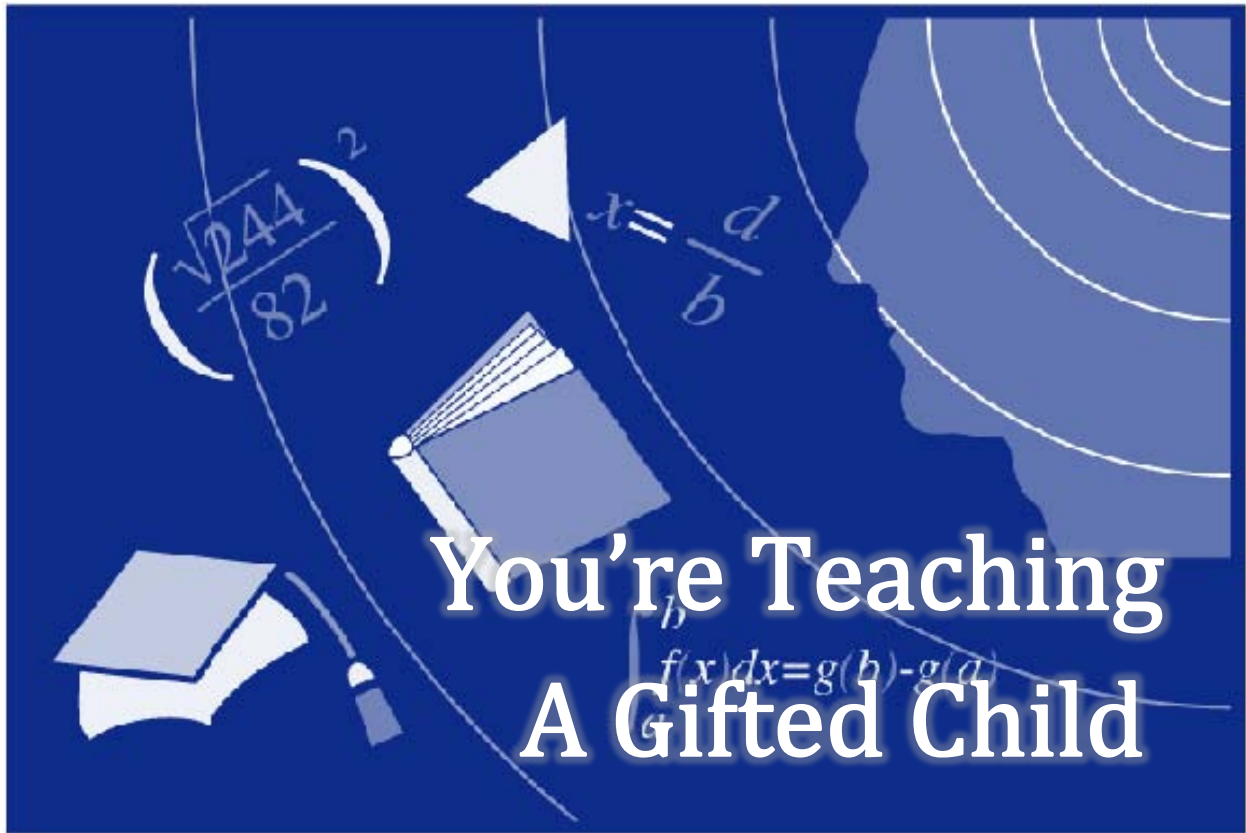


# WHAT TO EXPECT WHEN . . .



A Handbook for Teachers of Gifted Children



For more information visit [www.oagc.com](http://www.oagc.com)

The Ohio Association for Gifted Children (OAGC) is pleased to provide you with a copy of **WHAT TO EXPECT WHEN . . . YOU'RE TEACHING A GIFTED CHILD**. The purpose of this handbook is to provide teachers with information about how giftedness is identified, the characteristics of gifted children, and educational strategies and resources which may be appropriate for gifted children in your classroom.

If you would like more information or additional resources, please contact a member of the OAGC governing board, your OAGC regional representative, or your local gifted intervention specialist.



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*The Ohio Association for Gifted Children  
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## A MESSAGE FROM OAGC

Dear Teachers:

Welcome to the world of gifted education! A gifted child's academic and intellectual future can be shaped considerably by your awareness of the special needs of gifted students and the provision of appropriate services to best meet their needs. Research suggests that a teacher is one of the main determiners of a child's educational success.

As a teacher of Ohio's brightest young citizens, it is important that you become a major player in a gifted child's education. You can take the first step by learning more about gifted education and the special needs of gifted students.

We believe every child deserves an appropriate education, and gifted children are no exception. Without services, gifted children can regress to normal levels of achievement. Students who can exceed the grade-level indicators and benchmarks must be afforded the opportunity to advance and be encouraged to do so. Ohio Administrative Code 3301-51-15 (the Gifted Rule) recognizes that general education teachers need specialized high-quality professional development in order to meet the needs of gifted students in the general education, Advanced Placement, or International Baccalaureate classroom. More information about the professional development requirements and competencies expected of general education teachers can be found at [www.oagc.com/hqpd.asp](http://www.oagc.com/hqpd.asp).

We hope our publication for teachers, [WHAT TO EXPECT WHEN . . . YOU'RE TEACHING A GIFTED CHILD](#), is helpful as you enter the realm of gifted education with the students in your classroom. We look forward with much enthusiasm to your involvement as a partner in our efforts to serve Ohio's gifted children.

Very truly yours,

Ohio Association for Gifted Children

## DEFINING GIFTEDNESS IN OHIO

In 1984, the Ohio General Assembly enacted legislation requiring school districts to identify gifted children. In 1999, the identification law was updated to standardize the identification process across districts as well as to provide more rights to parents and children. The law now requires school districts to notify parents if their children are identified as gifted. School districts are also required to assess gifted children at a parent, teacher or child's request. For more detailed information on the law, please visit our website at [www.oagc.com](http://www.oagc.com). In Ohio, a child can be identified in one or more of the following categories:

### SUPERIOR COGNITIVE ABILITY

Child has general intellectual ability, which is consistently superior to that of other children in the school to the extent that he/she needs and can profit from specially planned educational services beyond those normally provided by the standard school curriculum.

### SPECIFIC ACADEMIC ABILITY

Child has an aptitude in a specific subject area that is consistently superior to the aptitudes of other children in the school to the extent that he/she needs and can profit from specifically planned educational services beyond those normally provided by the standard school curriculum. Ohio law specifies reading and/or writing, math, science and social studies as specific academic areas.

### CREATIVE THINKING ABILITY

Child consistently engages in divergent thinking that results in unconventional responses to conventional tasks to the extent that he/she needs and can profit from specially planned educational services beyond those normally provided by the standard school program.

### VISUAL AND/OR PERFORMING ARTS ABILITY

Child who demonstrates consistently outstanding aesthetic production in graphic arts, sculpture, music, theatre, or dance to the extent that he/she needs, and can profit from, specially planned educational services beyond those normally provided by the standard school program.

The Ohio Department of Education has established criteria to identify children in each of these four ability areas. Your local school district may have additional identification criteria for entrance into your school's program for gifted students.

### For additional information regarding the identification of gifted children:

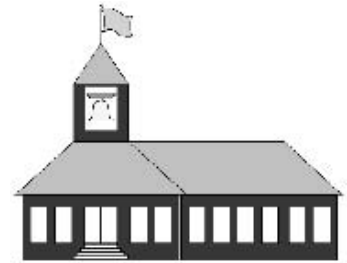
- Ask your local gifted intervention specialist about your district's identification process and procedures and service plan.
- Contact Ohio's Consultants for Gifted Education in the Center for Exceptional Children of the Ohio Department of Education at (614) 466-2650.
- Contact your OAGC regional representative, [www.oagc.com](http://www.oagc.com).
- Contact a member of the OAGC Governing Board, [www.oagc.com](http://www.oagc.com).

## UNDERSTANDING TERMS IN GIFTED EDUCATION

**ABILITY TESTS** are a way to measure a child's abilities in abstract thinking, reasoning, and speed of response. These types of assessments indicate a child's potential. Example: WISC-III, CogAT.

**ACHIEVEMENT TESTS** are a way to measure your student's intellectual achievement. These tests are measures of "school learning." Most report scores in typical classroom subjects like reading, math, and science. Example: Iowa Test of Basic Skills (ITBS).

**ASYNCHRONIS DEVELOPMENT** describes a child with differing rates for physical, cognitive, and emotional development. Intellectual ability may be advanced while fine motor and social skills are lagging. For example, a gifted child may be chronologically 13 years old, intellectually 18, emotionally 8, and physically 11.



**DIFFERENTIATION** is a process in which the curriculum or learning environment is modified to meet the needs of individual learners.

**PERCENTILE RANK** is an indicator of how your students' performance on a given assessment compares to other children taking the same assessment. For example, a percentile rank of 98 means that a child's performance equaled or excelled that of 98 out of each 100 children in his/her age or grade group (depending on which comparison was made).



**TWICE EXCEPTIONAL** describes a child who has two or more exceptionalities. For example, a student who is both gifted and is hearing impaired.

**WRITTEN ACCELERATION PLAN (WAP)** is required Ohio documentation for students who are accelerated (subject, whole, or early entrance to Kindergarten). The WAP specifies the accelerated placement, transition strategies, methods of monitoring progress, and staff responsible.

**WRITTEN EDUCATION PLAN (WEP)** is required Ohio documentation for students who receive gifted services in one or more of the following abilities: Superior Cognitive, Creative Thinking, Reading/Writing, Mathematics, Science, Social Studies, and Visual Performing Arts (VPA). The plan documents goals for each identified ability, methods for evaluating progress, method and schedule for reporting progress to parents, a list of the staff responsible to ensuring delivery of each service prescribed, policies regarding waiver of assignments and re-scheduling of tests and the deadline for the next review of the WEP.

**SOURCES:** each National Association for Gifted Children and Berea City School District

## CHARACTERISTICS OF GIFTED CHILDREN

The following is a list of typical characteristics of gifted children including positive/negative behaviors which may be exhibited by some gifted children.

CHARACTERISTIC	POSITIVE BEHAVIOR	NEGATIVE BEHAVIOR
✓ learns rapidly/easily	memorizes and masters basic facts quickly	gets bored easily, resists drill, disturbs others, underachieves
✓ reads intensively	reads many books and uses library on own	neglects other responsibilities
✓ perfectionistic	exceptional accomplishments	intolerant of mistakes
✓ retains a quantity of information	ready recall and responses	monopolizes discussion
✓ long attention span	sticks with a task or project	resists class routine, dislikes interruptions
✓ curious, has a variety of interests, imaginative	asks questions, gets excited about ideas, takes risks	goes on tangents, no follow-through, disorganized
✓ works independently	creates and invents beyond assigned tasks	refuses to work with others
✓ alert and observant	recognizes problems	impolitely corrects adults
✓ has a good sense of humor	able to laugh at self	plays cruel jokes or tricks on others
✓ comprehends, recognizes relationships	able to solve social problems alone	interferes in the affairs of others
✓ high academic achievement	does school work well	brags, egotistical, impatient with others
✓ fluent, verbal facility advanced vocabulary	forceful with words, numbers; leads peers in positive ways	leads others into negative behaviors, bossy
✓ individualistic strong-willed	asserts self and ideas, has small circle of friends; sense of own uniqueness	stubborn in beliefs
✓ self-motivated, self sufficient	requires minimum teacher direction or help	is overly aggressive, challenges authority
✓ prefers older peers	wise beyond years compared to same age peers	isolated or misunderstood
✓ highly sensitive, passionate	emphasizes fairness and morality, compassionate	over-reacts to situations

## MYTHS ABOUT GIFTED CHILDREN

There are many myths that have been associated with giftedness. The following list summarizes some of the facts and fallacies related to gifted children.

Myth: Gifted children will achieve without guidance.

Fact: Without guidance and support, gifted children may lose motivation or underachieve.

Myth: Gifted children should be given larger quantity of work at average grade level.

Fact: Gifted children need a high degree of educational challenge, not more of an average level.

Myth: Gifted children are “teacher pleasers” and easy to teach.

Fact: In order for gifted children to maintain high levels of achievement, teachers must make curricular adjustments. Without appropriate modifications, gifted students may develop behavior problems.

Myth: Gifted children will make straight As.

Fact: Gifted children will not always achieve, especially if unmotivated.

Myth: Gifted children are nearly always from the upper middle class professional families.

Fact: Gifted children are from diverse racial, ethnic, and socioeconomic backgrounds.

Myth: Gifted children are often socially popular with their peers.

Fact: Gifted children are often ostracized socially, especially at the secondary level.

Myth: Most gifted children are failures in their adult life.

Fact: Research indicates that outstanding success is achieved by most gifted individuals if they have been identified and their giftedness nurtured.

Myth: Gifted children learn best on their own.

Fact: Gifted children need the stimulation of other gifted children and should be grouped together a portion of every day.

Myth: Extra help for gifted children fosters snobbery and is likely to lead to an elitist class.

Fact: Giftedness is fragile. Every child deserves an education which is appropriate to individual needs. Children at both extremes of the ability spectrum need special education.

Myth: Gifted students are best served when tutoring others.

Fact: When gifted students consistently tutor others, often they are not learning anything new. This can create unhealthy self-esteem issues for both the tutored and the gifted student.



## TOP 10 TIPS

When planning interventions so gifted children will succeed, keep the following in mind:

1. Provide multiple opportunities for creative outlets through open-ended projects and products.
2. Provide depth in content areas and subjects of interest to gifted students, moving beyond the curriculum.
3. Allow gifted students to work together a portion of every day. This will stimulate them to achieve more than they would if they work alone or in mixed ability groups.
4. Make sure gifted students are not punished with MORE work or a lesser grade because they take a risk. Replace the standard curriculum with more challenging opportunities.
5. Provide higher-level activities and lesson options on a regular basis, including divergent and evaluative thinking.
6. Allow time for gifted students to explore their passion areas and express them in varied disciplines and mediums.
7. Provide opportunities for gifted learners to be challenged and encourage perseverance in the face of obstacles.
8. Encourage independent study and research skills, including the use of multiple resources and the reading of original documents.
9. Reduce the amount of lecture.
10. Remember the 3 C's for gifted:



**CHOICES**

**CHEERS**

**CHALLENGES**

## EDUCATIONAL PROGRAM SERVICES & OPTIONS

A variety of educational program options are appropriate for children who have been identified as gifted. Please ask your local gifted intervention specialists/gifted coordinators what types of educational program options are available and supported by your school district.

### SERVICE SETTINGS

(Must meet the requirements specified for Gifted Service)

#### ADVANCED PLACEMENT

A type of acceleration in which students have approved advanced placement classes in the high school, then take an Advanced Placement exam.

#### CLUSTER GROUPING

Placing a group of identified gifted students in a classroom with other students of mixed abilities.

#### COLLEGE CREDIT PLUS (CCP)

Provides students with the opportunity to attend college courses while earning both high school and college credit.

#### PULL-OUT

Program in which students are pulled-out of the regular classroom on a scheduled basis to go to a resource room staffed by a teacher trained in the education of gifted children.

#### RESOURCE ROOM/AREA

A special classroom or area set up for advanced learning or enrichment opportunities.

#### SELF-CONTAINED CLASSROOM

A classroom in which all students have been identified as gifted. This is the students' everyday classroom assignment.

### PROGRAM OPTIONS

#### ACCELERATION

Progressing through an educational program at rates faster or ages younger than conventional.

#### \*CURRICULUM COMPACTING

Standard curriculum is compressed into a shorter period of time allowing the gifted children to study other related material while classmates master standard content.

#### ENRICHMENT

The curriculum is modified to provide greater depth and breadth than is generally provided.

#### \*HIGHER LEVEL QUESTIONING

Use of analysis, synthesis, and evaluation levels of Bloom's Taxonomy as primary means of questioning.

#### HONORS CLASSES

Regular curriculum is covered at a faster pace with greater depth, abstraction, or complexity.

#### INDEPENDENT STUDY

Students work independently under the guidelines of a contract.

#### \*TIERED

#### ASSIGNMENTS

Adjusting the same lesson or concept to accommodate high, middle, and low readiness levels of students.

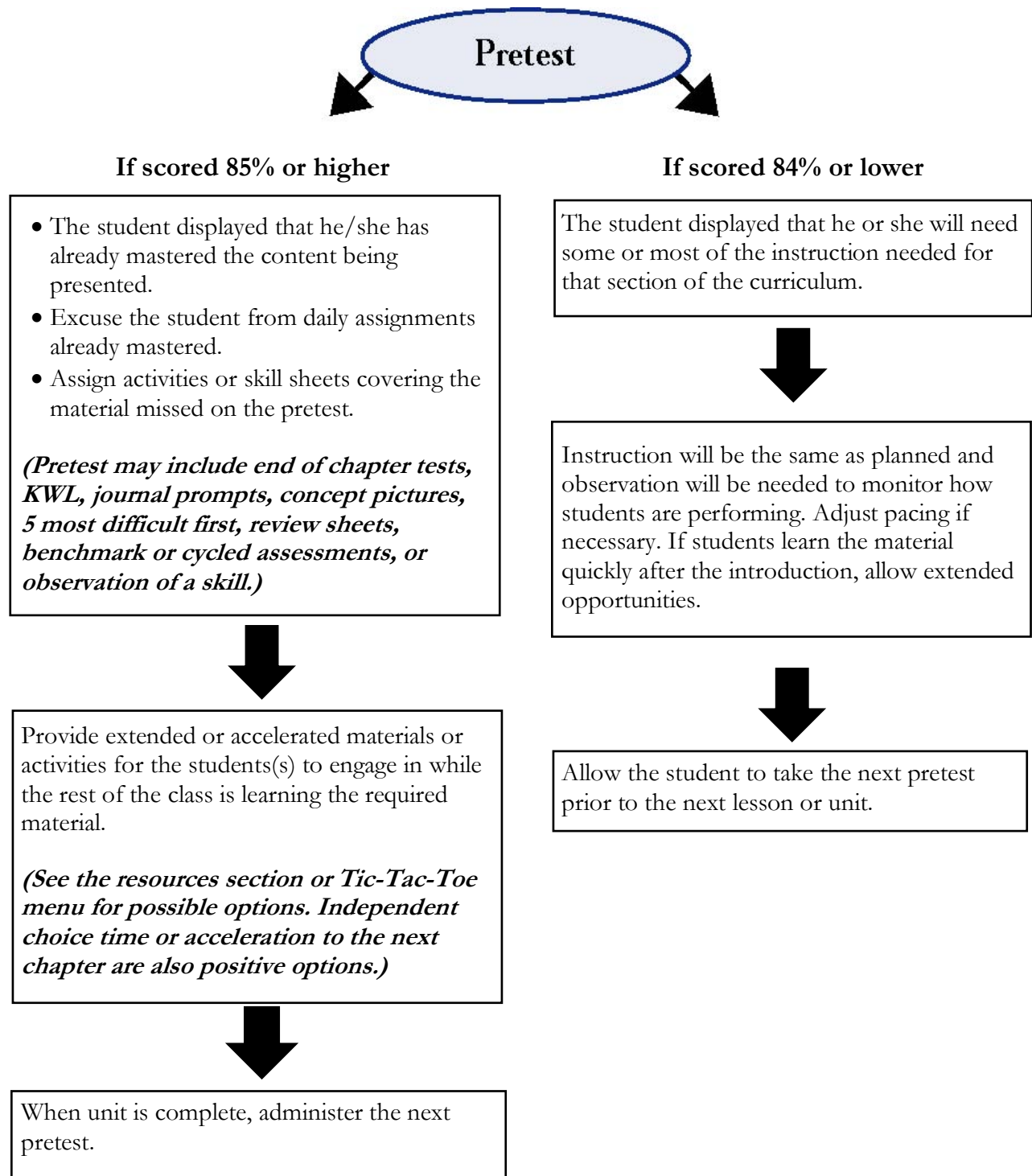


#### \*Examples provided on consecutive pages.

Adapted from "I Have a Cluster Group, Now What?" by Corrine Wells, Morgan Local Schools

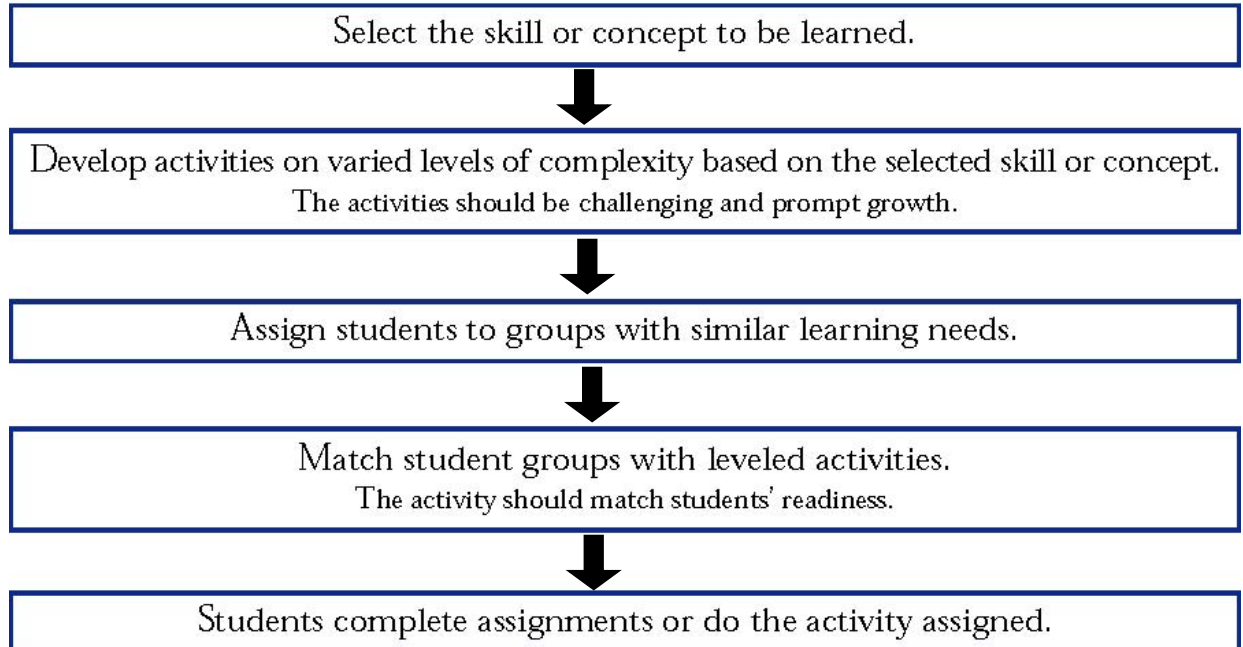
## USING CURRICULUM COMPACTING

Curriculum compacting is a highly effective means for meeting the needs of gifted children and maintaining their achievement levels. Compacting works best with spelling, vocabulary of the discipline, math skills, state capitals, or other skill-based teachings, although it can be used with any subject area or content.



## USING TIERED LESSONS

Tiered assignments are varied levels of assignments or activities that focus on a skill or concept, but approached at the student's level of readiness. The assignments or activities build on prior knowledge and prompt continued growth.



The goal of tiered assignments is that each student should work with the essential understanding of the skill or concept at his or her appropriate challenge level.

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### TIERED LESSONS EXAMPLE

**Subject: Social Studies**

**Skill: Cultural Development**

**Grade: 7**

**Assignment 1 - Group 1**

Using an encyclopedia, list 5 great artists that came from Great Britain, Japan, or Egypt until 1490 AD. Find pictures of their work and make a display with captions to show it. Write a one-page biography of each artist's life and present it to the class.

**Only for  
Below Grade  
Level Students**

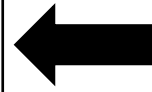
**Only for  
At Grade  
Level Students**

**Assignment 2 - Group 2**

Using three different resources identify and trace the governments of Great Britain, Japan, and Egypt until 1490. Make a chart and compare how each type of government affected the people in terms of health care, employment, and agriculture.

**Assignment 3 - Group 3**

Using at least three different resources plus the Internet, identify how the cultures of Great Britain, Japan, and Egypt might have had contact up until 1490 and explain how these contacts might have influenced each country's development. Develop a debate regarding a critical issue that might have occurred over the topic of imports during that period. Present this debate to the class.



**Only for  
Above Grade  
Level Students**

### MENU OF OPTIONS

When helping students with independent study, open-ended projects, or options after pre-testing out of a unit, consider doing a tic-tac-toe menu or other menu of options for gifted students. Here is an example:

### PLAY TIC-TAC-TOE

1. Draw a cartoon strip of a story using only 4 frames.	2. Create an video recreating a scene of your favorite story.	3. Design a diorama of a story. Be very specific.
4. Re-write a traditional story from another point of view. Example: The Three Little Pigs	5. Compare and contrast two versions of the same story.	6. Create new words to a common nursery rhyme.
7. Create a recipe for making a good story. What does a good story need in it?	8. Invent an unusual pet and write a story about it.	9. Write and illustrate an alphabet book.

Name: \_\_\_\_\_

Date: \_\_\_\_\_ Subject: \_\_\_\_\_

I choose activities # \_\_ , # \_\_ , and # \_\_ .

### Thinking Questions

Who? \_\_\_\_\_

What? \_\_\_\_\_

When? \_\_\_\_\_

Where? \_\_\_\_\_

How? \_\_\_\_\_

Why? \_\_\_\_\_

*Then ratchet up to...*

What if . . .

What are all the ways to...

How is . . . different from...

Explain your point of view...	How could you determine...	Compare . . . to...
How do you feel about...	How is...related to...	Do you think that...
Why was it better that...	What can you infer about...	
What would happen if...	What information would you use to support...	

***Questions make a difference.***

### **Additional Strategies to Adjust Learning for Gifted Students**

- Provide multi-leveled journal prompts.
- Vary level of complexity of products.
- Allow gifted students to test-out of material.
- Provide choices for activities.
- Allow for varied levels of reading materials on the same content.
- Provide whole to part learning, giving the generalization or concept first.
- Adjust the pace of learning.
- Adjust the levels of complexity or abstractness.
- Modify the number of steps to a problem.

### **Tips for Adjusting the Curriculum**

- All students are doing meaningful work, not busy work to keep them occupied.
- Students are doing equally engaging work.
- Students are learning something new instead of tutoring others on the concept.
- All students are challenged, not challenging.
- Students are working on their readiness level doing different work not MORE review if it isn't needed.

### **Management Ideas**

- Start Small (one subject area or unit).
- Prepare class for differentiated activities.
- Set tone of acceptance for varied abilities.
- Use contracts or other management forms. (See Susan Winebrenner's book in the resource section page 15 for ready-made contracts.)
- Ask your gifted intervention specialist or gifted coordinator for resources or assistance.
- Attend OAGC Fall Conference or Spring Teacher Academies for networking and resource ideas.
- Find another teacher in your building to team together or share ideas, resources, and lesson plans.
- Explain to students that fair doesn't mean everyone doing the same.

## WEBSITE RESOURCES FOR MORE INFORMATION

### **Hoagies Gifted Education Home Page**

<http://www.hoagiesgifted.org/>

### **National Association for Gifted Children**

<http://www.nagc.org>

### **National Research Center for Gifted and Talented**

<http://ncrge.uconn.edu>

### **Ohio Association for Gifted Children (OAGC)**

<http://www.oagc.com>

### **Ohio Department of Education**

<http://education.ohio.gov>

## TEACHER RESOURCE BOOKS & STUDENT EXTENSION OPTIONS

### **Amazon Books**

<https://www.amazon.com>

### **Critical Thinking Press**

<http://www.criticalthinking.com>

### **Engine-Uity**

<http://engine-uity.com/>

### **Free Spirit Publishing**

<http://www.freespirit.com>

### **Gifted Education Press**

<http://giftededpress.com/>

### **Great Potential Press**

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

### **Marcy Cook Math**

<http://www.marcycookmath.com>

### **Mindware**

<http://www.mindwareonline.com>

### **Pieces of Learning**

<http://www.piecesoflearning.com>

### **Prufrock Press**

<http://www.prufrock.com>

Resources listed are not necessarily endorsed by OAGC. The list is not comprehensive.

## RESOURCES TO EXPLORE

### College Planning

Berger, S. (1994)

#### **College Planning for Gifted Students**

Reston, VA: The Council for Exceptional Children

### Guidance for Gifted

Webb, J.T., Meckstroth, E.A., and Tolan, S.S. (1982)

#### **Guiding the Gifted Child**

Columbus, OH: Great Potential Press

Neihart, N., Reis, S.M., Robinson, N.M. & Moon, S.M. (Eds.) (2002)

#### **The Social and Emotional Development of Gifted Children: What Do We Know?**

Waco, TX: Prufrock Press, Inc.

### Underachievement

Coil, C. (1994)

#### **Becoming an Achiever**

Dayton, OH: Pieces of Learning

Coil, C. (1999)

#### **Encouraging Achievement**

Dayton, OH: Pieces of Learning

### Questioning

Johnson, N. (1995)

#### **Active Questioning**

Dayton, OH: Pieces of Learning

Johnson, N. (1999)

#### **The Quick Question Workbook**

Dayton, OH: Pieces of Learning

### Menu of Options (Tic-Tac-Toe)

Aydelott, J. and Buck, D. (2001) You Choose  
Dayton, OH: Pieces of Learning

### Curriculum Compacting

Reis, S., Burns, D., and Renzulli, J.

#### **Curriculum Compacting: The Complete Guide to Modifying the Regular Curriculum for High Ability Students**

Mansfield Center, CT: Creative Learning Press, Inc.

### General Strategies for Differentiation

Heacox, D. (2002)

#### **Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grades 3-12**

Minneapolis, MN: Free Spirit Publishing

Rogers, K. (2002)

#### **Re-forming Gifted Education**

Columbus, OH: Great Potential Press

Smutny, J., Walker, S., and Meckstroth, E. (1997)

#### **Teaching Young Gifted Children in the Regular Classroom**

Minneapolis, MN: Free Spirit Publishing

Tomlinson, C. (1999)

#### **The Differentiated Classroom: Responding to the Needs of All Learners**

Alexandria, VA: ASCD

Winebrenner, S. (2001)

#### **Teaching Gifted Kids in the Regular Classroom**

Minneapolis, MN: Free Spirit Publishing

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