Gifted Children May Not Be Served If:

- We fail to consider that “gifted” is a heterogeneous group.
- We identify only High Achievers and Social Leaders.
- We believe that bright children will always make good grades, and that they are not gifted if they do not.
- Classrooms are organized by heterogeneous grouping, emphasizing cooperative learning and socialization.
- Little instruction at an advanced level exists.
- Gifted children express intensity and sensitivity in ways that do not fit with “the system.”
- The very characteristics that are part of being “gifted” are not valued and may even be ridiculed.
Four Fundamental Characteristics:
(1) They See the World Differently

Bird's Eye View

Four Fundamental Characteristics:
(2) They Do Things Differently

(Cold Weather)

Tired

Very very!

I don't know what's wrong with the kids in this neighborhood...

Four Fundamental Characteristics:
(3) They Do Things Intensely

“Sometimes I wish this family had never heard of the Guinness Book of World Records.”
Four Fundamental Characteristics: (3) But Their Judgment Lags Behind Their Intellect

"Bobbi, have you been playing with those computer access codes again?"

MATCHING THE PROGRAM TO THE CHILD


What You Need to Know about Your Gifted Child

- Cognitive Functioning Information
- Learning Strengths Information
- Personality Characteristics and Traits
- Learning Preferences
- Your Child’s Interests

MATCHING THE PROGRAM TO THE CHILD

Managing Curriculum Modifications

- Guideline 1: Does it Provide for Academic Progress?
- Guideline 2: Does it Remediate Academic Weakness?
- Guideline 3: Does it Enhance Psychological Adjustment?
- Guideline 4: Does it Provide for Socialization?
MATCHING THE PROGRAM TO THE CHILD

Grade-Based Acceleration Options
- Grade-Skipping
- Non-Graded Classes
- Multi-Grade Classes
- Grade Telescoping
- Testing Out
- Early Admission to College

Subject-Based Acceleration Options
- Early Entrance to School
- Compacting the Curriculum
- Single-Subject Acceleration
- Concurrent Enrollment
- Talent Search Programs

Subject-Based Acceleration Options (continued)
- Correspondence Courses, Distance Learning, and Independent Study Courses
- Advanced Placement Programs
- College-in-the-Schools
- Mentorships
- Post-Secondary Options
MATCHING THE PROGRAM TO THE CHILD

Program Provisions (Grouping) within the School

- Untracked Whole Class Instruction: The “Default” Option
- Whole Class Strategies
  - Full-Time Ability Grouping/Tracking
  - Special Schools for the Gifted
  - Full-Time Gifted Classes or Programs
  - School-within-a-School

MATCHING THE PROGRAM TO THE CHILD

Program Provisions (Grouping) within the School (continued)

- Small Group Strategies
  - Pull-Out Groups
  - Cluster Grouping
  - Regrouping for Specific Subject Instruction
  - Within-Class Grouping
  - Like-Ability Cooperative Grouping
  - Cross-Grade Grouping
  - Peer Tutoring Dyads
  - Mixed-Ability Cooperative Grouping: A “Default” Option

MATCHING THE PROGRAM TO THE CHILD

- Homeschooling: The Last Resort