



Connecticut Association
for the Gifted

Presents

**Understanding
and Challenging
the Gifted:**

A Teacher's Handbook

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A message from CAG



Dear Teachers:

At the Connecticut Association for the Gifted (CAG), we realize that meeting the needs of each student in your classroom is a challenging responsibility. In today's academic climate classroom teachers are asked to simultaneously instruct pupils with a broad range of abilities who learn at different speeds and differ in their capacity to understand complex concepts. And while every child deserves an appropriate education according to his or her needs, the gifted children in your class should be no exception. High-ability students need a challenging curriculum that matches classroom strategies with their advanced cognitive ability.

At the same time, it is also important to recognize who these learners are. While gifted and talented students might present themselves as motivated high-achievers, it is also possible that their abilities might not be evident at first glance. Teachers need to recognize giftedness across a broad spectrum of learners, which may include: twice-exceptional students who are gifted learners but are also learning disabled; socially disadvantaged students whose learning abilities may be masked by non-academic factors; or gifted under-achievers who have fallen into behavioral patterns because they have not been sufficiently stimulated and challenged.

As a teacher of Connecticut's gifted learners, you are a crucial part of these children's social, emotional, and academic development and a primary determiner of their educational success. You can help shape their futures by being aware of their special needs and by providing appropriate services to bring out their best.

CAG has compiled this booklet of information to help Connecticut's teachers better serve their gifted and talented students. While the materials included herein are by no means all-inclusive, the resources provided are a good sampling of the current philosophies and strategies for meeting gifted students' needs. If you have any questions or would like more information, please visit our website, www.CTgifted.org, or contact us at info@CTgifted.org.

Thank you for everything you do for *all* Connecticut's students, and we look forward to working with you!

Sincerely yours,

Connecticut Association for the Gifted

What is “Gifted?”

Just as every individual is unique and exhibits his or her own personality, “giftedness” manifests itself differently in every child. And while it is difficult to define in a single statement, there are a handful of perspectives that may be used to gain a better overall understanding of the concept, including:

The term gifted and talented student means children and youths who give evidence of higher performance capability in such areas as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the schools in order to develop such capabilities fully.

- The Jacob Javits Gifted and Talented Students Education Act

A gifted person is someone who shows, or has the potential for showing, an exceptional level of performance in one or more areas of expression.

- National Association for Gifted Children

...possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and needing differentiated instruction or services beyond those being provided in the regular school program in order to realize their intellectual, creative or specific academic potential.

- Connecticut Department of Education

A student’s “giftedness” can affect a broad spectrum of their life (such as leadership skills or the ability to think creatively) but can also be very specific (such as a special aptitude in a particular field of study). The term “giftedness” refers in general to this spectrum of abilities without being dependent on a single measure or index. It is generally recognized that approximately three million children in the United States, including about fifty thousand in Connecticut, are considered gifted.

There are challenges involved with educating these gifted learners as their talents present themselves (or don’t!) in many different ways. Gifted students in a heterogeneous classroom might exhibit a higher performance capability and master subjects at a fraction of the time it takes the rest of the class. These students require specifically tailored instruction and benefit from being allowed to explore subjects in greater depth and complexity (rather than just being given “more” work). On the other hand, there are a number of personal and/or socio-economic factors that could contribute to a gifted child not being the “best student” in class, and additional strategies might need to be implemented to nurture their inherent talents. Remember that gifted students are also those who have “the potential for showing an exceptional level of performance.” It is crucial to provide a continuum of appropriate educational services to encourage each and every student’s advanced cognitive abilities.

Characteristics of Gifted Children

The characteristics of gifted children can lead to both positive and negative behaviors.

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, uses library on own	Neglects other responsibilities
Perfectionist	Exceptional accomplishments	Intolerant of mistakes
Retains quantity of information	Ready recall and responses	Resists repetitions, “know it all”
Long attention span	Sticks with task of personal interest	Resists class routine, dislikes interruptions
Imaginative, curious, many interests	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, observant	Recognizes problems	Impolitely corrects adults
Good sense of humor	Able to enjoy subtleties of thought	Plays cruel jokes or tricks on others
Comprehends, recognizes relationships	Able to solve problems alone	Interferes in the affairs of others, can be bossy
Aesthetic insight, awareness	Appreciation of the arts	Poses personal values/judgments on others
Highly verbal, extensive vocabulary	Fluent with words, numbers, leads peers in positive ways	Leads others into negative behaviors, monopolizes discussion
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	Aggressive, challenges authority
Prefers older peers	Wise beyond years	Isolated or misunderstood
Highly sensitive, passionate	Emphasizes fairness and morality, compassionate	Over-reacts to situations
Views with a different perspective	Observes across boundaries, makes connections	Resists limitations and narrowly focused content

Myths about Gifted Students

Many myths have been associated with giftedness. The following list summarizes some of the facts and fallacies related to gifted students.

Myth: Gifted students will achieve without guidance.

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

Myth: Gifted students should be given a large quantity of work at average grade level.

Fact: Gifted students need a high degree of educational challenge, not more work at an average or repetitious level.

Myth: Gifted students are ‘teacher pleasers’ and easy to teach.

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

Myth: Gifted students will make straight A’s.

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

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

Fact: Gifted students are from diverse racial, ethnic, and socio-economic backgrounds.

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

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

Myth: Gifted students learn best on their own.

Fact: Gifted students benefit from being grouped with their intellectual peers for a significant part of their instructional day.

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

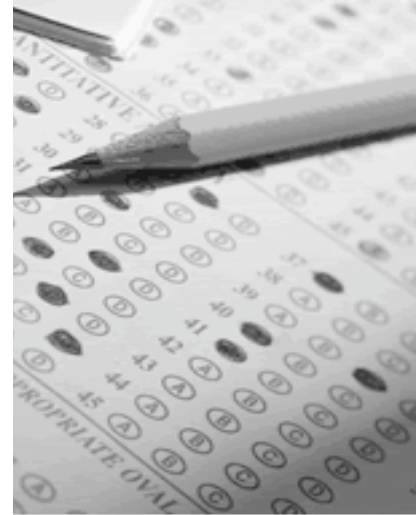
Fact: Giftedness is fragile. Every child deserves an education that is appropriate to individual needs. Children at both extremes of the ability spectrum need special education.

Myth: Gifted students are best served when tutoring.

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.

Giftedness in Connecticut: Identifying Students

The identification of gifted and talented children is required under Connecticut special education law (See: Connecticut General Statutes 10-76a), which requires schools to identify any child with “extraordinary learning ability or outstanding talent in the creative arts, the development of which requires programs or services beyond those ordinarily provided in the regular school programs but which may be provided through special education as part of the public school program.” Parents, teachers, and school administrators should work collaboratively to identify students, as each group has different insights that can combine to ensure that all gifted learners—both those with demonstrated abilities and those with the potential to demonstrate abilities—are identified.



The following guidelines for identification procedures are based upon those suggested by the State Department of Education:

1. Identification should be systematic and ongoing. It should be a multi-phase process including the following:

General Screening Phase: An initial pool of students should be established, ensuring that no student falls through the cracks. This process should begin at a time when all students in a designated grade level are reviewed, including students with disabilities and students whose primary language is not English. Screening methods can include student data readily available for all students (e.g. standardized test scores) and/or may involve specific cognitive and academic assessments given as part of the screening process (e.g. the Otis-Lennon School Ability Test). Comprehensive screening should also include referrals by teachers, counselors, parents, and students.

Evaluation and Review of Students for Identification: An identification committee should then review each student’s screening data to determine if the child should be identified as gifted and/or talented. At this phase all the data is reviewed to look for indicators that exhibit gifted behavior or *the potential* for gifted behavior. A given student may be designated as clearly identified as gifted and/or talented, needing further assessment, or as potentially eligible at a later review.

3. Identification instruments should match the district's definition of giftedness. For example, if a district proposes to identify students with both musical and mathematical ability or potential, then separate identification procedures need to be established in each of the domains.
4. The best identification practices rely on multiple criteria to look for students with gifts and talents. We must also ensure that standardized measures use normative samples appropriate to the students being tested, taking into account factors such as ethnicity, language, or the presence of a disability. Such multiple criteria should involve:
 - multiple types of information (e.g. indicators of student's cognitive abilities, academic achievement, performance in a variety of settings, interests, creativity, motivation, and learning characteristics/behaviors);
 - multiple sources of information (e.g. test scores, school grades, student work samples, a portfolio review, gifted characteristic checklist from classroom teachers, specialty area teachers, counselors, parents, peers, and the students themselves); and
 - multiple opportunities for identification to ensure that students are not missed (e.g. as opposed to "one shot" identification procedures that often take place at the end of second grade).
5. Identification needs to go beyond the traditional, narrow definition of ability and talent and identification instruments need to be sensitive to underserved and culturally diverse populations. Instruments specifically geared towards these populations (e.g. Naglieri Nonverbal Ability Test, Kingore Observation Scale, Kuhlmann-Anderson Tests, Raven's Standard Progressive Matrices) should be used to assess the potential of traditionally underserved or underachieving students. They should not be used exclusively, however. In these cases especially, greater emphasis needs to be placed on parent, teacher, peer, or self-rating scales. Additionally, portfolios and performance rating scales may be more direct assessments of student potential or accomplishment.
6. Identification plans should be written and communicated to all parents or guardians in languages that reflect the demographics of the community.

Where to Start?

Here's where you come in.

While the state of Connecticut mandates the identification of gifted students, it does not establish guidelines on a statewide basis to provide services to these students. Rather, programming in individual school districts is discretionary under Connecticut General Statutes 10-76d(c). Yet every teacher wants to provide the best possible education for all their pupils—including their gifted learners—and sometimes that could mean establishing a gifted learning plan at the classroom level on a student-by-student basis.

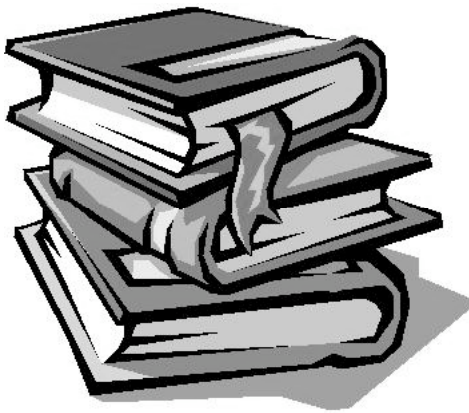
At CAG, we recognize how daunting a task this can be, whether or not a teacher's school provides a framework for gifted services. Thankfully, there are resources available to aid the classroom teacher when developing curriculum and instruction for gifted students. While it is impossible to comprehensively discuss these strategies within the confines of a booklet, in the following pages we introduce many of the options available. We have also provided numerous on- and off-line resources where you can turn for further information and more specific details.

And, as always, we encourage you contact us at info@CTgifted.org if you need help or if you have any questions. CAG is available to come to your school to meet with teachers and parents, to provide professional development training, and to help you develop extra-curricular programs to nurture your students' love for learning.



Curriculum and Instruction

Gifted and talented learners benefit from specially designed instruction (i.e. adaptations or modifications to the general curriculum), instructional environments, methods, materials, or a specialized curriculum tailored to best suit their educational needs. Developing specially designed instruction for gifted students should be a responsibility of both gifted and regular education teachers, their administration, and support staff. Assessment of the student's needs should be the basis for specially designed instruction. It should not be a one-size-fits-all program.



When designing such a program or individual instruction, there are three fundamental differences that distinguish gifted learners from other learners, which educators should keep in mind:

- the capacity to learn at faster rates, more in-depth and with greater complexity,
- the capacity to find, solve, and act on problems more readily, and
- the capacity to manipulate abstract ideas and make connections.

Curriculum, Instruction, Process and Product

In developing specially designed instruction, there are four aspects that should be considered as the framework: Curriculum, Instruction, Process, and Product. The following are key principles that provide a guide for gifted program development.

Curriculum

- Focus on and be organized to include more elaborate, complex, and in-depth study of major ideas, key concepts, and themes that integrate knowledge within and across disciplines.
- Be an extension of core learning, using both acceleration and enrichment strategies. Streamline or compact curriculum that the student is able to master quickly.
- Encourage exposure to, selection of and use of varied, challenging and specialized resources.
- Provide opportunities for students to recognize complex relationships and arrive at sound generalizations.
- Stress higher-level thinking, creativity, and problem solving skills.
- Set high standards that demand rigorous expectations for student work and performance demonstration.

Instruction

- Promote in-depth learning and investigation that deals with real life problems and issues. Select concepts and content that promote students' involvement as practitioners of the discipline.
- Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new understanding.
- Be flexibly paced and matched to the student's ability, pre-assessment data, learning style, interest, and motivation.

Process

- Provide students with the freedom to choose topics to study and the methods to use in manipulating and transforming information.
- Promote independent, self-directed and in-depth study. Encourage the application of advanced research and methodological skills.
- Focus on open-ended tasks.
- Provide opportunities for students to develop leadership and group interaction skills.
- Allow student-centered discussion, Socratic questioning and seminar-type learning.



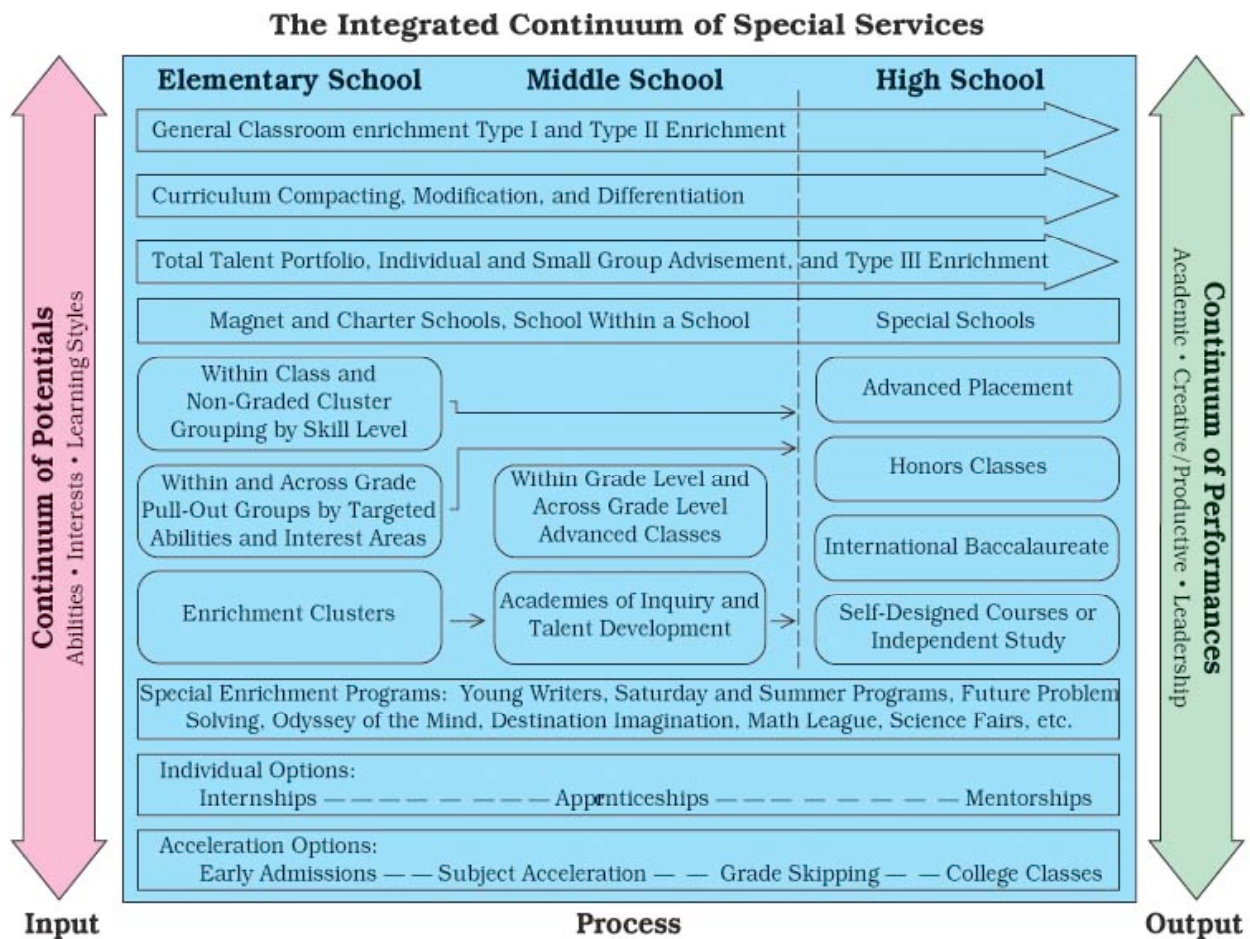
Product

- Encourage the development of products that challenge existing ideas and produce new ones.
- Incorporate the application of discipline methodologies in product development.
- Promote products that are comparable to those made by professionals in the designated field.
- Require that products of gifted students represent application, analysis, and synthesis of knowledge.
- Provide the opportunity to create products/solutions that focus on real-world issues.
- Establish high-level and exemplary criteria to assess student performance and products.

Continuum of Services

School districts should create a continuum of local services to respond to all students' talents and abilities. The example below focuses on the specifics of programming for elementary, middle, and high school students.

Note the orientation of the continuum: input, process, and output are spaced horizontally. Vertical sidebars emphasize the continuum of potentials (i.e., abilities, interests, and learning styles) and the continuum of performances (i.e., academic, creative productive, and leadership).



Renzulli & Reis (1997). The Schoolwide Enrichment Model

Think of the chart as a filter, with options at the top that are appropriate and good for all students. Then students are grouped by interest and ability so they can work more in-depth and at a more appropriate rate. Finally, at the bottom of the chart, are those options needed for only a few (or even individual) students with special needs (such as a math student who may be 3 or 4 years ahead in a particular subject).

Educational Program Options

As depicted in the Continuum of Services, a variety of educational program options across the academic spectrum are appropriate for gifted children and may be employed individually or in concert with each other. Whether geared towards elementary, middle, or high school students, a school district could employ many of the following options:

Curriculum Compacting

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

Cluster Grouping

Placing a group of 5-10 identified gifted students in a classroom with other students of mixed abilities.

Independent Study

Students work independently under guidelines or a contract. Mentorships, apprenticeships, and field experiences are designed to meet students' performance levels and career interests.

Grade and/or Subject Acceleration

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

Field Experiences

Out-of-school educational experiences such as trips, workshops, and extracurricular activities.

Examples: Odyssey of the Mind, Future Problem Solving, and Mock Trial.

Tiered Assignments

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

Honors Classes

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

Advanced Placement

A type of acceleration in which students have Advanced Placement (AP) classes in the high school and take an AP exam administered by the College Board.

Post-Secondary Enrollment

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

Pull-Out Program

Students are pulled out of the regular classroom on a scheduled basis to go to a resource room staffed by a teacher trained in gifted education.

Resource Room/Area

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

Self-contained Classroom

A classroom in which all students have been identified as gifted/high ability. This is their everyday classroom assignment.

Enrichment

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

Tips for the Differentiated Classroom

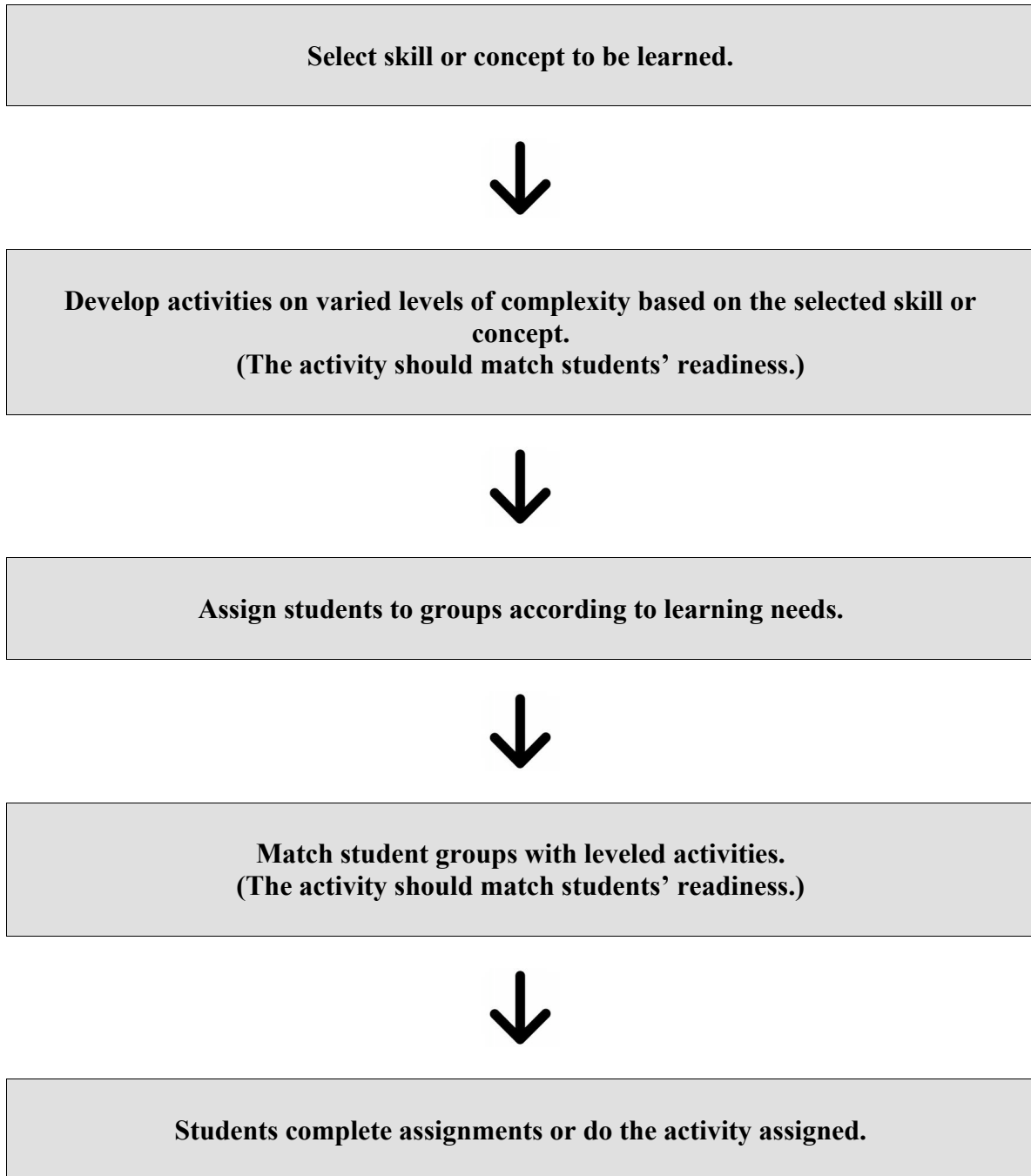
It can be particularly challenging to differentiate or adapt instruction to respond to the varying student needs in the heterogeneous, mixed-ability classroom. In any given such class it is not surprising to find students at both ends of the learning curve: those performing multiple years above grade level as well as those still struggling with concepts learned in prior academic years (while the majority of students in the class will have abilities falling somewhere in between). At the same time these students will all have different favorite areas of, as well as differing methods for, learning.

In such a setting it is impossible to develop any one-size-fits-all template or cookie-cutter curriculum; and a teacher will be compelled to employ a variety of learning options designed to engage the students' varying interests, learning profiles, and ability levels. It is important to note, however, that the differentiated classroom is not one where the primary instruction is similar for all students and adjustments to accommodate learning levels merely consist of varying the degree of testing or reporting. Nor is it appropriate to give more advanced learners *extra* work or extension assignments when "normal" class work is completed. It is crucial that their instruction be substantively different in that it allows them to investigate material with greater depth and complexity as appropriate. Additionally, pre-assessment is an effective tool to identify students who have already mastered material and who could benefit from accelerated curriculum compacting. When planning, try to 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 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 and/or an accelerated rate of instruction.
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, worksheets, drill, and practice.
10. **Remember:** BOTH enrichment and acceleration are necessary.

Using Tiered Lesson Plans

Tiered assignments are varied levels of assignments or activities that focus on a skill or concept, but are 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.

Tiered Lesson Example

Subject: Science

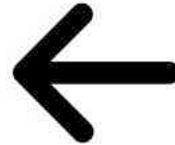
Concept: Interdependence of living things

Grade: 3

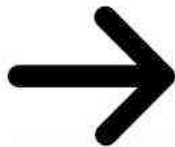
Assignment 1 — Group 1

Students will grow plants in soil, soil and water, and soil, water and sunlight to determine what plants need to live. Students should record and illustrate plant measurements each day in their journal.

**Only for
below grade level
students**



**Only for
at grade level
students**



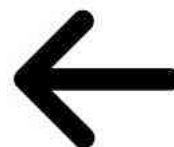
Assignment 2 — Group 2

These students will investigate by experimenting with varying amounts of water given to plants. Number of seeds and amount of soil should remain constant. Observations, including measurements and illustrations, recorded in science journal according to scientific method.

Assignment 3 — Group 3

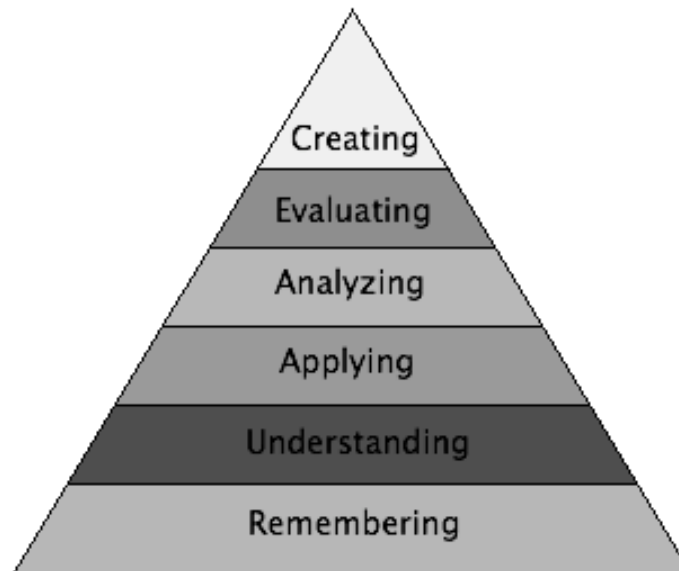
Students will read the folktale *The Empty Pot*. Given same materials as other two groups, will design own experiment using water as variable and will record observations as above. They will hypothesize which plants characters in story would prefer based on their hypothesis and observed results. Will synthesize experiment conclusions with existing knowledge about what other living things need to survive.

**Only for
above grade level
students**



Taxonomy of Thinking

Educational psychologist Benjamin Bloom developed a classification of intellectual behavior levels important in learning. He identified six levels, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order of evaluation.



In his analysis he found that over 95 % of test questions students encountered required them to think only at the lowest possible level...the recall of information. Yet engaging gifted thinkers in this way does a disservice to students who spend their time processing at the upper levels of the taxonomy. Rather than requiring students to regurgitate information, gifted students should be encouraged to utilize the upper three levels of thinking in a fashion similar to the following:

Level	Ask students to:	Suggested end results:
Analyzing	Compare/Contrast, Solve, Investigate, Examine, Classify, Inspect	Report, conclusion, plan, survey, solution to mystery or mock crime scene, questionnaire
Evaluating	Choose, Rank, Assess, Grade, Critique, Judge	Book review, self-assessment, current events debate, court trial, editorial
Creating	Create, Develop, Design, Compose, Invent	Original story, game, musical composition, poem, invention, piece of artwork, hypothesis, experiment

Positive Disintegration and Over-Excitabilities

Polish psychologist Kazimierz Dabrowski studied the characteristics and development of the gifted. His theory of Positive Disintegration viewed psychological tension and anxiety as necessary for growth (hence seeing disintegrative personality traits as “positive”). His views on over-excitabilities, or emotional super-sensitivities (i.e. the tendency to react “more strongly than normal for a longer period than normal to a stimulus that may be very small”), are a way to understand the emotional and intellectual inner workings of gifted children. As Stephanie S. Tolan explained in 1999, the five areas where a gifted child may over-react beyond the norm are as follows:

Psychomotor - Often thought to mean a person needs lots of movement and activity, but can also refer to the issue of having trouble smoothing out the mind's activities for sleeping. Exhibits with lots of physical energy and movement, fast talking, lots of gestures, impulsivity, sometimes nervous tics.

Sensual - The "cut the label out of my shirt" demand; the child who limps as if with a broken leg when a sock seam is twisted; a love for textures, smells, tastes, etc., or the powerful reaction to negative sensory input (bad smells, loud sounds, etc.). These kids tend to be sensitive to bright lights, harsh sounds yet possess aesthetic awareness: the child who is breathless at the sight of a beautiful sunset or cries hearing Mozart.

Imaginational - Dreamers, poets, "space cadets" who are strong visual thinkers, and use lots of metaphorical speech. Have inventiveness, creativity, fantasy. They daydream, remember their dreams at night (and often react strongly to them), and believe in the magical (take a long time "growing out of" Santa, the tooth fairy, elves and fairies, etc.).

Intellectual - The usual definition of "giftedness." Kids with a strong "logical imperative," who love brainteasers and puzzles, enjoy following a line of complex reasoning, figuring things out. A love of things academic, new information, cognitive games, abstraction and theory.

Emotional - Intensity of emotion. Also a need for deep connections with other people or animals. If unable to find close and deep friends, they invent imaginary ones or make do with pets or stuffed animals. Overt empathy and compassion. A child will think herself "betrayed" by a friend who plays with her today and a classmate tomorrow, yet refers to both as "friends." Fears of death, embarrassment, and guilt that makes children susceptible to depression.

These five areas describe the unusual intensity of the gifted as well as the many ways in which they look and behave "oddly" when compared to “normal” students. Highly gifted people tend to exhibit all five OE's, but different areas are more prominent within different personalities (e.g. engineer types lead with Intellectual, poets with Emotional and Imaginational, etc.) Variations in the levels of the individual OE's explain a great deal about the temperamental differences seen in gifted students.

Online Resources

There are numerous resources to assist in meeting the needs of gifted students. While the following list is by no means comprehensive, it provides a good sampling of a number of websites and other resources available. (Note: Resources are listed as a service to teachers and parents; however, inclusion on the list below does not necessarily constitute an endorsement by CAG.)

Connecticut Association for the Gifted
(CAG)

www.ctgifted.org

CT State Department of Education
Gifted and Talented page
www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320852

New England Conference on Gifted
Education

www.NECGT.org

National Research Center on the Gifted
and Talented

www.gifted.uconn.edu/NRCGT/html

World Council for Gifted and Talented
Children

www.worldgifted.org

Center for Gifted Education at the
College of William & Mary

www.cfge.wm.edu

Purdue University's Gifted Education
Resource Institute (GERI)

www.geri.soe.purdue.edu

University of Iowa Center for Gifted
Education and Talent Development
www.education.uiowa.edu/belinblank/

The Davidson Institute for Talent
Development
www.ditd.org

Gifted Education Press
www.giftedpress.com

Prufrock Press
www.prufrock.com

National Association for Gifted Children
(NAGC)

www.nagc.org

Hoagies' Gifted Education Page

www.hoagiesgifted.org

Supporting Emotional Needs of the
Gifted (SENG)

www.sengifted.org

The Association for the Gifted (TAG)

www.cectag.org

Johns Hopkins Center for Talented
Youth (CTY)

www.cty.jhu.edu

Duke University Talent Identification
Program (TIP)

www.tip.duke.edu

Stanford University's Education
Program for Gifted Youth (EPGY)

www.epgy.stanford.edu

Northwestern's Center for Talent
Development (CTD)

www.ctd.northwestern.edu

Critical Thinking Press
www.criticalthinking.com

Great Potential Press
www.giftedbooks.com

Free Spirit Publishing
www.freespirit.com

Pieces of Learning
www.piecesoflearning.com

Other Resources

College Planning

College Planning for Gifted Students

Berger, S. (1994)
Reston, VA: The Council for
Exceptional Children

Guidance for Gifted

Guiding the Gifted Child

Webb, J.T., Meckstroth, E.A.
and Tolan, S.S. (1982)
Columbus, OH: Great Potential Press

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

Neihart, N., Reis, S.M., Robinson, N.M.
& Moon, S.M. (Eds.) (2002)
Waco, TX: Prufrock Press, Inc.

Underachievement

Becoming an Achiever

Coil, C. (1994)
Dayton, OH: Pieces of Learning

Encouraging Achievement

Coil, C. (1999)
Dayton, OH: Pieces of Learning

Questioning

Active Questioning

Johnson, N. (1995)
Dayton, OH: Pieces of Learning

The Quick Question Workbook

Johnson, N. (1999)
Dayton, OH: Pieces of Learning

Curriculum Compacting

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

Reis, S., Burns, D. and Renzulli, J.
Mansfield Center, CT: Creative
Learning Press, Inc.

Strategies for Differentiation

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

Heacox, D. (2002)
Minneapolis, MN: Free Spirit Publishing

Re-forming Gifted Education

Rogers, K. (2002)
Columbus, OH: Great Potential Press

Teaching Young Gifted Children in the Regular Classroom

Smutny, J., Walker, S. and
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*This list is by no means comprehensive
and specific resources provided are not
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Connecticut Association for the Gifted

...supporting the needs of gifted and talented students
in Connecticut



The Connecticut Association for the Gifted (CAG), the American Federation of Teachers, Connecticut (AFT-CT), and the Connecticut Education Association (CEA) are pleased to provide you with a copy of **Understanding and Challenging the Gifted: A Teacher's Handbook.**

The purpose of this booklet is to provide teachers statewide with information about how giftedness is identified, the characteristics of gifted children, and educational strategies and resources that may be appropriate for gifted children in the classroom.

For more information on the material contained herein, or either of the booklet's sponsors, please visit www.CTgifted.org, ct.aft.org, or www.cea.org.

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