

★ CONTENTS ★

List of Reproducible Pages	viii
List of Figures	ix
Foreword by Sylvia B. Rimm, Ph.D.	xi
Introduction	1
Teaching vs. Learning	1
The Mystery of the Gifted Underachiever	2
The Myth of Elitism	2
Gifted Education Benefits Everyone	4
What Gifted Students Need	5
About This Book	6
Chapter 1:	
Characteristics of Gifted Students	9
Learning and Behavioral Characteristics	10
Strategy: The Name Card Method	11
Perfectionism	13
Perfectionist Characteristics	14
Ways to Help the Perfectionistic Child	14
How to Use the Goal-Setting Log	15
Creative Thinkers	17
Ways to Nurture Creative Thinking	17
Creativity Inhibitors	17
Students Who Are Twice-Exceptional	18
Scenario: Elizabeth	18
The Meaning of Twice-Exceptional	19
Children with ADD/ADHD	20
Children with Asperger's Syndrome	21
Ways to Help Twice-Exceptional Students Succeed in School	21
Underachievers	22
Students from Diverse Populations	23
Identifying Gifted Students from Diverse Populations	23
Three Ways to Help Students from Diverse Populations	24
Questions and Answers	25
Summary	25
References and Resources	26
Chapter 2:	
Gifted Students Identify Themselves	31
Banishing the "B" Word	31
Compacting the Curriculum	32
How to Use the Compactor	33
Compacting and Flexible Grouping	33
A Few Words About Grades	33
Strategy: Most Difficult First	35
Scenario: Aaron	35
How to Use Most Difficult First	36
Questions and Answers About Most Difficult First	37
Strategy: Pretests for Volunteers	39
Scenario: Ardith	39
Scenario: Elizabeth	41
Scenario: James	41
Questions and Answers About Compacting the Curriculum	43
Summary	45
References and Resources	45
Chapter 3:	
Compacting and Differentiation for Skill Work	47
Strategy: The Learning Contract	47
Scenario: Julie	47
Introducing the Learning Contract	47
How to Use the Learning Contract At the Contract Meeting	49
How to Grade Contract Students	52
Especially for Primary Teachers	53
The Question Chip Technique	54
Customizing the Learning Contract	55
Scenario: Dimitri	55
How to Use the Contract for Accelerated Learning	56
Scenario: Elena	56
How to Use the Contract with Problem-Solving Focus	57
Scenario: Leandra	57
How to Use the Contract for Reading Skills/ Grammar/Language Mechanics	58
Using Contracts with Standards or Problem-Based Math Programs	58
Strategy: Math Achievement Teams (MATS)	60
Calculating Improvement Points	61
Questions and Answers	62
Summary	64
References and Resources	65
Chapter 4:	
Compacting and Differentiation in Content Areas	67
Strategy: The Study Guide Method	67
Scenario: Cleon	68
Two Ways to Use the Study Guide	68

Preparing the Study Guide and Extensions Menu	69	Etymologies	111
Tools to Use with the Study Guide Method	74	Super Sentences	111
The Independent Study Agreement	74	Vocabulary Web	113
The Evaluation Contract	74	Bibliotherapy	113
The Daily Log of Extension Work	74	Writing for Gifted Writers	120
The Product Choices Chart	79	Writing Activities Gifted Writers Enjoy	120
Getting Started	79	Getting Kids' Writing Published	123
Identifying Students for the Study Guide Method	79	Strategy: The Great Friday Afternoon Event	123
Introducing the Study Guide Method	81	Questions and Answers	123
Making It Official	81	Summary	125
Strategy: Allowing All Students to Do Project Work	85	References and Resources	125
Questions and Answers	85	Chapter 6:	
Summary	86	Planning Curriculum for All Students at the Same Time	129
References and Resources	87	Bloom's Taxonomy	130
Chapter 5:		Strategy: The Curriculum Differentiation Chart	130
Extending Reading and Writing Instruction	89	Scenario: José	131
Characteristics of Gifted Readers	89	How to Use the Curriculum Differentiation Chart	131
Scenario: Eric	89	Strategy: Learning Centers	132
Reading for Gifted Readers	90	Strategy: The Socratic Seminar	139
Reading for Gifted Primary Children	91	Questions and Answers	143
Strategy: The Contract for Permission to Read Ahead	92	Summary	144
Strategy: The Contract for Reading Skills and Vocabulary	92	References and Resources	144
How to Use the Contract for Reading Skills and Vocabulary	94	Chapter 7:	
Strategy: The Reading Activities Menu	94	"I'm Done. Now What Should I Do?"	145
How to Use the Reading Activities Menu	94	Strategy: The Interest Survey	146
Strategy: Using the Study Guide Method for Reading Extension	97	Strategy: The Personal Interest Independent Study Project	146
Strategy: Using Trade Books for Self-Selected Reading	97	Personal Interest Independent Study Projects for the Primary Grades	146
All Reading the Same Novel	97	Scenario: Alexa	149
All Reading Different Novels by the Same Author	103	Strategy: The Topic Browsing Planner	150
All Reading Different Novels of the Same Genre	103	Scenario: Rahul	150
Strategy: Individualized Reading	103	How to Use the Topic Browsing Planner	151
Keeping Tabs on Individualized Readers	104	Strategy: The Resident Expert Planner	157
Book Sharing	108	How to Use the Resident Expert Planner	157
Book Logos	108	The Note Card Method	158
Books I Want to Read	108	The Personal Interest Independent Study Project Agreement	159
Recommended Books	109	Evaluating Students' Project Work	159
Vocabulary Activities	109	Letting Students Evaluate Their Own Work	159
Vocabulary Builders	109	Independent Study Option for the Primary Grades: The 4C Booklet	166
		Questions and Answers	166
		Summary	168
		References and Resources	168

Chapter 8:	
Grouping Gifted Students for Learning	171
Cooperative Learning	171
Scenario: Kim Liu	171
Cooperative Learning and Gifted Kids	172
Strategy: Placing Gifted Students in Their Own Cooperative Learning Groups	173
Summary: Cooperative Learning or Heterogeneous Groups?	174
Cluster Grouping	175
Scenario: Third Grade at "Adams School"	175
Questions and Answers About Cluster Grouping	176
Summary: How Good Is Cluster Grouping?	181
References and Resources	181
Chapter 9:	
Et Cetera: Related Issues	185
Program Delivery Options	185
Program Management and Record-Keeping	186
Creative Collaboration	186
The Differentiated Learning Plan	186
Keeping Track of Students' Work from Year to Year	187
Acceleration	187
Early Entrance to Kindergarten	191
Grade-Skipping Past Kindergarten	191
Completing Two Grades in One Year	192
Acceleration in One Subject	192
The Qualities of Teachers	193
Securing Extension Materials	193
Pull-Out Programs	194
Eight Steps to Successful Pull-Out Programs	194
The Changing Role of the Gifted Education Specialist	196
How to Win Support from Parents	197
Questions and Answers	197
Summary	199
References and Resources	199
Chapter 10:	
Parenting Gifted Children	201
Parenting Issues	201
Parenting Style	201
Power Struggles	201
Listening	202
Comparing	202
Perfectionism	203
Praise	204
Grades	204
Social Skills	204
Gifted Girls	205
Gifted Boys	205
Peer Pressure	206
Role Models	206
Down Time	206
The Future	206
Getting Help If You Need It	206
Special Cases	206
Advocating for Your Child at School	207
Providing a Nurturing Environment	208
The Preschool Years	208
The Elementary School Years	209
Adolescence	210
Summary	210
References and Resources	211
Conclusion	217
Appendix A:	
Language Arts Activities	219
Categories Challenge	219
Academic Bowl	219
Alphabet Soup	221
Transmogrifications	223
Silly Nillies	223
Appendix B:	
Additional Resources	227
Publishers	227
Magazines and Journals	228
Videos	229
Organizations	229
Web Sites	230
Index	233
About the Author	243

★ LIST OF REPRODUCIBLE PAGES ★

Goal-Setting Log	16	Vocabulary Web Model	119
The Compactor	34	Expository Writing Extensions Menu	122
Alternate Spelling Activities	40	The Great Friday Afternoon Event	124
Learning Contract	50	Taxonomy of Thinking	133
Working Conditions for Alternate Activities	51	Curriculum Differentiation Chart	136
Topic Development Sheet	70	Nutrition Extensions Menu	137
American Wars Study Guide	71	Nutrition Extensions Menu for Other Subject Areas	138
American Wars Extensions Menu	72	Build Blocks to Think	140
Extensions Menu Form	73	Guidelines for Creating Student-Made Learning Centers	141
Independent Study Agreement for Study Guide Only	75	Examples of Student-Made Learning Centers	142
Independent Study Agreement for Study Guide with Extensions Menu	76	Interest Survey	147
Evaluation Contract	77	Acceptable Student Projects	148
Daily Log of Extension Work	78	Topic Browsing Planner	153
Product Choices Chart	80	Resources Record Sheet	154
Contract for Permission to Read Ahead	93	Topic Browsing Planner for Primary Grades	155
Contract for Reading Skills and Vocabulary	95	Resources Suggestions	156
Reading Activities Menu	96	Resident Expert Planner	160–161
Animal Story Study Guide	98	Resident Expert Planner for Primary Grades	162
Animal Story Extensions Menu	99	Check-Off Sheet for Resident Expert Project	163
Biography Study Guide	100	Personal Interest Independent Study Project Agreement	164
Biography Extensions Menu	101	Self-Evaluation Checklist	165
Author Extensions Menu	102	Differentiated Learning Plan	188
The Circle of Books	105	Meeting Record Sheet	189
Reading Response Sheet	106	Gifted Student's Cumulative Record Form	190
Teacher's Conference Record Sheet	107	Alphabet Soup	222
Books I Want to Read	110	Silly Nillies	225
Vocabulary Builders	112		
Etymologies Activities	114		
Etymologies Chart	115		
Super Sentence: Level One	116		
Super Sentence: Level Two	117		

The dilemma was solved when I asked myself two critical questions: "When compared to her classmates, is Elizabeth clearly advanced in this particular content?" Yes. "By virtue of her exceptional ability, is she as entitled to compacting and differentiation as any other student who demonstrated mastery on the pretest?" Clearly, yes again. Therefore, I chose to allow her to work on differentiated activities during social studies. (For more about Elizabeth, see page 41.)

The Meaning of Twice-Exceptional

Although there are several reasons why gifted students fail to achieve at a level compatible with their potential (see page 22), many students in this group are now recognized as "twice-exceptional." Their giftedness coexists with a learning challenge of some sort, most commonly a learning disability, behavioral problem, and/or Attention Deficit Disorder.

These kids have some noticeable academic learning strength, but it may never be recognized as giftedness. Their learning challenge depresses the exceptional learning ability down to the normal range for their age. Since most schools usually stop looking for exceptional educational abilities once a learning deficiency has been identified, their giftedness will probably go unidentified.

Anywhere from 10–30 percent of gifted kids may have some form of learning disability. A study of twice-exceptional students by Sally Reis, Terry Neu, and Joan McGuire led to these conclusions:^{*}

1. Many high ability students who have learning disabilities are not recognized for their gifts and may have negative school experiences.
2. Traditional remediation techniques like special education classification, tutoring, and/or retention offer little challenges to high ability students with learning disabilities and may perpetuate a cycle of underachievement.
3. High ability students with learning disabilities need support to understand and effectively use their strengths.

4. Lack of understanding by school personnel, peers, and self may cause emotional and academic problems for students struggling to cope with learning disabilities and giftedness.

5. Parents are often the only ones to offer support to their high ability children who also have learning disabilities. They can increase their effectiveness by exploring all available options and advocating for their children from an early age.

Twice-exceptional children may demonstrate one or more of these learning challenges:

- On tests of ability, their scores may show significant discrepancies of 12 points or more between verbal and nonverbal subtests.
- They have large vocabularies which may be deficient in word meanings and the subtleties of language.
- They may be reading significantly below grade level but have a large storehouse of information on some topics.
- They have the ability to express themselves verbally but an apparent inability to write down any of their ideas.
- They may excel at abstract reasoning but seem unable to remember small details.
- They may seem bright and motivated outside of school but have difficulty with traditional school tasks.
- Their slow reaction speed may result in incomplete work and low test scores on timed tests.
- Their general lack of self-confidence may manifest itself as inflexibility, inability to take risks, super-sensitivity to any type of criticism, helplessness, socially inadequate behaviors, stubbornness, and other behaviors designed to distract others from their learning inadequacies.
- They may lack effective organization and study skills.
- Some of these children may have vision problems related to scotopic sensitivity that interfere with their reading ability. Colored overlays or lenses (try gray or yellow first) may help. For more information, contact the Irlen Clinic. See References and Resources at the end of this chapter.

^{*} Reis, Sally M., Terry W. Neu, and Joan M. McGuire. "Talents in Two Places: Case Studies of High Ability Students with Learning Disabilities Who Have Achieved." Research Monograph 95114. Storrs, CT: NRC/GT, 1995.

Children with ADD/ADHD

When people look for children with ADD (Attention Deficit Disorder), they usually expect to see these four characteristics:

1. Hyperactivity (high energy).
2. Distractibility (inattention and difficulty with concentrating).
3. Impulsivity (which may be displayed as blurting or interrupting).
4. Disorganization (difficulty in finding materials and finishing tasks).

However, children who have ADD *without* hyperactivity may:

- Appear lethargic.
- Daydream a lot; seem like "absent-minded professors."
- Be easily distractible and unable to "pay attention"; have a short attention span.
- Have difficulty listening (attention wanders), following directions, and completing tasks or chores.
- Seem unaware of the risks or consequences of their actions.
- Lack social interaction skills; may be characterized as very quiet or shy.
- Pay little or no attention to details; make careless mistakes.
- Appear completely disorganized and forgetful; lose things; be unable to get homework, flyers, or notes to or from home and school.

And children who have ADD *with* hyperactivity (ADHD) may:

- Behave as if driven by a motor.
- Be fidgety and squirmy; have difficulty sitting still.
- Leave their seat without permission.
- Run, climb, and move about incessantly
- Blur or talk excessively; be unable to wait for the teacher to call on them.
- Have trouble sharing; be unable to wait their turn.
- Intrude on other people's conversation and play.

CAUTION: These behaviors can often appear very similar to behaviors exhibited by gifted students who are not being challenged by the

regular curriculum. If a child who possesses some characteristics of giftedness appears inattentive or frequently speaks out of turn, try compacting and differentiation *before* pursuing a diagnosis of ADD/ADHD. When ADD behaviors are present, accommodating the student's learning style strengths and teaching compensation techniques can often reduce the need to place the child on medication.

According to Dierdre V. Lovecky, Ph.D., director of the Gifted Resource Center of New England:^{*}

Misdiagnosis of AD/HD can occur in two directions. Highly energetic gifted children can be seen as AD/HD, and some gifted children who can concentrate for long periods of time on areas of interest may not be seen as AD/HD even when they are. Thus, knowledge about what is giftedness and what is AD/HD is vital in assessing AD/HD, and in ensuring that gifted children are not misdiagnosed.

Colleen Willard-Holt suggests these 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?

In May 2000, the American Academy of Pediatrics issued new guidelines for diagnosing ADHD in children ages 6–12. Treatment guidelines are in development. For more information, see References and Resources at the end of this chapter.

^{*} Lovecky, Dierdre V., Ph.D. "Gifted Children with AD/HD." Providence, RI: Gifted Resource Center of New England, 1999.

^{**} Willard-Holt, Colleen. "Dual Exceptionalities." ERIC EC Digest #E574, May 1999.