

Table of Contents

Welcome! 2

Weld County RE3J Definition of Gifted and Talented..... 3

A Glossary of Common Educational Terms 4

Supporting the Emotional Needs of Gifted Children..... 6

Twelve Traits of Giftedness: A Non-Biased Profile..... 12

Bright Child vs. Gifted Child..... 14

Colorado Association for Gifted and Talented 16

Books about Giftedness and/or Parenting..... 17

Programs and Competitions Appropriate for Motivated Learners 19

Internet Resources for Gifted Children, Families, and Education 22

Gifted Education Student Identification Process 23

Programming Options for Gifted Learners 24

Welcome!

Dear Parent,

You've taken a big step in supporting your child's gifts and talents. There is no better advocate for a gifted child than a knowledgeable and active parent.

This handbook is designed to provide you with the types of information you need to work effectively with your child's school and to support your child at home.

Opportunities to communicate with your child's teachers and the community are provided through the following:

1. The Advanced Learning Plan (developed annually)
2. Conferences
3. Monthly CAGT meetings (Colorado Association for Gifted and Talented)
4. Parent/Community volunteers for seminars and clubs
5. Odyssey of the Mind Coaches
6. Mailings and/or flyers
7. School newsletters
8. Emails and phone calls

If you should have any questions regarding your child's academic and social development, please feel free to contact your child's teacher or the Gifted and Talented Staff.

Sincerely,

The Staff of Exceptional Student Services

Gifted and Talented Education

Weld County RE3J Definition of Gifted and Talented

(Adapted from the Colorado Department of Education definition)

Gifted and talented children are those students whose abilities, talents and potential for accomplishments are so exceptional or advanced that they require special provisions to meet their educational needs. Gifted and talented students are capable of high performance in any or a combination of these areas: general intellectual ability, specific academic aptitude, creative/productive thinking, leadership and human relations, visual arts and performing arts. The children identified as gifted should reflect the diversity of the local community in terms of gender, ethnicity and socio-economic status. Students are identified through the use of multiple resources to develop a body of evidence. Identification and program options are standardized and used consistently throughout the district.

A Glossary of Common Educational Terms

Ability grouping: The flexible regrouping of students based on individual instructional needs.

Acceleration: Moving at a faster pace through academic content.

ALP (Advanced Learning Plan): A plan developed annually that develops programming options and sets goal for the Gifted Learner.

Affective Education: Study of emotions, identifying and dealing with them.

Affective Needs: The social and emotional considerations of an individual.

Articulation: The process of moving students between grades and learning levels.

Asynchronous Development: Differing rates for physical, cognitive, and emotional development, also known as dyssynchronous development. For example, a gifted child may be chronologically 13 years old, intellectually 18, emotionally 8, and physically 11. The discrepancies are greatest for everyone at the chronological age of about 13, but the extremes displayed by gifted children have led some experts to define giftedness itself as asynchronous development. If you tell a gifted child to "Act your age!" s/he could legitimately respond: "Which one?"

Cluster Grouping: The intentional placement of a group of similar-ability students in an otherwise heterogeneous (mixed-ability) classroom for a particular learning activity.

Cross-grade/Multi-age grouping: Grouping strategy that mixes children of different ages for instruction.

Curriculum Compacting: An instructional strategy in which a student's grasp of a subject area is frequently reassessed by the instructor and, following demonstration of mastery of the subject, the student is allowed to progress to the next level or is given more in-depth work in the same subject area.

Differentiation: The modification of programming and instruction based on a student's academic need and intellectual ability.

Enrichment: The enhancement of the curricular program with additional opportunities and avenues of learning.

Heterogeneous Groups: Groups of students with different ability levels.

Homogeneous Groups: Groups of students with similar ability levels.

Independent Study: Students demonstrating content mastery and having a special interest may contract with a teacher for an independent study project. Together they plan a method of investigating the problem or topic and agree on a product.

Learning Contracts: An agreement between the teacher and student granting certain freedoms and choices about how a student will complete tasks, and the student agrees to use the freedoms appropriately in designing and completing work according to specifications.

Mentorship: A cooperative arrangement between a student and a professional adult for the purpose of sharing common interests in a particular skill, knowledge or career orientation.

Modifications: Gifted students with special education needs would have their ALP's written with potential modifications for the standards in the area of disability.

Out-of-Level Testing: Testing typically given to a particular grade or age of student and used to assess abilities of younger students at a higher level than their developmental peers.

Perfectionism: The desire to execute tasks flawlessly. Gifted children may develop perfectionism after entering school, as they perform better than their classmates. Later, such perfectionism may lead to avoiding challenges so as not to appear imperfect.

Pull-Out Programs: Classes and activities held during the school day but outside the regular classroom.

Tiered Assignments: Assignments are designed for different abilities and learning styles.

Twice-Exceptional: Gifted students with disabilities.

Supporting the Emotional Needs of Gifted Children

All children need to be loved, nurtured, kept safe, shown attention and affection and taught how to live with other people. Gifted and talented children are no exception. As parents, it is our privilege and responsibility to do our best to provide these things for our children.

Being the parent of a gifted child is a special job because these children are “special.” This is not to say that they are better or worse than any other child, but rather that they present unique challenges as well as opportunities for themselves and to us as parents. Although there is a tendency to see only this child’s special attributes, we as parents have the responsibility to always see our child as a child first and as gifted and talented second.

The following are thoughtful suggestions and guidelines for parenting the gifted and talented child:

Expectations:

- Help the child distinguish between needs and wants.
- Spend time observing and interacting with your child. Personal observation is the foundation for establishing realistic expectations.
- Remember that your child will not be gifted or talented at everything. Most gifted children really excel in only a few areas.
- Encourage your child to develop and share with you his/her self expectations.
- Accept that your child will not perform at a consistently high level all the time.
- Allow the child time to “just do nothing.”
- Allow the home to be a safe haven to express emotion.

Modeling:

- The best method of teaching is through modeling.
- No other person will have as much influence with a child as a parent.
- Parents have the opportunity and responsibility to model for their children how a healthy, whole person deals with stresses and joys in today’s world.
- Given the gifted child’s ability to see through flawed reasoning, it is unwise to attempt to raise a gifted child by the “do as I say, not as I do” rule.

You are your child's model for:

- Use of personal resources, including time, energy and money; time for thinking, daydreaming, doing nothing (avoid over-scheduling).
- Decision making skills, including taking responsibility for the decisions that are made.
- Stress management techniques, including problem solving, talking about problems with others, recreation and use of humor.
- Communication skills, not only with family, but also with members of the community, including how to respond to those in positions of authority and how to listen to others.
- Tolerance of differences in others and acceptance of our failures and shortcomings.
- Acceptance and expression of feelings, including anger and affection.

Discipline

Every child needs to be taught discipline: to know and understand, given the family, community and society in which we live, that which is acceptable and desirable from that which is not the goal of disciplining a child is to have him/her become self-disciplined. Discipline is not synonymous with punishment, but rewards and punishments are two methods of teaching or reinforcing discipline.

When teaching discipline, remember:

- Keep limits/rules to a necessary minimum.
- Make limits/rules clear and concise. Make sure your child understands what you expect of him or her.
- Set consequences for following and not following rules/limits. Utilize "natural" consequences whenever possible.
- Make rewards and punishments appropriate and reasonable.
- Follow through!
- Be consistent!
- Avoid nagging, sarcasm, ridicule and belittling.
- Avoid power struggles.
- Give your child genuine choices.
- Allow your child to help set limits and consequences (contracting).
- Don't get into arguments with your child. Their verbal skills may get you into uncomfortable and untenable situations.

- Respond to your child’s unspoken needs and concerns in addition to addressing her negative behaviors.
- Try to determine the cause for inappropriate behavior.
- When we as parents make mistakes, it is important to acknowledge them to ourselves and to our child.
- Remember that you are the parent. You have more life experiences and, although possibly not “smarter,” you possess greater wisdom than your child.

Peer and Sibling Relationships

It is very common for gifted and talented children to feel isolated and “weird” or different from most of their peers and even siblings. It is important for parents to understand and then communicate to the gifted child that this difference is okay. It is important to communicate to the child that each of us has special gifts and talents and that these should be accepted and appreciated in each of us.

Although the gifted child may possess certain traits or areas of interest which tend to set him apart from his peers/siblings, it is essential that parents keep in mind that however gifted and talented, the child still must live in this society and relate to others. To promote a sense of elitism or superiority will only increase the child’s sense of isolation and being an outsider.

To improve your child’s peer/sibling relationships:

- Support his sensitivity, but teach appropriate forms of expression.
- Support your child in asserting herself, but teach the art of sharing, including sharing leadership and responsibility.
- Unless someone’s safety is at risk, refuse to become involved in children’s arguments and quarrels. Allow them to solve the problems themselves.
- Support the gifts of each child, G/T or not. Help each child recognize and appreciate the other’s gifts.
- Don’t compare children.
- Spend quality time with each of your children individually.
- One of the best methods to address many peer relationship needs and concerns is to have them involved with a group of intellectually similar peers on a regular basis. This establishes relationships in which they are not “special” but rather a true peer.
- Gifted children may have many different sets of peers depending on the activity they are engaged in.
- Gifted children’s desire to fit into a group and be like the others may lead to hiding their giftedness and talents.

- Many gifted children experience difficulty with the label “gifted” because it sets them apart from their friends.
- Provide a safe place for your child where he can feel free to be himself, to express negative emotions and insecurities, without being lectured or made to feel guilty or incompetent.
- Praise the gifted child for her non-intellectual attributes.
- Try to reduce the competitiveness which interferes with cooperation.

Perfectionism

Although it is important to teach our children that setting high goals and having high ideals and expectations is an admirable quality, it is also important to teach them that, by definition, perfection is not a realistic or attainable goal. If perfection is their goal, they will either experience constant failure in the tasks they attempt, or never begin them out of a fear of failing. Remember we must help our children prioritize and realize that we all have limited resources. Having once set their priorities, we can further help them by encouraging them to take the risk of doing something at which they might not succeed.

Dr. Linda Silverman has the following suggestions for helping your child with perfectionism:

- Acknowledge and accept the child’s sense of frustration.
- Share your own failures and shortcomings and how you learned to deal with them.
- Be supportive when your child takes risks and does not succeed.
- Help your child to understand that ideals and high standards are good, even if we can’t always attain them.
- Encourage your child not to give up; that it takes time and effort to achieve high standards.
- Ask your child if she is willing to accept help from you, to help her simplify the task to achieve success.
- Teach relaxation techniques.
- Give specific, rather than broad, praise. (Broad: “Good job!” Specific: “I like the way that you finished your homework without being reminded.”)
- Teach your child that there are no mistakes, only learning experiences.
- Teach your child when to settle for less than perfect.
- Don’t try to eradicate perfectionism.
- Don’t tell your child he should not feel the way he does.
- Don’t be too critical of her efforts; praise the efforts and risk taking behaviors.

- Don't attempt to destroy the child's ideals.
- Don't make the child believe that perfectionism is a bad quality.

The Introverted Child

An introvert is a private person who needs time and space to be alone. Introverts become exhausted by too much contact with a group of people. The introvert is extremely sensitive and gets his feelings hurt easily. He is uncomfortable when attention is focused on him. He does not like to take risks in public for fear of appearing less than perfect.

Some thoughts on what a parent can do to help the introverted child:

- Allow your introvert to learn in private and show the world the finished product.
- Give your introvert a private place and time to think and reflect.
- Allow the child to observe activities before trying them.
- Don't force the child into large group situations. Introverts may prefer just one friend at a time.
- Correct the child in private and ask the child's teacher to do the same.

Bibliography

Keirse, David and Bates, Marilyn. Please Understand Me, Gnosology Books, Ltd., 1984

Silverman, Linda Kreger, "Perfectionism," Gifted Child Development Center.

Tittle, Bess. "Gifted Kids Need Limits, Too." Gifted Child Monthly, February, 1988.

Webb, James T., Meckstroth, Elizabeth A., and Tolan, Stephanie S., Guiding the Gifted Child, Ohio Psychology Publishing Co., 1982.

Twelve Traits of Giftedness: A Non-Biased Profile

Trait, Aptitude, or Behavior	Description	How It May Look
Motivation	Evidence of desire to learn. Internal drive	Demonstrates persistence in pursuing or completing self--selected tasks (may be culturally influenced); Evident in school or non-school activities Enthusiastic learner; has aspirations to be somebody, to do something
Interests	Intense, sometimes unusual, interests.	Unusual or advanced interests, topic, or activity; self-starter; pursues an activity unceasingly beyond the group.
Communication Skills	Highly expressive with words, numbers, or symbols.	Unusual ability to communicate (verbally, nonverbally, physically, artistically, or symbolically; uses particularly apt examples, illustrations, or elaborations).
Problem-Solving Ability	Effective, often inventive, strategies for recognizing and solving problems.	Unusual ability to devise or adopt a systematic strategy to solve problems and to change the strategy if it is not working; Creates new designs; Inventor.
Memory	Large storehouse of information on school or non-school topics.	Already knows; needs only 1 - 2 repetitions for mastery; has a wealth of information about school and non-school topics; pays attention to details; manipulates information.
Inquiry/Curiosity	Questions, experiments, explore.	Asks unusual questions for age; plays around with ideas; extensive exploratory behaviors directed toward eliciting information about materials, devices, or situations.
Insight	Quickly grasps new concepts; Sees connections; Senses deeper meanings.	Exceptional ability to draw inferences; appears to be a good guesser; is keenly observant; heightened capacity for seeing unusual and diverse relationships, integration of ideas and disciplines.
Imagination/ Creativity	Produces many ideas; highly original.	Shows exceptional ingenuity in using everyday materials; is keenly observant; has wild, seemingly silly ideas; fluent, flexible producer of ideas; highly curious.
Humor	Conveys and picks up on humor well.	Keen sense of humor that may be gentle or hostile: large accumulation of information about emotions; capacity for seeing unusual; uncommon emotional depth; openness to experiences; sensory awareness.

Trait, Aptitude, or Behavior	Description	How It May Look
Intensity "Over-excitabilities"	Strength of reactions, responses, behaviors. (The term "over-excitabilities" comes from Polish psychologist Dabrowski.)	Intense desire for experiences in the area(s) of over-excitability; powerful emotions; seeks intellectual stimulation; sensory experiences evoke strong responses; constant or repetitive movement or gesturing; intense fantasy life; may need creative outlets for intensity.
Reasoning	Logical approaches to figuring out solutions	Ability to make generalizations and use metaphors and analogies; can think things through in a logical manner; critical thinker.
Sensitivity	Strong reactions to emotional stimuli.	Strong sense of compassion; keen sense of justice; empathy; moral and ethical sensibilities; sense of being "different" socially; existential worrying; often overly self-critical.

(A student does not have to show all twelve traits to be considered gifted.)

Bright Child vs. Gifted Child

Bright Child	Gifted Learner
1. Knows the answers	1. Asks the questions
2. Is interested	2. Is highly curious
3. Is attentive	3. Is mentally and physically involved
4. Has good ideas	4. Has wild, silly ideas
5. Works hard	5. Plays around, yet tests well
6. Answers the questions	6. Discusses in detail. Elaborates
7. Top group	7. Beyond the group
8. Listens with interest	8. Shows strong feelings and opinions
9. Learns with ease	9. Already knows
10. 6-8 repetitions for mastery	10. 1-2 repetitions for mastery
11. Understands ideas	11. Constructs abstractions
12. Enjoys peers	12. Prefers adults
13. Grasps the meaning	13. Draws inferences
14. Completes assignments	14. Initiates projects
15. Is receptive	15. Is intense
16. Copies accurately	16. Creates new design
17. Enjoys school	17. Enjoys learning
18. Absorbs new information	18. Manipulates information
19. Technician	19. Inventor
20. Good memorizer	20. Good guesser
21. Enjoys straight forward sequential presentation	21. Thrives on complexity
22. Is alert	22. Is keenly observant
23. Is pleased with own learning	23. Is highly self-critical

By: Janice Szabos, *Gifted Child Quarterly*

Advocacy

Beginning Advocacy: How Can I Help?

1. Become informed of the special needs of the gifted through reading, attending conferences or enrolling in classes.
2. Be involved at home in your child's learning.
3. Volunteer to help in the classroom. Share your career, interests or travel experiences in your child's classroom or school, or act as a resource on children's individual projects. Help locate resource persons to meet with small special interest groups.
4. Share what you know about your child with the classroom teacher.
5. Consider joining local or state organizations such as CAGT.
6. Form partnerships with teachers for support and assistance.
7. Remember to communicate your appreciation to the teacher who makes extra efforts on behalf of gifted children AND let the principal know that the teacher's work is valued.

Language of Advocacy

In talking to school personnel, legislator, or other parents:

Instead of Saying:	Say:
My child is bored in school.	All students should be able to learn at their challenge level.
We must pay attention to the educational needs of our future leaders.	To become successful adults, all students must learn the value of struggling to achieve one's goals.
How can we compete globally if we don't accommodate our "best and brightest" students?	We need to assure that all our students will reach their greatest potential in learning.
Our gifted kids need special programs.	High ability students need opportunities to experience appropriate challenge.
High ability students may need out-of-class opportunities to experience appropriate challenge.	I support all programs that allow students to learn at their own level and pace.
Kids in special education are getting too big a slice of the financial pie in our schools.	Let's study what works for kids in special education and make similar opportunities available for students learning beyond their grade level.

Colorado Association for Gifted and Talented

<http://coloradogifted.org/>

CAGT Mission Statement

It is our belief that all humans have an inherent right to develop their full potential. The purpose of the Colorado Association for Gifted and Talented is to foster an understanding of all gifted children and their exceptional needs, and to advocate for appropriate education through partnerships with educators, parents, administrators, legislators, and the general public.

CAGT is...

A nonprofit advocacy organization with a 30 year history of providing leadership and support to students, parents and educators of gifted young people in Colorado. By way of affiliate members across the state, CAGT has endeavored to keep all school districts and policy makers aware of the issues surrounding gifted education.

The people...

Gifted young people are typically those who score in the top 5 percent of the population on an I.Q. test. The Colorado Department of Education reports there are 51,083 students in Colorado formally identified as gifted (2005-2006). Some estimates place the total number of gifted students in the state to be in the neighborhood of 69,000. Colorado has a growing number of highly qualified educators specialized in gifted education. Gifted individuals are all around us.

The promise...

is that gifted education will continue to enrich our world and nation with intellectual manpower as we face a changing future. The promise is that all children, including those that identified as gifted, will achieve to their fullest potential. Gifted individuals account for the broad majority of new inventions, patents, research and development breakthroughs, and advances in technology. Immersion in the STEM (science, technology, engineering, and mathematics) fields of study is a recent approach.

Books about Giftedness and/or Parenting

College Planning for Gifted Students (3rd ed.), by Sandra L. Berger - A step-by-step guide for discovering the right fit between student and college, including examination of personal goals, values and learning styles, and how to figure out what a college is really like.

Crossover Children: A Sourcebook for Helping Children who are Gifted and Learning Disabled (2nd ed.), by Marlene Bireley - A rich resource that provides specific strategies, recommendations for academic interventions and enrichment activities to help these children (who may also be ADD) to control impulsivity, increase attention, enhance memory, improve social skills, and develop a positive self-concept.

Exceptionally Gifted Children, by Miraca Gross - Features case studies of 15 Australian children. Excellent book on a subject about which little is written.

Helping Gifted Children Soar: a Practical Guide for Parents and Teachers, by Carol A. Strip, with Gretchen Hirsch - User-friendly guidebook, a good resource for those just starting in the gifted field as well as seasoned veterans.

The Many Faces of Giftedness: Lifting the Masks, edited by Alexinia Y. Baldwin and Wilma Vialle - Several authors discuss giftedness in combination with socio-cultural issues, learning disabilities, sensory and physical challenges (deafness, vision impairment, and cerebral palsy), autism disorders, and emotional disturbance.

Once Upon a Mind: The Stories and Scholars of Gifted Child Education, by James R. Delisle - A very readable and usable introduction to the field of gifted education that includes lots of interactive questions and related resources.

Teaching Young Gifted Children in the Regular Classroom: Identifying, Nurturing, and Challenging Ages 4-9, by Joan Smutny, Sally Walker, and Elizabeth Meckstroth – A very readable and comprehensive guide for teachers and parents to identifying and educating gifted children in the preschool and primary grades.

You Know Your Child is Gifted When...: A Beginner's Guide to Life on the Bright Side, by Judy Galbraith - Gain insights into what it means to be gifted, uncover some myths, find out why it matters to know if your child is gifted and what to do if s/he is gifted. Excellent resources included.

Some of My Best Friends Are Books by Judith Wynn-Halstad - A guide for parents, teachers, etc. with suggestions of books for gifted readers from pre-school to high school. Gives a synopsis, age range, how the book relates to gifted kids, and questions to explore.

Bringing out the Best: A Resource Guide for Parents of Young Gifted Children by Jacquelyn Saunders with Pamela Espeland - Aimed at preschool gifted.

Counseling the Gifted and Talented edited by Linda Kreger Silverman,

Gifted Kids Speak Out by James R. Delisle.

The Survival Guide for Parents of Gifted Kids: How to Understand, Live With and Stick Up for Your Gifted Child by Sally Yahnke Walker.

Parenting the Gifted Child (3rd edition) by Linda Kreger Silverman.

Playing Smart: A Parent's Guide to Enriching, Offbeat Learning Activities for Ages 4 to 14 by Susan K. Perry.

Smart Girls: A New Psychology of Girls, Women, and Giftedness (Smart Girls Two) by Barbara Kerr - Important for every parent of daughters, and suitable for the girls also.

Understanding Gifted & Talented Adolescents edited by T.M. Buescher.

Seven Kinds of Smart: Identifying and Developing Your Many Intelligences by Thomas Armstrong.

Coercive Egalitarianism: A Study of Discrimination Against Gifted Children by Stephen Schroeder-Davis.

Guiding the Gifted Child by James T. Webb.

The Way They Learn by Cynthia Ulrich Tobias.

The Explosive Child by Ross W. Greene. The whys of oppositional defiance and how to deal with it.

Raising Your Spirited Child by Mary Sheedy Kurcinka.

Raising Your Spirited Child Workbook by Mary Sheedy Kurcinka.

Nature's Gambit: Child Prodigies and the Development of Human Potential by Henry David Feldman - Studies of a number of prodigies in different fields, following their growth for a period of years.

The Hurried Child by David Elkind - Helps with the struggle to balance encouraging versus pushing

How to Talk so Kids Will Listen and Listen so Kids Will Talk by Adele Faber & Elaine Mazlish
- Parents of gifted kids absolutely require this book - especially when raising little lawyers.

Coping for Capable Kids by Leonora M Cohen and Erica Feydenberg.

Parent's Guide to Raising a Gifted Child: Recognizing and Developing Your Child's Potential edited by James Alvino.

Teaching Gifted Kids in the Regular Classroom by Susan Winebrenner - Full of practical ideas and helpful for parents as well as teachers.

Programs and Competitions Appropriate for Motivated Learners

Academic Games Tournament

<http://www.academicgames.org>

Academic Triathlon

<http://academictriathlon.org>

Continental Mathematics League

<http://www.continentalmathematicsleague.com>

Destination Imagination

<http://www.destinationimagination.org>

Future Problem Solving

<http://www.fpsp.org>

HOBY Sophomore Leadership Seminars

<http://www.hoby.org>

Intel International Science and Engineering Fair

<http://sciserv.org/isef>

Knowledge Masters

<http://www.greatauk.com/KMO.html>

MathCounts

<http://mathcounts.org>

Mathematical Olympiads

<http://www.moems.org>

Merlyn's Pen Short Story Contest

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

National Americanism Essay Contest

<http://www.fra.org/Content/fra/AboutFRA/EssayContest/default.cfm>

National Engineering Design Challenge

<http://www.jets.org/programs/nedc.cfm>

National Federation of Press Women High School Communications Contest

<http://www.nfpw.org/competitions.htm>

National Geography Bee

<http://www.nationalgeographic.com/geographybee/>

National Geography Challenge

<http://www.ncge.org/resources/challenge.cfm>

National High School Oratorical Competition

http://www.legion.org/events/evt_oratorical.htm

National History Day Contest

<http://www.nationalhistoryday.org>

National Junior Classical League

http://www.legion.org/?section=prog_evt&subsection=evt_oratorical&content=evt_oratorical
1

National Mathematics League Competitions

<http://www.mathleague.com>

National Peace Essay Contest

<http://www.usip.org/ed/npec/index.html>

National Spelling Bee

<http://www.spellingbee.com>

Paul A. Witty Outstanding Literature Award

http://www.ira.org/association/awards/sig_witty.html

Physics Bowl

<http://www.aapt.org/Contests/physicsbowl.cfm>

Promising Young Writers Program

<http://www.ncte.org/about/awards/student/pyw/107525.htm>

Science Olympiad

<http://www.soinc.org>

NASA Student Involvement Program

<http://nsip.net/index.cfm>

Stock Market Game

<http://www.smg2000.org>

United States Academic Decathlon

<http://www.usad.org>

USA Computing Olympiad

<http://www.uwp.edu/academic/mathematics/usaco>

Internet Resources for Gifted Children, Families, and Education

Hoagies' Gifted Education Web Page:

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

National Association for Gifted Children:

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

Center for Gifted Education at the College of William and Mary:

<http://cfge.wm.edu/>

Colorado Association for the Gifted and Talented:

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

Colorado Department of Education Gifted Education:

<http://www.cde.state.co.us/gt/index.htm>

Social Emotional Needs for Gifted Children

<http://sengifted.org/>

The SENG website strives to be the most comprehensive, free information and resource on the web that is dedicated to the social and emotional aspects of giftedness. Their online Articles Library features practical and research-based articles on topics ranging from parenting, to counseling, to multiple-exceptionalities, to characteristics of giftedness, to being a gifted adult.

Gifted Education Student Identification Process

1. Nomination
 - a. Nomination by parent, student, teacher or other.
 - b. Nomination through grade level screening (i.e. CSAP testing, Acuity testing, etc.)
2. Permission to Test sent to parents
3. Collection of Data
 - a. Parent/Teacher/Student Inventories
 - b. Performance Data
 - c. Intellectual Aptitude
 - d. Academic Performance
 - e. Other data as needed
4. A committee of three meets to determine eligibility. Committee may include teachers, principal, social worker, psychologist, g/t personnel, parents or other stakeholders.
 - a. Not eligible: Parents notified and enrichment activities within the classroom are recommended.
 - b. Eligible: Parents are notified and a plan of services is determined.
5. Advanced Learner Plan is developed and reviewed with stakeholders (teachers, parents, student, etc.)

Programming Options for Gifted Learners

Structural Changes:

1. Cluster groupings within the schools: Gifted students at the same grade level are grouped together within the same classroom.
2. Advanced Placement and Honors Classes: Provide challenge and rigor to gifted students. Students may have the option of entering these classes early.
3. Pullout program/resource room (3J elementary only): Students are pulled out for the purpose of extending what is being taught in the regular classroom. “The key to resource room success is that the regular education and gifted education teacher collaborate on the needs of gifted students and the shared responsibility of differentiated instruction.” (CDE Programming Guide)
4. Magnet school (Ft. Lupton only): A school focused on the needs of high-ability students.
5. Cross grade level grouping: Student is grouped with like-ability students for the purposes of acceleration. There should be no ceiling on the child’s learning within groups.

Differentiated Curriculum, Instruction and Assessment in the regular classroom:

1. Subject Acceleration and Curriculum Compacting: Students learn at a considerably faster pace in their area(s) of strength.
2. Content Extension: Students study curriculum in more depth in their area(s) of strength or with more complexity. May involve independent study or contract learning.

Content Options to Address Identified Area of Strength

1. Duel Enrollment with Aims Community College: Students enroll in classes through Aims Community College in their strength area.
2. Mentoring/internships: Students are provided with opportunities to partner with individuals and businesses within the community.
3. Credit by examination: Students are given an opportunity to test out of classes.
4. Enrichment and extracurricular activities (before and/or after school)

Affective Guidance

1. **Orientation into gifted program:** Provide students with information about options available through the gifted and talented program.
2. **Affective Development:** Address issues of affective development for gifted students: perfectionism, unrealistic goals, emotional intensity, moral concerns, and the result of stress and lower achievement.
3. **Career and College Planning:** Provide counseling focused on career and college planning, including options for financial aid, testing, mentorship, and job shadowing.