FOR GIFTED GLBT STUDENTS

The National Association for Gifted Children (NAGC) periodically issues policy statements dealing with issues, policies, and practices that have an impact on the education of gifted and talented students. Policy statements represent the official convictions of the organization.

All policy statements approved by the NAGC Board of Directors are consistent with the organization's belief that education in a democracy must respect the uniqueness of all individuals, the broad range of cultural diversity present in our society, and the similarities and differences in learning characteristics that can be found within any group of students. NAGC is fully committed to national goals that advocate both excellence and equity for all students. We believe that the best way to achieve excellence and equity is through differentiated educational opportunities, resources, and encouragement for all students.

Many educational groups, at the national, state, and local levels, are concerned about how best to meet the particular needs of students who are gay, lesbian, bisexual, and transgendered (GLBT). NAGC, which has an organizational policy of non-discrimination toward GLBT persons, supports practices of equitable and sensitive treatment of GLBT youth and recommends that educators demonstrate understanding and equity toward gifted GLBT students in their schools.

Similar to other gifted youth, GLBT students may have strengths in any of the federally defined areas of giftedness: intellectual development, academic achievement, creativity, visual and performing arts, and leadership. Further, like other gifted youth, these students are present across races, genders, ethnic groups, income levels, geographical locations, religions, and abilities/disabilities. However, unlike most other groups of gifted students, GLBT youth may be placed in social-emotional double jeopardy: they may not only feel different from other youth because of their gifts but they may also feel isolated due to their sexual identities. These young people may experience unusually high rates of verbal and physical harassment, substance abuse, sexually transmitted diseases, homelessness, and differential access to school services that can contribute to substantial problems such as dropping out of school, contemplation and completion of suicide, and many other by-products of social alienation.

It is critical to note that GLBT youth may be known or not known as sexual minorities to educators. Regardless of whether these youth are "out" or "not out" as GLBT persons, the assessments and programming that they receive should be sensitive to GLBT culture, taking into account the special ways in which gifted GLBT youth may display intellectual, academic, creative, artistic, and leadership excellence. Both in classrooms and school libraries, programming efforts for gifted GLBT youth should address a range of academic, affective, and career needs related to their development as gifted *and* GLBT people. Academic programming should be differentiated, empowering gifted GLBT students to develop their unique learning potential and interests in GLBT-sensitive school settings. Affective programming needs to provide for student safety, evoke acceptance and appreciation, develop social skills, and nurture self-advocacy abilities. Career education should encourage gifted GLBT youth to consider a range of careers as wide as the span of their talents and interests rather than urge them into stereotypically gay or stereotypically straight positions in which they must submerge their true identities.

Whether engaged in academic, affective, or career programming, educators dealing with gifted GLBT students must model openness, fairness, and sensitivity regarding sexual-orientation issues. Because school environments may not support GLBT students, pre-service and in-service teachers, counselors, and other educational professionals must be trained specifically to create a safe and productive environment for gifted GLBT youth. A GLBT-supportive school atmosphere encourages adult and student acceptance of others and creates an environment where students develop self-understanding and pride. Only through such purposeful support of these students' development as *both* gifted *and* GLBT will these students be able to develop fully.

Resources for Autism and other Disabilities:

Kentucky Autism Training Center
University of Louisville.
Louisville KY 40292
502-852-5555
1-800-334-UofL (8635)
http://louisville.edu/kyautismtraining/

Autism Society of America 7910 Woodmont Ave., Suite 300
Bethesda, MC 2014
301.657.0881
800.328.8476
www.autism-society.org

National Information Center for Children and Youth with Disabilities
NICHCY
P.O. Box 1492
Washington, DC 20013
(800) 695-0285 · v/tty
(202) 884-8441 · fax
www.nichcy.org

Cabinet for Families and Children
502.564.7130
http://cfc.state.ky.us

The Challenge; Winter 2004 had an article titled "Before Referring a Gifted Child for ADHD Evaluation" by Sharon Lind, M.S.Ed., copyright, 1996
The link is:
http://www.sengifted.org/articles_counseling/Lind_BeforeReferringAGiftedChildForADD.shtml

Gifted But Learning Disabled: A Puzzling Paradox
http://www.kidsource.com/kidsource/content/Gifted_learning_disabled.html

Tourette Syndrome in the Classroom
http://www.tsact.org/images-downloads/TS%20in%20the%20Classroom.pdf

Section 11 – Parent and Family Connections

Parents and families play an extremely important role in whether or not a gifted child will reach potential. In addition, parents are much better at identifying giftedness in their children than teachers, unless teachers have had specific on-going training in identification of gifted children. Since it is the parent who profoundly influences children, it is the job of educators to help parents with this awesome responsibility.

Section Includes:

- FAQ's for Parents
- Gifted and Talented Description
- Why Choose Math
- Characteristics of Creative Gifted
- Communicating with Culturally Diverse Parents of Exceptional Children
- Parent Involvement
- What Gifted Students Want from Their Parents
- What Parents Can Do
- Understanding the Social and Emotional Issues of Gifted Kids

Gifted & Talented Education - Frequently Asked Questions for Parents

(This document is intended to provide guidelines for interpreting 704 Kentucky Administrative Regulation (KAR) 3:285. Programs for the gifted and talented. Kentucky Department of Education is here to assist in the implementation of this interpretation and/or the regulation.)

Gifted and Talented (GT)
Primary Talent Pool (PTP)
Gifted Student Service Plan (GSSP)

GIFTED & TALENTED STUDENTS

Q: According to 704 KAR 3:285. Programs for the gifted and talented, what defines a GT student?
A: According to state regulation for gifted and talented programs, a gifted and/or talented child is defined as a category of "exceptional students" who are identified as possessing demonstrated or potential ability to perform at an exceptionally high level in general intellectual aptitude, specific academic aptitude, creative or divergent thinking, psychosocial or leadership skills, or in the visual or performing arts.

PROGRAMMING FOR THE GIFTED & TALENTED

Q: What should quality GT programming look like?
A: In any school district, high quality gifted programming requires careful planning, maintenance, and evaluation. Quality GT programming necessitates: clearly articulated policies, procedures and services, primary through grade twelve; a grievance procedure through which a parent, guardian, or student may resolve a concern regarding the appropriate and adequate provision of primary talent pool services or services addressed in a formally identified gifted and talented student's services plan; employment of properly certified and professionally qualified personnel; evidence of appropriate professional development for all personnel working with gifted and talented students; and equitable opportunities for consideration for services at the primary level and in each category of service in grades 4-12.

Q: Can parents have input on local district programming for GT services?
A: District policies and procedures shall ensure that a program evaluation process shall be conducted annually and shall address parent(s) attitudes toward the program.

Q: Must a district assign a GT coordinator for the program?
A: Yes. A district receiving state funding shall designate a properly endorsed GT program coordinator.

Q: What are some of the duties of a GT program coordinator?
A: Some duties include: the oversight of the district GT program; to serve as a liaison between the district and the state; to ensure internal compliance with state statutes and administrative regulation for GT programs; and to administer and revise the GT program budget.

CURRICULUM FOR GT STUDENTS

Q: Should GT students have the same curriculum that is provided for all students?
A: A comprehensive framework or course of study for GT students shall be based on a district or school's curricula that shall be differentiated, supplemented or modified to assist students to further develop their individual interest, needs and abilities.

FORMAL IDENTIFICATION

Q: When are students formally identified for gifted services?

A: Initially, students may be formally identified in the fourth grade. Students who show evidence of giftedness any time during the school year or subsequent grade levels may also be considered. The district shall provide a system for continual diagnostic screening.

Q: When screening for G/T students, is one instrument used?

A: Screening for gifted and talented students must include all five categories of giftedness (general intellectual aptitude, specific academic aptitude, creative or divergent thinking, leadership, and the visual or performing arts). A district shall develop a system for searching the entire school population on a continuous basis for likely candidates for services using both informal and available formal, normed, standardized measures, including measures of nonverbal ability, in all areas.

Q: What can be done if a parent/guardian feels their child has been missed during the identification process?
A: A district must provide a petition system as a safeguard for a student who may have been missed during the identification process.

Q: Can a formally identified GT student be reevaluated for giftedness?
A: No. Once a student is formally identified, a student remains identified and receives gifted services until the student graduates from high school. A student's service options may be reevaluated periodically, and is encouraged, as students' interests, needs and abilities change over time.

Q: If a child is identified as gifted in general intellectual intelligence, does it mean he/she is gifted in all areas of giftedness?
A: No. General intellectual intelligence is one area of possible giftedness. There are five categories of giftedness recognized in Kentucky through regulation; general intellectual aptitude, specific academic aptitude, creative or divergent thinking, leadership, and the visual or performing arts. A student identified in one area does not directly indicate identification in another. Students may be identified in one area or several.

Q: Can formal identification be accepted if a student comes from another school district in Kentucky?

A: Yes. All students in Kentucky, according to the regulation governing gifted and talented programs, must be identified with at least three pieces of qualifying evidence. Therefore, the identification of GT and PTP students from other districts should be honored. Service options may need to be adjusted for those students coming from districts that have less stringent qualifying criteria.

Q: Can formal identification be accepted for a student who moves from another state to Kentucky?

A: No. In order to receive gifted and talented services, the student must meet the identification requirements according to Kentucky's regulation. The students transferred records with evidence or qualifying test data that supports giftedness may be considered; but identification does not transfer from another state to Kentucky.

GIFTED STUDENT SERVICE PLAN (GSSP)

Q: What is a GSSP?
A: A GSSP is an educational plan that matches a formally identified gifted student's (Grades 4-12) interests, needs, and abilities to differentiated service options and serves as the communication vehicle between the parents/guardians and school personnel.

Q: Is a GSSP required for every GT student?
A: Yes. Every formally identified student in grades 4-12 must have a GSSP. A parent/ guardian of a GT student shall be notified annually of services included in the GSSP and given access to specific procedures to follow in requesting a change in services.

Q: May parents/guardians play a role in the development of the GSSP?
A: Yes. A local school district shall implement a procedure to obtain information related to the interests, needs, and abilities of a GT student from the parent/guardian for use in determining appropriate services.

Q: Is the school required to provide any feedback on students' progress?
A: Yes. The school personnel shall report students' progress related to the GT services delineated in the GSSP at least once each semester.

PRIMARY TALENT POOL

Q: What is the Primary Talent Pool?
A: The Primary Talent Pool is a group of primary students (P1-P4; Kindergarten through Third Grade) informally selected as having characteristics and behaviors of a high potential learner and further diagnosed using a series of informal and formal measures to determine differentiated services during the primary program.

Q: What is the benefit of selecting students for the PTP?
A: The benefit of selecting students to participate in the PTP provides early enrichment for those

students whose gifts and talents need to be nurtured in order for those talents to develop further. Additionally, talent development may assist in the formal identification process in fourth grade.

Q: When students become eligible for formal identification in the fourth grade, are PTP students automatically identified as GT?
A: PTP students are not automatically identified as GT once they reach the fourth grade. Specific and more stringent criteria must be met to formally identify a GT student.

Q: Can formal testing be used to select students for the PTP?
A: Yes. However, data from formal, normed measures shall not be used for the purpose of eliminating eligibility for services to a child in the primary program. Formal, normed measures may be used to discover and include eligible students overlooked by informal assessments.

Q: Can a student be selected for the PTP one year and not the next?
A: No. Once a student is in the PTP, the student remains in the talent pool until exiting the third grade (P4). Services may need to be periodically adjusted to fit the individual child's specific needs.

Q: Are parents/guardians to be notified that their child is in the PTP?
A: There is no reference in the GT regulation that parents/guardians are to be notified of student selection for the PTP. Individual districts may decide whether to notify or not and this can be addressed in the district's policies and procedures.

Q: How are services delivered to PTP?
A: For a student in the primary grades, services shall allow for continuous progress through a differentiated curriculum and flexible grouping and regrouping based on the individual needs, interests, and abilities of the student. Emphasis on educating gifted students in the general primary classroom, shall not exclude the continued, appropriate use of resource services, acceleration options, or other specific service options. A recommendation for a service shall be made on an individual basis.

SERVICE DELIVERY OPTIONS

Q: What important information should parents/guardians know about GT service delivery options?
A: Some important information to know: service options are to be provided primary through grade 12; services are to be differentiated to meet individual student needs; grouping and multiple service delivery options shall be utilized in a local district education plan; grouping formats shall include grouping for instructional purposes based on student interests, abilities and needs, including social and emotional; and there shall be multiple service options with no single service existing alone.

Q: According to 704 KAR 3:285. Programs for the gifted and talented, what is differentiation?
A: Differentiation is a method through which educators establish a specific, well thought out match between learner characteristics in terms of abilities, interests, and needs; and curriculum opportunities in terms of enrichment and acceleration options, which maximize learning

experiences. Differentiated service options are educational experiences that extend, replace or supplement learning beyond the standard curriculum.

Q: How are counseling services matched to the needs of gifted children?
A: Recommended best practices suggest that a counselor with any GT students in his/her service population should be prepared to address the needs of those students. Counselors, by the nature of their work, are to be aware of the special needs of the GT population and should prepare through courses of professional development.

Q: What services should be provided for a student identified in visual/performing arts and has no matching class in his/her schedule?
A: All classroom teachers must be made aware of students' identification area(s). Differentiation may be used in terms of interests, products, process, enriched content, etc. Other ideas include securing a mentor, providing a periodic pullout session, independent study, looking to individuals in the community, parents, school personnel, etc. All teachers' input should be reflected on the students' GSSP.

Q: Are there any specific qualifications for a teacher who works with GT students?
A: Direct services to GT students shall be provided by appropriately certified personnel having an endorsement for GT education.

Q: Is it good practice to allow a GT child to tutor another child?
A: If your goal is continuous progress, do not use a GT child as a tutor. If a GT child has mastered a concept or skill, and is partnered with a struggling student, the GT student will not learn anything more by tutoring. However, leadership or other skills may be enhanced, but not the mastered concept or skill.

Q: What recourse does a parent/guardian have if there is a concern regarding appropriate and adequate provision of talent pool services or GT services addressed in a student services plan?
A: A school district shall establish a grievance procedure through which a parent, guardian or student may resolve the concern(s). It is recommended that parents and school districts work together to meet the needs of the individual child.

POLICIES/PROCEDURES

Q: Can a district write more stringent and/or specific guidelines than those outlined in 704 KAR 3:285. Programs for the gifted and talented?
A: Policies and procedures can be written to reflect individual district population and need. The guidelines in 704 KAR 3:285 are minimal requirements.

Q: Can a parent/guardian have access to the district policies and procedures for GT programming?
A: A local school district shall have in operation, and available for public inspection, local board approved policies and procedures which address each requirement in the administrative regulation for GT programming.

References:
- 704 Kentucky Administrative Regulation (KAR) 3:285. Programs for the gifted and talented.
- Primary Talent Pool Frequently Asked Questions; A Publication of the Kentucky Advisory Council for Gifted & Talented Education & the Kentucky Department of Education
- KDE Website: http://www.education.ky.gov/KDE/Instructional+Resources/Gifted+and+Talented/

Leah Ellis, Gifted and Talented Consultant
Kentucky Department of Education
500 Mero St.
Frankfort, KY 40601
502.564.2106 ext. 4162
Leah.Ellis@education.ky.us

Gifted and Talented Description

What is it?

Gifted and talented education services provide appropriate instructional/service options for qualifying P-12 students. "Gifted and talented student," a category of exceptional students included within the definition of "exceptional children," 157.200 (1)(n), are those identified as possessing demonstrated or potential ability to perform at an exceptionally high level in general intellectual aptitude, specific academic aptitude, creative or divergent thinking, psychosocial or leadership skills, and/or in the visual or performing arts.

When did it get started?

Kentucky first funded gifted education on a competitive grant basis in 1978. Continued work by gifted education advocates lead to statewide services, endorsement in gifted education for teachers, and a regulation which governs identification and services. The current administrative regulation for gifted and talented education, 704 KAR 3:285, became effective in 1999 following the passage of the Kentucky Education Reform Act (KERA, 1990) and House Bill 519.

How does it work?

A local school district is required to adopt policies and procedures which shall provide for identification and diagnosis of strengths, gifted behaviors and talents through informal selection and diagnosis in the primary program, P1-P4, formal identification and continuous diagnosis of a student in grades four (4) through twelve (12), and provision of multiple service delivery options in primary through grade twelve (12). The system for diagnostic screening and identification of strengths, gifted behaviors, and talents shall provide equal access for racial and ethnic minority, children from low socio-economic backgrounds, and children with disabilities. School personnel shall take into consideration environmental, cultural, and disabling conditions that may mask a child's true abilities that lead to exclusion of otherwise eligible students.

Operational Standards:

- ❖ Articulated, primary through grade twelve (12), multiple service delivery options that are qualitatively differentiated
- ❖ Primary program services provided within the framework of the primary program requirements allowing for continuous progress through a differentiated curriculum and flexible grouping and regrouping based on individual needs
- ❖ Primary program services that shall not preclude the continued, appropriate use of resource services, acceleration options, or specialized service options made on an individual basis
- ❖ An educational plan, **G**ifted and Talented **S**tudent **S**ervices **P**lan (GSSP), grades 4-12, that matches a formally identified gifted student's interests, needs, and abilities to differentiated services
- ❖ Grouping for instructional purposes and multiple services delivery options
- ❖ Grouping formats based on student interests, abilities, and needs, including social and emotional

Student Standards:

- ✓ A comprehensive framework or course of study for children and youth who are diagnosed as possessing gifted characteristics, behaviors and talent with services provided during the regular school day
- ✓ Differentiated, replaced, supplemented, or modified curricula to facilitate high level attainment of the learning goals established in KRS 158.6451
- ✓ Assistance for students identified and diagnosed as gifted and talented to further develop their individual interest, needs and abilities.

What should parents look for?

➢ Clearly articulated policies in Comprehensive District and School Improvement Plans
➢ Articulated services, primary through grade twelve (12)
➢ Knowledge of grievance procedure through which a parent, guardian, or student may resolve a concern regarding the appropriate and adequate provision of talent pool services or services addressed in a formally identified gifted and talented student's GSSP
➢ Evidence of appropriate professional development for all personnel working with gifted and talented students
➢ Equitable opportunities for consideration for services at the primary level and in each category of service in grades 4-12

Evidence of Success:

▪ Opportunity to provide information related to the interests, needs, and abilities of an identified student
▪ Clear and annually updated Gifted Student Services Plan specifying multiple service options related to the interests, needs, and abilities of the student
▪ Student progress report, a minimum of one / semester, which is related to goals outlined in the GSSP
▪ Opportunity for dialogue related to student progress

Key Contact: Dr. Greg Finkbonner, Gifted and Talented Program Consultant, Humanities Branch, Division of Curriculum Development, Office of Teaching and Learning (502) 564-2106 or Greg.Finkbonner@education.ky.gov

Why Choose Math

by Espen Andersen, Associate Professor, Norwegian School
of Management and Associate Editor, Ubiquity

[The following article was written for *Aftenposten*, a large Norwegian newspaper. The article encourages students to choose math as a major subject in high school – not just in preparation for higher education but because having math up to maximum high school level is important in all walks of life. Note: This translation is slightly changed to have meaning outside a Norwegian context.]

Why you should choose math in high school

A recurring problem in most rich societies is that students in general do not take enough math – despite high availability of relatively well paid jobs in fields that demand math, such as engineering, statistics, teaching and technology. Students see math as hard, boring and irrelevant, and do not respond (at least not sufficiently) to motivational factors such as easier admission to higher education or interesting and important work.

It seems to me we need to be much more direct in our attempts to get students to learn hard sciences in general and math in particular. Hence, addressed to current and future high school students, here are 11 reasons to choose lots of math in high school:

1. *Choose math because it makes you smarter.* Math is to learning what endurance and strength training is to sports: the basis that enables you to excel in the specialty of your choice. You cannot become a major sports star without being strong and having good cardiovascular ability. You cannot become a star within your job or excel in your profession unless you can think smart and critically -- and math will help you do that.
2. *Choose math because you will make more money.* Winners of American Idol and other "celebrities" may make money, but only a tiny number of people have enough celebrity to make money, and most of them get stale after a few years. Then it is back to school, or to less rewarding careers ("Would you like fries with that?"). If you skip auditions and the sports channels and instead do your homework -- especially math -- you can go on to get an education that will get you a well-paid job. Much more than what pop singers and sports stars make -- perhaps not right away, but certainly if you look at averages and calculate it over a lifetime.
3. *Choose math because you will lose less money.* When hordes of idiots throw their money at pyramid schemes, it is partially because they don't know enough math. Specifically, if you know a little bit about statistics and interest calculations, you can look through economic lies and wishful thinking. With some knowledge of hard sciences you will probably feel better, too, because you will avoid spending your money and your hopes on alternative medicine, crystals, magnets and other swindles -- simply because you *know* they don't work.
4. *Choose math to get an easier time at college and university.* Yes, it is hard work to learn math properly while in high school. But when it is time for college or university, you can skip reading pages and pages of boring, over-explaining college texts. Instead, you can look at a chart or a formula, and understand how things relate to each other. Math is a language, shorter and more effective than other languages. If you know math, you can work smarter, not harder.
5. *Choose math because you will live in a global world.* In a global world, you will compete for the interesting jobs against people from the whole world -- and the smart kids in Eastern Europe, India and China regard math and other "hard" sciences as a ticket out of poverty and social degradation. Why not do as they do -- get knowledge that makes you viable all over the world, not just in your home country?
6. *Choose math because you will live in a world of constant change.* New technology and new ways of doing things change daily life and work more and more. If you have learned math, you can learn *how* and *why* things work, and avoid scraping by through your career, supported by Post-It

Notes and Help files -- scared to death of accidentally pressing the wrong key and running into something unfamiliar.

7. *Choose math because it doesn't close any doors.* If you don't choose math in high school, you close the door to interesting studies and careers. You might not think those options interesting now, but what if you change your mind? Besides, math is most easily learned as a young person, whereas social sciences, history, art and philosophy benefit from a little maturing -- and some math.

8. *Choose math because it is interesting in itself.* Too many people – including teachers – will tell you that math is hard and boring. But what do they know? You don't ask your grandmother what kind of game-playing machine you should get, and you don't ask your parents for help in sending a text message. Why ask a teacher -- who perhaps got a C in basic math and still made it through to his or her teaching certificate -- whether math is hard? If you do the work and stick it out, you will find that math is fun, exciting, and intellectually elegant.

9. *Choose math because you will meet it more and more in the future.* Math becomes more and more important in all areas of work and scholarship. Future journalists and politicians will talk less and analyze more. Future police officers and military personnel will use more and more complicated technology. Future nurses and teachers will have to relate to numbers and technology every day. Future car mechanics and carpenters will use chip-optimization and stress analysis as much as monkey wrenches and hammers. There will be more math at work, so you will need more math at school.

10. *Choose math so you can get through, not just into college.* If you cherry-pick the easy stuff in high school, you might come through with a certificate that makes you eligible for a college education. Having a piece of paper is nice, but don't for a second think this makes you ready for college. You will notice this as soon as you enter college and have to take remedial math programs, with ensuing stress and difficulty, just to have any kind of idea what the professor is talking about.

11. *Choose math because it is creative*.* Many think math only has to do with logical deduction and somehow is in opposition to creativity. The truth is that math can be a supremely creative force if only the knowledge is used right, not least as a tool for problem solving during your career. A good knowledge of math in combination with other knowledge makes you more creative than others.

12. ** Choose math because it is cool.* You have permission to be smart, you have permission to do what your peers do not. Choose math so you don't have to, for the rest of your life, talk about how math is "hard" or "cold". Choose math so you don't have to joke away your inability to do simple calculations or lack of understanding of what you are doing. Besides, math will get you a job in the cool companies, those that need brains.

* This point was added by Jon Holtan, a mathematician who works with the insurance company If.

You don't have to become a mathematician (or an engineer) because you choose math in high school. But it helps to chose math if you want to be smart, think critically, understand how and why things relate to each other, and to argue effectively and convincingly.

Math is a sharp knife for cutting through thorny problems. If you want a sharp knife in you mental tool chest – *choose math*!

Characteristics of Creative Gifted

A. High sensitivity

B. Excessive amounts of energy.

C. Bores easily and may appear to have a short attention span.

D. Requires emotionally stable and secure adults around him/her.

E. Will resist authority if it not democratically oriented.

F. Have preferred ways of learning; particularly in reading and mathematics.

G. May become easily frustrated because of his/her big ideas and not having the resources or people to assist him/her in carrying these tasks to fruition.

H. Learns from an exploratory level and resists rote memory and just being a listener.

I. Cannot sit still unless absorbed in something of his/her own interest.

J. Very compassionate and has many fears such as death and loss of loved ones.

K. If they experience failure early, may give up and develop permanent learning blocks.

Gifted children may also withdraw when they feel threatened or alienated and may sacrifice their creativity in order to "belong". Many children that we test exhibit a high IQ, but they often exhibit "frozen" creativity as well. Often there is an ability to express their feelings initially. We work to assist the child to become open, flexible and to be able to accept failure by developing higher frustration levels.

Leah Ellis

Communicating with Culturally Diverse Parents of Exceptional Children

THIS DIGEST WAS CREATED BY ERIC, THE EDUCATIONAL RESOURCES INFORMATION CENTER. FOR MORE INFORMATION ABOUT ERIC, CONTACT ACCESS ERIC 1-800-LET-ERIC

Teachers and other professionals providing education-related services to exceptional children from different cultural backgrounds need to be aware of unique perspectives or communication styles common to those cultures. The ways people deal with feelings--especially disappointment, anxiety, fear, embarrassment, and anger--vary considerably, and often it is not easy to discern how parents are reacting to the realization that their child has a disability. It is especially important to help parents who have been outside the mainstream of U.S. education understand the educational options available. To do this, professionals need to be sensitive to the different values, experiences, and beliefs that may be held by members of various cultural and ethnic groups toward special education.

USE LANGUAGE PARENTS CAN UNDERSTAND AND USE SENSITIVITY IN COMMUNICATING.

To facilitate communication, educators should use the following guidelines:

* Send messages home in the parent's native language.

* Use an appropriate reading level.

* Listen to messages being returned.

Courtesy, sincerity, and ample opportunity and time to convey concerns can promote communication with and participation by parents from different cultural backgrounds (Johnson & Ramirez, 1987). During meetings it is important to provide ample opportunity for parents to respond without interrupting. If a parent is formulating a response and has not expressed himself or herself quickly, this delay should not be viewed as a lack of interest in responding. Educators need to listen with empathy and realize that parents can change from feelings of trust to skepticism or curiosity as their understanding of programs and policies increases. It is important to realize that this reaction is normal and that parents may feel hostile or desperate as they attempt to sort out facts from their fundamental beliefs about education.

In communicating with families from different cultural groups, educators should keep in mind their diverse cultural styles. There is no one set of characteristics that can be ascribed to all members of any ethnic group. Instead, the cultural traits of individuals range from those traditionally attributed to the ethnic group to those that are descriptive of a person who has been totally assimilated into the majority culture (Carter & Segura, 1979). Unfortunately, much of the literature describing individuals from minority groups reinforces existing stereotypes. This digest offers some observations about different cultural styles that should be considered cautiously in communications with families of differing cultural backgrounds (Cloud & Landurand,1988; Johnson & Ramirez, 1987; Taylor, 1989).

Sharing Space. People from different cultures use, value, and share space differently. In some cultures it is considered appropriate for people to stand very close to each other while talking, whereas in other cultures people like to keep farther apart. For example, Hispanics often view Americans as being distant because they prefer more space between speakers. On the other hand, Americans often view individuals who come too close as pushy or invading their private space.

Touching. Rules for touching others vary from culture to culture. In Hispanic and other Latin cultures, two people engaged in conversation are often observed touching and individuals usually embrace when greeting each other. In other cultures, people are more restrained in their greetings. In the Asian/Vietnamese cultures, for example, it is not customary to shake hands with individuals of the opposite sex.

Eye Contact. Among African Americans it is customary for the listener to avert the eyes, whereas Euro-Americans prefer to make direct eye contact while listening. Among Hispanics, avoidance of direct eye

contact is sometimes seen as a sign of attentiveness and respect, while sustained direct eye contact may be interpreted as a challenge to authority.

Time Ordering of Interactions. The maxim "business before pleasure" reflects the "one activity at a time" mindset of U.S. mainstream culture. Some cultures, however, are polychronic, that is, people typically handle several activities at the same time. Before getting down to business, Hispanics generally exchange lengthy greetings, pleasantries, and talk of things unrelated to the business at hand. Social interactions may continue to be interwoven throughout the conversation.

PROVIDE PARENTS WITH INFORMATION.

Much of the need for information can be satisfied through regularly scheduled meetings, conferences, and planning sessions for a child's individualized education program (IEP). Educators may assume that their own familiarity with public policy is shared by parents of children with disabilities. Usually, this is not the case. Most parents of culturally diverse children with disabilities need help in understanding the basic tenets of the law, including their own rights and responsibilities.

SUPPORT PARENTS AS THEY LEARN HOW TO PARTICIPATE IN THE SYSTEM.

Schools must make a sincere commitment to consider parents as partners in their children's education. Professionals who are attempting to work and communicate with parents of children with disabilities should be prepared to support the parents' rights and responsibilities. In essence, professionals should adopt the role of advocate. Parents from culturally diverse backgrounds should be encouraged to join parent organizations and share their cultural points of view. Educators and other professionals should recognize parents' needs for the following:

> * Assurance that they should not feel guilty about their child's disability.
>
> * Acceptance of their feelings without labeling.
>
> * Acceptance of them as people, rather than as a category.
>
> * Help in seeing the positive aspects of the future.
>
> * Recognition of what a big job it is to raise a child with disabilities and help in finding programs, services, and financial resources to make it possible for them to do the job with dignity.

Using these guidelines for communication, teachers and other professionals can assist parents of culturally diverse children with disabilities not only to combat feelings of isolation, but also to achieve a sense of belonging.

ENCOURAGE PARENTAL PARTICIPATION AT HOME.

A growing body of research evidence suggests that important benefits are gained by school-aged children when their parents provide support, encouragement, and direct instruction at home and when home-school communication is active. Children who receive parental help read much better than children who do not. Even instruction by highly competent specialists at school does not produce gains comparable to those obtained when students are tutored by their parents at home (Hewison & Tizard, 1980). Even illiterate parents can promote the acquisition of reading skills by motivating their children, providing an environment that promotes the acquisition of literacy skills, providing comparative and contrasting cultural information, asking the children to read to them, and encouraging verbal interaction about written material.

RESOURCES

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Parent Involvement

http://www.comalisd.org/Handbooks_Brochures/2007_08Curriculum/GT%20Handbook.pdf

Parents share an important responsibility with the schools in helping their children to achieve their maximum potential. Comal ISD has an active parent advisory council that meets periodically to discuss issues and opportunities concerning gifted/talented education. Meeting days and times are posted on the district website and all parents are encouraged to attend. The following are some common goals of parent groups:

• Meet with others for support and encouragement

• Find other children with similar interests with whom you child may interact

• Find more information about gifted/talented children and their needs

• Arrange speakers and contacts to provide guidance in addressing these needs and their associated joys and problems

• Provide a forum for discussion of ideas about program options

• Be an instrument in planning and improvement of program options

• Disseminate information about enrichment activities

• Network with parents from other support groups in other communities

What Gifted Students Want from Their Parents

http://www.comalisd.org/Handbooks_Brochures/2007_08Curriculum/GT%20Handbook.pdf

According to a survey by Galbraith and Delisle in *Gifted Kids Survival Guide*, these are the top ten things gifted students wish their parents would do (or not do):

1. Be supportive and encouraging; be there for us; be on our side.

2. Don't expect too much of us; don't expect perfection.

3. Don't pressure us, be too demanding, or push too hard.

4. Help us with our schoolwork/homework.

5. Help us to develop our talents.

6. Be understanding.

7. Don't expect straight A's.

8. Allow us some independence; give us space; trust us, because chances are we know what we're doing.

9. Talk to us; listen to us.

10. Let us try alternative education/special programs.

What Parents Can Do

http://gtrg-d303.org/d303docs/district303gthandbook.pdf

Love, laugh, learn, and listen. Encourage the support of extended family and friends. Raising and nurturing a gifted child can be exciting, yet daunting and challenging!

Learn to be positive. Giftedness can be an exciting challenge or a chore, depending on how you see a child's characteristics. For example, persistence and stubbornness are the same trait.

Understand the way that your child's giftedness affects his or her needs: intellectual, social, emotional, and physical. For example, ideas forged by eight-year-old minds may be difficult to produce with five-year-old hands.

Read aloud to your child. It is important that parents read to their gifted child often, even if the child is already capable of reading.

Help your child discover personal interests. Stimulation and support of interests are vital to the development of talents. Parents should expose their children to their own interests and encourage each child to learn about a wide variety of subjects, such as art, nature, music, and sports, in addition to traditional academic subjects.

Speak and listen to your child with consideration and respect. From the time he or she can talk, a gifted child is constantly asking questions and will often challenge authority. "Do it because I said so" often doesn't work well. Generally, a gifted child will cooperate more with parents who take the time to explain requests.

Teach your child how to find information and resources in a variety of ways. Gifted children need to know, to learn, to solve, and to ponder. There will be times when your child's expertise on a topic will be greater than yours, and you will not be able to provide answers or solutions. Prepare them for the future!

Become involved in a local, state, or regional parent group, or join an e-mail listserv. Parents of gifted children need opportunities to share, and many of them are great teachers!

Be a knowledgeable advocate. The brighter the child, the greater his or her emotional complexity and potential vulnerability. Approach schools in a positive, cooperative manner.

Be a vocal advocate! Federal, state and local government agencies need to hear your voice… OFTEN…about the need for continued support for and expansion of gifted education opportunities in our schools.

The key to raising gifted children is to respect their uniqueness, their opinions and ideas, and their dreams. It can be painful for parents when their children feel out of sync with others, but it is unwise to put too much emphasis on the importance of fitting in. Children get enough of that message in the outside world. At home they need acceptance and appreciation for being themselves.

Adapted from S. Berger's Keys to Raising a Gifted Child. Learning Network, http://familyeducation.com

Understanding the Social and Emotional Issues of Gifted Kids

Pat Schuler, Ph.D., NCC, LMHC

(Text below came directly from a formatted PowerPoint presentation.
However, formatting for that presentation was lost during importing.)

Giftedness

"Exceptional children" who are identified as possessing demonstrated or potential ability to perform at an exceptionally high level in general intellectual aptitude, specific academic aptitude, creative or divergent thinking, psychosocial or leadership skills, or in the visual or performing arts.

--Kentucky

Giftedness

Giftedness is asynchronous development in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm. This asynchrony increases with higher intellectual capacity. The uniqueness of the gifted renders them particularly vulnerable and requires modifications in parenting, teaching, and counseling in order for them to develop optimally.

Intellectual Characteristics	Personality Characteristics
___ exceptional reasoning ability	___ insightfulness
___ intellectual curiosity	___ need to understand
___ rapid learning rate	___ need for mental stimulation
___ facility with abstraction	___ perfectionism
___ complex thought processes	___ need for precision/logic
___ vivid imagination	___ excellent sense of humor
___ early moral concern	___ sensitivity/empathy
___ passion for learning	___ intensity
___ powers of concentration	___ perseverance
___ analytical thinking	___ acute self-awareness
___ divergent thinking/creativity	___ nonconformity
___ keen sense of justice	___ questioning of rules/authority
___ capacity for reflection	___ tendency toward introversion

--Columbus Group, 1991

Intensity Takes Many Forms

Thought   "Her mind is always whirrling."

Purpose   "Once he makes up his mind to do something, he's not satisfied until it's accomplished."

Emotion   "She internalizes everything anyone says about her."

Spirit   "He's always looking out for someone less fortunate who needs help."

Soul   "She asks questions that philosophers have asked for centuries and gets upset when we can't give her definitive answers to them."

Delisle, 1999

Perfectionism & Gifted Adolescents

HEALTHY THEME
Order & organization
FACTORS
• Support Systems
• Friends, teachers, parents
• Personal Effort
• Acknowledged abilities
• Hard working
• Personal Traits

UNHEALTHY THEME
Concern over mistakes
FACTORS
• Perceived Expectations
• Parents, peers, teachers,self
• Perceived Criticism
• family, peers, teachers,self

Schuler, 1997

Learning Styles of the Gifted

Accelerated:

• interested in mastering & integrating increasingly complex material

• ability to learn fast

• recall large amounts of information fast

• highly efficient information-processors

• crave new information, harder problems

• sense of fulfillment: mastering higher & higher levels of material &applying it to solve problems of increasing difficulty

• high achievers in well-defined discipline

• succeed in curricular systems-stress knowledge acquisition, linear skill building, logical analysis

• may be indifferent to academic subject areas

• **sources of stress**: lock-step learning, endless drill & practice, fear of failure, socially immature

• **need:** help setting realistic goals, social skills

Enriched:

• wholly involved or immersed in a problem-forms a "relationship" with a problem

• focus on the problem as an end in itself rather than as a means to obtain more knowledge

• their relationship to problem

• and the learning process

• highly emotional, imaginative, internally motivated, curious, driven to explore

• reflective and emotionally mature

• passionate about a subject, project, cause

• aren't especially concerned with achievement

• invest great deal of emotional energy

• **require** teachers who are sensitive to intensity

• feelings: frustration, passion, enthusiasm, idealism, anger, despair

• **need**: adult support to persist and/or harness energies more efficiently

(Colangelo & Zaffran)

Learning Styles

• Visual
• Auditory
• Bodily-kinesthetic

• Individual
• Group
• Oral Expressive

• Written Expressive
• Sequential
• Global

Introversion

- territorial-private time/space
- happy to be alone-lonely in crowd
- become drained in groups
- need time alone to recharge
- prefers to work alone
- acts cautiously meeting people
- reserved, quiet, deliberate
- do not enjoy being center of attention
- do not share private thoughts with just anyone
- form a few deep attachments
- select activities carefully, thoughtfully
- think carefully before speaking
- see reflection as very important
- concentrate well, deeply
- become absorbed in thoughts and ideas
- limit their interests but explore deeply
- communicate best 1:1
- get agitated, irritated without enough time alone or undisturbed

Extraversion

- social, need other people
- demonstrate high energy and noise
- communicate with excitement, enthusiasm
- draw energy from people, love parties
- lonely and restless when not with other people
- establish multiple fluid relationships
- engage in lots of activities and have many interest areas
- have many best friends and talk to them for long periods of time
- are interested in external events not internal ones
- prefer face-to-face verbal communication rather than written communication
- share personal information easily
- respond quickly

Burris & Kaenzig, 1999 SENG

Strategies to Help Introverts in School

- internal reflective focus-honor need for structure, quiet, small groups
- independent studies, small group instruction, collaborative learning activities, tiered instruction, debate, dramatics or role-playing, journaling, quiet time, book clubs, etc.

- like lectures, expository & deductive modes of instruction
- need wait time, warning about what they are expected to do
- activities with minimal noise and stimulation
- down time built into schedule
- moderate amounts of small group work

Strategies to Help Extraverts in School

- high stimulation, movement and activity throughout classroom
- lots of contact with others

- open spaces for working
- like open discussions and discovery activities

Strategies to Help Introverts at Home

- provide private space
- guarantee quiet time
- model "alone" not "lonely" talk
- protect their right to say "enough"
- provide small group activities

- provide coping strategies for those times when they have to act extraverted
- talk about your own personality needs
- discuss books that feature introverts-bibliotherapy

Burris & Kaenzig www.sengifted.org

Framework for Understanding Gifted Children/Adolescents
Manaster & Powell 1983

3 CONDITIONS WHICH DEFINE ADJUSTMENT PROBLEMS

1. Out of Stage
2. Out of Phase
3. Out of Sync

Out of Stage

Gifted children/adolescents are different from average adolescents in their stage of cognitive and related development and/or in the quality and variety of their talents

Type of Problem

- boredom
    - frustrated by traditional instruction
- multi-talented
    - isolated interests & talents
- perfectionism
    - discontent-short of own goals
- pressures for success
    - pressure to achieve
    - unrealistic expectations of being gifted
- success masks student's needs
    - desensitizes us to their needs
- uneven development
    - asynchrony

External Barriers for Cognitive/Affective Growth of Gifted Students

- Low expectations-parents, family members; teachers; stereotypic beliefs and myths
- Grouping by age
- Policy-national, state, local (one-size fits all; fear of causing arrogance?)
- Lack of understanding of social/emotional/ cognitive needs
- Family conditions: perceived lack of support and nurturance; family problems

(Nevitt, 1999; Roberts, 2001)

How to Deal with Issue of BOREDOM

- Examine your child's definition of boredom
- Speak with your child's teacher about the situation
- Speak with other parents. Your child may not be the only one experiencing this problem.
- Explore other alternatives that will "liven up" an otherwise dull assignment.
- Ask your "friendly" librarian for suggestions regarding possible sequels to assigned literature.

Perfectionism

- perfectionism is influenced by environment positive motivator or stressor
- recognize your own & others' perfectionistic tendencies
- set priorities, help your child to set them as well
- model acceptance of mistakes
- set high but realistic standards
- time, effort, not giving up
- see themselves as problem-solver, hard worker, healthy
- negative emotions are normal-expressed in healthy ways
- help child improve self-evaluation skills-emphasize process & improvement
- show child inherent dignity & self-worth-avoid comparisons
- recognize, support, nurture interests, passions
- use humor, have fun
- teach that health is important-encourage relaxation
- seek professional counseling if child is unable to act or becomes fearful of rejection

Statements:
- Yard by yard it's hard. Inch by inch it's a cinch.
- Teach courage: I know you can try
- You kept on trying even when you didn't know how it would turn out.
- What did you learn while you were doing this?
- What part did you enjoy the most?
- What might you try next time?
- How might you do it differently next time?
- Call work "practice"

Out of Phase

Gifted children/adolescents, possibly because they are Out of Stage, have abilities & interests at variance from their average peers & are themselves unable or unwilling to fit in socially due to these apparent differences

Socialization - the ability to adapt to the needs of the group

Social Development - a deep, comfortable level of self-acceptance that leads to true friendships with others

Type of Problem

- **Alienation**
- distance from/without peer groups
- divergent thinking/creativity
- especially early adolescence
- versus wish to be accepted
- **Sensitivity**

- mixed blessing: asset, liability (manipulating others)
- to issues not relevant to peers
- to interpersonal relationships

- **Deficit Social Skills**

- higher IQ-sometimes more difficult to become socially adjusted

Social Coping among Gifted Adolescents/Preadolescents
Six Factors

- denying giftedness
- focus on popularity
- social interaction
- humor
- conformity
- denying effect of giftedness on peer acceptance

- **Males:** more likely to use humor
- **Females:** social interaction greater, denial of giftedness at older ages
- **Issues of popularity:** rises in middle school, levels off in high school

Swiatek, 2002

When your child feels left out…
- Are your child's perceptions accurate?

• Restate the problem & try to get your child to think through what happened & what his or her options were
• Ask:
    • Why do you think he or she left you out?
    • What else could you have done?
    • Could you have played with someone else?

Out of Sync

Gifted children/adolescents, either because they are **Out of Stage** or **Out of Phase,** or **both,** feel that they are different, whether in positive or negative, self-enhancing or self-deflating ways, and feel they do not, should not or cannot fit in.

Type of Problem
• self-concept problems
    • self-image problems
    • excessive self-criticism
    • poor self-concept
• insecurity and anxiety
    • due to perceived: physical deficits, different interests, self-direction
• too much, too cognitive
    • attention given to cognitive development than to emotional needs- "burn out"-tired of extra work
• severe psychological problems
    • caused by accumulated environmental insensitivity
    • maladjustment increases with age

Irrational Beliefs of Some Gifted Children
    1. Everyone must like me.
    2. I must like everyone.
    3. There's nothing left to learn and no one around who can teach me anything.
    4. If I'm not popular than I'm a social outcast.
    5. The majority is always right.
    6. The majority is always wrong.
    7. If I'm so smart I should be able to make friends easily.
    8. No one will find me physically attractive enough to want to date me.
    9. Friendship doesn't matter as long as you like yourself.
    10. Boys are supposed to be smart, girls are supposed to be popular.

Adolescents	Gifted Adolescents
Needs	Issues
Independence	Ownership
Self-directions	Dissonance
Models	Risk-taking
Defining oneself	Others' expectations
Taken seriously	Impatience
Acceptance, rejection	Identity
Process of adolescence	Sexuality

Predictable Crises of Gifted Adolescents
- underachievement and pressure to conform
- fear of success by adolescent females because of conflicting social messages
- developmental immaturity, especially by boys with visual/motor developmental lags
- multipotentiality (overchoice dilemma)
- nonsuccess or "paralyzed perfectionism" due to stronger competition & higher goals

Blackburn & Erickson, 1986

Mistakes Gifted Young People Too Often Make
- Misunderstand what giftedness actually means in their lives
- Hold unrealistically high expectations for their own achievement
- Confuse the means and the ends of their accomplishments
- Overvalue their cognitive dimensions at the expense of their affective natures
- View giftedness as an entitlement

Kaplan, 1983

Symptoms of undesirable levels of anxiety in gifted children
- decreased performance
- reluctance to work on team
- excessive sadness/rebellion
- extremes of activity/inactivity
- repetition of rules & directions to make sure they can be followed
- avoidance of new ventures unless certain of the outcome
- deep concern with personal powerlessness
- expression of low self-esteem
- reluctance to make choices or suggestions
- a change in noise or quietude
- other marked changes in personality

Dirkes, 1983

Three kinds of depression associated with gifted children/adolescents
- perfectionism: desire to live up to standards of morality, responsibility & achievement they may have set impossibly high
- alienation: feeling cut off from other people
- existential: intense concerns about the basic problems of human existence; personal worry about the meaning of the child's own life

Webb, Meckstroth, Tolan, 1983

Signs that Individual Counseling is Needed
- intense competitiveness
- social isolation
- alienation within the family
- inability to control anger
- excessive manipulativeness
- chronic underachievement
- depression or continual boredom
- sexual acting out
- evidence of abuse of any kind
- recent traumatic experiences/ loss of a loved one

How adults can help gifted children/adolescents be good at some things that are unpopular with their friends
- connect child with others-near peers-who recently lived through the same fears of social ostracism
- encourage young artists, activists, & chess champs to surround themselves with others like themselves
- remind them that life changes, that things do get better
- remind them to be on guard against their own half-buried stereotypes

Delisle, 1992

Suggestions for Educators, Parents, Counselors
     1. Encourage controlled risk-taking
     2. Provide myriad social experiences for gifted students
     3. Inventory family similarities and differences as compared to schoolmates
     4. Encourage reading of biographies of eminent people
     5. Provide mentorship opportunities for gifted students
     6. Love and respect gifted students for who they are
     7. Encourage a self-concept that extends far beyond the academic self-concept
Cross, 1998

The most important task a gifted Child/adolescent faces:
     Building a **"Comfortable Alliance"** with their abilities and talents

Successful Gifted Adults Recall
     • a parent or relative who took personal interest in their talent area
     • parent(s) who valued their talents
     • parent(s) who assumed they wanted to develop their special talents
     • parent(s) who encouraged and rewarded development of the talent through home activities
Bloom & Sosniak (1981)

Three Critical Family Dynamics
     • interacting cooperatively (as democratically as possible)
     • minimizing conflict (don't hide it, work things out respectfully)
     • maximizing freedom of personal expression
(Bloom & Sosniak, 1981; Cornell & Grossberg, 1987; Goertzel & Goertzel, 1987)

Model Families
     • place high value on learning (not just schooling)
     • cultivate the joy of learning and support the need to create
     • recognize and respect their gifted child's talents
     • maintain strong social values and convictions
     • are intolerant of excessive childhood rebellion
     • have stable family environments
Seeley, 1989

Families of the Gifted Can:
     • monitor the family context
     • allow broad freedom
     • establish clear rules and expectations
     • emphasize and model inner control & reward
     • offer challenging opportunities
     • invest time and effort toward excellence
     • separate the act from the person
     • avoid letting giftedness become centralfocus of relationships
     • express love & care openly
Cskiszentmihalyi, 1987

ADVOCACY : PARENTS AS PARTNERS

FIVE "KNOWS" For Parent Advocates:
- Know yourself and where you stand
- Know what you are facing
- Know the law and how to make it work for you
- Know who's who in the school system
- Know when, where, and how to contact people in education

Humphreys, GCT, 1987

BUILDING BLOCKS:
- Be a welcome person in your child's school
- Consider how you can enhance the system's needs, control, prestige
- Invest in your personal relationship with school personnel
- Ask your child how you can help & what you can discuss with the teacher
- Express appreciation for the teacher for a specific behavior
- Talk with the teacher about your child's strengths, interests, & sensitivities as perceived at school & at home
- Monitor & document
- Subscribe to gifted periodicals & pass them on to teachers
- If you are angry, stay home. Go to school when you are ready to support & negotiate

Meckstroth, *Understanding Our Gifted,* 1989

ADVOCATING FOR GIFTED CHILDREN
- Obtain an accurate assessment of your child's abilities
- Work hard to establish a good relationship with your child's school
- Provide school, church or synagogue, and other community agencies, with information about gifted children
- Remember - you are paving the way for other families
- Gradually teach your child to advocate for himself or herself
- Work with others to establish state & federal mandate guaranteeing the rights of gifted children to a free & appropriate public education
- Finally, take care of yourself.

Kearney, Understanding Our Gifted, 1993

Self-Advocacy for Gifted Children !!!
- Understand your rights and responsibilities
- Assess your learner profile
- Educational data
- Student interest
- Personality
- Learning styles
- Just for fun
- Consider available options
- Connect with advocates

Douglas, *Parenting for High Potential*, Dec.'04

Pat Schuler, Ph.D., NCC, LMHC
Creative Insights
Greenmeadow Park
1654 Columbia Turnpike
Castleton-on-Hudson, NY 12033
518-257-2018
gpjs@berk.com

Appendix A
Forms

This section contains forms used by various Kentucky school districts. The Kentucky Department of Education does not endorse or require the use of any specific form. Forms used by districts must meet the conditions listed within the regulation.

Section Includes:

- Accommodations for GT and Special Education
- Behavioral Characteristics Checklist
- Class Checklist
- Sample GSSP—Fayette Co
- Sample GSSP Progress Report—Fairview
- Sample GSSP Progress Report—Boyd County - Elementary
- Jot Down for GI
- Jot Down for Specific Academic
- Over-Excitability Checklist
- Parent Checklist
- Parent Inventory
- Parent Questionnaire
- Parent Student Feedback
- Peer Checklist
- Sociogram 5 Areas
- Student Interest Inventory
- Teacher Checklist
- Working Conditions Contract
- Sample Curriculum Differentiation – Pulaski Co.

Accommodations for GT and Special Education

Russell-McDowell Intermediate School
Special Education and Gifted Education Accommodations

Teacher _____ Month/Year _____

Student _____ Grade _____

Areas:

- ❑ General Intellectual
- ❑ Reading/language arts
- ❑ Math
- ❑ Science
- ❑ Social studies
- ❑ Music

- ❑ Creativity
- ❑ Leadership
- ❑ Visual art
- ❑ Dance
- ❑ Drama

Special Education Accommodations:

- ❑ Reader
- ❑ Prompting/cueing
- ❑ Manipulatives
- ❑ Paraphrasing/rephrasing
- ❑ Scribes
- ❑ Extended time
- ❑ Use of technology
- ❑ Oral directions
- ❑ Preferred seating

- ❑ Modified Tests and/or assignments
- ❑ Peer tutoring
- ❑ Small group instruction
- ❑ Title I
- ❑ Behavior modification
- ❑ One-to-one instruction
- ❑ Reduced difficulty
- ❑ Other

Gifted Education Accommodations:

- ❑ **Acceleration**—subject area at a higher grade (e.g. 4th grader taking 5th grade math)
- ❑ **Collaborative teaching**—GT teacher provides differentiated instruction to a cluster group of identified students while classroom teacher provides instruction to other students
- ❑ **Consultation** with GT coordinator to obtain instructional information or materials for classroom teacher to use with identified students in the regular classroom
- ❑ **Special counseling** related to giftedness by a counselor (e.g. perfectionism, study skills, goal setting, etc.)
- ❑ **Differentiated individual study**—extensions or in-depth study that extend, replace, or supplement beyond the standard curriculum
- ❑ **Differentiated experience in cluster group**—identified students study topics or do projects etc. matched to interests, needs, and abilities of the students
- ❑ **Enrichment during school** (e.g. Beta, STLP, electives related to identified area)
- ❑ **Resource services—pull-out**
- ❑ **Resource services--appropriate setting** outside the school day (e.g. academic team, FPS)
- ❑ **Resource services—consortium** (2 or more schools or districts pooling resources to provide GT services)
- ❑ **Seminar**—discussion-based sessions on specific topics focusing on advanced content or higher level process skills

2

Behavioral Characteristics Checklist

COMMON BEHAVIOURAL CHARACTERISTICS OF GIFTED AND TALENTED STUDENTS

STUDENT NAME _____ **DATE** _____

Please **tick the category** you think best describes the student.

CATEGORIES   (1) most of the time   (2) often   (3) occasionally   (4) rarely

A   LEARNING

ITEM	1	2	3	4	Don't Know
1 Is a rapid learner, who understands advanced topics easily.					
2 Shows insight and reflects on cause-effect relationships.					
3 Persists in completing tasks.					
4 Sees the problem quickly and takes the initiative.					
5 Learns basic skills quickly and with little practice.					
6 Is reluctant to practice skills already mastered, finding such practice futile.					
7 Follows complex directions easily.					
8 Constructs and handles high levels of abstraction.					
9 Can cope with more than one idea at a time.					
10 Has strong critical thinking skills and is self-critical.					
11 Has surprising perception and deep insight.					
12 Is a keen and alert observer, notes detail and is quick to see similarities and differences.					
13 Displays intellectual and physical restlessness; once encouraged, is seldom a passive learner.					
14 Has a remarkable range of specialised knowledge (e.g. dinosaurs).					
15 Possesses extensive general knowledge (often knows more than the teacher), and finds classroom books superficial.					
16 Explores wide-ranging and special interests, frequently at great depth.					
17 Has quick mastery and recall of information, seems to need no revision and is impatient with repetition.					
18 Learns to read early and retains what is read; can recall in detail.					
19 Has advanced understanding and use of language, but sometimes hesitates as the correct word is searched for and then used.					
20 Sees greater significance in a story or film and continues the story.					
21 Demonstrates a richness of imagery in informal language and brainstorming.					
22 Can ask unusual (even awkward) questions or make unusual contributions to class discussions.					

		1	2	3	4	Don't Know
23	Asks many provocative, searching questions which tend to be unlike those asked by other students of the same age.					
24	Has exceptional curiosity and frequently wants to know the reasons why.					
25	Displays intellectual playfulness; is imaginative and is quick to see connections and manipulate ideas.					
26	Often sees unusual, rather than conventional, relationships.					
27	Can produce original and imaginative work, even if defective in technical accuracy (e.g. poor spelling and/or handwriting).					
28	Wants to debate topics at greater depth.					
29	Mental speed is faster than writing ability, so is often reluctant to write at length. Prefers to talk rather than write and talks at speed with fluency and expression.					

B   PSYCHOSOCIAL

	ITEM	1	2	3	4	Don't Know
1	Sets very high personal standards and is a perfectionist.					
2	Is success-oriented and hesitates to try something where failure is a possibility.					
3	Demonstrates a sense of humour and loves incongruities, puns and pranks.					
4	May be behind peers in manual dexterity, which can be a source of frustration.					
5	Can have a negative self-concept and suffer from poor social acceptance by age peers.					
6	Daydreams and seems lost in another world.					
7	Listens to only part of the explanation and sometimes appears to lack concentration, but always knows what is going on. When questioned usually knows the answer.					
8	Often prefers company of older students and adults.					
9	When interested, becomes absorbed for long periods and may be impatient with interference or abrupt change.					
10	Can be stubborn in own beliefs.					
11	Shows sensitivity and reacts strongly to things causing distress or injustice.					
12	Empathizes with others and often takes a leadership role; very understanding and sympathetic.					
13	Shows unusual interest in adult problems such as important issues in current affairs (local and world), evolution, justice, the universe, etc.					

Exceptionally Able Children, 1996

Class Checklist

GIFTED AND TALENTED INDIVIDUAL STUDENT RATING SCALE

When compared with other children in the class, which of your students possess SOME of the following characteristics?

Do not exclude children who may have synchronous development

STUDENT'S NAME _____ DATE _____

TEACHER   _____ YEAR LEVEL _____

In the following items, check the column which best describes the student's functioning.

CATEGORIES   (1) most of the time   (2) often   (3) occasionally   (4) rarely

	Characteristics	1	2	3	4
1	Learns rapidly and easily.				
2	Things clearly, recognises implied relationships, comprehends meanings.				
3	Reads above year level.				
4	Retains what is heard or read without appearing to need much repetition.				
5	Is easily bored with routine tasks.				
6	Has a large vocabulary.				
7	Is curious, investigative.				
8	Asks penetrating, searching questions.				
9	Has long attention span.				
10	Shows imagination, originality, creativity.				
11	Prefers complex ideas.				
12	Is often assertive, stubborn in own beliefs.				
13	Has a sense of humour.				

Sample GSSP—Fayette Co.

Your School

GIFTED/TALENTED STUDENT SERVICES PLAN

STUDENT INFORMATION			
Student	**School**	**Grade**	**Gender**
Student Number	**Homeroom**	**Date**	**Ethnicity**
			1 2 3 4 5 6

IDENTIFIED CATEGORIES and PERSONNEL RESPONSIBLE

____**General** **Intellectual**	**Specific Academic** ____Total Battery ____Reading ____Math ____Science ____Social Studies	____**Creativity**	_____**Leadership**	**Visual/ Performing Arts** ____Music _____Drama _____Dance ____Art ____Writing
Personnel:	**Personnel:**	**Personnel:**	**Personnel:**	**Personnel:**
• Continuous progress • Advanced critical reasoning instruction and strategies • Advanced research • Access to advanced resources • Real-world problem-solving		• Advanced creative thinking instruction and strategies • Creative problem-solving • Real-world creative problem-solving • Creative Writing	• Exploration of leadership skills • Training in effective leadership techniques and styles • Effecting change in contexts • Responsible use of influence and decision-making	• Continuous progress • Creative and aesthetic productions • Demonstrated accomplishment

SERVICES PLAN

Goals:
1. Student will demonstrate achievement in the content area(s) of identification.
2. Student will develop process skills including creative/critical thinking, research, and problem solving in the area(s) of identification.
3. Student will complete high level products/performances in the area(s) of identification.
4. Other:

STRATEGIES for DIFFERENTIATED CONTENT, PROCESS, and PRODUCTS

_____ **Units**	_____ **Curriculum Compacting**	_____ **Research**	_____**Thinking Skills**	_____ **Interests and/or Learning Styles**
which may include: • Interdisciplinary • Integrated • Independent projects • Student choice • Real-world applications	which may include: • Pursue to intensity • Explore laterally • Construct connections • Acceleration _____	which may include: • Complex topics • Varied resources	which may include: • Critical • Creative • Problem solving • Decision making • Self-evaluation • Goal-setting	

SERVICE OPTIONS for DEVELOPMENT of GIFTED/TALENTED BEHAVIORS

____ Cluster group ____ Collaboration ____ Resource group	____ Acceleration by Subject ____ Acceleration by Grade ____ Special Counseling	____ Advanced Placement or Honors ____ Independent Study ____ Other

SCHOOL GIFTED/TALENTED COMMITTEE

_____
_____
_____
_____
_____
_____

GIFTED/TALENTED STUDENT SERVICES PLAN

A service plan for gifted students "is an educational plan that matches a formally identified gifted student's interests, needs and abilities to differentiated service options and serves as the communication vehicle between the parents and school personnel" (704KAR3:285 as amended August 10, 1999). This information, in conjunction with defined goals and the appropriately selected differentiated education options to meet these goals, comprise the formal service plan. A report of the child's progress will be made to the parent/guardian at least once a semester.

Definitions:

Acceleration by Grade: Official assignment to the next year in school (does not include honors classes, content or subject acceleration).

Acceleration by Subject/Content: Students receiving instruction in a content area in a higher grade level class (does not include advanced instruction in a cluster group or honors classes).

Advanced Placement or Honors: Courses emphasizing college-level content based on college board curricula and tests (advanced placement), or the provision of more challenging material through higher levels of content, process and product (honors courses).

Cluster Group: Grouping of identified students in a heterogeneous classroom for the purpose of receiving differentiated services matched to students' needs by a teacher trained in the appropriate instruction of gifted and talented students.

Collaboration: Instruction in a regular classroom to a cluster group of identified gifted students by a specialist in conjunction with the regular classroom teacher.

Constructing Connections: Integrated or interdisciplinary study projects that show relationships within, between and across disciplines.

Curriculum Compacting: Modifying the core curriculum by reducing or eliminating mastered skills and knowledge to allow time for differentiated activities matched to students' needs, interests and abilities.

Explore Laterally: Study concepts or topics that parallel or extend the core content.

Independent Study: A self-directed course or study of a selected topic for students in grades 6-12 under the supervision of a teacher or the auspices of a university.

Integrated Units: Units of study organized around a core concept or topic and relates to multiple disciplines.

Interdisciplinary Units: Units of study organized around global themes and generalizations in

which the disciplines contribute to the theme and explain or prove the generalizations.

Pursue to Intensity: Individual or small group research projects that supplement the students' giftedness and the core curriculum.

Resource Group: Part-time grouping of identified gifted and talented students based on students' interests, needs and abilities and designed for accelerated content, special interest groups, process skills development or various combinations of all.

Special Counseling: Counseling assistance planned in coordination with the gifted teacher and provided by a counselor familiar with the characteristics and social-emotional needs of gifted and talented students.

Your School

GIFTED/TALENTED MONITORING REPORT

FOR STUDENT SERVICES PLAN

20 _____ - 20 _____

STUDENT INFORMATION				
Student	**School**	**Homeroom**	**Grade**	**Date**

IDENTIFIED CATEGORIES and PERSONNEL RESPONSIBLE				
_____General Intellectual	**Specific Academic** ____Total Battery ____Reading ____Math ____Science ____Social Studies	**____Creativity**	**_____Leadership**	**Visual/ Performing Arts** ____Music ____Drama ____Dance ____Art ____Writing
Personnel:	**Personnel:**	**Personnel:**	**Personnel:**	**Personnel:**

SERVICES PLAN PROGRESS	EXCEEDS EXPECT-ATIONS	MEETS EXPECT-ATIONS	NEEDS IMPROVE-MENT
Goals:			
1. Student demonstrates achievement in the content area(s) of identification.			
2. Student develops process skills including creative/critical thinking, research, and problem solving in the area(s) of identification.			
3. Student completes high level products/performances in the area(s) of identification.			
4. Other:			

STRATEGIES USED for DIFFERENTIATED CONTENT, PROCESS, and PRODUCTS

_____ Units	**_____ Curriculum Compacting**	**_____ Research**	**_____ Thinking Skills**	**_____ Interests and/or Learning Styles**
which may include: ____Interdisciplinary ____Integrated ____Independent projects ____Student choice ____Real-world applications	which may include: ____Pursue to intensity ____Explore laterally ____Construct connections ____Acceleration	which may include: ____Complex topics ____Varied resources	which may include: ____Critical ____Creative ____Problem solving ____Decision making ____Self-evaluation ____Goal-setting	

SERVICE OPTIONS USED for DEVELOPMENT of GIFTED/TALENTED BEHAVIORS

____ Cluster group ____ Collaboration ____ Resource group	____ Acceleration by Subject ____ Acceleration by Grade ____ Special Counseling	____ Advanced Placement or Honors ____ Independent Study ____ Other

Comments:

GIFTED/TALENTED STUDENT SERVICES PLAN
Parental Response Form

One of the major goals of FCPS gifted/talented services is to provide each student with an opportunity to develop his or her strengths and talents. The basic curriculum will be differentiated to offer your child interesting and challenging experiences. Although the work your child does in school provides information on his or her strengths and interests, activities your child pursues at home will help us develop ways to further enhance his or her school plan. For this reason, we are asking you to complete this parental response form.

Student Information			
Child's Name			
		Date of Birth	
Grade		Homeroom Teacher	
Gender		Ethnicity	
Parent's Name			
Address			
Home Phone		Work Phone	

1. My child spends the greatest amount of his/her time doing:

2. My child's interests and hobbies include:

3. My child's readings and discussions relate to these areas:

Please check your child's preferred ways to learn below:

Preferred Ways of Learning			
Reading		Presentations	
Listening		Projects	
Discussing		Performing	
Creating		Music	
Writing		Art	
Working Alone		Technology	
Working with Others		Other:	

Sample GSSP – Fayette Co.

GIFTED/TALENTED DOCUMENTATION
FOR MONITORING REPORT

This record is to be kept with the teacher lesson planning book and completed as part of the planning process. Personnel responsible for providing gifted/talented services may choose to complete this form and attach it to the parental monitoring report.

STUDENT INFORMATION				
Student	**School**	**Homeroom**	**Grade**	**Date**

IDENTIFIED CATEGORIES and PERSONNEL RESPONSIBLE				
_____**General** **Intellectual**	**Specific** **Academic** ____Total Battery ____Reading ____Math ____Science ____Social Studies	____**Creativity**	_____**Leadership**	**Visual/ Performing Arts** ____Music ____Drama ____Dance ____Art ____Writing
Personnel:	**Personnel:**	**Personnel:**	**Personnel:**	**Personnel:**

Curriculum Compacting Evidence:
Differentiation by Content:
Differentiation by Process:
Differentiation by Product:

J. Minnehan, Fayette Co. Schools

Sample GSSP Progress Report—Fairview Independent

Progress Report for Gifted Education Students

Student Name	Date	Homeroom	Grade
	Fall 200___		☐ 4 ☐ 5
	Spring 200___		☐ 6 ☐ 7 ☐ 8

G/T Areas
_____General Intellectual
Specific Academic: _____Language Arts   _____Math   _____Science   _____Social Studies   _____Creativity   _____Leadership
Visual/Performing Arts: _____ Art   _____Dance   _____Drama   _____Music

Student Progress toward Achieving Gifted Student Service Plan Goals:

Student Goal			Teacher Delivering Service Option	Semester	Exceeds Expectations	Meets Expectations	Needs Improvement	Not Applicable
Student demonstrates achievement in the area(s) of identification.				1				
1st semester	2nd semester	Strategies Used for Content Differentiation:		2				
		Curriculum Compacting	Comments:					
		Pursue to Intensity						
		Explore Laterally						
		Construct Connections						
		Integrated Units						
		Acceleration						
		Student Choice						
		Other						
Student develops process skills in the area(s) of identification.				1				
1st semester	2nd semester	Process Skills Developed During Content Differentiation:		2				
		Research	Comments:					
		Creative Thinking						
		Critical Thinking						
		Decision Making						
		Problem Solving						
		Questioning Skills						
		Other						
Student completes high level products/performances in the area(s) of identification.				1				
1st semester	2nd semester	Product Development Skills Developed During Content Differentiation:		2				
		Sophisticated Products Reflecting Higher Order Thinking	Comments:					
		Self-evaluation						
		Authentic Audience						
		Real World						
		Multiple Intelligences						
		Other						
Student develops affective skills in the area(s) of identification.				1				
1st semester	2nd semester	Affective Skills Developed During Content Differentiation:		2				
		Goal Setting	Comments:					
		Self-directed Learning						
		Decision Making						
		Leadership						
		Other						

(cont'd next page)

Service Options Used for Development of Gifted/Talented Behaviors

☐ Cluster Grouping	☐ Acceleration by Subject	☐ Advanced Placement/Honors
☐ Collaboration/Consultation	☐ Acceleration by Grade	☐ Independent Study
☐ Resource Group	☐ Special Counseling	☐ Other

R. Crowe, Fairview Independent Schools

Sample GSSP Progress Report—Boyd County - Elementary

Your School District

PROGRESS REPORT

Student: _____ Grade: 4   5   Date: _____

Homeroom Teacher: _____

Goals

Student will:
1. *Demonstrate achievement in the area(s) of identification*
2. *Develop process skills including creative/critical thinking, research, and problem solving in the area(s) of identification.*
3. *Complete high-level products/performances in the area(s) of identification.*
4. *Develop goal setting, self-directed learning, leadership, and decision-making skills in the area(s) of identification.*

Semester 1

Goals	Exceeds Expectations	Meets Expectations	Needs Improvement	Not Applicable	Teacher
1					
2					
3					
4					

Progress Notes

_____

_____

_____

Parent Signature   Student Signature

Semester 2

Goals	Exceeds Expectations	Meets Expectations	Needs Improvement	Not Applicable	Teacher
1					
2					
3					
4					

Progress Notes

_____

_____

_____

Parent Signature   Student Signature

Jot Down for GI

GENERAL INTELLECTUAL ABILITY
IDENTIFICATION JOT DOWN

Brief description of
observed activity :_____

_____

_____

Date_____/_____/_____

               Mo.   **Day**   **Yr.**

Teacher_____

Grade_____ **School** _____

1. **As students in your class show evidence of the following general intellectual ability characteristics, jot their names down in the appropriate box/es.**
2. **When recommending students for gifted services, use this identification jot down as a reminder of student performances in general intellectual ability.**

Sees connections/recognizes patterns, may want to know how what is being taught "fits in."	Asks many probing questions, sometimes to the point of driving others "up the wall."	Appears to have a deep sense of justice. May correct others seen as wrong.	Able to work one or two years above others in age group
Widely read or likes to read. May prefer to read rather than be with others.	Seems to know many things that have not been taught.	Has a large vocabulary but may choose when to display it.	Benefits from rapid rate of presentation. May refuse to do work seen as "busy work."
Displays intensity for learning. Preoccupied and hard to move on to a new area.	Prefers a few close friends to many friends.	Likes to observe before trying new activities. Think through ideas before sharing with others.	Knowledgeable about things age peers may not be aware of.
Prefers to work independently with little direction. May be resistant to being a leader of a group.	Displays abstract thinking. Requires time to think before responding.	High energy level – physical, intellectual, and psychological.	May have discrepancies between physical, social and intellectual development.

Developed by L.Freese and M.Evans, The Center for Gifted Studies, Western Kentucky University

Jot Down for Specific Academic

SPECIFIC ACADEMIC AREA JOT DOWN			

Brief description of   **Check One:**   _____ **Language Arts**   **Date**_____/_____/_____

observed activity :_____   _____ **Social Studies**   **Mo.**   **Day**   **Yr.**

_____   _____ **Math**   **Teacher**_____

_____   _____ **Science**   **Grade**_____ **School** _____

3. **As students in your class show evidence of the following specific academic characteristics, jot their names down in the appropriate box/es.**
4. **When recommending students for gifted services, use this identification jot down as a reminder of student performances in this specific academic area.**

Sees connections.	Asks many probing questions	Enjoys sharing what they know.	Provides many written/oral details.
Widely read or likes to read about subject area.	Absorbs information quickly from limited exposure.	Has a large vocabulary in subject area.	Benefits from rapid rate of presentation in subject area.
Displays intensity for learning within subject area.	Requires little drill to grasp concepts.	Generates a large number of ideas or solutions to problems.	Knowledgeable about things others may not be aware of.
Prefers to work independently with little direction.	Displays leadership qualities within subject area.	Can apply knowledge to unfamiliar situations.	Offers unusual or unique responses.

Developed by L.Freese and M.Evans, WKU

Over-Excitability Checklist

CHECKLIST FOR CHARACTERISTICS OF OVER EXCITABILITY					
	Level of intensity				
	1 **lowest**	**2**	**3**	**4** **highest**	**Not** **observed**
PSYCHOMOTOR					
*Lots of energy and movement, fast talking, lots of gestures, sometimes nervous					
SENSUAL					
*Acute sensory awareness. Love for sensory things, sensitive to bright lights, aesthetic awareness					
IMAGINATIONAL					
*Dreamers, poets, strong visual thinkers, use lots of metaphorical speech					
INTELLECTUAL					
*Strong logical imperative, a love of things academic, new information, cognitive games					
EMOTIONAL					
*Intensity of emotion, broad range of emotions, need for deep connections with other people or animals, invent imaginary friends, susceptible to depression					

NOTE: Highly gifted people tend to have all 5 of the above characteristics but different people lead with different Over Excitabilities.

Parent Checklist

CHECKLIST FOR PARENT IDENTIFICATION OF GIFTED AND TALENTED STUDENTS

Dabrowski

SECTION A

Please **tick the category** you think best describes your child.
CATEGORIES (1) most of the time (2) often (3) occasionally (4) rarely

No	Characteristic	1	2	3	4
1	Has advanced vocabulary, expresses self clearly and fluently				
2	Thinks quickly.				
3	Recalls facts easily.				
4	Wants to know how things work.				
5	Is an avid reader.				
6	Puts unrelated ideas together in new and different ways.				
7	Becomes bored easily.				
8	Asks reasons why – questions almost everything.				
9	Likes grown-up things and to be with older people.				
10	Has a great deal of curiosity.				
11	Is impulsive – acts before thinking.				
12	Is adventurous.				
13	Tends to dominate others if given a chance.				
14	Is persistent. Sticks to task.				
15	Has good physical coordination and body control.				
16	Is independent and self-sufficient.				
17	Has a good sense of humour.				
18	Reasons.				
19	Has a wide range of interests.				
20	Shows initiative.				
21	Seeks own answers and solutions to problems.				
22	Has a great interest in the future and/or world problems.				
23	Follows complex directions.				
24	Is prepared to take some social risks.				
25	Is a leader.				

26	Enjoys complicated games.				
27	Sets high goals for self.				
28	Invents and builds new mechanical devices.				
29	Continually questions status quo.				
30	Has a broad attention span which allows concentration on and perseverance in problem solving and pursuit of interests.				

SECTION B

No	Characteristic	Yes	No
1	Did your child read before starting school?		
	If the answer is YES, was the child self-taught?		
2	Does your child play a musical instrument?		
	If so, which instrument?		
3	In what outside activities does your child participate?		
4	What are your child's special hobbies or interests?		
5	What books has your child enjoyed reading lately?		

Please make comments, where appropriate, on any of the following.
Your child's:
- unusual accomplishments – present or past
- special talents
- relationships with others
- preferred activities when alone
- special problems and needs
- special opportunities
- language/cultural background

_____

_____

_____
Note: This checklist may require interpretation for non-English-speaking parents.

PARENT INVENTORY
http://www.allen.kyschools.us/docs/0-
Allen%20County%20Gifted%20and%20Talented%20Handbook%20as%20of%2009-10-08.doc

Student: _____ Grade: _____

Teacher: _____ Date Parent Inventory Sent Home: _____

Directions: Please check the appropriate column for those characteristics that you see your child display.

	OFTEN	SOMETIMES	NEVER
Possesses large and varied vocabulary, and uses it meaningfully.			
Knows a lot of information about many topics.			
Recalls facts easily.			
Asks many questions that involve more than one word answers.			
Makes generalizations easily.			
Has a keen sense of humor.			
Loves to read, particularly books of a more adult level.			
Tries to reason things out independently.			
Becomes immersed in topics of interest.			
Becomes bored with routine.			
Prefers to work alone.			
Becomes interested in "adult" problems.			
Assertive and sometimes stubborn about beliefs.			
Generates many ideas/solutions to problems.			
Willing to take risks.			
Sensitive to the aesthetic.			
Does not fear being different; is a non-conformist.			
Makes friends who are older.			
Adapts easily to new situations.			
Excels in areas outside the regular school curriculum.			

At what age did your child learn to read? _____

At what age did your child understand number concepts? _____

Parent Signature: _____

Parent Questionnaire

QUESTIONNAIRE -- Please complete and return to your child's school within 5 days.

Student _____ Grade _____ Date _____

Completed by _____ Relationship _____

Briefly tell about lessons or other events in which your child participates outside of school (how long has your child been involved, specific type of lessons, etc.):

✓ Art _____

✓ Dance _____

✓ Drama _____

✓ Musical instrument _____

✓ Vocal music _____

✓ Other _____

People other than family have commented about my child's talent or ability in: _____

Use the scale at the right to tell how often each statement is true of your child.

DANCE	Always	Often	Some-times	Never
Notices movements going on	☐	☐	☐	☐
Is quick to pick up dance moves	☐	☐	☐	☐
Creates dance moves	☐	☐	☐	☐
Moves to beat without being shown	☐	☐	☐	☐
Expresses mood by dancing	☐	☐	☐	☐
Picks up dance skills without formal instruction	☐	☐	☐	☐
DRAMA	Always	Often	Some-times	Never
Recreates plays or performs	☐	☐	☐	☐
Likes an audience	☐	☐	☐	☐
Enjoys speaking in public	☐	☐	☐	☐
Makes up original plays or performances	☐	☐	☐	☐
Enjoys dress-up play more than any other types of play	☐	☐	☐	☐
Tells stories through mime	☐	☐	☐	☐
Is the class clown	☐	☐	☐	☐
Likes to pretend; At what age did this begin?_____	☐	☐	☐	☐
VISUAL ARTS (drawing, painting, sculpture, etc.):	Always	Often	Some-times	Never
Has a need to create original art	☐	☐	☐	☐
Seems to enjoy art more than most people	☐	☐	☐	☐
Tries to learn more about visual arts	☐	☐	☐	☐
Combines various artistic media such as crayon, markers, clay	☐	☐	☐	☐

	Always	Often	Some-times	Never
Picks up skills in visual art without formal instruction	☐	☐	☐	☐
Invents new art techniques; experiments	☐	☐	☐	☐
Sees small details in objects	☐	☐	☐	☐
Express experiences and feelings by making art	☐	☐	☐	☐
Comments on things around him/her that are beautiful or unusual	☐	☐	☐	☐
Draws pictures showing movement	☐	☐	☐	☐
Makes drawings that tell a story	☐	☐	☐	☐
Makes art using a computer	☐	☐	☐	☐
MUSIC (vocal or instrumental)	Always	Often	Some-times	Never
Has a need to create music	☐	☐	☐	☐
Identified instruments by their unique sounds at age _____	☐	☐	☐	☐
Picks up music skills without formal instruction	☐	☐	☐	☐
Easily remembers melodies and can reproduce them accurately	☐	☐	☐	☐
Claps or moves to the beat of music	☐	☐	☐	☐
Comments on music he/she hears as beautiful or unusual	☐	☐	☐	☐
Cries, laughs, smiles, frowns, shows fear as appropriate, when listening to music	☐	☐	☐	☐
Continues to be interested in music activities over time	☐	☐	☐	☐
Expresses feelings or emotions by making music	☐	☐	☐	☐
Is aware of moods in music such as sad, happy, scary	☐	☐	☐	☐
Makes up original tunes	☐	☐	☐	☐
Knows if music is performed in-tune or out-of-tune	☐	☐	☐	☐
Can match a pitch exactly	☐	☐	☐	☐
Enjoys different styles of music	☐	☐	☐	☐
Could create a steady beat before age 5	☐	☐	☐	☐
Is aware of characteristics of music that others don't notice	☐	☐	☐	☐
OTHER:	Always	Often	Some-times	Never
Sees things in unusual visual perspective	☐	☐	☐	☐
Combines things in unusual ways	☐	☐	☐	☐
Influences others to do things for good or bad	☐	☐	☐	☐
Plans activities for group and/or self	☐	☐	☐	☐
Organizes a group to carry out activities or appoints duties	☐	☐	☐	☐
Has a long attention span for things that are interesting to him/her	☐	☐	☐	☐
Becomes deeply absorbed in an activity and may lose track of time	☐	☐	☐	☐
Observes something of interest for days or weeks	☐	☐	☐	☐
Examines and observes things very thoroughly	☐	☐	☐	☐
Thinks about many solutions instead of being happy with one	☐	☐	☐	☐
Creates and tells fantastic stories, songs and/or pictures	☐	☐	☐	☐
Sees movement in pictures, inkblots, sculptures, etc.	☐	☐	☐	☐
Does not wait for instructions; goes ahead and tries ideas	☐	☐	☐	☐

Freely discusses strong commitment or love for something	☐	☐	☐	☐
Fixes toys, equipment, machines, etc.	☐	☐	☐	☐
Questions accepted ways of doing things	☐	☐	☐	☐
Considers possibilities of the improbable	☐	☐	☐	☐
Collects something (insects, stamps, coins, etc.) for a long time	☐	☐	☐	☐
Reads at every opportunity	☐	☐	☐	☐
Invents a variety of gadgets, etc.	☐	☐	☐	☐
Writes poems, song lyrics, or stories not assigned in school	☐	☐	☐	☐
Builds ingenious and/or unique toys, or other objects	☐	☐	☐	☐
Watches nature such as birds, insects, clouds etc.	☐	☐	☐	☐
Has amazing capacity for hard work	☐	☐	☐	☐
Makes people laugh through jokes, stories and/or pictures, etc.	☐	☐	☐	☐

Russell Independent Schools

Parent Student Feedback

<div align="center">

Your District
Parent/Student Feedback Form

</div>

Student's Name: _____ Date: _____ Birthdate: _____

Age: _____ Grade: _____ School: _____

Sex: _____ Race: _____ Address: _____

Parents' Names: _____ Home Phone: _____

Completed by Parent:

1.   Student's greatest amount of time is spent doing _____

    _____

2. Interests, hobbies, curiosity expressed in these areas: _____,

    _____, _____.

3. Which school related subject areas does your child seem to enjoy? _____

    _____

4. Lack of enthusiasm/interest displayed in these activities: _____

    _____ and these topics _____

    _____

5. Which topic(s) does your child enjoy reading about? _____

    _____

6. What does your child's (outside of school) discussions center on? _____

    _____

7. Please circle the area(s) in which you think your child is gifted/talented:

<div align="center">

Language Arts   Math   Science   Social Studies   Creativity

Leadership   Art   Music   Dance   Drama

</div>

Parent Signature: _____

<div align="center">

Please Complete Both Front and Back

</div>

Parent/Student Feedback Form
Parents are excellent identifiers of giftedness in their children. Compared to other children your child's age, how many of these descriptors fit your child? Please provide examples.

Reasons well (good thinker)_____

Learns rapidly _____

Has extensive vocabulary _____

Has an excellent memory _____

Has a long attention span (if interested) _____

Sensitive (feelings hurt easily) _____

Shows compassion _____

Perfectionistic _____

Intense _____

Morally sensitive _____

Has strong curiosity _____

Perseverant in their interests _____

Has high degree of energy _____

Prefers older companions or adults _____

Has a wide range of interests _____

Has a great sense of humor _____

Early or avid reader (if too young to read, loves being read to) _____

Concerned with justice, fairness _____

Judgment mature for age (at times) _____

Is a keen observer _____

Has a vivid imagination _____

Is highly creative _____

Tends to question authority _____

Has facility with numbers _____

Good at jigsaw puzzles _____

_____ **Total**

Please have your child complete the student interest inventory (with your help, if necessary).

Peer Checklist

CHECKLIST FOR PEER IDENTIFICATION OF GIFTED AND TALENTED STUDENTS

		NAME OF STUDENTS	
1	Your teacher is called to a meeting with a parent. Who would you want to be in charge while the teacher is busy?		
2	To whom would you go for help if the teacher was not present?		
3	Who interprets the teacher's statements?		
4	Who thinks of the most unusual ideas?		
5	Who likes to take the most chances?		
6	Who would you like to argue your case?		
7	Who would you like to have in your team?		
8	Who would you like to be like?		
9	Who thinks of the most unusual, wild or fantastic ideas?		
10	Who talks the most sense?		
11	If you cannot do something that you planned, who in your class is likely to come up with another plan or idea?		
12	Who thinks of the most ideas for misbehaving?		
13	Who can do the most things in physical education classes?		
14	With whom would you want to work on an art project?		
15	If you were going to sit for an important mathematics test, to whom would you go for help just beforehand?		
16	Who would you really like to have at your party?		
17	Who is the most sensitive in class?		
18	Who is aware of and enjoys beautiful things?		
19	Who does not care if others think them different?		
20	Who would be best to organise a concert?		
21	Who should thank a guest speaker?		
22	There is going to be a class play. Who should have the main part?		
23	In the music class who would you choose to lead the singing?		
24	Who is the most fun to be with?		
25	Who would be the best team or form captain?		

26	You are getting ready for an important English test. To whom would you turn for help?		
27	Who makes the best models?		
28	Who is the most curious about many things?		
29	Who is the hardest worker in the class?		
30	Who has the least reason to attend class? Why?		

NOTE
- Tally the students whose names appear often.
- This checklist may need to be adapted or administered verbally for students in the Early Childhood phase.

Sociogram To Screen For Gifted & Talented Students

Teacher _____ Date _____

School _____ Grade _____

List one student from your class beside each question. The same student may be listed beside more than one question.

ACADEMICS/COGNITIVE THINKERS:
Who has a great deal of information about many things? _____

Who gives the quickest answer?   _____

Who reads the most?   _____

Who studies the most complicated areas?   _____

Who has the best ideas?   _____

Who has special knowledge in one area?   _____ area? _____

Who is the smartest student?   _____

Who has the largest vocabulary?   _____

CREATIVE THINKERS:
Who has the craziest sense of humor?   _____

Who has the most unusual ideas?   _____

Who is the most curious?   _____

Who has the wildest imagination?   _____

Who is the most creative?   _____

Who is the most different?   _____

LEADERSHIP:
Who likes to show their work to others?   _____

Who is the captain of teams most often?   _____

Who is the easiest going?   _____

Who is the most "bossy"?   _____

Who is the surest of himself/herself?   _____

Who would you most often choose as a group leader?   _____

Who could run the class if you didn't show up one day?   _____

In whom do you have the most confidence?   _____

VISUAL/PERFORMING ARTS:
Who is the most artistic?   _____

Who is the class clown?   _____

Who is the best dancer?   _____

Who is the best singer?   _____

Who is always drawing or doodling?   _____

Who is always humming or singing?   _____

Who is the best storyteller?   _____

Adapted by Lea Ellis, 2006

Your District

Student Interest Inventory

Name: _____ Date Of Birth: _____

School: (please circle)   Central   South   C. M. S.   C. H. S.   Grade: _____ Teacher: _____

Please complete the following list of questions to accurately describe your <u>typical</u> behavior, thoughts, feelings, and opinions. Your response is needed to provide an accurate estimate of your interests, needs, and abilities. Use back of sheet if needed.

1. What kinds of books do you like to read? _____

2. What parts of the newspaper do you look at regularly? _____

3. How do you get the news? _____

4. What are your favorite magazines? _____

5. What types of TV programs do you prefer? Why? _____

6. What is your most favorite activity or subject at school? _____

7. What is your least favorite activity or subject at school? _____

8. What is your first choice of what to do when you have free time at home? _____

9. What kinds of things have you collected? _____

10. What do you do with the things you collect?_____

11. If you could talk to any person currently living, who would it be? _____

12. Why did you choose this person? _____

13. What questions would you ask the person? _____

14. What hobbies do you have? _____

15. How much time do you spend on your hobbies? _____

Please Complete Both Front and Back

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16. If you could have anything you want, regardless of money or natural ability, what would you choose:
_____

_____

17. Why would you choose that?
_____

18. What career(s) do you think might be suitable for you when you are an adult?
_____

19. Describe your most memorable experience
_____

20. Imagine that someday you will write a book or produce a movie. What do you think it will be about?

_____

_____

21. Imagine that you could invent something to make the world a better place. Describe your invention.
_____

_____

22. What places would you most like to visit in your own area and in other locations?
_____

23. Imagine that you are going to take a trip to another planet or solar system. You will be gone for 15 years. List 10 things you will take with you.
_____

_____

24. What question do you think should be on this survey that isn't already on it?
_____

_____

25. Tell one thing about yourself that you have not already been asked.
_____

_____

Student Signature _____ *Date* _____

Student Interest Inventory

Name _____ Date _____

School _____ Age _____ Grade _____

What activities do you spent time doing, enjoy, and interest you the most? Check off these activities. Circle the ones you really like a lot or are real important to you.

Writing:
- ☐ short stories
- ☐ newspaper articles
- ☐ special class reports
- ☐ songs/lyrics
- ☐ plays/skits
- ☐ diary/journal
- ☐ poetry
- ☐ puzzles/word games
- ☐ journalism
- ☐ other _____

Reading:
- ☐ books
- ☐ reference books
- ☐ textbooks
- ☐ comics
- ☐ newspapers
- ☐ magazines
- ☐ anything I get my hands on
- ☐ other _____

Science:
- ☐ forensics
- ☐ chemistry
- ☐ astronomy/space
- ☐ nature/ecology
- ☐ meteorology
- ☐ marine science
- ☐ anatomy
- ☐ medicine
- ☐ geology/earth science
- ☐ agriculture
- ☐ doing experiments
- ☐ creating science projects
- ☐ working with animals
- ☐ visiting science museums
- ☐ visiting the zoo/aquariums
- ☐ criminal justice/police science
- ☐ bird-watching
- ☐ collecting rocks/shells
- ☐ other _____

Social Studies:
- ☐ archaeology
- ☐ foreign affairs
- ☐ politics
- ☐ ancient cultures
- ☐ law
- ☐ people
- ☐ war
- ☐ foreign countries
- ☐ historical figures/events
- ☐ government
- ☐ historical trivia
- ☐ traditions/cultures
- ☐ visiting historical museums
- ☐ history
- ☐ other _____

Math:
- ☐ puzzles/logic games/mazes
- ☐ problem solving
- ☐ working with numbers
- ☐ graphs
- ☐ stock market
- ☐ geometry
- ☐ working with calculators
- ☐ strategy games
- ☐ other _____

Dramatics:
- ☐ acting
- ☐ directing
- ☐ filmmaking
- ☐ pantomime
- ☐ radio broadcasting
- ☐ puppetry
- ☐ working with sets or stage
- ☐ performing
- ☐ comedy routines
- ☐ monologues
- ☐ Shakespeare
- ☐ doing impersonations/impressions
- ☐ costume designing
- ☐ other _____

Art:
- ☐ painting murals
- ☐ painting
- ☐ working with clay
- ☐ sculpting
- ☐ art history
- ☐ drawing cartoons
- ☐ experimenting with junk art
- ☐ weaving
- ☐ drawing
- ☐ visiting art museum
- ☐ working with colors
- ☐ doodling
- ☐ other _____

Music:
- ☐ playing instruments
- ☐ attending concerts/musical performances
- ☐ being in a band
- ☐ listening to music
- ☐ singing with a group
- ☐ recording
- ☐ composing music
- ☐ making instruments
- ☐ musicology (music history)
- ☐ singing
- ☐ other _____

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Dance:

☐ dancing alone   ☐ dancing for others   ☐ attending dance performances
☐ watching people dance ☐ making up dances   ☐ other _____

Technology:

☐ playing computer games ☐ creating new video games   ☐ computers in general
☐ animation/computer art ☐ Watching TV   ☐ movies/theater   ☐ digital music
☐ creating web pages   ☐ online communication   ☐ digital photography
☐ word processing   ☐ programming   ☐ other _____

Misc:

☐ chess   ☐ photography   ☐ building models ☐ cooking   ☐ business   ☐ languages
☐ studying   ☐ cheerleading   ☐ fixing things   ☐ research ☐ psychology ☐ traveling
☐ selling stuff/own business   ☐ secret codes   ☐ mechanics/bike repair
☐ collecting stuff _____ ☐ other _____

Please answer the following questions:

What do you see as your strengths? _____

What do you see as your greatest need? _____

What have you always wanted to do when you grew up? _____

What type of occupations are you interested in? _____

What are some things you would like to study? _____

What is your favorite subject in school? _____ least favorite _____

What clubs/groups do you belong to? _____

What are your favorite types of books to read? _____

What are some book titles you have read recently? _____

What private lessons have you taken? _____

How long have you taken these lessons? _____

Have you ever performed or shown your work publicly?   YES   NO

Where? _____ When? _____

What instruments can you play very well or fairly well? _____

What is your favorite thing to do when you are alone? _____

What is your favorite thing to do when you are with friends? _____

What is something you know a lot about? _____

What is something you are really good at? _____

What sports activities are you good at? _____

Is there anything else you enjoy that you wish to mention? _____

Adapted L. Ellis 2006 from Washington County Schools

Teacher Checklist

GIFTED AND TALENTED INDIVIDUAL STUDENT RATING SCALE

When compared with other children in the class, which of your students possess SOME of the following characteristics?

Do not exclude children who may have synchronous development

STUDENT'S NAME _____ DATE _____

TEACHER _____ YEAR LEVEL _____

In the following items, check the column which best describes the student's functioning.

CATEGORIES   (1) most of the time   (2) often   (3) occasionally   (4) rarely

	Characteristics	1	2	3	4
1	Learns rapidly and easily.				
2	Things clearly, recognizes implied relationships, comprehends meanings.				
3	Reads above year level.				
4	Retains what is heard or read without appearing to need much repetition.				
5	Is easily bored with routine tasks.				
6	Has a large vocabulary.				
7	Is curious, investigative.				
8	Asks penetrating, searching questions.				
9	Has long attention span.				
10	Shows imagination, originality, creativity.				
11	Prefers complex ideas.				
12	Is often assertive, stubborn in own beliefs.				
13	Has a sense of humor.				

Working Conditions Contract

These are rules that must be followed when you are working independently or in a small group.

1. I will stay on task at all times.

2. I will use my time wisely and meet my due date.

3. I will move about the classroom without disturbing any of my classmates.

4. I will do my best work.

5. If I have a problem or question on my assignment, I will raise my hand and ask the teacher.

6. I will use a "six inch voice" when talking to classmates about our assignments. (These are voices that can be heard no more than six inches away from you.)

7. If I need to use supplies that are not at my desk, I will get permission from the teacher and get them quietly.

8. If I am working in a group, I will contribute to the assignment, remain seated, and follow all of the rules listed above.

9. I will talk to the teacher or members of my group about the assignment only. I will not go off-topic.

10. If I am permitted to work in the library or computer lab, I will stay on task there and follow all of the rules listed above.

I understand the conditions described above, and I know that if I do not adhere to them I risk producing inferior work, losing credit, or a discipline step.

Student Signature: _____ Date _____
Teacher Signature: _____ Date _____
Parent Signature: _____ Date _____

Allen County Schools

Sample Curriculum Differentiation

GT-540
07/02

Pulaski County Schools
Gifted and Talented Educational Services
Documentation of Curriculum Differentiation

According to **704 KAR 3:285**, each school **shall** differentiate, replace, supplement, or modify curricula, using multiple service delivery options to ensure **continuous progress** based on the interests, needs, and abilities of the student.

This record is to be attached to the teacher's lesson plans as part of the planning process.

Student Identification Number _____ for the Week of _____
Frequency of Differentiation _____
Service Area(s):

___General Intellectual   Specific Academic   Visual/Performing Arts
___Leadership   ___Language Arts   ___Art
___Creativity/Creative Writing   ___Math   ___Dance
                                 ___Science   ___Drama
                                 ___Social Studies   ___Music

---

Strategies used for the differentiated level, pace, process, and product of the curriculum designed to accommodate the unique needs of individuals or groups of students in my classroom:

___**Units**   ___**Curriculum Compacting**   ___**Thinking Skills**
  which may include   which may include   which may include
  *Interdisciplinary   *Pursue to Intensity   *Critical
  *Integrated   *Explore Laterally   *Creative
  *Independent Projects   *Construct Connections   *Problem Solving
  *Student Choice/Product   *Acceleration   *Decision Making
  *Real-World Applications   *Self-Evaluation
___**Cluster Grouping**   ___**Learning Centers/Stations** ___**Independent Study**
___**Flexible Grouping**   ___**Special Counseling**   ___**Seminars**
___**Tiered Assignments**
___**Other Methods of Differentiation** (Please describe.) _____
_____
_____

Technology Used:
___Power Point   ___Smart Board   ___Instructional Software   ___Internet Activities
___Other_____

Bloom's Taxonomy Levels Used:
___Knowledge   ___Application   ___Evaluation
___Comprehension   ___Analysis   ___Synthesis

The Pulaski County System does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or the provision of services.