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A Gifted Education Inservice Program For Regular Classroom Teachers

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A GIFTED EDUCATION INSERVICE PROGRAM

FOR REGULAR CLASSROOM TEACHERS

by

DIANE L. LETHBRIDGE

A Practicum Report
submitted to the Faculty of the Center for the Advancement of
Education of Nova University in partial fulfillment of the
requirements for the degree of Master of Science.

May 1986

AUTHORSHIP STATEMENT

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

ABSTRACT

A Gifted Education Inservice Program for Regular Classroom Teachers. Lethbridge, Diane L., 1986: Practicum Report, Nova University, Center for the Advancement of Education.

Descriptors: Elementary Education/Primary Education/Intermediate Grades/Gifted/Academically Gifted/Gifted Students/Gifted Children/Gifted Youth/Teacher Attitudes/Teacher Effectiveness/Teacher Workshops/Inservice Teacher Education/Teacher Response

A ten week inservice training program in gifted education was developed and implemented for regular classroom teachers at the elementary school level. The goals were for the participants to show significant gains in identifying the gifted, in developing positive attitudes, and in planning and utilizing appropriate methods and materials to meet their particular needs.

A local survey indicated that the majority of regular education teachers were not able to identify gifted students or to provide for their affective and intellectual needs. A creative inservice training program was developed to demonstrate effective gifted education strategies. Multi-media workshops presented information on identification, differentiated curriculum, and social-emotional development. Participation in Boundary Breakers, readings, creative activities, demonstration lessons, and higher level thinking skills involved all participants. The post-test survey indicated significant gains in identifying the characteristics and needs of the gifted and in developing positive attitudes. The majority of the teachers could describe effective methods and materials to use with gifted students, although further training was recommended in order to fully utilize these strategies in the classroom on a regular basis. (Appendices include samples of all materials used in the inservice training.)

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I. Purpose

The Gifted Education Program in this rural Florida county is administered by an itinerant resource room teacher at the elementary level. As of January 1986, seventy-eight children from grades K to 5 are served each week by this writer, a gifted education teacher. These children are housed at three elementary schools and the teacher's time is divided proportionately between the schools.

The children are grouped heterogeneously in various classrooms throughout each school building. From zero to five gifted students can be found in any given class. All academic instruction is given to the gifted children by their regular classroom teachers. The Gifted Resource Room provides enrichment activities for two to three hours each week.

The majority of the regular classroom teachers have had no formal instruction in gifted education. It is this writer's responsibility to assist and work with these teachers as well as with their students. Referrals for testing are usually made by these teachers, although the number of referrals differs from school to school. The boundary lines for one school district are such that a larger number of underprivileged children are enrolled. Fewer referrals are made at this school. A redistricting for the 1986-1987 school year hopes to rectify this situation.

In order to determine teacher attitudes, practices, and effectiveness with gifted students, a two-page printed questionnaire (Appendix A) was distributed to every regular class-

room teacher in two of the county elementary schools. Of the 51 surveys placed in teacher mailboxes, 18 were filled out and returned. A survey was chosen that incorporated characteristics of gifted children that do not conform to the typical stereotype of the high achiever.

The 35% response rate on the survey was somewhat lower than was expected. A general lack of interest in gifted education should be considered. It was encouraging, however, that 72% of those responding indicated a desire to participate in inservice education. Several requested specific information on identifying gifted children and on developing resources and methods to meet their specific needs.

Of the 24 student characteristics listed on the first page of the questionnaire (Hall 1983), only 10 categories were identified by more than 50% of the teachers as "gifted" traits. (Appendix B). The characteristics chosen by the highest number of teachers were:

- | | |
|--|-----|
| 10. Composed, reserved, soft-spoken, bored, creative | 89% |
| 12. Strong opinionated, intolerance of others, adult-like thinking | 89% |
| 14. Needs prodding, messy papers, reads a great deal | 89% |
| 22. Alert, creative, eager, confident | 78% |
| 7. Quiet, doesn't contribute to class discussions, talks to adults | 67% |
| 20. Bossy, attempts to dominate, reads during lunch | 67% |

The following items received the fewest responses:

- | | |
|--|-----|
| 6. Highly favored by others, accepts responsibility | 11% |
| 17. Sense of humor, friendly, cheerful, cooperative | 17% |
| 18. Immature, quiet, withdrawn, short interest span | 22% |
| 3. Tomboy, respected, no close friends | 28% |
| 5. Doesn't get along with others, doesn't do his work, likes to tell jokes | 28% |
| 9. Attractive, poised, friendly, cooperative, likeable | 28% |

The teachers that responded to this survey (Appendix B) were not able to identify 58% of the gifted children listed. These results are consistent with other studies by Gear (1978) and by the U. S. Office of Education.

On the second sheet of the questionnaire, teacher attitudes and practices were evaluated. The majority of teachers did not agree with the following statements:

3. Creativity can be taught.
4. Gifted children do not need to complete all regular class assignments.
6. Gifted children will not necessarily "make it anyway", with or without special help.
8. Gifted children should have the privilege of going to the resource room even if their classwork is unfinished.
12. Gifted children deviate from the norm to such an extent that they require special education.
14. Work that is too easy or boring frustrates a gifted child and should be eliminated.
15. If not challenged, a gifted child can "lose" his ability.

Teachers that do not understand their students' needs and characteristics are not effective in the classroom. This is especially noted in fields like Gifted Education, where college coursework and inservice training for regular classroom teachers have been lacking. The majority of teachers that responded to this survey do not possess the necessary information, attitudes, and resources to effectively meet the needs of the gifted children in their classrooms.

To meet the need in this school setting, the writer of this Practicum Project decided upon three major objectives.

- a) After participating in inservice training for a 10 week period, the selected regular classroom teachers will be able to identify the characteristics and needs of gifted children as listed on the initial

questionnaire with 80% accuracy.

- b) After participating in inservice training for a 10 week period, the selected classroom teachers will exhibit positive attitudes toward gifted education as measured by the post session questionnaire, by an interview, and by observation of classroom interaction.

- c) After participating in inservice training for a 10 week period, the selected classroom teachers will be able to plan and utilize appropriate methods and materials for use in their classrooms with gifted students. This will be measured by participation in the inservice workshop activities and by formal observations in the individual classrooms.

II. Research

Identification of gifted children has always been a difficult and challenging endeavor. In a survey conducted by the U. S. Office of Education (U. S. News and World Report, 1976), 57.5% of the schools reporting claimed to have no gifted students. Gear (1976) and Whitmore (1980) indicate that teachers are 50% inaccurate in identifying gifted students.

The results of this research has been confirmed in prior years by Pegnato and Birch (1959) who reported that teachers not only failed to identify 50% of the gifted students, but that they also identified many average students as gifted. Jacobs' (1971) research indicates that teachers were able to identify only 10% of the students that had already been selected by an I. Q. test as gifted.

Selection of creative, disadvantaged, handicapped, and underachieving gifted students is especially lacking. An over-emphasis on the use of the I. Q. test as the final screening instrument (Tuttle, 1980), often causes these types of children to be overlooked. In addition, most school systems provide strong programs for the athletically gifted, some programs for the intellectually and academically gifted, but little or no programs in all of the other categories of giftedness. (Fisher 1981)

Tuttle recommends providing teachers with guidelines and inservice opportunities to improve their ability to identify gifted students. Teachers that are more aware of the characteristics and behaviors of gifted students are better able to

help them meet their potential. (Tuttle, 1980)

Hegeman (1980) credits the success of any program for the gifted with the classroom teacher. She mandates administrative support for the educator which includes inservice training, information, materials, and support services. The attitudes of teachers are influenced favorably after even one course in the education of the gifted. (Weiner and O'Shea, 1963). They also become better qualified at identifying. Drew (1972) and Whitmore (1980) suggest that this training must include information on the creative, nonconforming, underachieving gifted students as well as on the "typical" gifted child.

Hegeman (1980) lists the following as priorities for this inservice training:

- a) assessment of current practices and needs
- b) awareness sessions on the nature and needs of the gifted
- c) information on specific curricula design and on teaching/learning strategies for the gifted
- d) evaluation procedures
- e) specifics of identification procedures
- f) resources, materials, and support services for staff

She advocates a variety of approaches be used to deliver this information to the participants. In addition to the inservice workshop, these include consulting services, a well-stocked teacher resource center, university courses, and visits to other programs.

These ideas have been successfully used in training programs throughout the country. A two week summer institute (Johnson, 1984) with 36 regular education teachers provided information and knowledge on diagnosis, characteristics, and instructional methodology. A model program in Florida (King,

1980) focused on a tutorial program for gifted underachievers, counseling, minicourses, and teacher training in education of the gifted.

In Minnesota (House, 1978) post tests given after participation in a ten week summer training program showed significant gains in teacher knowledge and attitudes towards the gifted. Solano (1976) confirmed that college courses on the gifted were an effective intervention technique in changing attitudes toward the gifted. Buttery (1978) confirmed that specific training related to the gifted gives a positive affective regard of these children.

It is also important that this training be delivered in a flexible, nurturing environment that could be matched in a regular class setting. The structure and strategies in the inservice program should allow the teachers to learn in an atmosphere similar to the one they are asked to create. Class assignments facilitate the development of creativity, higher level thinking skills, affective development, leadership principles, and research skills. The teacher of the teacher must exhibit the characteristics and competencies necessary for the teacher of the gifted. (Clark, 1983)

Each person participating in the training must be actively involved in the learning process. Rather than simple solutions, teachers will be presented with alternatives for thinking and doing. This kind of learner-role is a model of the type of learning conditions which can be most effective with gifted students. (Platow and Renzulli 1979)

A solution strategy that follows the results of this research was developed for implementation in this local school setting. An inservice training experience was developed in order to help regular classroom teachers develop the necessary attitudes and skills to work with gifted students. Research confirmed that participation in educational workshops and courses fostered positive changes in teacher attitudes and practices. Therefore a ten week plan was developed to provide this opportunity for elementary teachers in this rural county.

This inservice program was developed using the methods and materials that are most effective for use with gifted students. Higher level thinking skills such as analysis, synthesis, and evaluation were utilized. Boundary breakers and encounter lessons were used to promote self-awareness and awareness of others. Creativity was encouraged throughout the program. Specific ideas, lessons, and projects were developed for immediate utilization in regular classrooms. The emphasis was on active participation of all teachers in attendance at the workshops.

A component number (5-30-09-2-09/000) for the course "Teaching Handicapped and Gifted" was obtained from the local continuing education office. The objectives of this course were easily matched to the requirements for this inservice experience. Inservice points were offered as an incentive for teachers to encourage them to participate in the training. This was an effective technique to convince some to participate.

III. Method

A ten week inservice teacher training program on gifted education was developed and implemented at a local elementary school for regular classroom teachers. A questionnaire (Appendix A, B) that was distributed in January 1986 indicated that the majority of elementary teachers were not able to identify and meet the needs of gifted children in their classrooms. The survey also identified a group of teachers that was willing to participate in inservice training.

The training took place for a ten week period during the months of March, April, and May. The schedule and topics were planned to facilitate the development of positive attitudes, information, and techniques on the part of these regular classroom teachers.

During January consultations were held with the local Director and Coordinator of Exceptional Student Education. They concurred that such training was needed and supported efforts to implement an inservice workshop at the elementary grade level. Further direction and procurement of resource materials were obtained from the Florida Diagnostic and Learning Resources System.

Before the implementation of these workshops, permission was secured from the principal of the school where the sessions would be held. He was given a copy of schedules, goals, and activities, and was invited to attend any or all sessions. He also granted permission to creatively present an invitation to take part in the training at one of his scheduled teacher meetings. This resulted in additional interest for the training. (App. C)

The major goals and activities for the program are:

An Implementation Schedule

- Week #1 Introductory Newsletter Schedule, goals
- Week #2 Workshop: Nature and Needs of the Gifted
- CEC Filmstrip/cassette "Identification II"
 Multi-media lecture "Who are the gifted?"
 Handout packet
 Activity: complete class questionnaire
 start a folder on at least one child
 participate in class discussion
- Week #3 Newsletter: Recapitulate Nature and Needs
- Assignment: Read and review one journal article
 Complete class questionnaire with
 their students
 Add observations, papers, etc. to
 student folder
- Week #4 Demonstration Lesson
- Each participant will visit the Gifted Resource
 Room
 Activity: Describe one gifted child in the room.
 Describe the setting and materials used
 Identify at least two strategies that
 are effective for use with G/T
 Evaluate the experience
- Week #5 Newsletter: Recapitulate the Gifted Resource Room
- Assignment: Read one article on classroom
 management of G/T or on specific
 materials and strategies to use.
 Write a one page review of the article.
- Write up a report and evaluation of
 the week #4 demonstration lesson--
 see Activity in #4, above.

- Week #6 Workshop: Curriculum Alternatives for the Gifted
- CEC Filmstrip/Cassette: Curriculum Alternatives
Multi-media presentation: Qualitatively different experiences
Demonstrate Bloom and Renzulli models
Relationship of creativity to giftedness
Handout packet
Activity: Participate in a creativity exercise
Develop a creative "hands-on" activity
for use in regular classroom
- Week #7 Newsletter: Recapitulate Curriculum Alternatives
- Assignment: Read one article on Bloom, Renzulli, creativity, or qualitatively different education for the gifted.
- Write a one page review of the article.
- Complete the "hands-on" activity (begun in week #6) and try it in the classroom.
- Week #8 Classroom Visits and Individual Consultations
- Activity: Visit the classroom of each teacher participating in the training to provide positive direction and support.
- Talk individually with each teacher participant to determine attitudes, particular needs, and results of trying "hands-on" activity in rooms.
- Week #9 Newsletter: Suggestions for the Future
- Week #10 Workshop: Guidance of Gifted Children
- Multi-media presentation: Social and Emotional Development
Working with Underachievers
Values Clarification
- Activity: Design a simulation game, self-concept exploration, or self-awareness exercise
I.D. one underachiever and state a new strategy to use in the classroom
Evaluate course and Posttest
Plans for the future

Throughout the ten sessions, a variety of approaches was utilized. Three multi-media workshops were the core of the training program. These were delivered during weeks 2, 6, and 10. Active involvement, discussion, and feedback from participants were encouraged at all workshops. The sessions were held in the Gifted Resource Room in order to utilize an appropriate setting and materials.

Reminder notes were delivered to each teacher several days before a workshop. Attendance was 100% at Workshop I, 80% at Workshop II, and 90% at Workshop III. Those that were unable to attend a workshop met with this writer at a different time to go over the highlights of the session. Some participants felt April and May were too busy with school activities and requested that further training be held earlier in the year. Others suggested that combining the training in a one day intensive session would be effective. These ideas will be considered in future planning.

During weeks 1, 3, 5, 7, and 9 written communication was placed in the mailbox of each teacher participating. The purpose of this newsletter was to maintain communication, to recapitulate the main ideas of the previous workshop, to present new information, and to give details about assignments. These assignments consisted of readings, collecting data on a gifted child, writing evaluations, developing a creative "hands-on" activity, trying a Boundary Breaker (or other self-concept idea), and using a new strategy with a gifted underachiever. Participants were faithful in completing assigned work.

In the fourth week of the implementation process, the participants were invited to observe and evaluate a lesson in the Gifted Resource Room. These visits were scheduled during a teachers' regular break time, during physical education, or music. The Primary Specialist of the local school covered for three teachers who had scheduling problems. The visits were arranged, as much as possible, so that teachers could observe a group of children close to their grade level.

The purpose of this visit was for the teacher to observe the various materials, strategies, and settings that are appropriate for gifted learners. Characteristics of the students, questioning techniques, and affective training were demonstrated. Each participant completed a written evaluation of this experience.

During the eighth week of inservice training this writer visited the classroom of each participating teacher. The purpose of this visit was to offer interest and support for the efforts of each teacher. It was made clear in advance that the visit was not to critique their teaching, but to provide resources and assistance for their classrooms. Each visit was scheduled for a 30 minute period of the participant's choice.

The culmination of the ten week program was the re-taking of the pretest instruments (Appendices A, B, D). The teachers were well prepared for this evaluation. A detailed week by week description of the training follows. All handout material will be found in the appendices.

Week #1: GIFTED EDUCATION INSERVICE

- Goals: to become aware of the characteristics and needs of gifted
to develop a variety of teaching strategies to challenge those who are capable of high-level performance
to develop a creative "hands-on" activity for class use
to design a simulation game, self-concept exploration, Boundary Breaker, etc. to meet affective needs
to collect and evaluate data to identify gifted children

Schedule:

- March 6 Introductory Newsletter: Schedule, goals
 Answer: "Teacher Self-Quiz" (Bring on Mar. 13!)
 Do not look up answers--just put your ideas!
 You may leave any question unanswered.
 This will serve as our pre-test instrument.
 (Appendix D)
- ** March 13 WORKSHOP: Nature and Needs of the Gifted
 2:45 - 3:45 p.m. Thursday Room 909
- March 20 Newsletter and Assignment
- March 24/25 Observe lesson in Gifted Resource Room (Mon.-Tues.)
- April 3 Newsletter and Assignment
- ** April 10 WORKSHOP: Curriculum Alternatives for the Gifted
- April 17 Newsletter and Assignment
- April 22 Classroom visits/Consultations (Tues., other)
- May 1 Newsletter
- ** May 8 WORKSHOP: Guidance of Gifted Children
 Evaluation and posttest

** WORKSHOPS (March 13, April 10, May 8) are the only "fixed" times in our schedule. Please let me know immediately if you have any conflict with these dates.

Time required: 1 to 2 hours per week for 10 weeks
From 10 to 20 INSERVICE POINTS

Session #2: Workshop on The Nature and Needs of the Gifted

Introduction: Display pictures from Mainstreaming the Gifted by Ferris O. Henson II (Learning Concepts), 2-18.

"Which One is the Gifted Student?" TRANSPARENCIES
Inservice Training Manual by N/S LTI G/T, 5,6,7
(Appendix E)

Discussion:

- What differentiates gifted students from all other students?
- Why have the gifted been denied programs and funding at local, state, and federal levels?
- What are the advantages/disadvantages of identifying and developing programs for the gifted?

Logic of Gifted Education: Poster, discuss

Gifted Characteristics: Collage sheet (p.11 N/S LTI G/T), TRANS. (Appendix F)
Divide into small groups to complete collage

Filmstrip: CEC Identification part II

Handouts: Traits of Giftedness (Appendix G)
Potential Problems (Appendix H)
Traits of Gifted PreSchoolers (App. I)

Eligibility: Becky Johnson, Program Specialist Gifted
Referral steps
Cummings Checklists
Criteria for admission in program

Types of Giftedness: "The Many Sides of Giftedness"
TRANSPARENCIES and HANDOUTS from N/S LTI G/T
pp. 23-26 (Appendix J)
Interview (class participation) with Jennifer and John

Giftedness: A Collection of Characteristics
Characteristic Cards
Characteristics Placement Grid
N/S LTI G/T pp. 39-46 (Appendix K)

Assignment for Session #3:

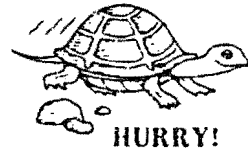
- a) Complete class questionnaire with own class
- b) Start a folder on at least one student
collect observations, papers, etc.
- c) Read and review ($\frac{1}{2}$ page to 1 page) one article
about the nature and needs of the gifted

Handouts: Selected questionnaire and checklists
(Appendices L to Q)



Wise!

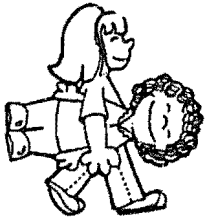
Week #3: NEWSLETTER



Giftedness is

genetics + environment

- *** A gifted child may not do well in everything!!!
- *** Gifted children are usually not physically weak or emotionally unstable!!!
- *** Gifted children often require special education!!!
- *** 54% of the gifted are UNDERACHIEVERS!!!
- *** I.Q. tests do not measure all kinds of giftedness!!!
(CREATIVITY, LEADERSHIP, PSYCHOMOTOR,
SPECIFIC ACADEMIC)
- *** A gifted child's ability needs to be nurtured in order to flourish and grow!!!
- *** Review the TRAITS of the gifted on the next sheet!!!
(Appendix R)



ASSIGNMENT: (bring to the April 10th. Workshop--2:45 p.m.)

- 1) Start a folder on one child that includes:
 - copies of the child's work
 - at least one teacher checklist (Cummings or one from the green folder)
 - a peer, parent, or self checklist (green folder)
 - records of informal observations of child
- 2) Read one magazine article about the gifted. Write a $\frac{1}{2}$ page review of the article chosen.
- 3) Try the "Class Questionnaire" with your class



OR

Complete the "Gifted Child Observation Sheet" (Form B) on your class members (from green folder)

"...where giftedness is systematically sought after and encouraged it flourishes both in quantity and in quality..."
Virgil S. Ward, 1983

WEEK: #4: Observe Gifted Class

(Lesson Plans: Appendix S)

1. The Student: (chose one student in the class to observe)
 - a) Describe the student. Note the characteristics that suggest his/her giftedness.
 - b) What is the relationship of this student to other students, to the teacher, to the environment, to the materials? Does he/she have opportunities to make choices and to participate actively?

2. The Organization:
 - a) Describe the different types of instruction, groupings, individual choices. Is the classroom cheerful? creative?

3. The Teacher:
 - a) How does the teacher act as a facilitator and guide?
 - b) Describe strategies or techniques used.
 - c) Were questioning techniques appropriate? Describe.
 - d) Was affective training included?

4. Materials:
 - a) Are materials multi-level, multi-purpose, manipulative? Do they allow for individual choices and for higher level thinking skills?

5. Evaluate this experience:

WEEK: #4: Observe Gifted Class

(Lesson Plans: Appendix S)

1. The Student: (chose one student in the class to observe)

a) Describe the student. Note the characteristics that suggest his/her giftedness.

b) What is the relationship of this student to other students, to the teacher, to the environment, to the materials? Does he/she have opportunities to make choices and to participate actively?

2. The Organization:

a) Describe the different types of instruction, groupings, individual choices. Is the classroom cheerful? creative?

3. The Teacher:

a) How does the teacher act as a facilitator and guide?

b) Describe strategies or techniques used.

c) Were questioning techniques appropriate? Describe.

d) Was affective training included?

4. Materials:

a) Are materials multi-level, multi-purpose, manipulative? Do they allow for individual choices and for higher level thinking skills?

5. Evaluate this experience:

WEEK #5: NEWSLETTER & ASSIGNMENT

Thank you for your visit to the Gifted Resource Room! You are welcome to come again to share in our activities. The attached sheet (please read it!) lists some of the important educational needs to consider when working with gifted students. Highlight these important concepts and * at least three to begin to include in your educational planning. A checklist of all assignments to date is listed below. Please bring ALL work with you to the April 10th. WORKSHOP at 2:45 at WES room 909. Please call (382-4934, home) if you have any questions.

- Week #1: Newsletter and Pretest _____
- Week #2: WORKSHOP: Nature & Needs _____
- Week #3: Newsletter and Assignment
1) Folder on a child _____
2) Magazine Article
½ page review _____
3) Class Questionnaire
or
Gifted Child Obs. Sheet _____
- Week #4: Observation in Gifted Class _____
- Week #5: Newsletter and Assignment
1) Complete sheet on obser. _____
2) Magazine Article
½ page review _____
- Week #6: Workshop: Curriculum Alternatives _____

APRIL 10th./Thursday/2:45

REMEMBER!!! Week #5 marks the half-way point of our course!
Thank you for your cooperation!

WEEK #6: Workshop II

"Curriculum Alternatives for the Gifted"

- 2:45 Refreshments
- 2:50 Critical Thinking/Problem Solving Experience (Appendix U)
Work individually and then with a partner
Solve the think sheet (Animals in the Tram Cars)
- 2:55 Collect and check in homework during this time
- 3:00 Introduction to "Curriculum Alternatives"
Excerpts from Identifying and Teaching the Gifted
by Maurice D. and Eugenia M. Fisher
Trans. with 7 suggestions for differential curr. (App. V)

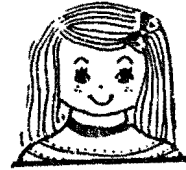
Trans. with types of Ed. Environments (least
restrictive to most restrictive) (Appendix W)
Explanation of each step regarding the gifted learner

Pictures from Mainstreaming the Gifted by Henson.
I. Enrichment
II. Individualizing
III. Self-Management
IV. Divergent Responding
- 3:20 CEC Filmstrip "Curriculum Alternatives" II
- 3:35 Handout information sheets
Bloom's Taxonomy (show examples) (Appendix X)
Independent Study Contracts (Appendix Y)
Creative Projects and Activities (Appendix Z)
- 3:45 Enrichment Strategies and Materials at local school.
Judy Barnhart, Primary Specialist
- 4:00 Select a magazine or journal article for next assignment

Question/Answer Time for anyone who needs further
information



Week #7: Newsletter



A Differential Curriculum...to challenge

GIFTED CHILDREN

to work at their highest ability levels



1. Encourage them to be self-directed learners.
2. Teach skills to increase speed and breath of learning.
3. Learn major concepts--not just facts.
4. Think and act like experts in the field being studied.
5. Stimulate them to give creative and imaginative responses to problems.
6. Develop products that demonstrate achievements.
7. Provide stimulating social situations.

- - - - -

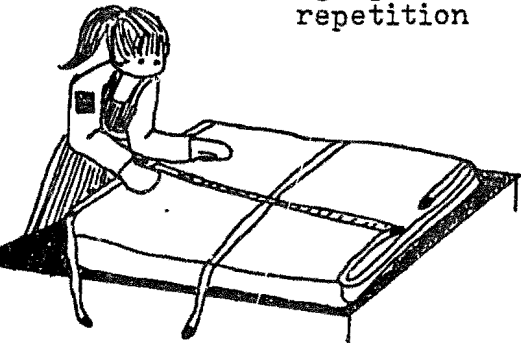
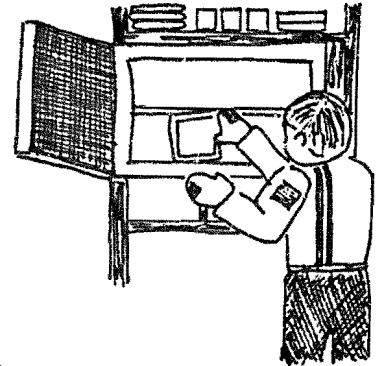
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LESS TIME ON

MORE TIME ON

basics
 rote
 facts
 regurgitation
 repetition

critical
 evaluative
 original
 divergent
 creative



ENRICHMENT

INDIVIDUALIZING

DIVERGENT RESPONDING

INDEPENDENT STUDY

Assignment: (Bring May 8 to Workshop III)

1. Read and review ($\frac{1}{2}$ page) a third article.
 (The packet of articles is on my desk--help yourself)
2. Develop and use one creative, differentiated activity
 with the bright learners in your classroom.

Teacher's Self-Assessment

Periodically, ask yourself if you are making progress in trying to realize these goals for your classroom.

Classroom Organization

- Room/desks are organized in groups
- Room is organized into areas/ centers
- Learning centers/areas are used
- Many teacher-designed materials are present
- Many student-created materials are visible

Teacher Behavior and Attitudes

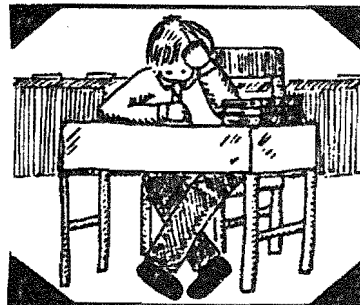
- I move around the room to help students as needed
- I try to function as a facilitator and resource person rather than as a lecturer
- I use questioning techniques to elicit higher-level thinking
- I welcome being challenged in my opinions or information by my students
- I am comfortable not knowing all the answers
- I encourage independent thinking and behavior
- I treat my students as intellectual peers
- I display a sense of humor
- I am calm and relaxed
- I am supportive of my students
- I emphasize the pleasure that can come from genuine learning experiences

Students' Behavior

- Students are calm, relaxed, free from pressure
- Students are self-directed, able to function alone
- Students are able to move around the room and have free access to materials
- Students are working at different levels and speeds
- Students are working on different topics/projects
- Students are working in different areas of the room
- Students are teaching/helping each other
- Students are purposeful and understand what is expected
- Students like what they are doing
- Students are eager to share/explain their work to others
- Students are involved in their work

Student Work/Products

- There is evidence of higher-level thinking in students' work
- Student products are clearly a result of independent study
- Students' work is respectfully displayed in the classroom
- Other outlets for display of exceptional products have been sought (school hall and office, community centers, citywide contests, etc.).
- Students' special interests are reflected in their work



Giftedness involves the
intellectual
emotional
physical
development of the child

Cognitive

Creative Behaviors

Affective

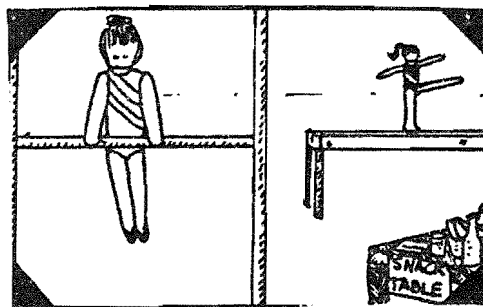
FLUENCY
FLEXIBILITY
ORIGINALITY
ELABORATION

RISK TAKING
COMPLEXITY
CURIOSITY
IMAGINATION



Please bring these assignments to the final meeting
next THURSDAY May 8th. at 2:45.

- a) Read and review a third article
- b) Develop and USE one creative, differentiated activity with the bright learners in your classroom.
- c) Complete "Teacher's Self-Assessment"



Week #10: Workshop III

"Social and Emotional Development"

- 2:45 Refreshments
- 2:50 Collect assignments
- 2:55 "I AM SPECIAL" sheets
each participant will complete a self-concept activity to introduce today's session
- 3:00 "Boundary Breaker" activity
"What is your favorite food?"
"What is your favorite time of day?"
"If you could change one thing about your school or class situation, what would it be?"
- "Encounter Lesson": "Dining Room Chairs" (Chair
explain procedure to group Fantasy)
- Handouts: Boundary Breakers and Encounter Lessons
(Appendix AA)
- 3:15 Introduce "Social and Emotional Development"
highlights from script of filmstrip V (CEC)
- Handouts: Follow-Up Activities, Concept Development
(Appendix BB) (Appendix CC)
- 3:30 Filmstrip VI: "Social and Emotional Development" (CEC)
view and discuss filmstrip
- 3:45 Creativity
a. Fluency
b. Flexibility
c. Originality
d. Elaboration
- Game: "What to Do With Peeky-Poo?"
- Handouts: Creative Problem Solving Process (Appendix DD)
- 4:00 Thank participants for their efforts and work
Question/Answer time for any who want to stay.
Assignment: Develop and use one technique to help the bright children in your room develop socially and emotionally. Describe briefly what you did and send it to me by May 20th! Inservice points will be turned in on that day, so all assignments are due by then.

IV. Results

At the conclusion of the ten week inservice training the three testing documents were again administered to all ten participants. The two-page questionnaire was compared (Appendix B) with the results of the original survey. On the first page of the pretest document (Hall 1983) only ten out of twenty-four categories of gifted characteristics were identified by 50% of the teachers. The second administration of this form indicated that the majority (50%) of participants could select 19 of the 24 categories listed. Although 80% of the participants did not reach this goal, significant improvement was realized for the group as a whole. The accuracy rate increased from 42% to 79% on this questionnaire.

On the second page of the pretest survey instrument (Appendix B) there were seven statements that the majority of teachers did not agree with. When the same form was administered at the end of the course, only three items out of eighteen were a problem to the participants. Two of these items were incorrectly identified on both tests. These concepts were evidently not made clear during the inservice sessions.

6. Gifted children will not necessarily "make it anyway," with or without special help. (45% - 40%)
15. If not challenged, a gifted child can "lose" his ability. (11% - 30%)

In addition, item 16 (Gifted children are often very critical and hold lower than average self-concepts) dropped from 61% to 30% agreement. Since this was the only question where

such a large negative difference was noted, it should be considered that the wording of the statement created some confusion for the participants. The total percent of improvement on this test as a whole, however, was 61% to 83% of the items.

The third formal evaluation instrument was a one page, seven question test (Appendix D) that covered the main topics of this training. The participants answered these questions at the beginning and at the end of the ten-week course. This was the most effective evaluation instrument because the teachers were able to express in their own words what they had learned about gifted education.

On the pretest 41% of the questions were not answered at all and an additional 16% were answered incorrectly. On the final administration of this form, however, only 2% of the items were not answered and only 4% were incorrect. The improvement rate on this test went from 43% to 94%.

There was also a great improvement in attitudes among the teachers who participated in the inservice course. In addition to the testing instruments, visits to classrooms and individual interviews with all participants confirmed this. Several that had no interest in Gifted Education at the beginning of the class were eager to learn more. All were open to new ideas and classroom assistance.

The teachers that participated in this inservice program showed significant improvement in identifying the characteristics and needs of gifted children. They also all

exhibited positive attitudes towards gifted education. Most were able, as well, to describe the methods and materials that are most appropriate for use with gifted students.

The teachers that were involved in this training completed 93% of the assigned work. Active participation in using identification techniques, creative projects, self-concept activities, and evaluation measures enabled the teachers to put their new knowledge into practice. They were encouraged to utilize these skills and strategies in their own classrooms as well as in the workshop setting.

The visits to the classrooms revealed, however, that about one-half of the group were not regularly utilizing these skills in their classrooms. Several requested further assistance, especially in the area of differentiated curriculum. The administration at the local school also requested that further training be considered for the next school year.

The major objectives of this Practicum Project have been successfully accomplished. A majority of teachers could identify 80% of the characteristics and needs of gifted children on the surveys. All teachers exhibited positive attitudes towards the gifted through the survey, the observation, and the interview. The participants also were able to plan and utilize the appropriate methods and materials for use with gifted students. Further training and assistance in this area is necessary in order for all participants to regularly implement these strategies in their classrooms.

V. Recommendations

Gifted students in many school systems spend the majority of their day in a regular class with a regular education teacher. Most of these teachers, however, have not had even one course in the education of the gifted. At the elementary school level, the problem is magnified, since most children spend the entire day with their homeroom teacher. Many of these teachers are not able to understand or to meet the needs of these bright students in their classrooms.

Since inservice training has proven to be an effective means for improving attitudes and practices towards gifted students, it is recommended that every regular classroom teacher participate in a college course or in an inservice training session in gifted education. This training should be made available on a yearly basis and should include all personnel that work with gifted students.

The ten week training sessions provide a longer period of time for the participants to absorb and practice their new skills. These would be more effective, however, if they were preceded by a full day intensive workshop session, which provided much of the needed information. The one to two hour classes in the ten week format were too rushed to cover all the necessary material. The one-day inservice opportunity would give all participants a solid background on which to build the ten weeks.

Several participants suggested that the inservice training be scheduled earlier in the school year. By the time the 10 week schedule was concluding in May, conflicts with programs, field trips, etc. were apparent. A September to November or a January to March session would probably be effective.

At the conclusion of each training session a list of teachers that possess above average skills in gifted education should be given to the school administrator. In the next school year, gifted students should be placed in the classrooms of those teachers who are trained and who exhibit positive attitudes and strengths in the field of gifted education. The special needs of our bright children require an effective teacher.

Additional assistance would be provided to the regular classroom teacher by the development of gifted resource centers in each school building. These centers could include research material, learning centers, mini units, catalogs, etc. to aid the teachers in their inservice study and in their classroom planning. Differentiated curriculum in specific content areas could be developed to correlate with the regular curriculum at each grade level. This would aid busy teachers and benefit the gifted child that spends most of his day in a regular room.

It is encouraging to see the growth in skills and attitudes that takes place during a training experience. It is the recommendation of this Practicum Project that inservice education in gifted education be encouraged and nurtured for the benefit of all of our gifted children.

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INFORMATIONAL SURVEY FOR REGULAR CLASSROOM TEACHERS

from Diane L. Lethbridge, Gifted Resource Room

As I embark on my Practicum Project for my Masters' Program, I would like to ask for the assistance of the regular classroom teachers at this school. On the bottom of this sheet 24 students are described. Based on your knowledge, please indicate whether you feel that the child is "gifted", "average", or "below" average. Just place an "X" or a check on the line beside the description.

The second sheet is a series of statements about gifted children. Put "T" (True) or "F" (False) on the line before the number to indicate YOUR personal feelings about what is said. I do not need your name, just your grade level. Please return the slips via my mailbox or send them to my room on Mon. or Tues. I need them by next week, if possible. Thank you very much for your cooperation and assistance.

Grade level _____

from "Recognizing Gifted Underachiever", Eleanor G. Hall, Roeper Review
 May 1983

Table 1: Characteristics Checklist

Descriptions of Students	Gifted	Average	Below
1. Relaxed, matter of fact, confident	_____	_____	_____
2. Sensitive, critical of others, unsure	_____	_____	_____
3. Tomboy, respected, no close friends	_____	_____	_____
4. Makes excuses for not doing assignments, doesn't take an interest in things, passive, dependent	_____	_____	_____
5. Doesn't get along with others, doesn't do his work, likes to tell jokes	_____	_____	_____
6. Highly favored by others, accepts responsibility, works hard	_____	_____	_____
7. Quiet, doesn't contribute to class discussion, talks to adults	_____	_____	_____
8. Warm, talented, leader, responsible	_____	_____	_____
9. Attractive, poised, friendly, cooperative, likeable	_____	_____	_____
10. Composed, reserved, soft-spoken, bored, creative	_____	_____	_____
11. Talks too much, doesn't listen, wastes time	_____	_____	_____
12. Strong opinionated, intolerance of others, adult-like thinking	_____	_____	_____
13. Poised, quiet, quick, compulsive	_____	_____	_____
14. Needs prodding, messy papers, reads a great deal	_____	_____	_____
15. Striving, conscientious, persistent, concentrates	_____	_____	_____
16. Gets along well with others, fun, witty, vivid imagination	_____	_____	_____
17. Sense of humor, friendly, cheerful, cooperative	_____	_____	_____
18. Immature, quiet, withdrawn, short interest span	_____	_____	_____
19. Prefers to work alone, timid, lacks confidence	_____	_____	_____
20. Bossy, attempts to dominate, reads during lunch	_____	_____	_____
21. Quiet, well adjusted in all areas, well-liked	_____	_____	_____
22. Alert, creative, eager, confident	_____	_____	_____
23. Charm, social sensitivity, spontaneity	_____	_____	_____
24. Composed, serious, mature	_____	_____	_____

APPENDIX A

"GIFTED" FACTS...OR...MYTHS

- ___ 1. Gifted people tend to do well in everything.
- ___ 2. Gifted children are often physically weaker than peers.
- ___ 3. Creativity can be taught.
- ___ 4. Gifted children should be required to complete all regular class assignments.
- ___ 5. Genetics mostly determine whether a child will be gifted.
- ___ 6. Most gifted children will make it anyway, with or without special help.
- ___ 7. Gifted children have developed most of their basic skills.
- ___ 8. Gifted children should not have the privilege of going to the Resource Room (Gifted) if their regular class work is frequently not done.
- ___ 9. A person is "gifted" if they score above a certain level on an intelligence test.
- ___ 10. Divergent responses should be encouraged only after the mastery of basic skills.
- ___ 11. Gifted children should be given "extra work" if they finish early to stretch their abilities.
- ___ 12. Gifted children deviate from the norm to such an extent that they require special education.
- ___ 13. Gifted children usually exhibit strength in academic rather than physical or social skills.
- ___ 14. Work that is too easy or boring frustrates a gifted child and should be eliminated.
- ___ 15. If not challenged, a gifted child can "lose" his ability.
- ___ 16. Gifted children are often very critical and hold lower than average self-concepts.
- ___ 17. I am able to describe a "typical" gifted child.
- ___ 18. I would be interested in participating in several inservice sessions on "gifted children" to better understand them and to learn ways to meet their needs in my regular classroom.
- ___ 19. Please list topics you would like discussed and/or add your comments on the back of this sheet.
- *****20. Thank you so much for your assistance!!!

INFORMATIONAL SURVEY FOR REGULAR CLASSROOM TEACHERS

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Grade level _____

Table 1: Characteristics Checklist

Descriptions of Students	PRE	POST	Average	Below
		Gifted		
1. Relaxed, matter of fact, confident	33%	50%	_____	_____
2. Sensitive, critical of others, unsure	33%	60%	_____	_____
3. Tomboy, respected, no close friends	28%	50%	_____	_____
4. Makes excuses for not doing assignments, doesn't take an interest in things, passive, dependent	33%	40%	_____	_____
5. Doesn't get along with others, doesn't do his work, likes to tell jokes	28%	30%	_____	_____
6. Highly favored by others, accepts responsibility, works hard	11%	80%	_____	_____
7. Quiet, doesn't contribute to class discussion, talks to adults	67%	60%	_____	_____
8. Warm, talented, leader, responsible	44%	80%	_____	_____
9. Attractive, poised, friendly, cooperative, likeable	28%	50%	_____	_____
10. Composed, reserved, soft-spoken, bored, creative	89%	80%	_____	_____
11. Talks too much, doesn't listen, wastes time	61%	30%	_____	_____
12. Strong opinionated, intolerance of others, adult-like thinking	89%	90%	_____	_____
13. Poised, quiet, quick, compulsive	50%	70%	_____	_____
14. Needs prodding, messy papers, reads a great deal	89%	70%	_____	_____
15. Striving, conscientious, persistent, concentrates	28%	70%	_____	_____
16. Gets along well with others, fun, witty, vivid imagination	44%	60%	_____	_____
17. Sense of humor, friendly, cheerful, cooperative	17%	50%	_____	_____
18. Immature, quiet, withdrawn, short interest span	22%	30%	_____	_____
19. Prefers to work alone, timid, lacks confidence	28%	50%	_____	_____
20. Bossy, attempts to dominate, reads during lunch	67%	80%	_____	_____
21. Quiet, well adjusted in all areas, well-liked	28%	50%	_____	_____
22. Alert, creative, eager, confident	78%	90%	_____	_____
23. Charm, social sensitivity, spontaneity	56%	40%	_____	_____
24. Composed, serious, mature	56%	80%	_____	_____

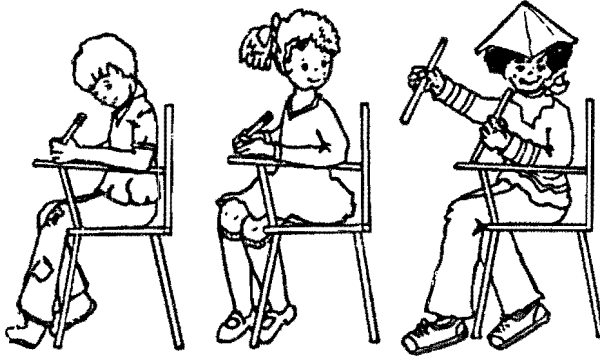
Appendix B

"GIFTED" FACTS...OR...MYTHS

<u>PRE</u>	<u>POST</u>	
100%	<u>90%</u>	1. Gifted people tend to do well in everything.
67%	<u>90%</u>	2. Gifted children are often physically weaker than peers.
22%	<u>50%</u>	3. Creativity can be taught.
39%	<u>60%</u>	4. Gifted children should be required to complete all regular class assignments.
72%	<u>50%</u>	5. Genetics mostly determine whether a child will be gifted.
45%	<u>40%</u>	6. Most gifted children will make it anyway, with or without special help.
61%	<u>70%</u>	7. Gifted children have developed most of their basic skills.
28%	<u>50%</u>	8. Gifted children should not have the privilege of going to the Resource Room (Gifted) if their regular class work is frequently not done.
83%	<u>70%</u>	9. A person is "gifted" if they score above a certain level on an intelligence test.
61%	<u>80%</u>	10. Divergent responses should be encouraged only after the mastery of basic skills.
61%	<u>70%</u>	11. Gifted children should be given "extra work" if they finish early to stretch their abilities.
39%	<u>80%</u>	12. Gifted children deviate from the norm to such an extent that they require special education.
56%	<u>50%</u>	13. Gifter children usually exhibit strength in academic rather than physical or social skills.
22%	<u>80%</u>	14. Work that is too easy or boring frustrates a gifted child and should be eliminated.
11%	<u>30%</u>	15. If not challenged, a gifted child can "lose" his ability.
61%	<u>30%</u>	16. Gifted children are often very critical and hold lower than average self-concepts.
72%	<u>100%</u>	17. I am able to describe a "typical" gifted child.
72%	<u>90%</u>	18. I would be interested in participating in several inservice sessions on "gifted children" to better understand them and to learn ways to meet their needs in my regular classroom.
		19. Please list topics you would like discussed and/or add your comments on the back of this sheet.
		*****20. Thank you so much for your assistance!!!

Which one is the GIFTED student?

Inservice Invitation



Why do teachers who work with gifted/talented require special training?

Fifty years of research has consistently shown the gifted do differ in learning ability from other youngsters. Their teachers must have awareness of the characteristics and needs of these students and a variety of teaching strategies to challenge those who are capable of high-level performance!

INSERVICE TRAINING PLAN

Who: Regular Ed Teachers Where: Woodlawn Elementary
 When: 10 week schedule Why: Recertificate points!
 What: A CREATIVE, PRACTICAL, "HANDS-ON", INFORMATIVE program.

- | | |
|-------------------------------|-----------------------------------|
| Week #1 Newsletter: | Schedule, goals |
| * Week #2 Workshop: | Nature and Needs of the Gifted |
| Week #3 Newsletter: | Read/Write Assignment |
| Week #4 Demonstration Lesson: | Visit Gifted classroom |
| Week #5 Newsletter: | Read/Write Assignment |
| * Week #6 Workshop: | Curriculum Alternatives |
| Week #7 Newsletter: | Activity Assignment |
| Week #8 Consultations: | Individual assistance to teachers |
| Week #9 Newsletter: | Activity Assignment |
| * Week #10 Workshop: | Guidance of Gifted Children |

Name _____ Grade Level _____

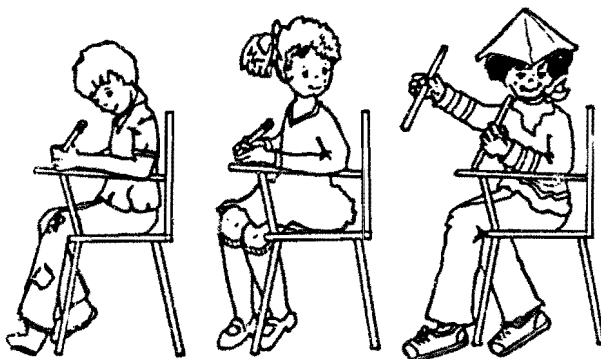
- _____ I would like to participate in this training.
 _____ I am not able to participate at this time.
 _____ I need to think about this--please see me later.

Circle all days that you are available from 7:45 to 3:45:

MON. TUES. WED. THURS. FRI.

Which one is the GIFTED student?

Inservice Invitation



Why do teachers who work with gifted/talented require special training?

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Week #3 Newsletter:	Read/Write Assignment
Week #4 Demonstration Lesson:	Visit Gifted classroom
Week #5 Newsletter:	Read/Write Assignment
* Week #5 Workshop:	Curriculum Alternatives
Week #7 Newsletter:	Activity Assignment
Week #8 Consultations:	Individual assistance to teachers
Week #9 Newsletter:	Activity Assignment
* Week #10 Workshop:	Guidance of Gifted Children

Name _____ Grade Level _____

- ____ I would like to participate in this training.
- ____ I am not able to participate at this time.
- ____ I need to think about this--please see me later.

Circle all days that you are available from 2:45 to 3:45:

MON. TUES. WED. THURS. FRI.

GIFTED EDUCATION INSERVICE

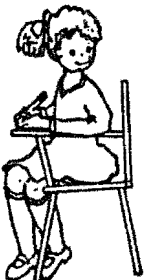
Thank you for considering participating in the Gifted Education Inservice training. I want to remind you how important the regular classroom teacher is to the Gifted child! Here is some further information to assist you in making a decision.

- 1) Training will begin in early March.
- 2) From 10 to 20 Inservice Points are available--depending on time spent on projects/assignments.
- 3) Total time required: 1 to 2 hours per week--
This includes time spent in and out of class and all assignments.
- 4) Workshops: only 3 scheduled--approx. one each in March, April, May
- 5) Posttest: required for inservice points will not be difficult! will emphasize practical and teacher attitudes you will receive a study sheet
- 6) You do not need to have Gifted students in your room to participate.
- 7) You do not have to be a regular classroom teacher to participate.
- 8) I will work with you in any way possible to assure your success in this endeavor!



It is necessary that I know as soon as possible if you would be willing to try this training. I need a minimum of eight people, but only four have answered in the affirmative. Please consider joining our group for the benefit of the Gifted children that you may come in contact with.

Thank you!
Diane L. Lethbridge
382-4934 (home)



* * * * *

Name _____ Grade Level _____

_____ I would like to participate in this training.

_____ I am not able to participate at this time.

Circle ALL days that you would be available after school.

MON. TUES. WED. THURS. FRI.

Appendix D

**TEACHER SELF-QUIZ ON CLASSROOM PROVISIONS
FOR THE GIFTED CHILD**

Your brief but thoughtful responses to the following questions will help you assess current provisions for the gifted child in your classroom.

1. Can I define a gifted child and readily list at least six behavioral traits characteristic of many gifted children?

2. What plan do I have for assessing individual strengths, weaknesses, and modes of learning for all the children in my room?

3. How do I accommodate the varying levels of ability in my class?

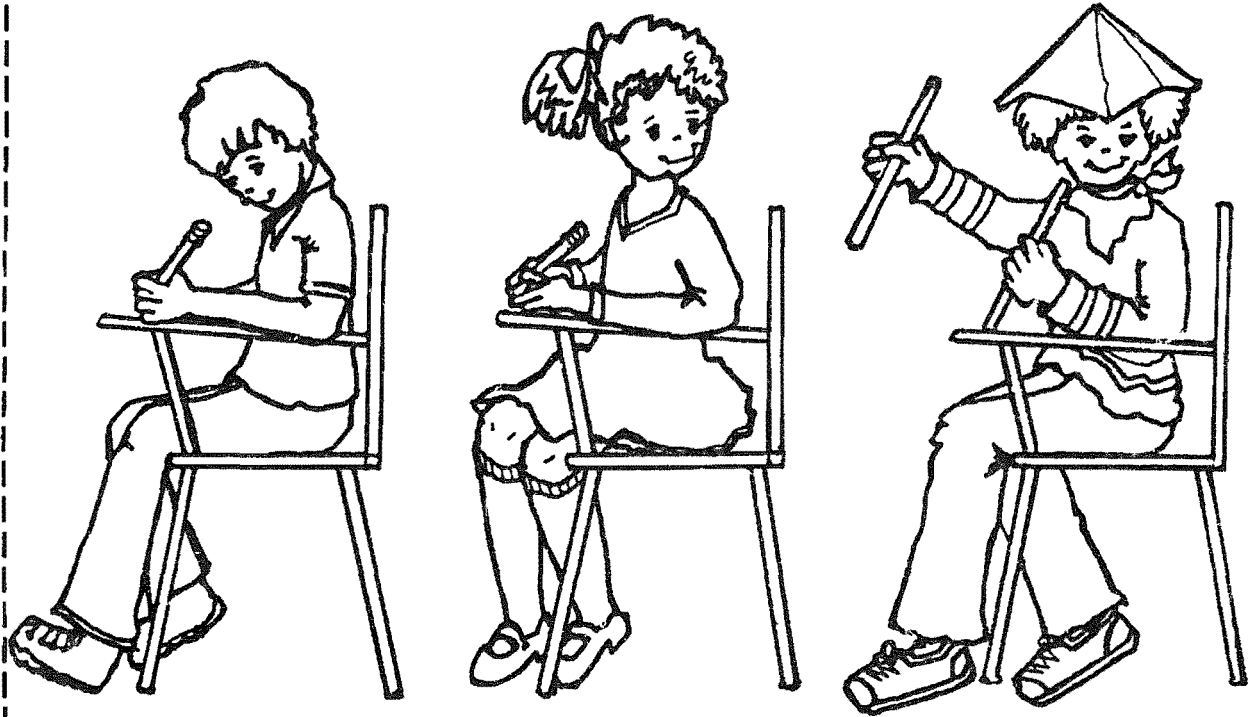
4. Can I list several means of differentiating curricular activities for bright and able youngsters?

5. Can I briefly describe a method I use for involving the bright and able youngster in planning and evaluating his/her own learning activities?

6. Can I list several ways gifted children are exposed to learning opportunities and experiences beyond the scope of my classroom?

7. How do I meet the affective needs of the gifted child?

Appendix E



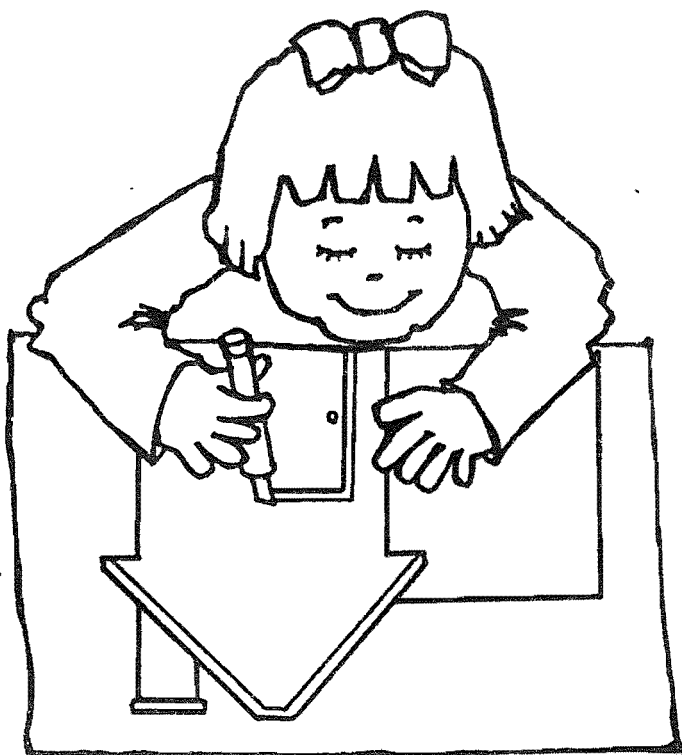
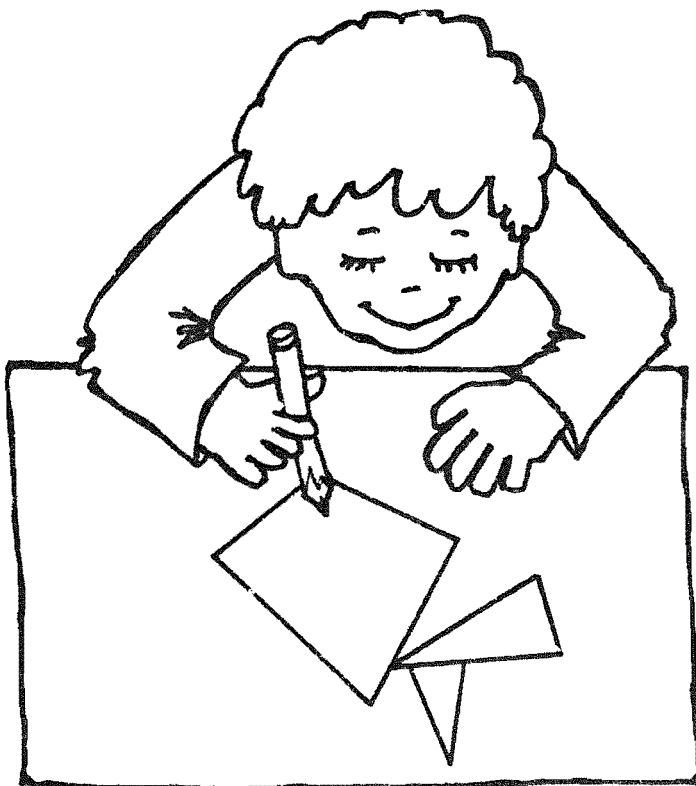
WHICH ONE IS THE GIFTED STUDENT?

WHICH ONE IS THE GIFTED STUDENT?



National State Leadership Training Institute on the Gifted and the Talented

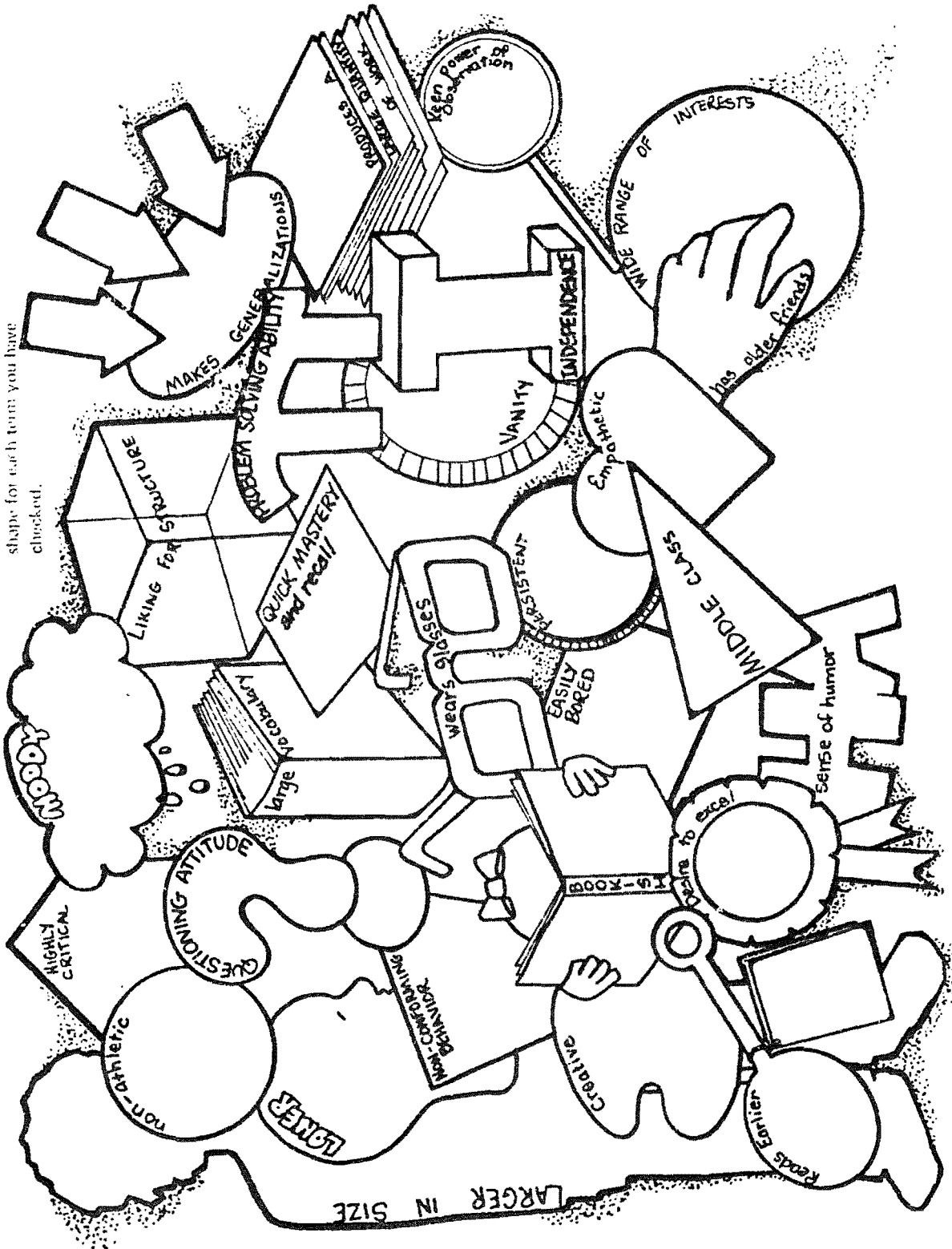
WHICH ONE IS THE GIFTED STUDENT?



ASSIGNMENT:
Draw a picture of
a shelter.

COLLAGE OF GIFTED CHARACTERISTICS I

- 1. Check the characteristics most often associated with the gift. ()
- 2. Write a behavior in the respective shape for each term you have checked.



N/S LTI G/T, Inservice Training Manual, Kaplan et. al.

Appendix F

PROCEDURES:

1. Distribute a worksheet to each participant. Because the worksheet is based on a projective technique, the leader will be able to ascertain the level of knowledge participants have about the characteristics of the gifted. Thus, the activity can also serve as a needs assessment tool.
2. Discuss the behaviors the participants identify for each of the characteristics. These can be recorded onto a transparency or chart of the collage and used to form generalizations about the characteristics and/or synthesize the most prevalent behaviors related to each of the characteristics.

FOLLOW-UP:

If the leader wishes, the record of all behaviors offered by the participants can be used as the basis of a research investigation during the session, or can be taken by the participants to their classrooms to be validated by observing a gifted student.

ALTERNATIVES:

The *Collage of Gifted Characteristics II* can be filled in with characteristics to match other types of giftedness, such as psychosocial, or creative. The activity can, in this way, be made relevant to the particular needs of the school, community, etc. Procedures for using the activity are identical to those delineated for the *Collage of Gifted Characteristics I*.

ANSWERS:

The characteristics on the collage which are most often associated with the gifted are:

highly critical	persistent
liking for structure	large vocabulary
makes generalizations	reads earlier
problem solving ability	desire to excel
quick mastery and recall	creative
independence	questioning attitude
keen power of observation	empathetic
wide range of interests	has older friends
sense of humor	

Traits of Giftedness

The following should not be viewed as a listing of traits that add up to a portrait of *the* gifted child. Giftedness lies not so much in the possession of a certain number of these traits as it does in the *degree* and *combinations* in which some of these traits may be present. For example, most children are curious; curiosity in itself does not mean giftedness. However, when a high degree of curiosity is present, in combination with resourcefulness, perseverance, and a drive to organize and perfect, it may take the form of an intense desire to probe until a solution has been found and may well be an indication of giftedness.

1. Heightened perceptual skills:

Child is acutely aware of and responsive to his or her environment; uses all senses, is keenly observant and highly alert.

2. Intense curiosity:

Child probes for answers — through verbal questioning, by exploring independently, and/or by manipulating objects.

3. Advanced problem-solving ability and conceptualization:

Child thinks logically, draws conclusions, makes generalizations, transfers concepts to new settings, makes good educated guesses.

4. Motivation and perseverance:

Child has an unusual degree of commitment to tasks (especially self-selected activities), becomes absorbed in work, puts tremendous energy and time into specific topics of interest, tirelessly pursues interest to point of satisfaction. (These traits may be manifested in hobbies or collections.)

5. Drive to organize and perfect:

Child sets what may be impossibly high standards for self and for work, places great importance on quality of his/her performance.

6. Search for challenge:

Child welcomes complexity (often selecting it over the simple), enjoys games of thought and reason (and resists being provided with the solution), plays with ideas and words.

7. Originality and humor:

Child puts elements together in new ways, uses novel approaches to tasks and materials, often displays keen sense of humor, takes risks (often in the form of espousing unconventional or unpopular positions), is both flexible and fluent in generating ideas.

8. Resourcefulness and independence:

Child seeks own direction, is self-initiating, has high tolerance for ambiguity.

9. Fondness for elaboration:

Child loves to embellish by adding on to ideas, responses, and solutions; generates alternatives; is concerned with detail.

10. Acute sensitivity:

Child reacts strongly to moral and social issues; feels joy, pain, injustice, sarcasm, rejection keenly; has intense empathy. (These abilities may make a gifted child painfully conscious of his or her separateness from others and highly self-critical. However, at the same time, these very traits may contribute to the child's being well liked by peers and viewed by them as a leader. In other words, the social and emotional problems that may result from these traits may lie more in the student's self-image than in others' perceptions.)

SOME CHARACTERISTICS OF GIFTED STUDENTS
THAT ARE POTENTIAL PROBLEMS

I. Personality

- A. Values and attitudes of the gifted/creative are likely to be diverged and different from the "norm."
- B. The highly imaginative are prone to fantasy. This can be misinterpreted as "immaturity," laziness or daydreaming.
- C. Gifted will at times become highly frustrated when they confront subjects or situations they cannot handle. They are not accustomed to this and often feel they should know all the answers. Because of this they don't know how to ask for help when they need it.
- D. Bright students have more latent ego strength to channel--this sometimes comes out in the form of disruptive behavior.

II. Relationships

- A. Highly creative students tend to be isolated from peers and teachers.
- B. They have difficulty in finding true peers since they are in a minority. They often seek activities with those beyond their age norm.
- C. Some have difficulty in asserting social leadership roles simply because they don't know the "ropes" or methods in getting respect and following from peers.
- D. Parents of gifted frequently have ambivalent relationships toward them. They are proud but tend to undervalue their child's worth and potential.

III. Interests/Abilities

- A. Three "problem" ways gifted deal with their abilities
 - 1. withdraw - if they feel misunderstood or not listened to
 - 2. show off - to get attention--make others aware of what they know
 - 3. refuse to participate in class - if they feel other students will mock them for being a "brain"

- B. Gifted don't always realize their own abilities. Many students never have the opportunity to do truly outstanding work because teachers do not provide them with work which is difficult enough to challenge them fully.
- C. They tend to exert high energy in personal/outside of school projects. This can conflict with schoolwork.
- D. Intense single interests may reduce application in other areas of academics and social life. Also, they tend to work only on those things that interest them and exclude other areas.

IV. Academics

- A. Thinking is divergent and independent from teachers and peers.
- B. Overemphasis on Verbal skills misses other aspects of the gifted.
- C. Many have poor and inefficient study habits.

* CHARACTERISTICS OF GIFTED PRE-SCHOOLERS

THE FOLLOWING CLUES AS TO THE DIAGNOSIS OF GIFTED CHILDREN WERE DEVELOPED AS A RESULT OF INTERVIEWS WITH PARENTS, TEACHERS AND PEDIATRICIANS OF YOUNGSTERS WITH SUPERIOR INTELLIGENCE. A GIFTED PRE-SCHOOLER MIGHT EXHIBIT MANY OF THE FOLLOWING CHARACTERISTICS, OR EVEN JUST BE PRECOCIOUS IN ONE AREA ALONE. THE GIFTED CHILD OFTEN:

- HAS A GOOD MEMORY AS EXEMPLIFIED BY AN EARLY ABILITY TO REPEAT VERSES, RHYMES, SONGS, COMMERCIAL JINGLES, ETC., AND TO FOLLOW COMPLEX DIRECTIONS AND REMEMBER EVENTS IN ORDER.
- IS AN ORGANIZER OR LEADER, ABLE TO MANIPULATE OR INFLUENCE OTHERS.
- HAS SURPRISINGLY ADULT PERCEPTIONS OF PEOPLE'S MOODS (MAY RESPOND IN A POSITIVE OR NEGATIVE MANNER).
- IS A SELF-STARTER AND IS SELF-DIRECTED.
- PLAYS WELL WITH OLDER CHILDREN
- SPEAKS EARLY AND READS EARLY.
- HAS AN EXTENSIVE VOCABULARY AND SPEAKS IN LONG SENTENCES; COMMUNICATES WELL - GETS THE POINT ACROSS.
- COMMUNICATES WELL WITH ADULTS AND ATTENDS WELL TO ADULT CONVERSATION - COMPREHENDS WHAT IS SAID.
- IS AN ACTIVE LISTENER; ASKS QUESTIONS AND ATTENDS TO RESPONSE, ELABORATING ON OR "CHECKING" THE ANSWER.
- HAS A FAIRLY ADVANCED SPATIAL ABILITY - IS ABLE TO COMPLETE PUZZLES GRADED ABOVE HIS/HER AGE; DEMONSTRATES AN EARLY ABILITY TO ORGANIZE OBJECTS, PERCEIVES THE ORDER OF OBJECTS IN HIS/HER ENVIRONMENT AND QUICKLY NOTICES CHANGES OF DIFFERENCES.
- DEMONSTRATES PROBLEM SOLVING ABILITY AND AN UNDERSTANDING OF DIFFICULT CONCEPTS AT AN EARLY AGE; HAS AN ABILITY TO RATIONALIZE AND CAN FOLLOW A LOGICAL SEQUENCE.
- SEEMS TO PROBE DEEPER AND IS MORE CURIOUS AND ALERT - HAS A COMPELLING DRIVE TO LEARN.
- DEMONSTRATES AN ABILITY TO PERCEIVE DIFFERENT MEANINGS FOR WORDS, USES FOR OBJECTS OR SOLUTIONS TO PROBLEMS.
- HAS AN ATTENTION SPAN THAT IS PROBABLY INDICATIVE OF DEGREE OF INTEREST. MAY SHOW BOREDOM WITH TYPICAL TASKS OR NOT HAVE TIME FOR ANYTHING OTHER THAN AN ALL-CONSUMING INTEREST.
- DISPLAYS AN EARLY SENSE OF JUSTICE OR CONCERN FOR FAIRNESS.

Appendix J
THE MANY SIDES OF GIFTEDNESS I

1. Check the characteristics of the various kinds of giftedness that are represented in the description.
2. Connect the child in the drawing to each circle that contains checks to show the overlapping of the various types of giftedness in a single student.

General Intellectual Ability

- Considered older for age
- Enjoys challenge of intellectual tasks
- Curious
- Inventive, creative
- Preference for complexity

Specific Academic Aptitude

- Fund of knowledge in a particular subject/skill
- Spends spare time working in a particular subject/skill
- Unusual achievement in the particular subject/skill

Creative or Productive Thinking

- Self-confidence
- Tolerance for ambiguity
- Holds many ideas at once
- Can improvise
- Produces original solutions
- Uninhibited in expressions of opinion

Leadership Ability

- Prefers older friends
- Adapts socially
- Assumes leadership roles
- Dependability, responsibility
- Concern for others

Visual and Performing Arts

- Shows special talent in expressive or performing arts
- Sets high standards for self
- Received recognition
- Has fund of information in the area(s)
- Shows sustained interest in the area(s)

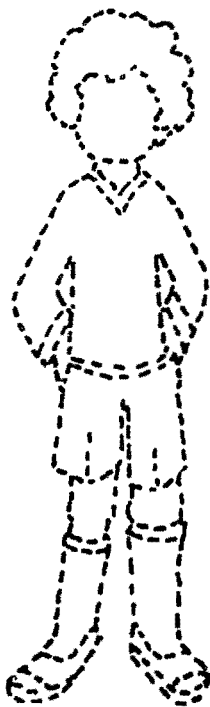


Psychomotor Ability

- Strives toward perfection
- Shows manipulative ability ahead of years
- Shows early evidence of ability

Appendix J

DESCRIPTION OF A GIFTED STUDENT - JENNIFER, AGE 12



Read this description of a gifted student. Determine the characteristics which identify this student as gifted. Relate the characteristics exhibited by this student to different types of giftedness.

Jennifer can be considered to be a high risk-taker. She is always anxious to learn new information and to master new tasks. Although she does not have many close friends, the class members quickly identify her as popular. They readily select her as chairperson of committees and team leader because she is easy to get along with, expresses herself well and most often is able to provide solutions to problems and questions.

Some students have commented on her tenacity to finish a task to her satisfaction even though the rest of the class has moved on to something else. Some students have commented about her "of course, I can do it" attitude. Most of her classmates rely on her for assistance. She is very direct in examining things and providing alternatives to make things better or different.

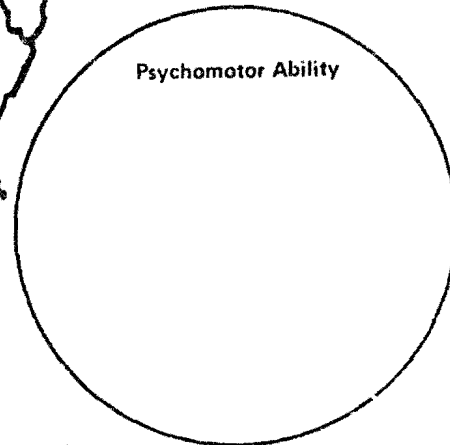
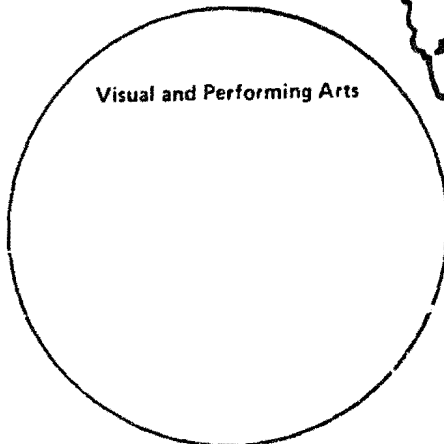
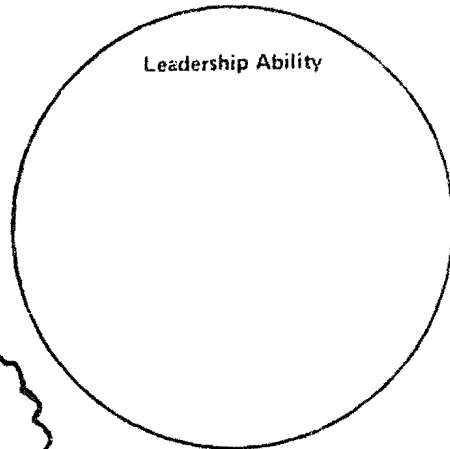
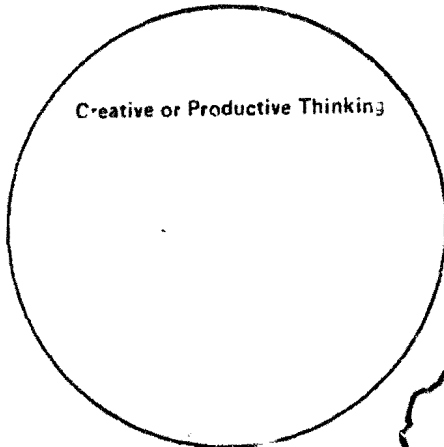
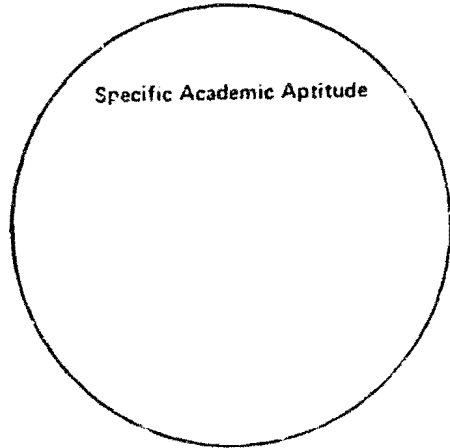
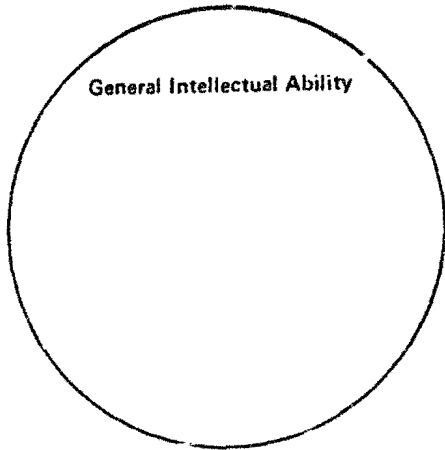
Jennifer makes good grades in most subject areas. She reads about three years above grade/age level expectations. She absolutely devours books. Some students call her "Madam Librarian" because she can discuss books she has read with great detail and clarity. Many of the books she enjoys reading are those she gets from the "adult section" of the library, or from her parents' bookcase at home.

While reading gives Jennifer great pleasure, she is much less interested in math. "As much as I try, I simply cannot do math as well as I can do some other things." Jennifer scores at least one grade level above other students in the math class. The teacher thinks that Jennifer could do better in math if she would apply her abilities to the subject in the same way she applies them to reading.

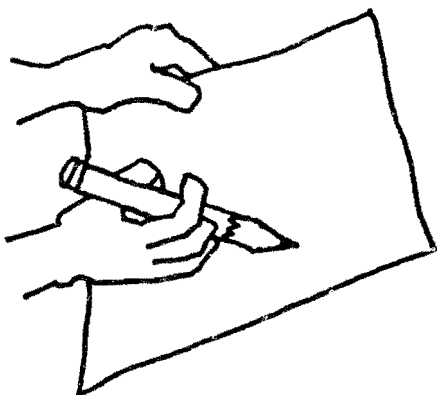
Appendix J

THE MANY SIDES OF GIFTEDNESS II

1. As you listen to or read the interview, list characteristics that are mentioned in their corresponding category of giftedness.
2. Connect the child to his/her areas of giftedness.



INTERVIEW WITH A GIFTED STUDENT - JOHN, AGE 15



Read this interview. Identify the characteristics exemplified by this student. What types of giftedness does this student exhibit?

Teacher: What are your favorite reading materials?

John: I can hardly wait for *Time* and *Newsweek* to come each week. I also enjoy reading the three newspapers we get each day.

Teacher: Why do you enjoy these materials so much?

John: I'm really interested in history and geography. I usually find the places I read about in the atlas and try to figure out how what is happening relates to their geographic location. It's like doing a puzzle.

Teacher: Do you like history?

John: I am fascinated with the idea that history is supposed to repeat itself. So while I read about the world of today, I also read lots of history books. I think I would like to be a historian.

Teacher: What other things are you interested in or enjoy doing?

John: I am especially interested in computers and sports. I won first prize in the KMG Computer Model Design Contest last year. This year I'm captain of the Varsity Basketball Team. I sure hope we win the High School Championship for Class B Schools this year. I am also on the U.S. Junior Tennis Team. I would like to become good enough to play at Wimbledon some day. Coach says that I have promise . . . whatever that means. Seriously though, I do think I'm pretty good at both basketball and tennis.

Teacher: Would you like to be a professional athlete?

John: Yes and no. I am really torn between history and sports. Maybe I will be able to work them both into my life.

Teacher: How would you describe yourself as a student?

John: I am really interested in learning all kinds of things. In fact, I am easily distracted because I'm so curious about things happening around me. I don't get all A's. I like to discuss ideas and issues. In fact, I think I will try out for the Debate Team when I have more time.

WHAT IS GIFTEDNESS?

Materials Needed:

One set of *Characteristic Cards*, cut or torn on the lines

One set of *Activity Cards*, cut or torn on the lines

A grid for each group member

1. Each group member:

- a. Draws a *Characteristic Card* and reads it to the group.
- b. Marks the *Characteristic Card* with one of the categories of giftedness from the grid that the group decides it fits into, and keeps the *Characteristic Card*.

All group members mark their grids, under the appropriate category, with the initial of the child named in the *Characteristic Card*.

- c. Draws an *Activity Card*, responds as directed and returns it to the stack.

2. When finished with all of the *Characteristic Cards*, the group discusses what appears on the grid in terms of clustering of characteristics and individual differences among gifted children.

CHARACTERISTICS PLACEMENT GRID

LEADERSHIP	CREATIVITY	INTELLECTUAL	MOTIVATIONAL	PSYCHOLOGICAL	SOCIAL

Appendix K

CHARACTERISTICS CARDS

Sara carries responsibility well.	Cecil generates a large number of ideas and solutions to a problem.
Barry is very persistent and goal-directed.	Jane is self-directed and independent.
Max is liked and respected by his classmates.	Rosa spends a great deal of time playing alone.
Barry can concentrate for long periods of time.	Jane redefines and transforms ideas.
Sara is often asked for ideas and suggestions.	Max has a strong desire to excel.
Cecil displays an innate sense of justice.	Jane prefers older playmates.
Rosa is easily bored by routine tasks.	Sara has a wide breadth of general knowledge.
Barry displays a sense of humor.	Max is friendly and out-going.
Cecil is self-confident with his peers.	Jane uses common sense.

CHARACTERISTICS CARDS (continued)

Max relates well to his peers, parents, teachers, and other adults.	Sara often sees gaps or missing elements in knowledge.
Rosa adapts readily to new situations.	Max discovers cause and effect relationships easily.
Barry requires little direction from the teacher.	Rosa usually relies on internal sources of evaluation.
Jane is interested in any adult problems.	Cecil often directs or influences others in an activity.
Sara displays insight into part-whole relationships.	Max displays a positive self-image.
Barry is trustworthy.	Sara becomes deeply involved in certain topics and problems.
Max displays intellectual playfulness.	Barry is best at "thought subjects" — thinking abstractly.
Cecil is a high risk-taker.	Jane is accelerated in grade level abilities.
Rosa has advanced reading ability.	Cecil displays emotional sensitivity.

Appendix K

ACTIVITY CARDS

<p>CITE AN ANECDOTE RELATED TO THE OBSERVATION OF THE CHARACTERISTIC.</p>	<p>TELL UNDER WHAT CIRCUMSTANCES THE CHARACTERISTIC IS SIGNIFICANTLY DISPLAYED.</p>
<p>TELL HOW YOU WOULD MODIFY A TASK TO MAKE IT APPROPRIATE FOR THE CHARACTERISTIC.</p>	<p>GIVE A DEFINITION OF THE CHARACTERISTIC.</p>
<p>GIVE EXAMPLES OF NEGATIVE BEHAVIORS THAT MIGHT RESULT FROM A LACK OF ATTENTION TO THE CHARACTERISTIC.</p>	<p>DESCRIBE HOW YOU WOULD ENCOURAGE THE CHARACTERISTIC.</p>

Appendix K

ANSWER KEY: WHAT IS GIFTEDNESS?

LEADERSHIP

Sara carries responsibility well.

Cecil is self-confident with his peers.

Max is liked and respected by his classmates.

Rosa adapts readily to new situations.

Cecil often directs or influences others in an activity.

Sara is often asked for ideas and suggestions.

MOTIVATIONAL

Barry is very persistent and goal-directed.

Sara becomes deeply involved in certain topics and problems.

Rosa is easily bored by routine tasks.

Jane is interested in many adult problems.

Barry requires little direction from the teacher.

Max has a strong desire to excel.

PSYCHOLOGICAL

Jane is self-directed and independent.

Barry is trustworthy.

Jane uses common sense.

Max displays a positive self-image.

Rosa usually relies on internal sources of evaluation.

Cecil displays an innate sense of justice.

CREATIVITY

Cecil generates a large number of ideas and solutions to a problem.

Cecil is a high risk-taker.

Max displays intellectual playfulness.

Barry displays a sense of humor.

Cecil displays emotional sensitivity.

Sara often sees gaps or missing elements in knowledge.

Jane redefines and transforms ideas.

INTELLECTUAL

Barry can concentrate for long periods of time.

Jane is accelerated in grade level abilities.

Barry is best at "thought subjects" — thinking abstractly.

Sara displays insight into part-whole relationships.

Rosa has advanced reading ability.

Sara has a wide breadth of general knowledge.

Max discovers cause and effect relationships easily.

SOCIAL

Jane prefers older playmates.

Max is friendly and out-going.

Rosa spends a great deal of time playing alone.

Max relates well to his peers, parents, teachers, and other adults.

CLASS QUESTIONNAIRE

1. Juan always notices when students wear new clothes or jewelry or have new haircuts. On trips, he points out things that no one else has noticed. He always spots unusual shapes, colors, smells, sounds, and people. Who in your class is most like Juan?

2. Jill always wants to know how and why things work the way they do. She looks for answers by asking questions, looking in books, and setting up experiments to test her guesses. Who is most like Jill? _____
3. When our class found a lost puppy in front of the school, everyone had ideas about what should be done, but Tom came up with the best solution. Tom usually comes up with good solutions to problems, and when we have only a little information to go on, he makes good guesses. Who is most like Tom? _____
4. Sometimes Andrew gets so involved in a project that he doesn't even hear his name being called. The whole class lines up for lunch, and he's still working. It's not that he works slowly or fools around. It's just that he becomes so involved that he tunes out everything that's going on around him. Who is most like Andrew? _____
5. Maria can't stand it when her work is not perfect. Often when the teacher tells her it's just fine the way it is, she still wants to work longer on a project. She has to be completely satisfied with her work before she'll call it finished. Who is most like Maria?

6. Once a week the teacher gives us "stumpers" to solve. Usually these riddles are so hard that very few students get the solution. When the teacher asks us if we're ready to give up, Pam always yells "NO!" In fact, she sometimes makes the teacher wait till after lunch. Who is most like Pam? _____
7. When the teacher asked us to design a new toy by combining a machine and a comic book character, Denise came up with the most unusual toy. She was also the one who came up with the best name for our class pet. Most of the time, we all think her ideas are great, but even when the whole class disagrees with one of her ideas, she'll stick with it if she really believes it's good. Who is most like Denise? _____
8. When we get to choose our own projects, Sarah always knows what she wants to do, and she usually does it with little or no help from the teacher. Who is most like Sarah?

9. Larry designed a City of the Future for his special project. He put every single detail he could think of into his model. For example, for future foods, he designed the packages and made up brand names. And he worked the clothing out for all the seasons of the year. Who is most like Larry? _____
10. We all kid each other at times, and no one really minds. But sometimes one of us has a bad day, and then the kidding isn't funny. It's a good thing David is in our class because he has a sense for when that's happening, and he'll say, "Let's knock it off. Can't you see Terry's upset today?" Who is most like David? _____

Meeting the Needs of the Gifted and Talented Students, CEC

Name _____

PARENT QUESTIONNAIRE

(Please feel free to carry writing over to reverse side or to use additional sheets of paper.)

1. What kinds of things is your child interested in? How does s/he show these interests?

2. Describe your child's relationships with his/her playmates and/or brothers and sisters. Include their ages and the kinds of things they like to play.

3. Describe any other significant relationships in your child's life (teachers, community workers, relatives outside the immediate family, pets, etc.).

4. Does your child like to play alone? Describe his/her favorite things to do alone.

5. What are your child's hobbies? What games does s/he enjoy? Does s/he have any collections?

6. Does your child enjoy reading or being read to? What kinds of books does s/he prefer?

Suggestions for Parents of Gifted Children

1. Try to maintain a healthy balance between the two extremes of over-structuring and abandoning your gifted child. Allow enough independence and privacy for your child to pursue his/her own activities and profit from his/her own mistakes, but be there when s/he needs you – to lend support, understanding, guidance, or simply (and perhaps most importantly) a sympathetic ear.
2. Remember that there's a fine line between pressure and challenge. Your child needs lots of intellectual stimulation and plenty of opportunities to stretch to fulfill his/her potential, but s/he also needs time off for having ordinary kinds of fun.
3. Avoid comparing your gifted child in an evaluative sense to his/her peers (brothers, sisters, classmates, neighbors' children, other gifted children). Strive to understand and accept the strengths and weaknesses of each child and to value the uniqueness of each. Your respect for individuality will be contagious.
4. Remember that *all* children need to share in responsibilities (at home, in school, within the community) and to be held accountable for age-appropriate standards of behavior.
5. Don't bend so far over backwards to avoid "showing off" your gifted child that you forget to express your appreciation of and pride in his/her special abilities and achievements. Genuine praise and encouragement are essential to all children and need not be feared as causes for self-consciousness or elitism.
6. Work closely with your child's teacher, school administration, parent groups, and legislators in supporting programs that will assure high-quality, individualized education for all children.
7. Appreciate and respond to the special joys, needs, and problems that separate your gifted child from other children – and do the same with the joys, need, and problems that s/he has in common with other children. Take each stage as it comes, and have fun.

Name: _____

Age: _____

STUDENT'S SELF-ASSESSMENT

Check the items that best describe you.

- 1. I am interested in a lot of things.
- 2. I collect things (rocks, stamps, dolls, baseball cards, etc.).
- 3. I like to work on problems like mysteries, puzzles, and riddles that make me think.
- 4. I would rather work on problems I know I can solve than on problems that may be hard for me.
- 5. I hate it when someone tries to give me the answer to a problem I'm working on.
- 6. I give up when something becomes difficult.
- 7. I hate being interrupted when I'm working on a project.
- 8. I like my work to be perfect.
- 9. I like it best when the teacher makes it clear exactly what I'm supposed to do.
- 10. When I work on a project, I like to put in as many details as possible.
- 11. People often follow what I do.
- 12. If others around me disagree and I really feel strongly, I stick to my opinion.
- 13. I get upset when I see something that is unfair.
- 14. I get along better with older children than I do with those my own age.

15. Name some of the things you feel you do better than others your age.

Gifted Child Observation Sheet
Behavioral Traits

School _____ Teacher _____ Grade _____ Student's Names: (Please check where out- standing)	Curious														
	Rapid Learner														
	Sustains Involvement														
	Socially Aware														
	Enjoys Reading														
	Verbal Proficiency														
	Responsible														
	Critical Thinking														
	Creative														
	Generalizes														
	Special Ability														
	Resourceful														

Individual Record Sheet

Name _____ Date of Birth _____ School _____

Please indicated behavior by using the following scale: (1) Low (2) Average (3) Outstanding

TRAITS	K	1	2	3	4	5	6
Curious							
Rapid Learner							
Sustains Involvement							
Socially Aware							
Enjoys Reading							
Verbal Proficiency							
Responsible							
Critical Thinking							
Creative							
Generalizes							
Special Ability							
Resourceful							

Teacher comments/remarks (special interests, content area child excels in, unusual ability, talent, etc.)

Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Appendix O

Appendix P

KINDERGARTEN CHECK LIST*

- 1. County _____
- 2. District _____
- 3. School _____
- 4. Teacher _____

When compared with other children in the kindergarten, which of your pupils possess, to a marked degree, some of the following characteristics? Be particularly over-variant of the youngest children in the class. Do not exclude any child because of a speech defect.

- 1. Has unusually good vocabulary
- 2. Has ideas which are often very original in one or more areas (i.e., block play, free activities, art, rhythms, sharing)
- 3. Is alert, keenly observant; responds quickly
- 4. Has an unusually good memory
- 5. Has a long attention span
- 6. Recognizes, on his own, some words in books on the browsing table
- 7. Uses longer sentences
- 8. Reasons things out, thinks clearly, recognizes relationships, comprehends meanings
- 9. Is curious about many activities and places outside immediate environment and/or experience
- 10. Is a leader in several kinds of activities. Is able to influence others to work toward desirable goals
- 11. Has outstanding talent in a special area(s) such as art, music, rhythms, dramatics (indicate area(s) of talent)

If you have any pupils who exhibit at least three of the above characteristics, please list their names below. Following each name, list the number of all characteristics that fit the pupil:

Pupil's Name	Characteristics (indicate by number)
1. _____	_____
2. _____	_____

*Form developed by Corabelle Clark and Eleanor Dyer, Compton; Lyman Peterson, Paramount; Marguret Lund, Manhattan Beach; Beatrice Lantz, Division of Research and Guidance, Office of Los Angeles County Superintendent of Schools.

BEHAVIORAL SCALES

SCALES FOR RATING BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS

Joseph S. Renzulli / Robert K. Hartman

Name _____ Date _____

School _____ Grade _____ Age _____
yrs. mo.

Teacher or person completing this form _____

How long have you known this child? _____ months.

Directions. These scales are designed to obtain teacher estimates of a student's characteristics in the areas of learning, motivation, creativity, and leadership. The items are derived from the research literature dealing with characteristics of gifted and creative persons. It should be pointed out that a considerable amount of individual differences can be found within this population; and therefore, the profiles are likely to vary a great deal. Each item in the scales should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic. Since the four dimensions of the instrument represent relatively different sets of behaviors, the scores obtained from the separate scales should not be summed to yield a total score. Please read the statements carefully and circle the appropriate number according to the following scale of values:

1. If you have seldom or never observed this characteristic.
2. If you have observed this characteristic occasionally.
3. If you have observed this characteristic to a considerable degree.
4. If you have observed this characteristic almost all of the time.

PART I: LEARNING CHARACTERISTICS

1. Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency. 1 2 3 4
2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his age). 1 2 3 4

3. Has quick mastery and recall of factual information.	1	2	3	4
4. Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what makes things (or people) "tick".	1	2	3	4
5. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things.	1	2	3	4
6. Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others.	1	2	3	4
7. Reads a great deal on his own; usually prefers adult level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias, and atlases.	1	2	3	4
8. Tries to understand complicated material by separating it into its respective parts; reasons things out for himself; see logical and common sense answers.	1	2	3	4
	Column Total	—	—	—
	Weight	—	—	—
	Weighted Column Total	—	—	—
	TOTAL	<hr/>		

PART II: MOTIVATIONAL CHARACTERISTICS

1. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him to move on to another topic.)	1	2	3	4
2. Is easily bored with routine tasks.	1	2	3	4
3. Needs little external motivation to follow through in work that initially excites him.	1	2	3	4
4. Strives toward perfection; is self-critical; is not easily satisfied with his own speed or products.	1	2	3	4
5. Prefers to work independently; requires little direction from teachers.	1	2	3	4

6. Is interested in many "adult" problems such as religion, politics, sex, race--more than usual for age level.	1	2	3	4
7. Often is self-assertive (sometimes even aggressive): stubborn in his beliefs.	1	2	3	4
8. Likes to organize and bring structure to things, people, and situations.	1	2	3	4
9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.	1	2	3	4
Column Total	--	--	--	--
Weight	--	--	--	--
Weighted Column Total	--	--	--	--
TOTAL	--	--	--	--

PART III: CREATIVITY CHARACTERISTICS

1. Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.	1	2	3	4
2. Generates a large number of ideas or solutions to problems and questions; often offers unusual ("way out"), unique, clever responses.	1	2	3	4
3. Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious.	1	2	3	4
4. Is a high risk taker; is adventurous and speculative.	1	2	3	4
5. Display a good deal of intellectual playfulness; fantasizes; imagines ("I wonder what would happen if . . .")	1	2	3	4
6. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.	1	2	3	4
7. Is unusually aware of his impulses and more open to the irrational in himself (freer expression of feminine interest for boys, greater than usual amount of independence for girls); shows emotional sensitivity.	1	2	3	4
8. Is sensitive to beauty; attends to aesthetic characteristics of things.	1	2	3	4
9. Is nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different.	1	2	3	4

10. Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination.	1	2	3	4
Column Total	-	-	-	-
Weight	-	-	-	-
Weighted Column Total	-	-	-	-
TOTAL	-	-	-	-

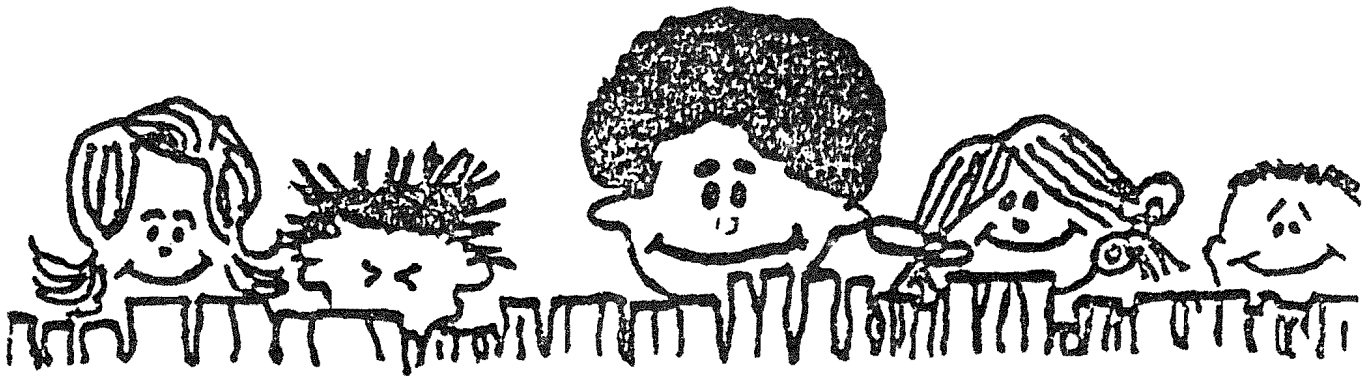
PART IV: LEADERSHIP CHARACTERISTICS

1. Carries responsibility well; can be counted on to do what he has promised and usually does it well.	1	2	3	4
2. Is self-confident with children his own age as well as adults; seems comfortable when asked to show his work to the class.	1	2	3	4
3. Seems to be well liked by his classmates.	1	2	3	4
4. Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with.	1	2	3	4
5. Can express himself well; has good verbal facility and is usually well understood.	1	2	3	4
6. Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed.	1	2	3	4
7. Seems to enjoy being around other people; is sociable and prefers not to be alone.	1	2	3	4
8. Tends to dominate others when they are around; generally directs the activity in which he is involved.	1	2	3	4
9. Participates in most social activities connected with the school; can be counted on to be there if anyone is.	1	2	3	4
10. Excels in athletic activities; is well coordinated and enjoys all sorts of athletic games.	1	2	3	4
Column Total	-	-	-	-
Weight	-	-	-	-
Weighted Column Total	-	-	-	-
TOTAL	-	-	-	-

Scoring. Separate scores for each of the three dimensions may be obtained as follows:

- * Add the numbers circled in each column to obtain the "Column Total."
- * Multiply the Column Total by the "Weight" for each column to obtain the "Weighted Column Total."
- * Sum the Weighted Column Totals across to obtain the "Score" for each dimension of the scale.
- * Enter the Scores below.

Learning Characteristics _____
Motivational Characteristics _____
Creativity Characteristics _____
Leadership Characteristics _____



Appendix R

FORM A

GIFTED CHILD BEHAVIORAL TRAITS GUIDE

CURIOUS: keen observer; alert, inquisitive nature; questions the how and why of things; eager; pursues many interests in depth.

RAPID LEARNER: quickly masters facts; retains and applies information; needs minimal instruction on routine tasks.

SUSTAINS INVOLVEMENT: demonstrates persistent goal-directed behavior; has long attention span; ignores distractions; not easily discouraged by setbacks; self-motivated.

SOCIALLY AWARE: sensitive and intuitive; empathizes with others; flexible and open in manner; concerned with values and ideals.

ENJOYS READING: reads a wide range of materials for information and pleasure, including advanced selections; uses reference works effectively at an early age.

VERBAL PROFICIENCY: possesses an advanced vocabulary; expresses him or herself fluently; communicates precisely and accurately; expresses his or her own opinions freely; shows humor; asks probing questions.

RESPONSIBLE: works independently; needs minimal directions; understands and accepts guidelines; organizes tasks, peers, and events; often serves as a leader; respected by peers.

CRITICAL THINKING: analyzes and is logical; reasons out complicated things; evaluates situations; uses common sense; expresses and accepts constructive criticism.

CREATIVE: imaginative, versatile, and adaptable; flexible in ideas and actions; possesses problem-solving ability; original and inventive; gives clever and witty responses.

GENERALIZES: perceives and abstracts ideas; sees relationships; grasps underlying principles; makes valid assumptions about people, events, and things; integrates areas of knowledge.

SPECIAL ABILITY: possesses unusual interest and aptitude in an academic area; has exceptional mechanical ability; demonstrates talent or potential in one of the performing arts; sensitive to aesthetic quality and to the intrinsic beauty of things.

RESOURCEFUL: a producer who has a knack for using the limited resources, time, and people in a learning environment to achieve outstanding results; a prolific and creative author; his or her study and research results in original projects; generates new ideas and viewpoints; proposes novel solutions to peer conflicts.

Appendix S

Lesson Plan 3/24/86 Grades 1-2

THINKSHEET: "Burglar's Bungle" (10 min.)

- a) to work independently (minimum teacher direction)
- b) to follow written directions step by step in order to solve a problem
- c) to discriminate small details in instructions

VOCABULARY EXTENDERS: "T" words (10 min.)

- a) tacit--silent
- b) trivial--common
- c) turbulent--disturbed

ENCOUNTER EXPERIENCE: "Jelly Bean" ...if you were a jelly bean... (10) min.

- a) what color would you be?
- b) what if you were the only one of that color?
- c) do you like being in this jar?
- d) how do you feel? (warm, moist, sticky?)
- e) is everyone special? what's special about you?

KNOWLEDGE LAB: Space Travel (30 min.) (entire class)

- a) 3-D postcard and Geographic Book, Let's Go to the Moon
- b) Xerox sheets 8-11 (Space Travel--The Pull and Push)
- c) Make Rocket--Play "Break into Space"
- d) Read and discuss sheets

CREATION/APPLICATION TIME: Chose one activity. Work alone or in a group of 2-3 people. (30 min.)

- a) Wall Story: on shelf paper, draw several different parts of space travel. (Take-off, experiments, etc.)
- b) Balloon Rockets: devise an experiment with a balloon & tube
- c) Travel Poster: Design an attractive travel poster; invite people to travel to a planet, etc.
- d) Weigh each member of your group. Make a chart to show what each person would weigh on each planet. Use a calculator for the computations.

Appendix S

Lesson Plan 3/24/86 Grades 3-4

THINKSHEET:

(10 min.)

- a) to work independently (minimum teacher direction)
- b) to follow written directions in order to solve a problem
- c) to foster critical thinking skills

VOCABULARY EXTENDERS:

"T" words (10 min.)

- a) terrestrial--earthly
- b) titanic--huge
- c) truism--a self-evident statement

ENCOUNTER EXPERIENCE:

"Jelly Bean" (10 min.) ...if you were a ...

- a) what color would you be?
- b) what if you were the only one of that color?
- c) do you like being in this jar?
- d) how do you feel? (warm, moist, sticky?)
- e) is everyone special? what's special about you?

KNOWLEDGE LAB:

Computer Skills (30 min.)

- a) predict what picture a LOGO procedure will draw
- b) discover and correct mistakes in LOGO procedures

CREATION/APPLICATION TIME:

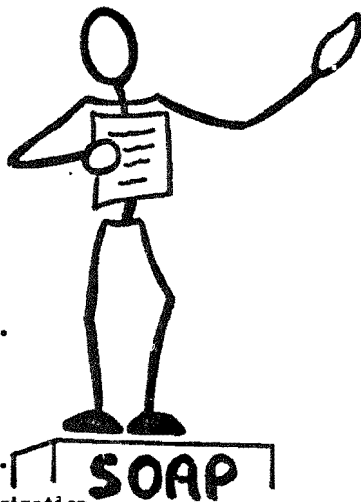
Astronomy Unit (30 min.; continue if necessary)

**Chose one activity. Work alone or in a group of 2-3 people.

- a) Rocket Models: Devise and test balloon/tube and straw rockets. Play "Break into Space" with the rockets.
- b) Weigh each member of your group. Make a chart to show what each person would weigh on each planet. You may use a calculator for the computations.
- c) Astronomy Art or Travel Posters: use colored chalk or markers
- d) Who Am I Game? : Construct a game on file cards with facts about things in the solar system. Plan how to lead the class in the game.
- e) Famous Faces: Research skills to identify famous astronomers

Gifted students do not need the close supervision or detailed attention required by other groups. Most professionals in the field note that the advanced skills of the gifted student stimulate educational needs which require more opportunities for:

1. risk taking.
2. self-expression.
3. understanding of self.
4. self-directed discovery.
5. strengthened research skills.
6. appropriate reading materials.
7. developing sensitivity to others.
8. acceptance of non-conformity.
9. minimized use of rote drill.
10. atmosphere of valuing uniqueness.
11. expressions of curiosity and imagination.
12. assuming various roles in group interaction.
13. exposure to people of diversified backgrounds.
14. divergent, open-ended teaching strategies.
15. heightened awareness of creative abilities.
16. discussion with peers of similar abilities.
17. creative approaches to communication of ideas.
18. positive acceptance of intellectual abilities.
19. acceptance of strengths and limitations.



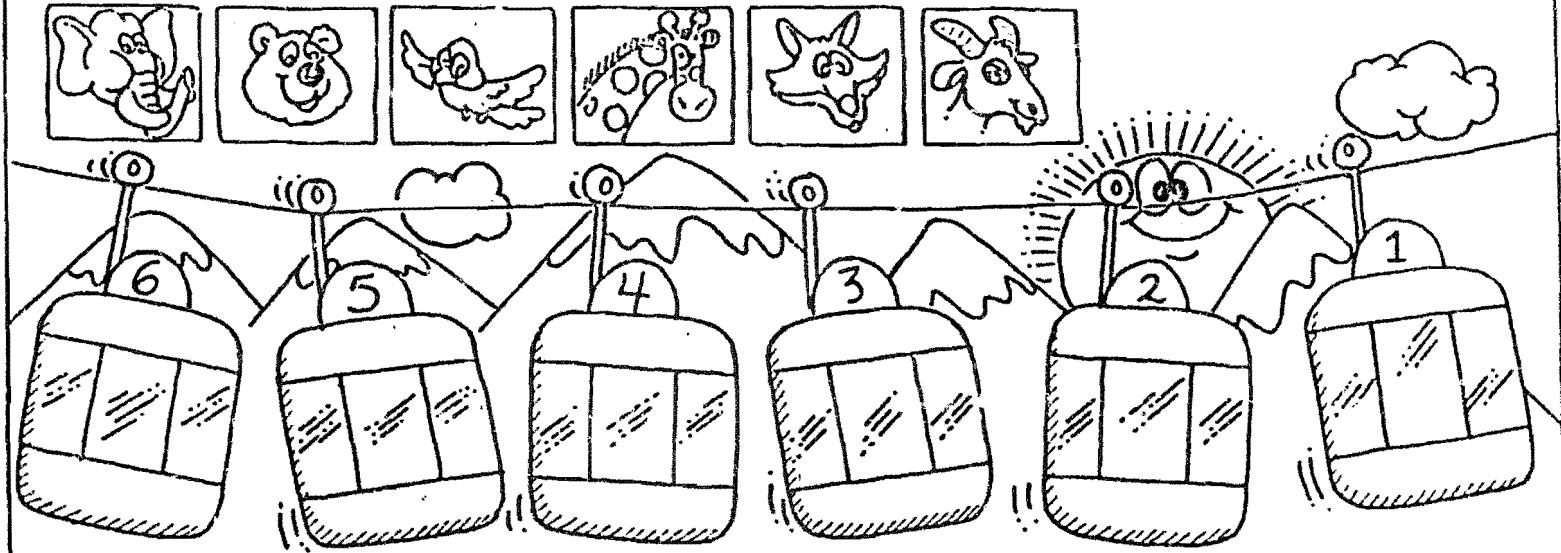
encourage awareness of others and their needs. It should also provide for imagination and uniqueness to enhance positive attitudes towards one's own abilities. The learning atmosphere is one conducive to intellectual advancement by contact with peers of similar abilities within a relaxed, yet stimulating environment. The teaching strategies are multi-media, multi-level, and interdisciplinary in approach. Techniques of brainstorming, inquiry, synectics, simulation, creative innovation, exploration, research, movement, theatre games, guidance, and others are utilized within a cognitive/affective model.

The following brief pointers may serve as a frame of reference in working on curriculum content of value for the gifted. Curriculum for the gifted should provide opportunity for:

1. study of major issues.
2. study of major ideas.
3. independent study.
4. time to study and research in depth.
5. generalization and application of information and ideas.
6. controversy and challenge.
7. development of new and original ideas--and time for self-initiated activities.
8. use of varied resources, external to the classroom.
9. use of student interests.
10. emphasis on analysis and critical thinking.
11. use of pupil initiative and leadership.
12. materials at appropriately challenging difficulty levels.
13. materials at appropriate ideational level.
14. blocks of free time for pupil study.
15. use of only broad frames of reference, with relatively few major questions as the curriculum framework.
16. use of legitimate learning content in all fields, including the arts.

The curriculum design in gifted education is intended to foster higher levels of thinking (abstract, critical, constructive, logical, liberal, analytical, and reasoning), to provide for creative expression, and to

Use the clues to determine the color of each tram car and each animal riding in it. The car colors are red, orange, yellow, green, blue, and purple. Use colored pencils or markers to complete the picture after you've solved it!

**Clues:**

The goat is ahead of the fox.
 The bear is behind the elephant.
 The giraffe is next to the fox.
 The bird is next to the elephant.
 The bear and the goat are in the end cars.
 The giraffe is not in a red, green, or blue car.
 The goat is not in a green, red, or purple car.

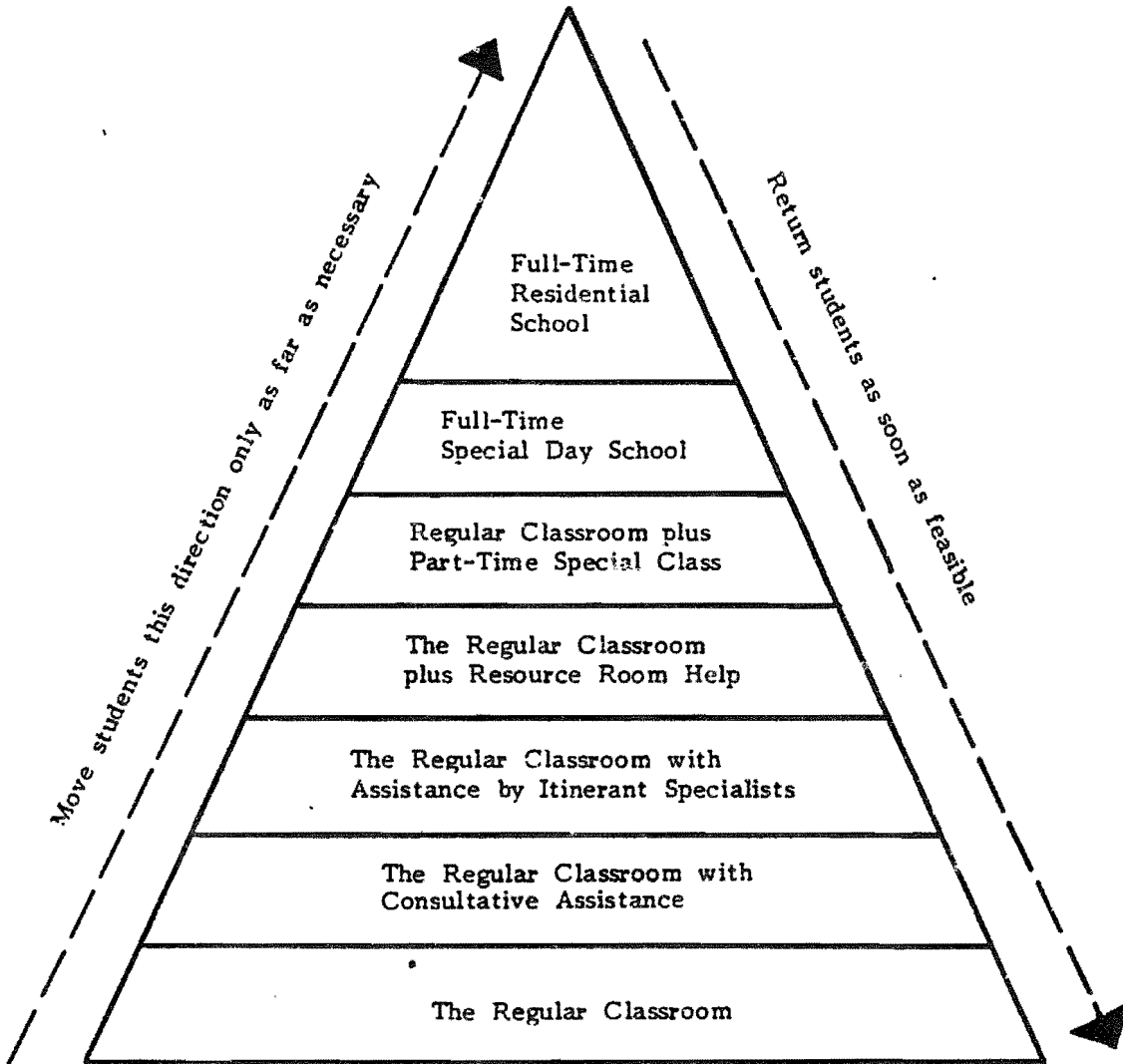
The elephant is not in an orange, green, or yellow car.
 The bear's car is red or blue.
 The fox's car is yellow or green.
 The bird's car is purple.
 The green car is behind the yellow car.
 The orange car is directly ahead of the purple car.
 The red car is on one end of the line.

Appendix V

DEVELOPING A DIFFERENTIAL CURRICULUM

1. TEACHERS MUST ENCOURAGE STUDENTS TO BE SELF-DIRECTED LEARNERS.
2. STUDENTS SHOULD BE TAUGHT SKILLS THAT HELP INCREASE THE SPEED AND BREATH OF LEARNING.
3. STUDENTS SHOULD LEARN THE MAJOR CONCEPTS IN EACH SUBJECT AREA RATHER THAN JUST MEMORIZE NUMEROUS DISCONNECTED FACTS.
4. GIFTED CHILDREN ARE ENCOURAGED BY TEACHERS AND PARENTS TO THINK AND ACT LIKE EXPERTS IN EACH FIELD BEING STUDIED.
5. THE TEACHER STIMULATES THEM TO GIVE CREATIVE AND IMAGINATIVE RESPONSES TO PROBLEMS.
6. STUDENTS MUST DEVELOP VARIOUS PRODUCTS THAT DEMONSTRATE THEIR ACHIEVEMENTS.
7. STIMULATING SOCIAL SITUATIONS ARE NECESSARY FOR GIFTED CHILDREN'S FULLEST DEVELOPMENT.

Appendix W
EDUCATIONAL ENVIRONMENTS



LIMITED EDUCATIONAL ENVIRONMENTS OUTSIDE OF THE SCHOOL

Special Treatment and Detention Centers
Hospitals
"Homebound" Instructors

BLOOM'S TAXONOMY

Objectives and Learning Activities

KNOWLEDGE: to recognize that

1. Gorillas, orangutans, gibbons, and chimpanzees are apes.
2. Some apes are thought to be able to communicate with man.
3. Much valuable research is now taking place concerning ape communication.
4. Many creative and effective means of communication have been developed throughout history.
5. A study of apes and communication will yield valuable information, understandings, and insights into animal behavior.

COMPREHENSION:

1. Engage in independent research to find out specific information about one great ape.
2. List the names of the Great Apes on 3x5 cards. On the back put a brief description. Make up a game with the cards. (This part involves synthesis.)
3. Select and cut pictures of apes from magazines.
4. List (brainstorm) as many ways of communicating that you can think of.

APPLICATION:

1. Draw a map to show the areas of the world where the apes live.
2. Write a report about a specific ape.
3. Draw or paint a jungle mural. Label the great ape families. Create an authentic habitat.
4. Make a "seek & find" or crossword puzzle using ape, jungle, or communication words.
5. Using pictures from magazines, make an "ape" collage.
6. At a learning center, translate and illustrate one nonverbal means of communication. Materials include ditto sheets, posters, pictures, games, etc.
 - a. Indian Picture Language
Make a Winter Count Calendar
 - b. Sign Language & Finger Spelling
Resource person to demonstrate
Practice with a partner
 - c. Picture Words
Make posters to display in room
 - d. Braille
"Read" braille demonstration card
 - e. Morse Code
Resource person to demonstrate
 - f. Hieroglyphs
 - g. Cryptopics
 - h. Body Language Play Charades
I.D. body language in magazine pictures

ANALYSIS:

1. Contrast and compare any two apes. Make a chart to show how they are alike and/or different.
2. Find pictures in magazines where people look or act like animals. Write a humorous story about a person who resembles an ape in looks, actions, or temperament.
3. Use the Peanuts comic strip. Discuss what makes Snoopy and Charlie Brown friends. How do they communicate? Create a cartoon or comic strip showing a man and ape dialog.
4. Compare the life of a zoo animal and an animal in its native habitat. Write a letter to the editor of a newspaper stating your views. (This activity also includes EVALUATION.)
5. Decorate a shoe box in a jungle theme. Use index cards to write 12 true facts and 3 myths about apes. Place the cards in the box. Put the answers in an envelope. Trade boxes with a friend. Decide which facts are true and which are myths.
6. What would you do if you were the only human in an ape family? How would you communicate?

SYNTHESIS:

1. Put together puzzles of animals in their native habitat.
2. Imagine that you are a _____ (choose an ape) sitting in a tree, deep in the jungle. How do you feel? What do you hear? smell? see? do?
3. Publish the Zoo News or the Jungle Journal. Interview someone who works with animals. Include pictures, informative articles, animal jokes, weather reports, new arrivals, etc.
4. Create an authentic model of a jungle habitat to include various aspects of an apes life. Consider food supply, sleeping area, play, family, surroundings, etc. OR create a model of a zoo habitat suitable for an ape. Try to re-create elements of the animals natural environment.
5. Combine several things Koko already knows to teach an ape something new.
6. Make a chart of gorilla statistics. Then record the ht., wt., etc. of the children. Compare and then graph the results. (Also incl. Analysis)

EVALUATION:

1. Assess whether ape to man communication is valid.
2. On a panel, dispute whether apes should be kept in captivity for research purposes.
3. Evaluate the kinship between man and animal. How did this friendship develop? Imagine the discourse that could take place if both could talk.
4. After discussing the poster "Koko's Kitten," evaluate the feelings that the children have about the tenderness portrayed. Write a poem (this includes application) about these feelings.

STUDENT'S INDEPENDENT STUDY CONTRACT

Name: _____ Date: _____

1. I would like to do an in-depth study of _____

2. I have chosen this topic because _____

3. Some of the questions I want to answer are _____

4. I will collect information in the following ways: (choose at least 4)

- | | |
|--|---|
| <input type="checkbox"/> encyclopedias | <input type="checkbox"/> interviews with experts |
| <input type="checkbox"/> books | <input type="checkbox"/> community agencies |
| <input type="checkbox"/> magazines | <input type="checkbox"/> experiments |
| <input type="checkbox"/> newspaper articles | <input type="checkbox"/> my own original research (explain):
_____ |
| <input type="checkbox"/> filmstrips, film, records | <input type="checkbox"/> other (explain):
_____ |
| <input type="checkbox"/> museums | |

5. I will share my information with others in the form of: _____

6. I will complete my study by _____

STUDENT'S INDEPENDENT STUDY SELF-EVALUATION FORM

Name: _____ Date: _____

Topic: _____

1. List the most important facts/findings you discovered.

2. Summarize what you discovered or proved as a result of your study.

3. Tell how these results can be used by others.

4. Isolate one finding from your study. Remove it, or change it, and explain how it would affect the results.

5. Rate yourself on how close you came to meeting your original goals for this study. (Did you answer the questions you asked? How would you approach this study if you were starting over, knowing what you now know.)

6. What new questions did your study raise?

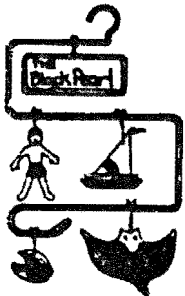
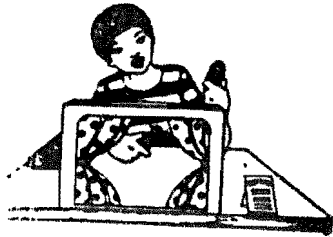
Appendix Z

NOVEMBER -- DECEMBER PROJECT

- 1) Choose a book appropriate for your grade level. The book may be a biography, a classic, or a Newberry (or similar) Award winner. Have your book approved by me next week. Either bring the book to class or write the name, author, and number of pages on a piece of paper.
- 2) Read the book! Select your project!
- 3) All projects are due the week of DEC. 9-13! Projects may be brought in before that date. Parents may "assist" with the projects. Parents may read a book to Kindergarten students.

Choose one of these (or your own) ideas to present the story you read in a creative fashion. You do not need to write a report, but you should be able to share the highlights of your book when you show your project. Read your entire book. Neatness and effort will be a large part of the grade.

1. Stage a puppet show; act out a scene from your book; Make a simple box stage and two puppets. Practice your play at home.
2. Build a mobile. Include the major characters, places, or events from your book.
3. Tape your own radio program at home. Write a script from your book. Use sound effects if possible. Play the tape for the class.
4. Dress up as a book character. Pretend to be that person. Tell what happened to YOU in the book.
5. Invent a game (on heavy cardboard) which takes you on the adventures of your book. Be ready to explain the game to the class and to play it with some friends.
6. Make a "peep box" scene in a shoe box illustrating something that happened in your book. Include details.
7. Create a newspaper front page. The headline and feature story describe the key event in the book. Society news, sports, editorials, weather, ads, etc., should all relate to the characters, plot, setting, and time of the book.
8. Build a model, diorama, or table-top scene illustrating part of your book. Use a sturdy low-cut box or a small piece of wood. Include small trees, people, animals, etc.
9. Make movie-scenes telling part of your story. Cut a window in a cardboard box for viewing the movie. Make vertical slits in the ends of the box to slide the pictures through. Connect your pictures.
10. Make a mural, wall-hanging, or frieze. Use shelf paper, fabric, etc. Add real-life features (a tree branch added to a mural, a butterfly in the sky, etc.).



27 challenging activities

Ken Bierly

EACH child in your class has special gifts and talents. Four or five have talent clusters that enable them to excel academically or creatively. One or two of the 30 have that rare combination of ability and temperament which society labels as giftedness. How to meet these needs?

Your curriculum should include two thrusts—one to assist the gifted to use their talents while sharing and getting along with others, the second to help every child develop and enjoy his unique abilities. The following activities can be organized without extra aides or funds. Some are particularly for the gifted, others can be used with every youngster in your class.

Elementary, My Dear Watson (intermediate)—Challenge your G/T kids to solve a famous mystery by reading them a Holmes tale in the original words of Sir Arthur Conan Doyle. Read the story in two parts. First, read until all the facts are given then stop and let young detectives discuss possible solutions. After theories have been proposed read the conclusion. Do this several times a year to help students develop increased powers of observation and reasoning.

Fingerprint Blowups (all levels)—The fact that each person's fingerprints are unique is a starter for unusual individual or group projects. Using a stamp pad, fingerprint your students. Make sure the print is clear and clean. Transfer the print onto large paper with an opaque projector so the finished print is about a meter in diameter. In addition to a great art display, prints can launch a memory game where students try to match fingerprints with owners. Assignments can be signed with a print as well as a name, and a study of identification procedures used by law enforcement agencies can be initiated.

Reduce-a-Book (all levels)—Every elementary school library contains books with concepts of interest to primary children but with words too difficult for the primary child to read. Challenge gifted students to reduce a difficult book to words primary children can read. Have the stu-

dent select a book, study it, become familiar with its setting, plot, style, concepts. Teacher assistance may be necessary during this process. Also help the translator by providing help with primary vocabulary and syntax. The last step is for the



student to rewrite the book retaining essential elements of the original in a scaled-down version.

Letters Around the World (all levels)—Help your G/T students write better letters and design more thoughtful questions. Ask each student to list famous people well known for achievements in sports, politics, medicine, religion, music, entertainment, and so on. Suggest that although it's impossible to talk to these people in person, it is possible to talk to them through the written word. Have each student choose a celebrity and write that person a letter. It should contain two sections: (1) an information section telling who the student is, where he or she lives, what purpose the student has for writing, and whatever other information the student wants to include; and (2) an inquiry section in which the student asks three

questions. Each question should be of interest to the student, pertain to the major field of the celebrity, and should be a question not easily answered from readily available sources. It should require the respondent to compare, predict, hypothesize, infer, evaluate, estimate, or perform some other higher order thinking process in order to answer. *Carnivorous Plant Mascot* (intermediate)—Tell the class that you are buying a carnivorous plant and that the student who learns most about its care and characteristics will earn the right to become its foster parent. These inexpensive plants can be obtained through local florists, and they do best with lots of moisture and sunshine. As the student gets to know the plant, provide encouragement to pursue related topics.

Newspaper Stakeout (all levels)—Help your G/T students develop the discipline of a daily routine by having them keep daily track of something reported in the local newspaper. Some items, such as food prices, stock quotations, weather information, can be graphed. Other items lend themselves to tabulation—ratio of births to deaths, number of fire runs correlated to daily weather conditions, and so on. Another type of daily tracking is to clip all letters to the editor on a certain issue and become familiar with the various viewpoints. After daily tracking has gone on for a month or so, encourage students to take some action—write a letter to the editor, predict future fluctuations of stock, identify a store with consistently lower prices and try to find out why.

How People Make Decisions (all levels)—A decision occurs when a person chooses one alternative over another. On what bases are such choices made? Challenge students to identify many ways that people make decisions—trial and error, superstition, authority of another, financial considerations, pleasure versus pain, physical force, religious beliefs, recommendation of another, reciprocity, and experimentation. Ask a student to record each decision made during a chosen day and then match

each decision to the criterion used to make that choice.

Have him think through the rationale for each and decide what alternative criteria could have been used. If some decisions were based on multiple criteria, which weighed the most heavily? This activity will enable youngsters to realize that there are many ways to make decisions and will encourage them to think through, and become more aware of, the criteria they use.

Lip Sync (all levels)—Much of the music, lyrics, and dialogue you hear on television is prerecorded with the singer, musician, or speaker pantomiming so that movements are synchronized with the sound track. Use this technique to help students develop listening, performing, and coordination skills. Have your student choose a song, poem, instrumental piece, comedy routine, or some other prerecorded piece. Your student-performer memorizes the piece, then performs it with props to create the illusion that he or she is actually speaking the words or playing the music.

Classroom Data Taker (all levels)—Teach your G/T kids to take many kinds of classroom data that can be useful to you or to the group. A simple technique is to identify some behavior or event and have the student record the number of times it occurs, for example, the number of times you use pronouns in your chalkboard writing. Or a gifted primary student might keep a chart showing how many times the class correctly pronounces an unknown word by using word attack skills. Another type of data recording is note taking. School announcements, speakers who come to class, assemblies—all provide material for developing the technique of recording essential elements of a message.

Herb Garden (all levels)—An herb can be defined as any seed plant whose stem withers away after each season's growth, and which is used as a medicine, spice, or food. Ask an expert to visit your class and help you set up an herb garden. Find an interested student to become its caretaker and you're in for months of enjoyment. Try parsley, chives, oregano, and peppermint. These plants can lead into studies of their history, uses, and unique characteristics. Plants will perfume the classroom and will provide a tasty addition to food prepared by students in school or at home.

Encoder-Decoder (all levels)—Encourage G/T students to practice the essential skills of encoding and decoding by learning and using a standard signaling system, such as Morse code, smoke signals, hand signaling, or semaphore. With a little research your students will uncover some interesting facts about the uses of these coding systems. For instance, we usually associate

semaphore signaling with ships but it is also used on railroads!

Ten-Power Adventures (all levels)—Simple, ten-power hand lens microscopes are widely used by scientists to enter the miniature world hidden from the naked eye. Once your curious students discover the potential of the hand lens, they will use it constantly, both indoors and outside. You will be surprised how different a human eye, a snowflake, or an ant leg appears when magnified ten times. Use these adventures to stimulate some interesting artwork—the little world made big.

Cooperative Bulletin-Board Display (all levels)—Collaborate with an interested student to design a creative, child-oriented bulletin board. Some ideas include a display of everyone's birthstones, illustrations by students of a favorite scene from a

"Gifted programs are not undemocratic. The absence of them is."

favorite book, a matching game with names of class members and teacher and their baby pictures, signs of the zodiac and their meanings, a blank sheet of butcher paper with string-hung pencils and an invitation to doodle, a large map of your school's attendance area with color-headed pins so students can locate and identify their own and friends' houses and other points of interest.

Pandora's Box (all levels)—Bring a large cardboard box to class to serve as a file box for manila folders. Find some used folders and reverse them so that the top tabs are free of writing. Use this as an idea file for academic and enrichment activities for school and home. Students will enjoy clipping ideas from magazines, newspapers, discarded texts, idea books, and so on. Include both student and teacher ideas. This will encourage student interest in curriculum and will create a high level of involvement in classroom activities.

Coping with Territorialism (intermediate)—Get a paperback edition of *The Territorial Imperative*, Robert Ardrey (Dell, 1971), and invite a G/T student to read it, take notes in margins, and underline important sentences. Care should be taken to explain that such markings are appropriate only when the book is one's private property. Ask the student to use the notes and underlinings to construct a short, one-paragraph summary of each chapter. Sit down with the student over lunch or after school and discuss the book and its implications. Together, design an experiment or research project that the student could do relating information in the book to the student's everyday life. The student might record examples of territorialism on the

playground, clip newspaper articles which describe territorialism among nations, or perhaps construct a chart of territorial animal behaviors and see if classmates can observe such behaviors around the community. Studying territorial instincts and behaviors can help children understand and cope with these behaviors in the human species.

DNA Model (all levels)—DNA, or deoxyribonucleic acid if you prefer, is the building block of all known life. Yet many of us know very little about this mysterious molecule. Help an interested student find articles and pictures of the DNA phenomenon. A good place to start is an article, "Exploring the New Biology," *National Geographic*, September 1976. Then, using either gumdrops and straws, Tinker Toys, or plastic foam balls and doweling rods, build a model of the DNA double helix. If you can't obtain materials to make a model, suggest a large drawing of the life-building molecule. If your student has prepared a written or taped account of the nature and significance of DNA, display it near the model or drawing so that others can learn from the displayed project.

In a Nutsell (all levels)—Give each student a walnut. Tell them to eat the meat and hollow the shell, separating the two halves intact. Invite them to think of as many interesting and unusual items as they can which will fit inside the shell allowing the two halves to be closed and fastened with a rubber band. Such items as a small seed, a paper-punch circle, a baby button will start your youngsters thinking small! **Spock's Favorite Subject** (intermediate)—Mr. Spock, the famous character in the television series "Star Trek," prided himself in his attempt to be a totally logical individual. Logic can be as fascinating to youngsters as it is to Spock. Obtain a beginner's book on logic such as *Basic Logic*, Raymond J. McCall (Barnes and Noble, 1965). Suggest that a G/T student advanced in math and reading first skim the book to become familiar with it. Discuss with the student the meaning of a syllogism such as the classic,

Every man is mortal.

John is man.

Therefore, John is mortal.

Ask the student to read the book and attempt some of the exercises in logic at the end of the last chapter. Then encourage him to translate the contents into a presentation the class would enjoy, set up a debate, study fallacies, watch a "Star Trek" episode to see what kinds of formal, deductive reasoning Spock employs.

Classroom Legislative Committee (all levels)—Committees in the state or national legislature spend much time considering the potential consequences of proposed

legislation. Students can profit from developing this skill of anticipating potential outcomes. Ask them to submit in writing suggested changes in existing school, community, state, or national laws. Choose a class legislative committee and give members the responsibility of reviewing several reasonable suggestions. Have the committee list five to 10 major negative potential consequences and the same number of positive potential consequences. On the basis of these deliberations ask the committee to identify several suggestions which in their opinion would result in the most desirable and the least desirable consequences. Invite the group to submit these suggestions to the appropriate body for consideration—the student council, city government, state, or national legislature. Some student may want to gather data on the degree of increased awareness of potential consequences in the personal decisions of committee members.

Philosophical Society (all levels)—Ben Franklin started a Philosophical Society in Philadelphia to gather bookish people together to read and discuss great literature. Are there students in your class who would enjoy such an adventure? Pick three or four and try this. Secretly choose five or six classic books, all of which deal with a single theme or concept. Obtain enough copies of each selection for each member of your society. Have the students read and discuss one book each month, evaluating characters, plot, style, mood, theme, and so on. Then as each new book is read, challenge the group to compare it to the ones read before and try to guess the theme which ties them all together. At the end of the last session reveal the theme. Whether or not students have already discovered it, they will come up with many of their own.

Community Guide for Kids (intermediate)—Many communities publish a resource guide describing community agencies and opportunities. Seldom do these guides include resources for young people. Challenge your kids to create such a community service guide. It could be a simple duplicated booklet listing names and addresses of bicycle repair shops, good book stores, firms that give free samples, recipes for paper-mache, rainy-day crafts, toy stores with competitive prices, and clothing stores that carry the latest fads. Or it

could be a full-blown, printed version with advertisements and illustrations.

Famous Sayings and Slozans (intermediate)—Buy or borrow a copy of *Bartlett's Familiar Quotations* for the classroom. Set aside a space on the chalkboard and ask a student to be in charge of picking a different student each week to write a favorite quotation on the board. After several weeks of quotes from the book, invite students to make up their own and then choose one to go on the board along with the author's name. For a related art activity, bring to class a poster with a quotation and picture illustrating the saying. Then have kids create their own either by illustrating a familiar quotation or one they have made up.

An Oatmeal Box Can Be? (primary)—Creativity can also be defined as the ability to see and use unusual relationships. To help youngsters do this, give each an empty oatmeal box and ask them to use their imaginations to make the boxes into something both unusual and useful. Offer clues such as earmuffs, one-stringed guitar, or castle tower for dolls.

The Six Simple Machines (all levels)—All complex machines are combinations of the six simple machines—the wheel and axle, level, inclined plane, wedge, screw, and pulley. Make up a spirit master duplicating book with each page devoted to drawings of objects and tools which use one of the simple machines. Then bring to class some complicated objects, such as a watch, typewriter, sink faucet, or scissors, and play the game of Machine-ups. Choose six individuals or teams representing each of the six simple machines. As you present each item you've brought, any individual or team stands up if he thinks the object works on the principle of the machine he represents. Follow up with a six simple machines bulletin-board display. The concept that complicated things are made up of combinations of simpler things is an important one.

Digging for Word Roots (all levels)—The history of words, etymology, is a fascinating topic. Etymologists are word detectives who uncover layer after layer of change until the roots of modern words can be examined. Spark interest in word origin by featuring a certain word to be researched during spare minutes or between assignments. Your students will be inter-

ested to know, for example, that the word *woodchuck* was the Pilgrims' version of the American Indian word *otchock*. The Latin word *manus*, meaning hand, is the source for words *manufacture*, *manifold*, *emancipate*, and even *manners* (original meaning—how to use your hands).

Pizza Portmanteaus (all levels)—Lewis Carroll made portmanteaus famous with his poem, "Jabberwocky." A portmanteau is made by combining two words in both form and meaning. Smoke and fog become smog. Have fun with portmanteaus by having students (1) write several characteristics which describe themselves and combine these into descriptive portmanteaus, and (2) identify their favorite pizza ingredients and create portmanteaus for these combination delicacies. Adolescents might read, *Understanding Media: The Extensions of Man*, Marshall McLuhan (McGraw-Hill, 1964) and analyze the basis for McLuhan's word variations.

Three Magic Keys (all levels)—Some G/T children need to improve skills which will enable them to get along with peers and adults. These key behaviors will help:

1. Put things in the positive. Instead of saying, "Don't touch my eraser," children can learn to say, "Please ask me before you touch my things." Instead of "You can't play with us," they can say, "We'd like to play by ourselves for awhile." By using such positive statements yourself and by expecting students to do the same you will help make the entire class climate more positive, productive, and friendly.
2. Check the message. We constantly give verbal and nonverbal messages to each other. Often these messages are not received or are misunderstood. One way to combat this problem is to check your understanding of another's message either by paraphrasing the message in your own words or by asking the sender to repeat it.
3. React to specific behaviors. Instead of writing a person off because he made fun of you, isolate the behavior that bothers you and react to that. You might tell the person that his making fun of you makes you want to avoid him, or you might ask him to play somewhere else if he wants to make fun of people. Whatever action you take, remember that everyone wants to be liked. Obnoxious behaviors can only be changed when we are made aware of them.

Boundary breakers can be used at the beginning of a lesson to encourage transition from other classes and to begin to spark interest in an upcoming topic or at the end of a lesson to tone down enthusiasm and to rebuild a feeling of 'groupness'.

Examples of Boundary Breaking Questions

1. If you were to take on an animal trait, what trait would you choose?
2. If you were to star in a television show, what show would you star in?
3. If you could be any age, what age would you choose?
4. If you were a product in a dairy bar, what would you be?
5. If you could establish a new holiday, what day would you celebrate?
6. If you could have dinner with any famous person, whom would you choose?
7. If you had one free hour of time, how would you spend that time?
8. If you could write your own epitaph, what would you write?
9. If you were a musical term, what would you be - acid rock, jazz, etc?
10. What do you see yourself doing 10 years from now?
11. If you had three wishes, what would one be?
12. What color is love?
13. What would you like to know more about?
14. If you could spend an hour just talking to one person, who would that person be?
15. What do you think is the world's most serious problem?

(Teaching Gifted Children by Dorothy Sisk, pp. 4-7)

Encounter Lessons

Encounter lessons are activities to stimulate creativity and positive feelings of worth. The use of the gifted's inner strengths and their perception of these inner strengths can aid in the further development of their feelings about themselves or what can be called self concept. If gifted children learn to value themselves and believe that they are capable, they will be more apt to succeed in what they attempt--being free to venture into the unknown and risk take.

Encounter lessons are a vehicle to self perception and awareness of inner strengths. An encounter lesson is an activity based on four psychological principles which can be expressed in terms of teacher behavior. (Rogers, 1969)

The teacher will:

1. Help the student think about who he is and what he can and ought to do,
2. Help the student to feel valuable and worthwhile,
3. Help the student to see learning as relevant to his individual needs,
4. Help the student to develop and maintain a learning atmosphere that reflects psychological safety and freedom.

Encounter lessons are short moments, lasting from fifteen to twenty minutes. They are active lessons involving seeing, hearing and often touching. The object is an 'encounter' with ideas and others. The activities should be as open-ended as possible, thus providing the gifted free rein for their uniqueness. They work best with small groups of eight to ten gifted youngsters and are ageless--that is they work well with elementary and secondary students. The subject matter and the questions decide the maturity level of the group.

Examples of Encounter Lessons

Dining Room Chairs

or

Chairs Fantasy*

Objectives: To foster creativity

To identify with something and become that something

Setting the Stage: Imagine that you are all chairs arranged
around a dining room table.

Leading Questions:

1. Where is your position at the table?
2. What famous person would you like to sit upon you?
3. How would you feel if a 300 pound man sat upon you?
4. What was your most important moment as a dining room chair?
5. What type of family would you like to belong to?
6. If you could change yourself, how would you do so?

Evaluation Questions:

1. How did you feel in this exercise? Important?
2. Did you have any feelings that were like the other chairs?
3. What did you notice about your role as a chair?

*Developed by Phyllis Sturms, teacher.

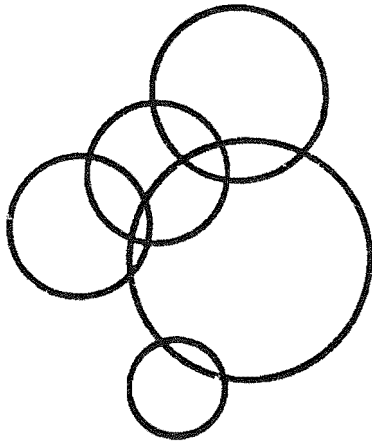
FOLLOW-UP ACTIVITIES

Main Points To Be Discussed

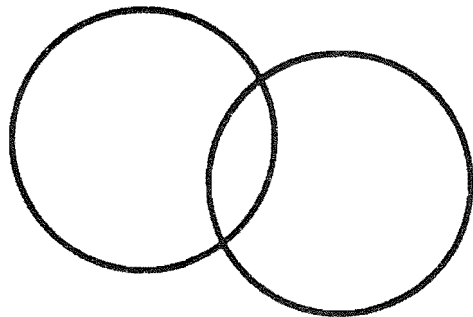
- Uneven development is very common among gifted children. It is unfair to expect a child with special ability to be uniformly superior.
- Like all children, gifted girls and boys need to be seen first and foremost as developing children. They need lots of love, and they need time for childhood – for fun and friends, and also for normal chores and rules.
- However, because gifted children encounter unusual problems in the course of their personal and social development, they may need special help in learning to get along with others while being true to themselves.
- They may need reassurance that they have a lot to offer and a lot to learn from others.
- They may also need special help in accepting themselves as human beings with limitations.
- Gifted students with financial concerns are under special pressure to succeed.
- Gifted students from culturally diverse backgrounds may need help in maintaining a sense of identity in the midst of conflicting value systems.
- Female gifted students may need extra support as they pursue non-traditional goals.
- In addition to sympathetically understanding these problems, there are specific ways that educators can help.
- Student exchanges allow gifted children to select situations that satisfy intellectual, social, and emotional needs—without having to explain their choices on any grounds other than shared interests.
- Teachers can help gifted children become aware of and change attitudes and behaviors that alienate other children.
- Gifted children can be encouraged to apply their intelligence to the acquisition of social skills.
- Teachers can also work with other students in the class to help bridge social gaps between gifted students and their classmates.
- Individual and group counselling situations help gifted students develop greater self- and social-awareness.
- Gifted children can have a premature intellectual understanding of some issues with which they cannot yet cope emotionally. They need opportunities to talk about these issues.
- In addition to talking spontaneously about their concerns, gifted children can benefit from guided discussions, writing and reading activities, and role-playing exercises.
- Guidance personnel can match gifted students to special learning opportunities in and outside the school, and they can help expose these students to diverse career options through workshops, mini-courses, work/study programs, internships, and mentorships. Classroom teachers can help with career awareness by pointing out how specific skills that students are learning relate to the world of work.
- Educators and parents can work together to gain better understandings of the special needs of gifted children and to find ways to help them meet these needs.

Appendix CC
CONCEPT DEVELOPMENT

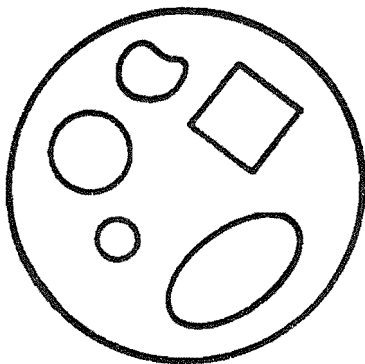
1. GIFTEDNESS IS DEVELOPMENTAL.



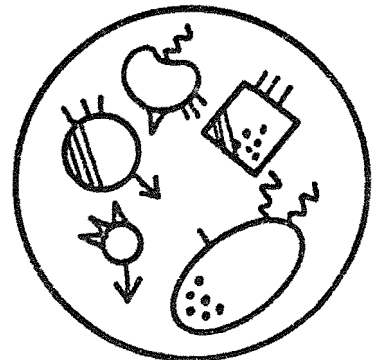
2. A GIFTED CHILD SHARES SOME CHARACTERISTICS WITH ALL OTHER CHILDREN.



3. THERE IS VARIABILITY AMONG THE GIFTED.



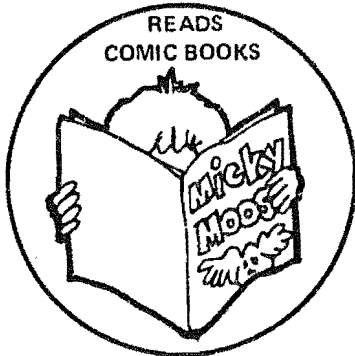
4. GIFTEDNESS IS A COLLECTION OF CHARACTERISTICS.



CONCEPT DEVELOPMENT TEST

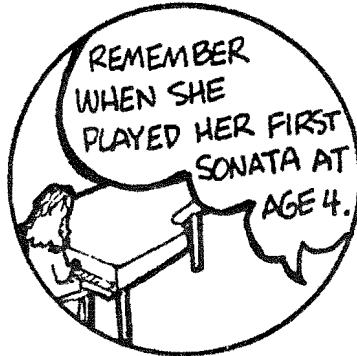
The circles illustrate situations involving gifted children. Look at each circle and fill in one of the lettered boxes to indicate which of the concepts is being depicted.

- A. Giftedness is developmental.
- B. A gifted child shares some characteristics with all other children.
- C. There is variability among the gifted.
- D. Giftedness is a collection of characteristics.



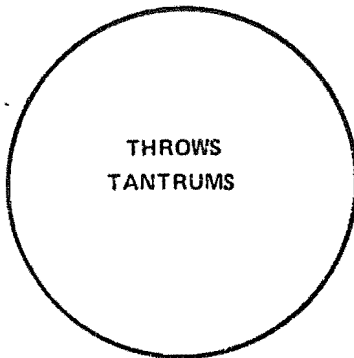
1.

A	B	C	D



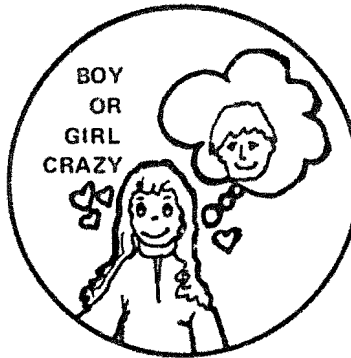
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A	B	C	D



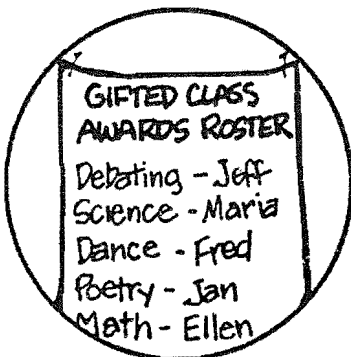
3.

A	B	C	D



4.

A	B	C	D



5.

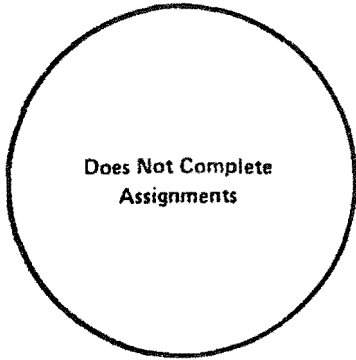
A	B	C	D



6.

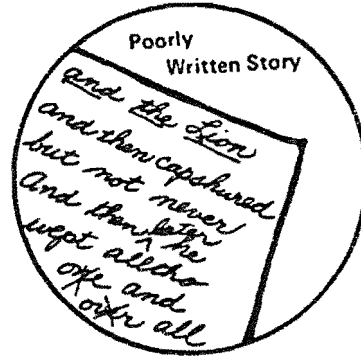
A	B	C	D

CONCEPT DEVELOPMENT TEST (continued)



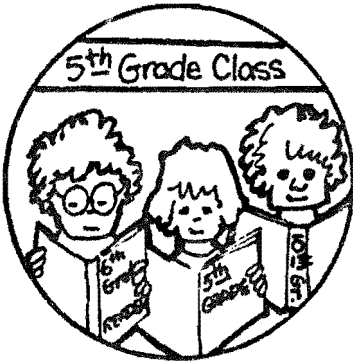
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A	B	C	D



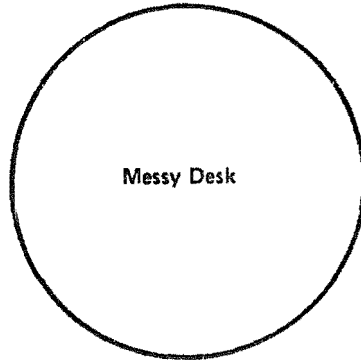
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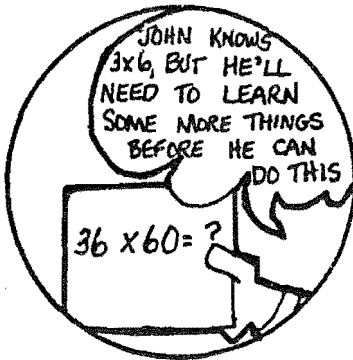
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A	B	C	D



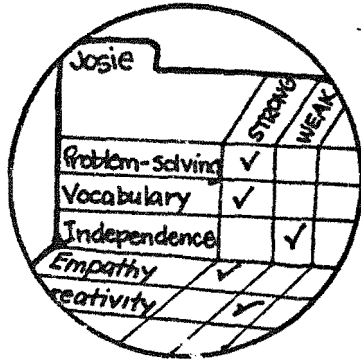
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A	B	C	D



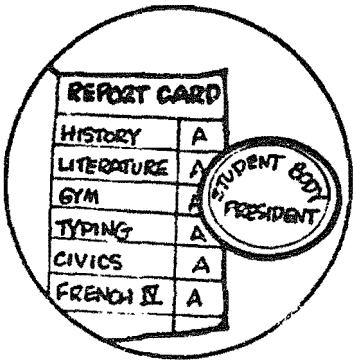
11.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A	B	C	D



12.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A	B	C	D



13.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A	B	C	D



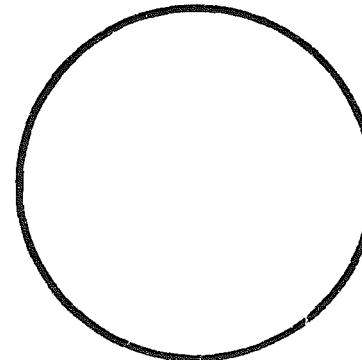
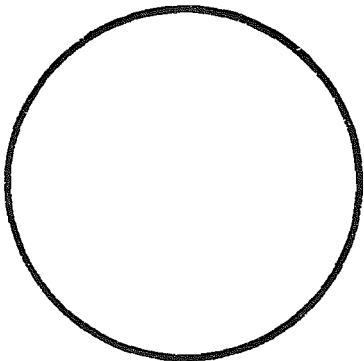
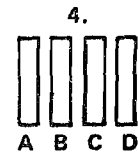
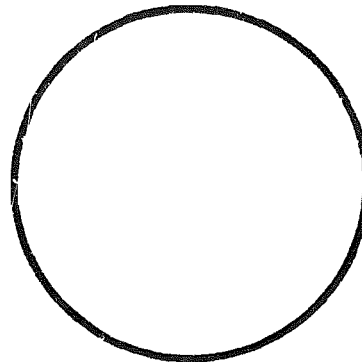
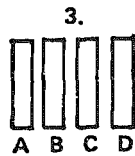
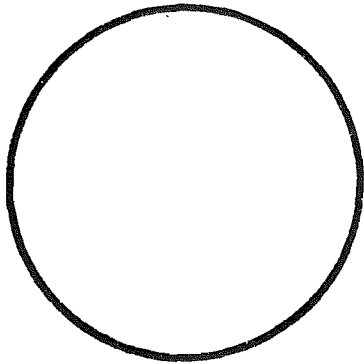
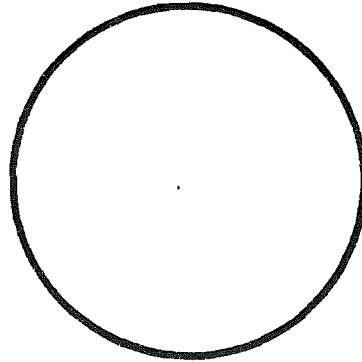
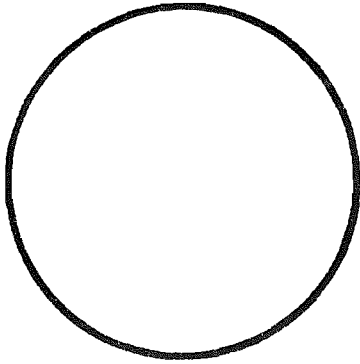
14.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A	B	C	D

CONCEPT DEVELOPMENT TEST

In each circle, write or draw a situation that illustrates one of the concepts. Exchange pages with another participant and take each other's "test."

- A. Giftedness is developmental.
- B. A gifted child shares some characteristics with all other children.
- C. There is variability among the gifted.
- D. Giftedness is a collection of characteristics.



1-B

CREATIVE PROBLEM SOLVING PROCESS

PROBLEM SENSITIVITY



Being alert to situations in need of improvement.
Realizing that something should be done better.

A decision to work for improvement is made.
The challenge is accepted, a systematic response follows.



To get at the causes, questions are asked.
To improve understanding, data is collected.

Data is sorted, organized, and reviewed.
An orderly mess suggests problems and challenges.



Many problems and challenges are recognized.
The sub-problems are written as problem statements.

A bite-size problem is selected.
Problem stated in IWWMI? form. (In what ways might I?)



Many problem-solving ideas are listed, judgements is deferred.
Far-out ideas are welcome, a quantity of ideas are sought.

Interesting ideas are given consideration.
Solution-promising ideas are selected.



Many criteria for judging ideas are listed.
Criteria are used to refine selected ideas.

Several important criteria are chosen to judge ideas.
Criteria are used to find the most promising ideas.



To activate idea(s), determine what needs to be done.
Consider the needed steps, prepare a step-by-step plan.

Most promising ideas are ready for use.
The step-by-step plan is prepared in final form.

ACTION PLAN IS SET IN MOTION.

Reference Isaksen, S.G. & Treffinger, D.J. Creative Problem Solving the Basic Course, Buffalo, NY Bearly Limited, 1984

Creative Behaviors

Cognitive - Thinking

Fluency - (quantity)

generation of a number of relevant responses

Flexibility - (categories)

variety of classes, ideas and approaches

Originality - (new)

novel uses, unique solutions, clever, subtle, unusual responses

Elaboration - (elaborate, add on to)

give details, expand basic concept, idea

Affective - Feeling

Risk Taking - (courage)

tolerance for ambiguity, take a chance, present, defend ideas

Complexity - (challenge)

pursue difficult tasks, seek alternative actions, organize

Curiosity - (inquisitive)

pursue, discover, explore, reflective thinking, follow up on hunches

Imagination - (intuition)

daydream, fantasize, feel intuitively, pretend, wonder

Diane L. Lethbridge

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Signed: _____

Diane L. Lethbridge
student's name

Date: _____

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