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### Creating a Gifted-Friendly Classroom

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# Creating a Gifted-Friendly Classroom



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Title: Creating a Gifted-Friendly Classroom

By: David Wolff, ED.D., Pittsburg State University

Dr. David Wolff is an Assistant Professor in Teaching and Leadership in the College of Education at Pittsburg State University (PSU) in Pittsburg, Kansas. Prior to PSU, David was an Elementary Teacher, Gifted & Talented Interventionist, District Coordinator of Gifted & Talented Services, Instructional Coach, and Principal.

Email Dr. David Wolff at [dwolff@pittstate.edu](mailto:dwolff@pittstate.edu) to share how you used this resource in your classroom or connect to initiate further discussion on the development of future resources!

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Introduction:

This workshop presentation was designed for pre-service elementary and secondary

majors beginning their student teaching field experience.

Keywords:

Giftedness, Gifted and talented, gifted education, talent development, twice-exceptional learners, characteristics of giftedness, myths of giftedness, gifted-friendly classroom

Abstract:

The goal of undergraduate teacher preparation programs is to equip future teachers to work with all learners. Gifted and talented learners are likely found in every classroom regardless of where they reside. According to Rinn et al. (2022), Kansas, Missouri, Oklahoma, Colorado, and Nebraska do not require undergraduate teacher candidates to take university coursework on gifted education. The goal of this presentation is to provide a general overview of gifted education specific to Kansas. This presentation aims to address myths and misconceptions about gifted education and gifted learners, characteristics of gifted learners, a basic overview of a general identification process, and strategies to create a gifted-friendly classroom.

## Topics



- Definitions and Eligibility Indicators in Kansas
- Myths and Misconceptions
- Characteristics of Giftedness
- Simple Overview of the Identification
- Strategies to Creating a Gifted-Friendly Classroom

Topics covered in today's workshop.

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# Definitions and Eligibility Indicators in Kansas

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# Definition



Kansas Administrative Regulations:

**KAR 91-40-1**

Agency 91: State Department of Education

Article 40: Special Education

Part 1: Definitions

(bb) "Gifted" means performing or demonstrating the potential for performing at significantly higher levels of accomplishment in one or more academic fields due to intellectual ability, when compared to others of similar age, experience and environment.

From Kansas Administrative Regulations. § 91-40-1. (2022).

[https://sos.ks.gov/publications/pubs\\_kar\\_Regs.aspx?KAR=91-40-1](https://sos.ks.gov/publications/pubs_kar_Regs.aspx?KAR=91-40-1)

## Eligibility Indicators



### Prong 1: Does the child exhibit an exceptionality?

1. Evidence of performing or demonstrating the potential for performing at significantly higher levels of accomplishment in one or more academic fields
2. Evidence of being due to intellectual ability
3. Evidenced that when compared to others of similar age, experience and environment

### Prong 2: Does the child need special education [specially designed instruction] and related services?

Delisle & Galbraith (2002) state “gifted minorities may not be recognized as talented or able because their gifts lie in areas that are celebrated by their ethnic group but not usually by Western society. For instance, minority gifted are often talented in imagery, creativity, dance, and humor, areas which American educators have been slow to recognize as legitimate forms of intelligence and which are difficult to measure” (p. 71).

Note: from Kansas Department of Education. (2021, August). Eligibility Indicators. <https://www.ksde.org/Portals/0/SES/misc/iep/EligibilityIndicators.pdf>

Exclusionary Factors include: If the child being evaluated is an English Learner, ensure that language or cultural experiences do not prevent the child from being identified as gifted and/or that evaluation procedures used do not overly emphasize these elements.

Note: from Kansas Department of Education. (2019, November). Identification of underrepresented populations for gifted services in Kansas.

<https://www.ksdetasn.org/resources/2506>

Prong 1: “The third category of evidence is critical when making eligibility decisions for underrepresented

populations. When interpreting any assessments of academic accomplishment or intellectual ability, teams must compare the student to others of similar experience and environment.”

Prong 2: “It is helpful for teams to remember that by definition special education means specially designed instruction (KAR 91-40-1(kkk)), and specially designed instruction means adapting the content, methodology or delivery of instruction to address the unique needs of a child that result from the child’s exceptionality. This implies that in order to have a need for special education, the child has specific needs which are so unique as to require specially designed instruction in order to access and make progress in the general education curriculum.”



# Twice-Exceptional Learners



Definition: a child that is gifted and they have a disability or learning difference

Referred to a 2E

“[The] disability or difference may mask or hinder [a student’s] capacity to demonstration their giftedness in the most recognizable and accepted ways” (Delisle & Galbraith, 2011).

Note: from Kansas Department of Education. (2021, August). Eligibility Indicators. <https://www.ksde.org/Portals/0/SES/misc/iep/EligibilityIndicators.pdf>

A child may be found eligible as having both giftedness as defined by KAR 91-40-1 and as having a disability area under IDEA. The child must meet the eligibility criteria for both the disability and giftedness. This is considered Twice-Exceptional.

Delisle & Galbraith (2011) state that twice-exceptional learners may:

- Have processing problems with they way the see and hear, causing them to appear ‘slow’,
- Have problems with motor skills that affect handwriting,
- May be frustrated with school and show disruptive behaviors and low self-esteem.

Felder et al. (2015) emphasize that no two 2E students are alike but there are common characteristics:

- Superior vocabulary; advanced verbal ability is a strength for most 2E students including advanced vocabulary, complex language, understanding nuances of figurative language, humor, and multiple meanings,
- Strong listening comprehension
- Creative,

- Resourceful,
- Curious and love to learn,
- Imaginative,
- Ask a lot of questions,
- Problem-solving ability,
- Sophisticated sense of humor,
- Range of interests,
- Advanced ideas and opinions,
- Special talent or consuming interest,
- Advanced visual-spatial reasoning; think in pictures versus in words

However, 2E students with specific learning disabilities may struggle with:

- Decoding words,
- Reading fluency,
- Spelling
- Handwriting,
- Math calculation, and written expression

2E students with ADHD may struggle with:

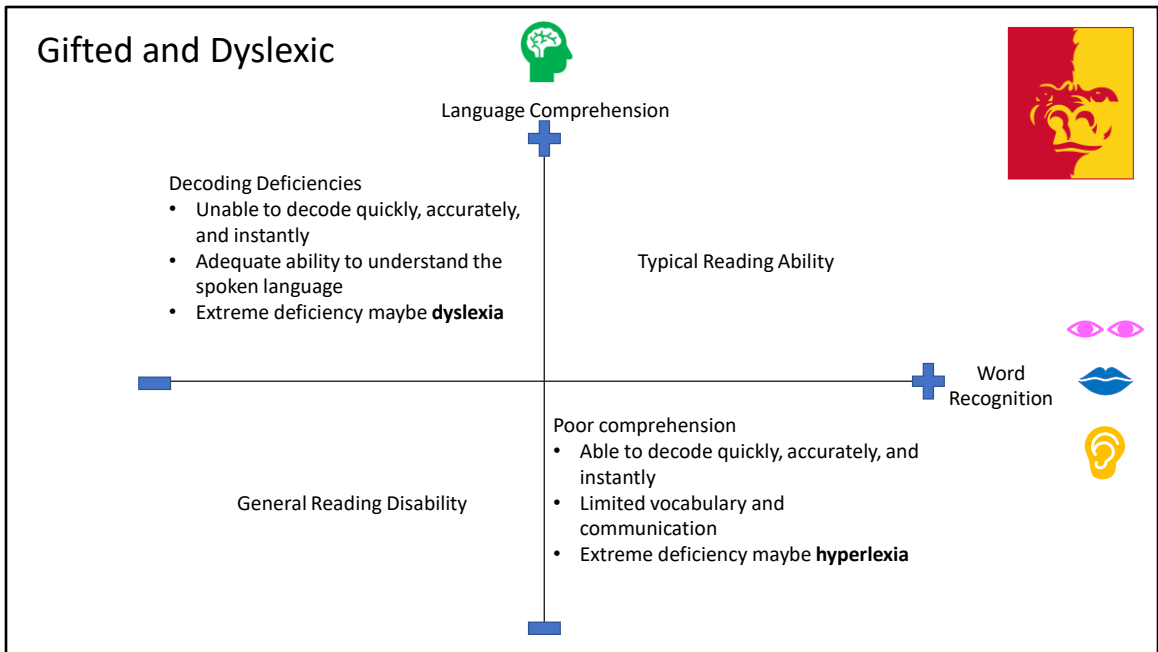
- Organization,
- Executive functioning,
- Concentration,
- Focusing

2E students with Autism may struggle with:

- Social interactions,
- Written expression,
- organization,
- Appropriate classroom behavior

Felder et al. (2015) stated that the “dichotomy of their strengths and weaknesses and the impact this has on their school performance makes them emotionally vulnerable, misunderstood, and unable to live up to the expectations placed upon them by parents, teachers, and themselves.”

Potentially, the gifts and/or disability mask the other making it difficult to identify one or the other. As a result, teachers may provide challenge, support, or on-level instruction when in fact the child may need both (Felder et al., 2015).



Consider what we know about dyslexia using the Simple View of Reading. Students with dyslexia have high ability with language comprehension but word recognition (phonological processor).

Delisle & Galbraith (2011) state Gifted and Dyslexic students' assignments may be full of grammatical and spelling errors.

Gifted and Dyslexic students may memorize letter and word 'shapes' or use Mirror Writing; reading and writing are difficult,



# Myths and Misconceptions

Learning Activity

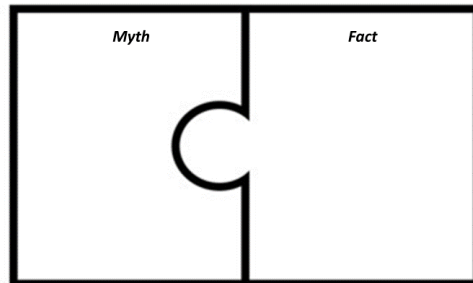
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# Myth-busting



You will be provided several puzzle pieces that include myths and misconceptions about gifted learners and gifted education.

Find the matching puzzle piece that includes a fact that busts the myth.



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**Myth**

Gifted kids have it made and will succeed in life no matter what. They don't need any special help in school or anywhere else.

**Fact**

Everyone needs encouragement and help to make the most of their abilities and succeed in life. Many gifted [learners] experience intense emotions, perfectionism, and other traits that can sometimes make success a struggle.

from Delisle, J. & Galbraith, J. (2011). *The gifted teen survival guide: Smart, sharp, and ready for almost anything (4<sup>th</sup> Ed.)*. Free Spirit Publishing, p. 12-13

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**Myth**

Gifted kids should love school, get high grades, and greet each new school day with enthusiasm.

**Fact**

Most schools are geared for average learners, not gifted learners, which makes it hard for gifted students to get excited about going. Some of the most talented students choose to drop out of school altogether.

from Delisle, J. & Galbraith, J. (2011). *The gifted teen survival guide: Smart, sharp, and ready for almost anything (4<sup>th</sup> Ed.)*. Free Spirit Publishing, p. 12-13

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**Myth**

Behind every gifted kid is a supportive parent encouraging them to always do better.

**Fact**

Just because a person is gifted does not mean he/she has supportive or encouraging parents. Sometimes the opposite is true.

from Delisle, J. & Galbraith, J. (2011). *The gifted teen survival guide: Smart, sharp, and ready for almost anything (4<sup>th</sup> Ed.)*. Free Spirit Publishing, p. 12-13

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**Myth**

Gifted kids are good at everything they do.

**Fact**

Some gifted students are good at many things; other are exceptionally able at only a few things. In some areas, gifted [learners] need to put effort and they may struggle just like everyone else.

from Delisle, J. & Galbraith, J. (2011). *The gifted teen survival guide: Smart, sharp, and ready for almost anything (4<sup>th</sup> Ed.)*. Free Spirit Publishing, p. 12-13

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**Myth**

Teachers love to have gifted students in their classes.

**Fact**

Some teachers like having gifted students in their class, some don't. Certain teachers feel uncomfortable with gifted students and get defensive or feel inadequate when they suspect their students know more than they do.

from Delisle, J. & Galbraith, J. (2011). *The gifted teen survival guide: Smart, sharp, and ready for almost anything (4<sup>th</sup> Ed.)*. Free Spirit Publishing, p. 12-13

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**Myth**

If gifted students are grouped together, they will become snobbish and elitist.

**Fact**

When gifted students are grouped together few will behave like an elitist, most won't. Some adults use this myth to rationalize decisions to not allow gifted students to work together or not providing them with opportunities that meet their learning needs.

from Delisle, J. & Galbraith, J. (2011). *The gifted teen survival guide: Smart, sharp, and ready for almost anything (4<sup>th</sup> Ed.)*. Free Spirit Publishing, p. 12-13

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**Myth**

All gifted kids have trouble adjusting to school and forming friendships.

**Fact**

Just like other kids, some gifted students have trouble adjusting to school and forming friendships, some don't.

from Delisle, J. & Galbraith, J. (2011). *The gifted teen survival guide: Smart, sharp, and ready for almost anything (4<sup>th</sup> Ed.)*. Free Spirit Publishing, p. 12-13

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**Myth**

Gifted students don't know they are "different" unless someone tells them.

**Fact**

Most gifted kids don't need to be identified or labeled before they know that they are not quite like their age-like peers.

from Delisle, J. & Galbraith, J. (2011). *The gifted teen survival guide: Smart, sharp, and ready for almost anything (4<sup>th</sup> Ed.)*. Free Spirit Publishing, p. 12-13

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**Myth**

Gifted kids are equally mature in all areas – academic, physical, social, and emotional.

**Fact**

It is not a fair assumption that gifted kids are equally mature in all areas because someone is advanced intellectually; gifted students develop asynchronously and may lag in other areas.

from Delisle, J. & Galbraith, J. (2011). *The gifted teen survival guide: Smart, sharp, and ready for almost anything (4<sup>th</sup> Ed.)*. Free Spirit Publishing, p. 12-13

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**Myth**

Gifted people are commonplace in some cultures and groups, but rare in others.

**Fact**

Giftedness knows no boundaries of sex, religion, socioeconomic level, sexual orientation, learning style, or physical ability. Equal numbers of gifted people exist among all cultures and racial groups.

from Delisle, J. & Galbraith, J. (2011). *The gifted teen survival guide: Smart, sharp, and ready for almost anything (4<sup>th</sup> Ed.)*. Free Spirit Publishing, p. 12-13

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**Myth**

Gifted students  
come from white  
middle- and upper-  
class families.

**Fact**

Gifted students come from  
all cultural, ethnic, religious,  
and socioeconomic groups.

from Delisle, J. & Galbraith, J. (2002). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Free Spirit Publishing, p. 27-30.

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**Myth**

Gifted students have pushy parents.

**Fact**

Gifted students have pushy parents, some don't. Some parents want to make sure that their children get the learning opportunities they need, and they may be very vocal and persistent about it. Others worry about calling extra attention to their children and say nothing.

from Delisle, J. & Galbraith, J. (2002). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Free Spirit Publishing, p. 27-30.

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**Myth**

Gifted students must constantly be challenged and kept busy, or they'll get lazy.

**Fact**

Without challenge, gifted students might get bored, but they won't necessarily get lazy.

from Delisle, J. & Galbraith, J. (2002). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Free Spirit Publishing, p. 27-30.

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**Myth**

Gifted students need to go through school with kids their own age.

**Fact**

Gifted students may need to play with age-like peers and interact socially with them, but they don't necessarily need to learn with them.

from Delisle, J. & Galbraith, J. (2002). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Free Spirit Publishing, p. 27-30.

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**Myth**

It's easy for teachers to recognize which children in their classes are gifted.

**Fact**

Teachers without any training in [gifted education] have only a 50% chance of accurately identifying gifted kids.

from Delisle, J. & Galbraith, J. (2002). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Free Spirit Publishing, p. 27-30.

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**Myth**

Gifted children are all alike.

**Fact**

There is no one “portrait” of a gifted student. Talents and strengths among the gifted vary as widely as they do with any sample of students.

from Delisle, J. & Galbraith, J. (2002). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Free Spirit Publishing, p. 27-30.

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**Myth**

All children are gifted.

**Fact**

All children have strengths and positive attributes, but not all children are gifted in the educational sense of the word. The “gifted” label in a school setting means that when compared to others in their age or grade, a child has an advanced capacity to learn and apply what is learned in one or more subject areas, or in the performing or fine arts. This advanced capacity requires modifications to the regular curriculum to ensure these children are challenged and learn new material. Gifted does not connote good or better; it is a term that allows students to be identified for services that meet their unique learning needs.

*from Myths About Gifted Students. (2023).*

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**Myth**

Gifted students make everyone else in the class smarter by providing a role model.

**Fact**

Average or below-average students do not look to the gifted students in the class as role models. Watching or relying on someone who is expected to succeed does little to increase a struggling student's sense of self-confidence. Similarly, gifted students benefit from classroom interactions with peers at similar performance levels and become bored, frustrated, and unmotivated when placed in classrooms with low or average-ability students.

from *Myths About Gifted Students*. (2023).

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**Myth**

“That student can't be gifted; they are receiving poor grades.”

**Fact**

Underachievement describes a discrepancy between a student's performance and their actual ability. The roots of this problem differ, based on each child's experiences. Gifted students may become bored or frustrated in an unchallenging classroom situation causing them to lose interest, learn bad study habits, or distrust the school environment. Other students may mask their abilities to try to fit in socially with their same-age peers, and still others may have a learning disability that masks their giftedness. No matter the cause, it's imperative that caring and perceptive adults help gifted learners break the cycle of underachievement in order to achieve their full potential.

*from Myths About Gifted Students. (2023).*

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**Myth**

"That child can't be gifted; they have a disability."

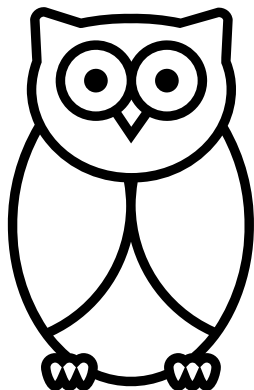
**Fact**

Some gifted students also have learning or other disabilities. These "twice-exceptional" students often go undetected in regular classrooms because their disability and gifts mask each other, making them appear "average." Other twice-exceptional students are identified as having a learning disability and, as a result, are not considered for gifted services. In both cases, it is important to focus on the students' strengths and allow them to have challenging curricula in addition to receiving help for their learning disability.

*from Myths About Gifted Students. (2023).*

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# Reflections on your Professional Practice



## Observations

What did you observe about gifted learners from busting the myths?

## Wonderings

What wonderings/questions are rolling around as you reflect on the activity about gifted learners?

## Learnings

What did you learn about your professional practice?

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# Understanding the diverse ABCs of Giftedness

ABCs: Abilities, Behaviors, and Characteristics

Learning Activity

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## Dueling Characteristics



Image from <https://www.smithsonianmag.com/smithsonian-institution/banged-up-but-still-sassy-r2-d2-and-c-3po-are-back-and-thrilling-fans-180981486/>

Consider these two characters. How would you describe R2-D2? C-3PO?

R2-D2 and C-3PO is analogy to describe the dueling abilities, behaviors, and characteristics of gifted learners that may be observed in our classrooms.

No two gifted children are alike. Delisle & Galbraith (2002) describe, “there is no one ‘portrait’ of a gifted student. Talents and strengths among the gifted vary as widely as they do with any sample of students” (p. 29).

From my experience, educators often associate characteristics of giftedness with C-3PO.

In this next activity, you will explore the continuum of observed characteristics of giftedness in school. You will notice that gifted abilities, behaviors, and characteristics manifest differently – some perceived positive, and others negative.

## Dueling Characteristics



You will be provided a graphic organizer that lists a pair of dueling characteristics of gifted learners.

In the space provided, identify one or more Disney character(s) that you believe best illustrate one or both dueling characteristics. You may write the characters' names or create a sketch.

A child who shows superior reasoning powers and marked ability to hand ideas	May also be the child that is impatient; seems stuck-up or arrogant; challenges your authority; has difficulty getting along with less able peers

from Holsin, J. & Gubbins, L. (2002). When gifted kids don't have all the answers: How to reach their social and emotional needs. Free Spirit Publishing, p. 8-9.

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A child who shows superior reasoning powers and marked ability to hand ideas

May also be the child that is impatient; seems stuck-up or arrogant; challenges your authority; has difficulty getting along with less able peers

from Delisle, J. & Galbraith, J. (2002). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Free Spirit Publishing, p. 8-10.

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A child who can solve problems quickly and easily

May also be the child that wants to move on quickly to more challenging problems, despite what the rest of the class is doing; hates to “wait for the group”; gets bored and frustrated

from Delisle, J. & Galbraith, J. (2002). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Free Spirit Publishing, p. 8-10.

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A child who shows persistent intellectual curiosity and asks searching questions

May also be the child that drives you crazy with questions; asks inappropriate or embarrassing questions; is perceived as “nosy”

from Delisle, J. & Galbraith, J. (2002). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Free Spirit Publishing, p. 8-10.

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A child who shows exceptional interest in the nature of humankind and the universe

May also be the child that has difficulty focusing on ideas that are less grand and sweeping; feels that everyday classwork is trivial and meaningless; can't "connect" with interest of age peers

from Delisle, J. & Galbraith, J. (2002). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Free Spirit Publishing, p. 8-10.

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A child who has a wide range of interests; develops one or more interests to considerable depth

May also be the child that seems scattered and disorganized; takes on too many projects at once; gets obsessed with a particular interest; resists direction or interruption; rebels against conforming to group tasks; disrupts class routines; is perceived as stubborn or uncooperative

from Delisle, J. & Galbraith, J. (2002). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Free Spirit Publishing, p. 8-10.

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A child who has an advanced vocabulary

May also be the child that talks too much; uses words to intimidate other people; finds it hard to communicate with age peers; seems pompous or conceited-a “show-off”; plays word games that others don’t understand or appreciate; dominates discussions; has trouble listening

from Delisle, J. & Galbraith, J. (2002). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Free Spirit Publishing, p. 8-10.

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A child who is an avid reader

May also be the child that buries himself or herself in books and avoids social interaction

from Delisle, J. & Galbraith, J. (2002). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Free Spirit Publishing, p. 8-10.

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A child who learns quickly;  
comprehends readily

May also be the child that gets bored with the regular curriculum; gets impatient with peers for being "slow"; resists assignments that don't present opportunities for new learning; dislikes drill and practice; does inaccurate or sloppy work

from Delisle, J. & Galbraith, J. (2002). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Free Spirit Publishing, p. 8-10.

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A child who grasps  
mathematical concepts readily

May also be the child that  
has little or not patience  
for regular math lessons or  
homework

from Delisle, J. & Galbraith, J. (2002). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Free Spirit Publishing, p. 8-10.

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A child who is creative and imaginative

May also be the child that goes too far; seems disruptive; lacks interest in mundane assignments or details; wanders off the subject

from Delisle, J. & Galbraith, J. (2002). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Free Spirit Publishing, p. 8-10.

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A child who sustains concentration for lengthy periods of time

May also be the child that has tunnel vision; hates to be interrupted; neglects regular assignments or responsibilities; is stubborn

from Delisle, J. & Galbraith, J. (2002). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Free Spirit Publishing, p. 8-10.

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A child who shows outstanding responsibility and independence

May also be the child that has difficulty working with others; resists following directions; seems bossy and disrespectful; is unable to accept help; is a nonconformist

from Delisle, J. & Galbraith, J. (2002). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Free Spirit Publishing, p. 8-10.

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A child who sets high standards for self; is self-critical

May also be the child that sets unrealistically high goals; is perfectionistic; lacks tolerance for others; mistakes; fears failure; avoids taking risks or trying new things; becomes depressed

from Delisle, J. & Galbraith, J. (2002). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Free Spirit Publishing, p. 8-10.

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A child who shows initiative and originality

May also be the child that resists going along with the crowd (or the class); is a loner

from Delisle, J. & Galbraith, J. (2002). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Free Spirit Publishing, p. 8-10.

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A child who shows flexibility in thinking; considers problems from a number of viewpoints

May also be the child that has difficulty focusing on or finishing assignments; has trouble making decisions

from Delisle, J. & Galbraith, J. (2002). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Free Spirit Publishing, p. 8-10.

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A child who observes keenly; is responsive to new ideas

May also be the child that sees too much; becomes impatient

from Delisle, J. & Galbraith, J. (2002). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Free Spirit Publishing, p. 8-10.

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A child who communicates easily with adults

May also be the child that has difficulty communicating with age peers

from Delisle, J. & Galbraith, J. (2002). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Free Spirit Publishing, p. 8-10.

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A child who gets excitement and pleasure from intellectual challenge

May also be the child that expects or demands intellectual challenge; resists sameness and routine tasks

from Delisle, J. & Galbraith, J. (2002). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Free Spirit Publishing, p. 8-10.

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A child who has a keen sense of humor

May also be the child that uses humor inappropriately to gain attention or attack others; becomes the “class clown”; is disruptive

from Delisle, J. & Galbraith, J. (2002). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Free Spirit Publishing, p. 8-10.

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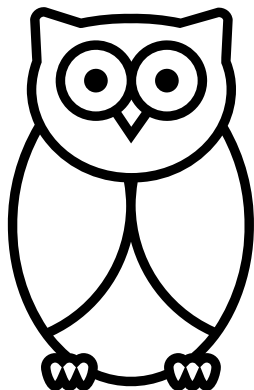
A child who is sensitive,  
empathetic, and emotional

May also be the child that takes things personally; is easily hurt or upset; feels powerless to solve the world's problems; becomes fearful, anxious, and sad; has trouble handling criticism or rejection; is "too emotional," laughing one moment and crying the next; may seem immature

from Delisle, J. & Galbraith, J. (2002). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Free Spirit Publishing, p. 8-10.

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## Reflections on your Professional Practice



### Observations

What did you observe about the diverse abilities, behaviors, and characteristics of gifted learners?

### Wonderings

What wonderings/questions are rolling around as you reflect on the activity about gifted learners?

### Learnings

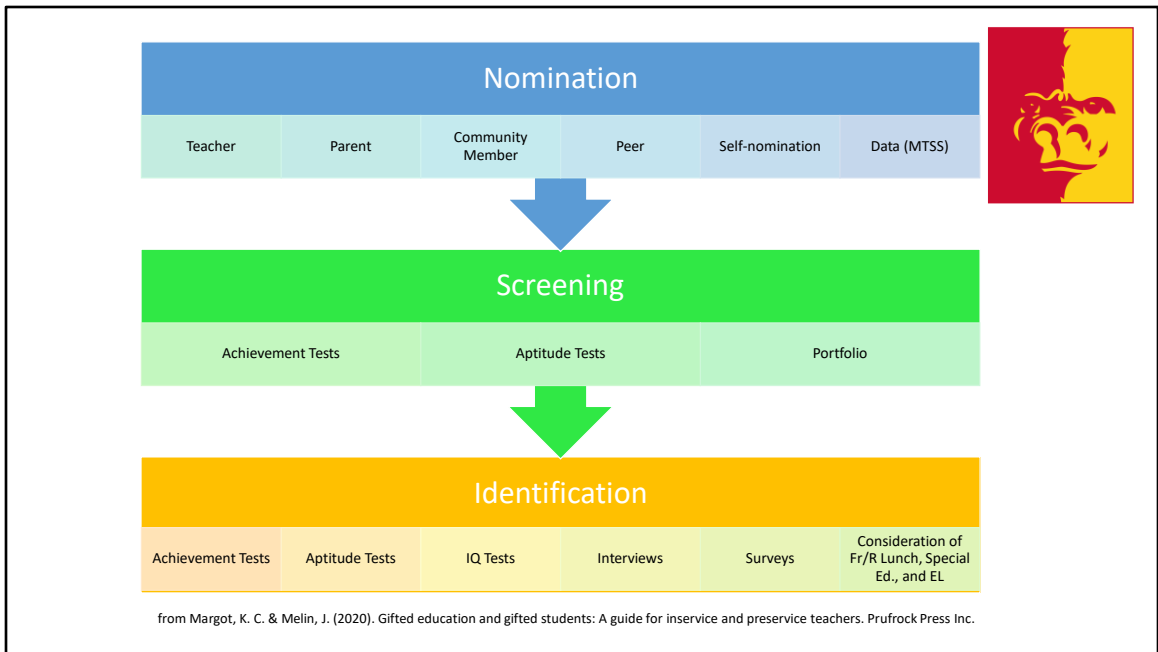
What did you learn about your professional practice?

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## Simple Overview of Identification

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Schools that use the MTSS or RtI approach, students may be nominated for services as educators review data.

#### Achievement Tests:

- Course grades
- Benchmark assessments
- State assessments

#### Aptitude Tests (e.g. NNAT or CogAT)

- Verbal Battery
- Nonverbal Battery
- Quantitative Battery

Portfolios offer performance-based assessment to demonstrate ability and achievement.

## Equitable Identification



Universal  
Screening

Local Norms,  
not national  
norms

Disaggregate  
subtest scores

Participation  
on a Trial Basis

Margot, K. C. & Melin, J. (2020) stated:

- Universal screening allows every child an initial opportunity to qualify for advanced academics programming through some sort of ‘testing’ and can eliminate teacher referral/nomination bias.
- Local Norms ensure that students are compared to their school or district peers rather than age-like peers nation-wide

Delisle, J. & Galbraith, J. (2002) stated in reference to twice-exceptional students but can be generalized to CLED students as well:

- we should keep all subtest scores separate and do not aggregate them into a composite score to determine eligibility,
- Put more emphasis on areas unaffected by the disability & consider the depression of scores that may occur due to the disability
- Allow children to participate in gifted services on a trial basis

Kansas Department of Education. (2019, November). Identification of underrepresented populations for gifted services in Kansas.

<https://www.ksdetasn.org/resources/2506> is an excellent resource to support equitable identification of gifted learners in Kansas.



## Strategies to Creating a Gifted-Friendly Classroom

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## 2 P's, 2 C's, & 2 F's



2 P's	2 C's	2 F's
Preassessment	Choice	Feedback
Perky Pace	Challenge	Flexibility

From Gentry, M. (2014). *Total school cluster grouping & differentiation* (2<sup>nd</sup> ed.). Prufrock Press Inc.

Gentry (2014) stated:

- Preassessments help teachers eliminate unnecessary practice for those students who already know the content and allow teachers to identify areas to scaffold learning for those who do not.
- Perky Pace reminds teachers to keep a pace that keeps students' attention and not linger too long on any given point; gifted learners need only 1 or 2 repetitions to grasp a concept
- Choice refers to ability students have to participate in the decision-making process regarding how their time and energy should be spent
- Challenge refers to ensuring learning activities are meaningful and appropriately difficult.
- Feedback that is frequent, personal, and meaningful; coach and conference with the gifted child as they navigate through the content
- Allow flexible grouping; use data to group students based on learning needs

## Ability Grouping



Placing students with similar level of ability in instructional groups.

Allows teachers to adjust the pace, instruction, and curriculum for each group.

Allows appropriate support and/or challenge to be more:

- *Effective,*
- *Efficient, and*
- *Likely*

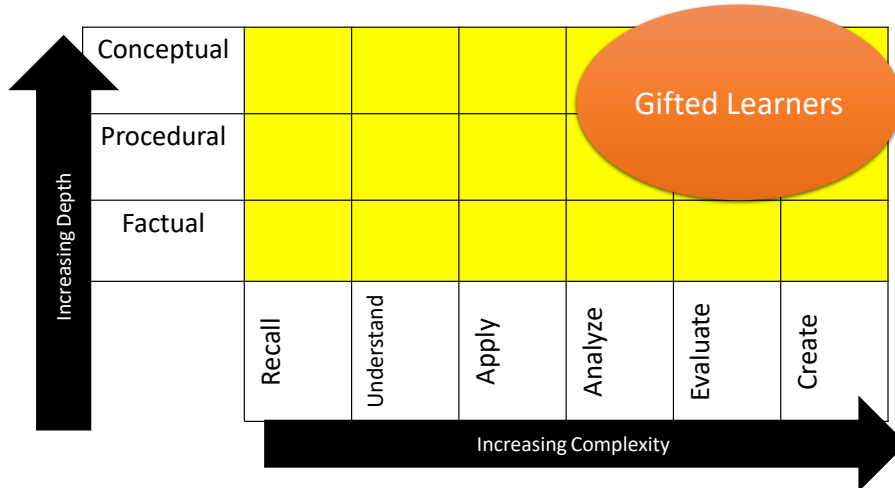
for **ALL** learners.

Use current data to keep ability groups **flexible**; teachers should not keep predetermined or fixed groups for a long period of time.

From Margot, K. C. & Melin, J. (2020). *Gifted education and gifted students: A guide for inservice and preservice teachers*. Prufrock Press Inc.



## Increase Depth & Complexity



From Heacox & Cash (2014) remind us that “all students should be provided with complexity and depth in their learning, gifted students require higher levels of both.”

Complexity –

Levels of thinking to complete real-world tasks

Difficult –

students do *more* work (workload is increased without additional cognitive challenge)

# Curriculum Compacting



Targets students who have already demonstrated mastery of the information the rest of the class needs to learn.

Allows the student(s) to accelerate their learning and participate in enrichment or extension learning activities.

Process:

1. Determine the objectives of the unit.
2. Determine and document student mastery of skills.
3. Provide replacement options for the student(s) during that time of instruction.

From Margot, K. C. & Melin, J. (2020). Gifted education and gifted students: A guide for inservice and preservice teachers. Prufrock Press Inc.

Margot & Melin (2020) stated many gifted learners already know much of the information they are held accountable for resulting in boredom and frustration.

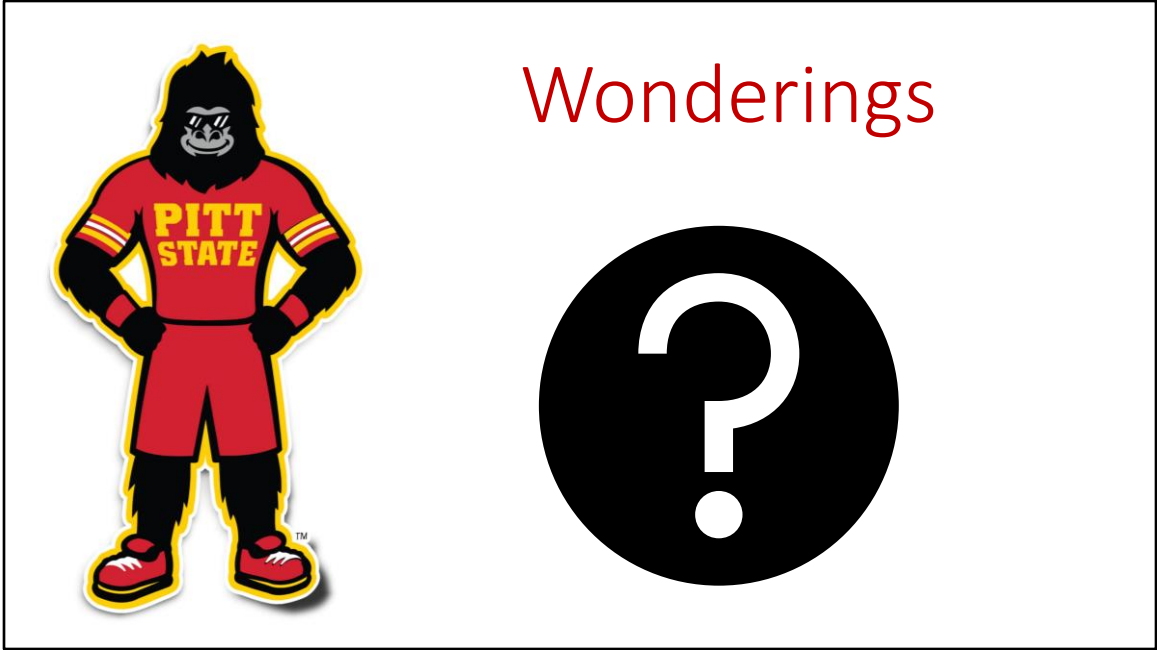
This is a form of subject acceleration within the classroom.

## Others



- Be empathetic to the dueling characteristics of giftedness
- Be cheerleader
- Be a Talent Scout
- Focus on strengths, not deficits
- Be an advocate for all learners

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