

Jones County School District Gifted Studies Instructional Management Plan

STAR REACH PROGRAM



2013-2014

Dear Parent/Guardian,

Welcome to the Jones County School District's Gifted Program. We are pleased to have your child as a participant in our program. Our district's motto is "We empower and inspire," and the gifted program provides the opportunity for our educators to empower and inspire your child, as your child empowers and inspires others. Because your child has demonstrated unusually high potential and exceptional abilities, he/she will be provided with instruction that goes beyond the core curriculum. Through higher levels of thinking and application of knowledge, your child will begin to realize his/her abilities and potential contributions to self and society.

If you have any questions about our district's gifted program, please feel free to contact your child's school counselor or teacher of the gifted. Also, you may contact the district office for support.

Sincerely,

Melissa Bufkin, NBCT, Ed. S. - Gifted Coordinator

Janet Culpepper - Psychometrist

Dr. Marla Rayner-Sumrall - Psychometrist

Star Reach Mission

It is the mission of the Jones County School District's Star Reach Program to ensure that gifted children, who demonstrate unusually high potential, are provided with an appropriate education that is based upon their exceptional abilities. Students deemed as "gifted" will receive uniquely qualitatively educational experiences that are different than the regular education classroom.

Philosophy

The Star Reach Gifted Education Program realizes that students with exceptional abilities need differentiated curricula that adhere to their unusually high potential. Students must be immersed into a multi-disciplinary environment that meets their individual needs, and at the same time, challenges them to attain their highest potential. Students must be given continual opportunities to interact with their intellectual peers in an environment that is flexible and fosters creativity and risk-taking. Teachers of the gifted provide guidance and support to these students to help them recognize their talents and abilities.

Program Goals and Objectives

- ❖ The Jones County School District Star Reach Program will provide gifted education students with a curriculum that differs from the regular education school program through the following objectives.
 - provide opportunities of differentiated activities with curriculum content that is compacted, accelerated, and multi-disciplinary
 - provide opportunities for career exploration and life skills development
 - provide opportunities for exposure to and appreciation for the visual and performing arts
 - provide an environment that allows students to become self-directed learners to meet/exceed the gifted standards/outcomes

- ❖ The Jones County School District Star Reach Program will provide the following gifted education services to those students identified as gifted by meeting the following objectives.
 - provide in-class counseling/guidance for gifted students
 - provide support to meet the social, emotional, and affective needs of gifted students
 - provide intervention strategies for gifted at-risk students

Definition of Intellectually Gifted Children

“Intellectually Gifted Children” shall mean those children and youth who are found to have an exceptionally high degree of intelligence as documented through the identification process. (State Regulations pg. 1)

Definition of Gifted Education Program

“Gifted Education Program” shall mean special programs of instruction for intellectually gifted children in grades 2-12 or academically gifted children in grades 9-12. Such programs shall be designed to meet the individual needs of gifted children and shall be in addition to and different from the regular program of instruction provided by the district. (State Regulations pg. 1)

Purpose of the Gifted Education Program

Students in the Star Reach program work under specific Instructional Management Plan (IMP) objectives. The IMP is comprised of six process skills and 42 objectives. These process skills are organized by scope and sequence and introduced, developed, and extended over a period of time. The goal of instruction is to guide students to develop higher order critical thinking skills.

In accordance with the Mississippi Department of Education recommendations, the Intellectually Gifted Program is evaluated annually by a variety of stakeholders (parents, students, administrators, and teachers) through a survey process. The information gathered is used to improve and strengthen the program and to assist in providing quality programming for Intellectually Gifted Students. The Instructional management Plan is reviewed and updated annually based upon the results of the gifted program evaluation.

INDIVIDUAL REFERRAL PROCESS

This process involves students who are individually referred for gifted eligibility. A student may be referred by a parent, teacher, counselor, administrator, peer, self, or anyone else having reason to believe that the student might be intellectually gifted. The person initiating the referral shall sign the referral form and date it. Once the student is referred, the district personnel shall collect the data required to satisfy the referral criteria. Once a referral form has been initiated, signed, and dated, only the LSC or parents can stop the identification process.

STAGE 1: STUDENT IDENTIFICATION PROCESS

The identification process consists of a combination of subjective and objective measures to determine eligibility for the gifted programs. No single evaluation method or instrument adequately identifies students who are gifted. Thus, a multi-factored identification process is followed to ensure a fair evaluation of each individual student. The identification process provides an equitable opportunity for the inclusion of students with an emerging potential for gifted – students who are culturally diverse, underachieving, disabled under the Individuals with Disabilities Education Act (IDEA) guidelines, physically handicapped, ADD/ADHD, as well as students who exhibit classroom behavior such as extreme shyness, short attention spans, disruptiveness,

continual questioning, and anxiety. Throughout the identification process, close attention and careful consideration is focused to all information available and collected on each individual student and how that information dictates the kinds of instruments and measures that should be used to correctly assess that student.

STAGE 2: LSC REVIEW OF REFERRAL DATA

Once the referral data have been collected, the LSC reviews all data and makes one of the following recommendations:

1. the student has satisfied minimal criteria on at least three measures and should move forward to the assessment stage, or
2. the student has not satisfied minimal criteria on at least three measures, however, the LSC feels strongly that additional data should be collected and the student reconsidered at that time, or
3. the student has not satisfied minimal criteria on at least three measures and the identification process should stop.

STAGE 3: PARENTAL PERMISSION FOR TESTING

At this time, district personnel obtain written parental permission for testing.

STAGE 4: ASSESSMENT

The assessment stage is the individual test of intelligence, which is administered by a licensed examiner.

STAGE 5: ASSESSMENT REPORT

District personnel writes an Assessment Report.

STAGE 6: LSC ELIGIBILITY DETERMINATION

Once the Assessment Report is finalized, the LSC meets to review all data and determine if eligibility criteria have or have not been satisfied. The LSC rules that the student is or is not eligible for the intellectually gifted program. District personnel notifies in writing the parents of each student tested for the intellectually gifted program about the assessment results.

PROCESS FOR ENTERING/EXITING PROGRAM

The decision to participate or not to participate in the program rests with the student and his/her parent or guardian once the LSC committee has made the recommendation for placement. If for any reason a parent/guardian of a student does not wish for his/her student to participate in the program, he/she may elect not to sign consent for placement. If the student has been in the

program, a parent/guardian may revoke, in writing, the consent for participation. If a student's performance and participation in the gifted program is unsatisfactory after a nine week period, a conference including the student, his/her parent or guardian, a gifted teacher(s) and administrator will be held. The purpose of the meeting will be to assess the student's behavior and performance in the program. If the student's performance/participation during the nine weeks period following the improvement plan is unsatisfactory, the student will be removed from the program. The decision to remove a student from participation in the gifted program is the responsibility of the LSC committee which is comprised of the administrator, gifted education teachers, and a psychometrist.

Appeal Provision

A decision of non-placement made by the LSC committee may be appealed by a student's parent or guardian. A conference between the person making an appeal and the gifted administrator will be held during which all evaluation records will be reviewed and discussed. If a person making the appeal disagrees with the LSC committee after this conference, an appeal before the committee may be requested as follows:

1. Person making the appeal must submit a request by letter for a hearing by the committee no later than ten days after the committee has announced its placement decision.

2. The LSC committee must respond by letter to the person making the appeal no later than ten days after the receipt of the letter of appeal. The LSC committee's letter will specify the day and time of the hearing before the committee.

3. Following the hearing before the LSC committee, if the person making the appeal disagrees with the committee's decision and wishes to make another appeal, the person must follow the district's local policies governing the appeals process.

HOMEWORK/CLASSWORK

As outlined in the Regulation for the Gifted Education Programs in Mississippi 2013, gifted students in grades 2-6 may not be required to make-up class work missed when they are scheduled to be in the gifted classroom. Gifted students shall be held accountable for demonstrating mastery of concepts and information on regularly scheduled tests. Intellectually gifted students may or may not consistently perform on classroom activities including graded daily work and tests at the 90%ile or above. The best predictor of intellectual ability is their ability to reason and use information in unusual ways, not their classroom performance.

Instructional Management Plan

Scope and Sequence of Process Skill Development and Outcomes for the Jones County School District Gifted Program

Star Reach Program of Enrichment for Gifted Students

Jones County School District

Ellisville, Mississippi 39437

Student: _____

Entered Program in _____ Grade

Note: As students enter the program at different grade levels and with varying levels of experience and development, modifications to the scope and sequence skill development are made on a regular basis to meet the individual needs.

Skills	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1. Thinking Skills 1.1 Higher Order Thinking The student will recognize and identify levels of Bloom's Taxonomy.			I	E	M
1.2 Logical Thinking 1.2.1 Analogical Thinking The students will practice and become proficient in solving analogy puzzles and activities of different types.	I	E	E	E	M
1.2.2 Deductive Reasoning The student will use deductive reasoning to arrive at a conclusion based on a process that moves from the general to the specific.	I	E	E	E	M
1.2.3 Inductive Reasoning The student will use inductive reasoning skills to arrive at a conclusion based on a process that moves from the specific to the general.		I	E	E	M
1.2.4 Figural Reasoning The student will use reasoning which involves concrete forms that are perceived visually, auditory elements such as rhythms and simple sounds, and tactual or kinesthetic materials. The components are: figural similarities (students exercise cognition in selecting the correct shape among subtly different ones), figural sequences (student practice a variety of skills in sequencing), figural classification (students organize objects by similar characteristics), and figural analogies (students analyze the components, recognize the relationships, and complete analogies by selecting and/or drawing the missing figures).			I	E	M
1.2.5 Synectics The student will learn to make analogies of or solve familiar ideas or problems in new ways.			I	E	M
1.3 Creative Thinking The student will define, explain, and demonstrate the terms: fluency, flexibility, originality, elaboration, curiosity, risk-taking, complexity, and imagination by working individually or in small groups with others using group dynamics.	I	E	E	E	M
1.3.1 Fluency The student will use fluency to generate a large quantity of ideas, products, or plans.	I	E	E	E	M
1.3.2 Flexibility The student will use flexibility to take a variety of possibilities or realms of thought or ideas.	I	E	E	E	M

Skills	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1.3.3 Originality The student will use originality to generate unusual/unique responses of clever ideas.	I	E	E	E	M
1.3.4 Elaboration The student will use elaboration to embellish upon an idea.	I	E	E	E	M
1.4 Critical Thinking The student will define and clarify ideas, judge information, infer or solve problems and draw reasonable conclusions.	I	E	E	E	M
1.4.1 Questioning Techniques The student will be able to use good questioning techniques to ask appropriate questions based on the level of thinking desired. They will assess and make adjustments to questions and evaluate the proper level.	I	E	E	E	M
1.4.2 Intuitive Reasoning The student will recognize intuitive reasoning when it occurs, know the steps conducive to intuitive reasoning, and be able to use these steps as tools for personal growth.			I	E	M
1.4.3 Fact and Opinion The student will differentiate between fact and opinion using confrontation with the problem, data gathering-verification, data gathering-experimentation, organizing, formulating an explanation/opinion.		I	E	E	M
1.4.4 Decision Making The student will outline, weigh, make final judgments, and defend a decision using the components of decision-making: alternative, criteria, weighting, decision, and reasons.			I	E	M
1.4.5 Evaluation Techniques The student will make a judgment regarding the merit or worth of an idea/object/activity using problem identification, criteria setting, verification, idea testing, and judgment.			I	E	M
1.4.6 Ethical Awareness/Global Implications The student will recognize personal, local, regional, national, and global implications of ethical standards set/observed and implications of situations/events/ideas in general.			I	E	M
1.4.7 Probability/Prediction The student will identify, compare, and demonstrate use of probability and prediction in problem solving activities.			I	E	M
1.5 Creative Problem Solving The student will identify and follow the steps in the Creative Problem Solving (CPS) process.			I	E	M
2. Creativity	I	E	E	E	M
2.1 Analysis of Creative Process The student will recognize and apply each of the four traditional stages of the creative process.					
2.1.1 Preparation The student will clarify and define the problem, gather relevant information, and discover unsuccessful solutions to the problem.	I	E	E	E	M
2.1.2 Incubation The student will share definitions and descriptions of incubation (putting a problem away and letting your subconscious think about it) and apply it to the creative process.	I	E	E	E	M
2.1.3 Illumination The student will identify sudden change of perception (the "Aha" or "Eureka") and discuss illumination in the creative process.	I	E	E	E	M
2.1.4 Verification The student will test and evaluate solutions based on set criteria.	I	E	E	E	M
2.2 Attribute Listing The student will identify attributes of a product, process, or problem.	I	E	E	E	M
2.3 Morphological Analysis The student will generate several attributes for each object/idea, design a matrix, and develop criteria to analyze combinations created.			I	E	M

Skills	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
2.4 Creative Thinking The student will define, explain, and demonstrate the terms: fluency, flexibility, originality, elaboration, curiosity, risk-taking, complexity, and imagination by working individually or in small groups with others using group dynamics. .	I	E	E	E	M
2.4.1 Fluency The student will use fluency to generate a large quantity of ideas, products, or plans.	I	E	E	E	M
2.4.2 Flexibility The students will use flexibility to take a variety of possibilities or realms of thought or ideas.	I	E	E	E	M
2.4.3 Originality The student will use originality to generate unusual/unique responses of clever ideas.	I	E	E	E	M
2.4.4 Elaboration The student will use elaboration to embellish upon an idea.	I	E	E	E	M
2.5 Spontaneous Thinking The student will discover, view, and explore ideas/solutions in a different way using creative thought or divergent thought production.		I	E	E	M
2.6 Divergent Thinking (Scamper) The student will generate a variety of ideas using SCAMPER: Substitute, Adapt, Modify, Magnify, Minify, Put To Other Uses, Eliminate, Reverse, Rearrange.			I	E	M
2.7 Creative Problem Solving The student will define, illustrate, and justify the use of the steps in the Creative Problem Solving (CPS) process.			I	E	M
2.8 Creative Expression The student will demonstrate creative expression in a variety of ways.	I	E	E	E	M
2.8.1 Creative Writing The student will demonstrate creative expression through the writing process (prewriting, drafting, revision, proofreading, publishing).	I	E	E	E	M
2.8.2 Performing Arts The students will demonstrate creative expression through performing arts.	I	E	E	E	M
2.8.3 Creative Arts The students will demonstrate creative expression through creative arts.	I	E	E	E	M
3. Communication Skills					
3.1 Speaking/Presentation Skills The student will transfer skills from reading, writing, and listening to speaking. They will establish, build and maintain a relationship with their audience.	I	E	E	E	M
3.2 Writing Skills The student will be able to effectively communicate through writing using the writing process (prewriting, drafting, revising, proofreading/editing, and publishing of a variety of products.)		I	E	E	M
3.3 Propaganda Techniques The student will experience, recognize, and identify the propaganda techniques.			I	E	M
3.4 Debating Skills The student will define and explain the terms proposition, affirmative, negative, status quo, proof, refute, cross-examine, case brief, evidence, and rebuttal.				I	M
4. Research					
4.1 Interdisciplinary Connections The student will apply interdisciplinary skills developed in the regular classroom in completing given or selected task.			I	E	M
4.2 Social Awareness The student will demonstrate understanding of local, regional, national, and world events in the news.	I	E	E	E	M

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Skills					
4.3 Scientific Research The student will demonstrate understanding of the scientific process by following the process in conducting research.		I	E	E	M
4.4 Historical Research The student will use research steps outlined above in analyzing and synthesizing information from history.			I	E	M
4.5 Descriptive Research The student will use research steps outlined above to locate information which provides new knowledge or understanding in a particular area.		I	E	E	M
4.6 Primary Research The student will use primary source documents in researching given or selected topics.			I	E	M
4.7 Research Skill Development The student will identify types of research investigation. They will propose and conduct a research plan by: identifying a research topic, developing questions relating to the topic, identifying resources, collecting and organizing data, presenting the findings, and evaluating the presentation.	I	E	E	E	M
4.8 Goal Setting The student will establish goals, timelines, and progress checks for conducting chosen research projects.	I	E	E	E	M
4.9 Independent Research The student will use research skills outlined above to conduct independent research, present findings to authentic audiences, and evaluate process.	I	E	E	E	M
5. Creative and Performing Arts					
5.1 Creative/Visual Arts The student will demonstrate an understanding and appreciation for the creative/visual arts.	I	E	E	E	M
5.1.1 Exposure to Visual Arts The student will research, compare, and critique periods of art and the works of a variety of artists.	I	E	E	E	M
5.1.2 Study of Components of Visual Arts The student will study the components of color and art in a variety of mediums.	I	E	E	E	M
5.1.3 Participation-Application The student will design and create artwork using a variety of mediums.	I	E	E	E	M
5.2 Performing Arts The student will demonstrate an understanding and appreciation for the performing arts.	I	E	E	E	M
5.2.1 Exposure to Performing Arts The student will view, summarize, and compare performing arts experiences.	I	E	E	E	M
5.2.2 Study of Components of Performing Arts The student will study and compare the components of performing arts.	I	E	E	E	M
5.2.3 Participation in Performing Arts Experiences The student will apply creative expression through performing arts experiences.	I	E	E	E	M
6. Life Skills					
6.1 Life Skills Training Experiences The student will investigate, analyze, and evaluate life skills training experiences.	I	E	E	E	M
6.1.1 Goal Setting The student will demonstrate understanding of setting goals, become familiar with the elements of effective goal setting, and complete a self-audit for goal setting.	I	E	E	E	M
6.1.2 Time Management The student will demonstrate time-management skills by setting goals for completion of projects and meeting deadlines.	I	E	E	E	M

6.1.3 Money Management The student will demonstrate money management skills through a variety of situations.	I	E	E	E	M
Skills	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
6.1.4 Decision Making The student will outline, weigh, make final judgments, and defend decision.			I	E	M
6.2 Social Interaction The student will role-play and demonstrate understanding of appropriate rules of social interaction in given situations.		I	E	E	M
6.2.1 Etiquette The student will discuss, role-play, and apply rules of etiquette in a variety of situations.		I	E	E	M
6.2.2 Business Protocol The student will discuss, role-play, and apply knowledge of business protocol in simulations.				I	M
6.3 Work Ethic The student will demonstrate an understanding of behaviors necessary for success in the classroom and work place.	I	E	E	E	M
6.3.1 Perseverance/Task Commitment The student will discuss the characteristics of perseverance and demonstrate ability to persevere by completing chosen or given task.	I	E	E	E	M
6.3.2 Initiative The student will discuss and demonstrate initiative in a variety of situations.		I	E	E	M
6.3.3 Responsibility The student will discuss and demonstrate ability to work cooperatively as a member of a team.	I	E	E	E	M
6.3.4 Team Work The student will demonstrate ability to work cooperatively as a member of a team.	I	E	E	E	M
6.3.5 Integrity /Ethical Awareness The student will discuss characteristics and importance of integrity and ethical awareness in personal and professional relationships.				I	M
6.4 Participation/Application of life skills in real-life exploratory experiences	I	E	E	E	M
6.4.1 Simulations of real-life activities The student will participate in activities that simulate real-life in a variety of situations.	I	E	E	E	M
6.4.2 Real-life Problem Solving The student will identify and research a real-life problem, brainstorm possible solutions, predict consequences, select best alternative, develop a plan of action, and evaluate results.			I	E	E
7. Career Exploration					
7.1 Career Research The student will participate in career research and develop an awareness of career options, educational requirements, job descriptions, responsibilities, and potential income of a variety of careers.	I	E	E	E	M
7.2 Interviews of Individuals in a Variety of Careers The student will conduct interviews of individuals in various career fields.	I	E	E	E	M
7.3 Mentorships The student will participate in mentorships to provide career exploration experiences.			I	E	M
7.4 Internships The student will investigate internships to provide career exploration experiences.				I	M
8. Small/Large Group Dynamics The student will work collaboratively and effectively as a member of a team in small and large group settings.	I	E	E	E	M
8.1 Listening Skills	I	E	E	E	M

The student will listen attentively and respond appropriately in small/large group activities.					
Skills	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
8.2 Speaking Skills The student will interact appropriately in small/large group activities.	I	E	E	E	M
8.3 Goal Setting The student will contribute to setting goals as a member of a small/large group.	I	E	E	E	M
8.4 Interpersonal Relationships The student will develop the awareness of the human capacity to detect moods, temperaments, motivations, and intentions of others in a variety of activities.		I	E	E	M
8.4.1 Respect/Tolerance for Others Points of View The student will demonstrate respect/tolerance for the views of others.		I	E	E	M
8.4.2 Ethical Awareness The student will recognize personal, local, regional, national, and global implications of ethical standards set/observed and implications of situations/events/ideas in general.		I	E	E	M
8.4.3 Commitment to Convictions The student will demonstrate the ability to remain committed to convictions in the face of opposition and opinions of others.		I	E	E	M
8.4.4 Ability to Compromise In group situations, the student will demonstrate the flexibility to consider opinions of others and compromise for the good of the group.		I	E	E	M
8.4.5 Self-Discipline The student will demonstrate self-discipline and control in a group setting.		I	E	E	M
8.4.6 Risk-Taking The student will demonstrate the willingness to expose oneself to failure, take a guess, function under conditions devoid of structure, and defend one's own ideas.		I	E	E	M
8.4.7 Task Commitment The student will demonstrate the ability to stay with a task until completed.		I	E	E	M
8.5 Ability to Work Cooperatively as a Member of a Group The student will demonstrate the ability to work cooperatively as a contributing member of a group.		I	E	E	M
8.6 Leadership Skills The student will identify personal leadership traits, determine the appropriate leadership style needed for individual and whole group members, and effectively communicate to the group in order to accomplish the goal(s) or task.		I	E	E	M
8.7 Evaluation Skills The student will make a judgment regarding the merit or worth of an idea/object/activity using problem identification, criteria setting, verification idea testing, idea testing, and judgment.	I	E	E	E	M
9. Intra-personal Skills/Self-Directed Learning/Autonomous Learning					
9.1 Self-Assessment The student will identify interests, learning styles, and expression style preference and set personal learning goals.	I	E	E	E	M
9.1.1 Interest Identification The student will identify personal interest through use of various interest inventories.	I	E	E	E	M
9.1.2 Learning Styles The student will identify the characteristics of learning styles; assess, identify, and evaluate individual learning styles; and use alternative learning styles in a variety of situations.		I	E	E	M
9.1.3 Expression Style Preference The student will identify characteristics of expression styles, assess personal preferences, and use various methods of expression as final products.		I	E	E	M
9.1.4 Goal Setting The student will demonstrate understanding of setting goals, become familiar with the	I	E	E	E	M

elements of effective goal setting, and complete a self-audit for goal setting.					
Skills	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
9.2 Autonomous Learning The student will analyze individual interests, strengths and weaknesses, time-management and organization skills, to set goals, plan and monitor self-directed or autonomous learning.	I	E	E	E	M
9.2.1 Goal Setting The student will demonstrate understanding of setting goals, become familiar with the elements of effective goal setting, and complete a self-audit for goal setting.	I	E	E	E	M
9.2.2 Visualization The students will identify visual thinking components in a systematic way. They will visualize alternative techniques for arriving at solutions.			I	E	M
9.2.3 Organization Skills The student will demonstrate ability to organize task, evaluate and set priorities for task completion.	I	E	E	E	M
9.2.4 Self Discipline/ Task Commitment The student will demonstrate self discipline and the ability to see a task to completion in a variety of situations.	I	E	E	E	M
9.2.5 Risk-Taking The student will demonstrate the willingness to expose oneself to failure, take a guess, function under conditions devoid of structure, and defend one's own ideas.		I	E	E	M
9.2.6 Problem Solving The student will identify and research a problem, brainstorm possible solutions, predict consequences, select best alternative, develop a plan of action, and evaluate results.			I	E	M
9.2.7 Decision Making The student will outline, weigh, make final judgments, and defend a decision using the components of decision-making: alternatives, criteria, weighting, decision, and reasons.			I	E	M
9.2.8 Ethical Awareness The student will recognize personal, local, regional, national, and global implications of ethical standards set/observed and implications of situations/events/ideas in general.		I	E	E	M
9.3 Independent Study The student will demonstrate the skill of being a self-directed learner by showing continuous progress on independently selected study project.	I	E	E	E	M
9.3.1 Topic Selection The student will select a topic for independent study based on identified interest.	I	E	E	E	M
9.3.2 Research Skill Development The student will identify a research topic, develop questions relating to the topic, identify resources, collect and organize data, present the findings, and evaluate the presentation.	I	E	E	E	M
9.3.3 Writing Skills The student will be able to effectively communicate through writing using the writing process (prewriting, drafting, revising, proofreading/editing, and publishing of a variety of products.		I	E	E	M
9.3.4 Use Technology The student will use various modes of technology as tools in projects to accomplish the goal of being a self-directed learner.	I	E	E	E	M
9.3.5 Speaking/Presentation Skills The student will transfer skills from reading, writing, and listening to speaking. They will establish, build and maintain a relationship with their audience.	I	E	E	E	M
Skills	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
10. Affective Skills/Self Awareness/ Personal Growth					
10.1 Interpersonal Relationships					

10.1.1 Social Awareness The student will demonstrate awareness of the needs and feelings of others in social situations.	I	E	E	E	M
10.1.2 Ethical Awareness The student will recognize personal, local, regional, national, and global implications of ethical standards set/observed and implications of situations/events/ideas in general.		I	E	E	M
10.1.3 Personality Styles The student will identify characteristics of personality styles and identify personal attributes.			I	E	M
10.1.4 Tolerance/Respect The student will demonstrate respect/tolerance for the views of others.		I	E	E	M
10.1.5 Decision Making The student will outline, weigh, make final judgments, and defend a decision using the components of decision-making: alternatives, criteria, weighting, decision, and reasons.			I	E	M
10.1.6 Risk-Taking The student will demonstrate the willingness to expose oneself to failure, take a guess, function under conditions devoid of structure, and defend one's own ideas.		I	E	E	M
10.1.7 Evaluation Skills The student will make a judgment regarding the merit or worth of an idea/object/activity using problem identification, criteria setting, verification idea testing, idea testing, and judgment.	I	E	E	E	M
10.2 Intrapersonal Skills					
10.2.1 Learning Styles The student will identify the characteristics of learning styles; assess, identify, and evaluate individual learning styles; and use alternative learning styles in a variety of situations.			I	E	M
10.2.2 Goal Setting The student will demonstrate understanding of setting goals, become familiar with the elements of effective goal setting, and complete a self-audit for goal setting.	I	E	E	E	M
10.2.3 Decision Making The student will outline, weigh, make final judgments, and defend a decision using the components of decision-making: alternatives, criteria, weighting, decision, and reasons.			I	E	M
10.2.4 Risk Taking The student will demonstrate the willingness to expose oneself to failure, take a guess, function under conditions devoid of structure, and defend one's own ideas.		I	E	E	M
10.2.5 Social/Emotional Development The student will address issues related to social emotional development.	I	E	E	E	M
10.2.6 Organization Skills The student will demonstrate ability to organize task, evaluate, and set priorities for task completion.	I	E	E	E	M
10.2.7 Self Discipline/Task Commitment The student will demonstrate self-discipline and the ability to see a task to completion in a variety of situations.	I	E	E	E	M
10.2.8 Coping Skills The student will demonstrate an understanding of coping skills in a variety of situations.	I	E	E	E	M
10.2.9 Stress Management The student will identify, practice, and evaluate stress management techniques.	I	E	E	E	M
10.2.10 Evaluation Skills The student will make a judgment regarding the merit or worth of an idea/object/activity using problem identification, criteria setting, verification idea testing, idea testing, and judgment.	I	E	E	E	M

I-Introduced Skill E-Extend Skill Development M-Master Use of Process Skill

Gifted Education Outcomes

- I. Thinking Skills**
 - a. Define and classify problems**
 - b. Make connections and draw conclusions**
 - c. Analyze information objectively and critically**
 - d. Reflectively developing a relationship between facts and values**
 - e. Differentiate beliefs and what is true from his/her understanding of what is logically and realistically possible**

- II. Creativity**
 - a. Divergent thinking**
 - b. Analogical thinking**
 - c. Visualization**
 - d. Attribute listing**
 - e. Morphological analysis**
 - f. Synectics**
 - g. Intuitive thinking**
 - h. Spontaneous thinking**
 - i. Creative problem solving**
 - j. Creative process in an appropriate manner to develop a workable solution(s)**

- III. Group Dynamics**
 - a. As a leader:**
 - i. Select leadership style and effectively work with group members identifying group goals and objectives**
 - ii. Generate ideas for possible solutions**

- iii. **Develop strategies for obtaining acceptance for the solution(s)**
- iv. **Keeping the group on task**
- v. **Identifying ethical implications of the process and decision(s) of the group**
- vi. **Using effective communication skills**
- vii. **Appropriate interpersonal skills**
- b. **As a member:**
 - i. **Participate in selecting group goals and objectives**
 - ii. **Generating ideas for the solution(s)**
 - iii. **Using interpersonal skills**
 - iv. **Effective communication skills**
 - v. **Taking a stand for personal convictions**
 - vi. **Recognizing and pointing out to others in the group the ethical implications of the idea(s) being considered**
 - vii. **Effectively working toward the agreed upon goals and objectives of the group.**

IV. Communication

- a. **Need to retrieve and/or disseminate information**

V. Socio-Emotional Guidance and Counseling

- a. **Gifted students shall be provided differentiated guidance efforts to meet their unique socio-emotional development**
- b. **Gifted students shall be provided with career guidance services especially designed for their unique needs.**
- c. **Gifted students shall be provided with guidance and counseling to help them reach their potential**
- d. **Gifted students shall be provided with affective curriculum in addition to differentiated guidance and counseling services.**

e. Underachieving gifted students shall be identified and served rather than omitted from differentiated services.

VI. Professional Development

- a. A comprehensive staff development program and materials shall be provided for all school staff involved in the education of gifted students.**
- b. Only properly endorsed personnel shall be involved in the gifted education program.**

VII. Student Identification

- a. District guidelines shall outline a coordinated, comprehensive, and coherent process for student referral and assessment in order to determine eligibility for gifted services.**
- b. All student identification procedures and instruments shall be based on best practices and research.**
- c. Written procedures for student identification shall include provisions for the informed consent, notification of results, student reassessment, and student exiting.**
- d. Student assessment instruments used to determine eligibility for gifted education services shall be selected based on the strengths of the individual student.**

Instructional / Assessment Strategies

- ✓ **Advanced Organizers**
- ✓ **Active Participation**
- ✓ **Activity Centers**
- ✓ **Addressing Special Needs students**
- ✓ **Addressing student learning styles**
- ✓ **Audiotape Readings**
- ✓ **Author's Chair**
- ✓ **Benchmark Testing**
- ✓ **Book Talks**
- ✓ **Brainstorming**
- ✓ **Case Studies**
- ✓ **Categorizing/Classifying**
- ✓ **Checking for Understanding**
- ✓ **Classroom Routines/Management**
- ✓ **Cloze Procedure**
- ✓ **Comparing Similarities and Differences**
- ✓ **Concept Attainment**
- ✓ **Concept Formation**
- ✓ **Concept Maps**
- ✓ **Connect to prior knowledge**
- ✓ **Considering Multiple Intelligences**
- ✓ **Cooperative Learning**
- ✓ **Cueing students**
- ✓ **Debates**
- ✓ **Demonstration**
- ✓ **Didactic Questions**
- ✓ **Differentiating Instruction**
- ✓ **Direct Instruction**
- ✓ **Drill and Practice**
- ✓ **Essays**
- ✓ **Expository, Narrative, & Persuasive Writing**
- ✓ **Feedback**
- ✓ **Field Trips**
- ✓ **Formative Assessments**
- ✓ **Four Corners**
- ✓ **Generating and Testing Hypotheses**
- ✓ **Graphic Organizers**
- ✓ **Guided Practice**
- ✓ **Hands-On Activities**

- ✓ Identifying Key Words
- ✓ Independent Practice
- ✓ Individual Work
- ✓ Inquiry
- ✓ Interviewing
- ✓ Jigsaw
- ✓ Journal Writing
- ✓ KWL
- ✓ Learning Centers
- ✓ Learning Contracts
- ✓ Learning Logs
- ✓ Lecture/Presentation
- ✓ Listen/Visualize
- ✓ Literature-Based Instruction
- ✓ Literature Circles
- ✓ Manipulatives
- ✓ Metacognition
- ✓ Mind Mapping
- ✓ Mini Lessons
- ✓ Miscue Analysis
- ✓ Modeling
- ✓ Monitoring/Adjusting
- ✓ Motivation Strategies
- ✓ Nonlinguistic Representations
- ✓ Note-Taking
- ✓ Novel Studies
- ✓ Oral Reading
- ✓ Peer Coaching/Tutoring
- ✓ Pneumonic Device
- ✓ Portfolios
- ✓ Praise/Recognition
- ✓ Probing Questions
- ✓ Problem Solving
- ✓ QAR – Question and Response
- ✓ Questioning Strategies
 - Volunteer vs. nonvolunteer
 - Call out
 - Choral
 - Pair/share
- ✓ Quiet Time/Rest Time

- ✓ **RAFT**
- ✓ **Read, Reflect, & Respond**
- ✓ **Readers' Theater**
- ✓ **Reciprocal Teaching**
- ✓ **Research Projects**
- ✓ **Response Journal**
- ✓ **Role Playing**
- ✓ **Round Robin Reading**
- ✓ **Rubrics**
- ✓ **Scaffolding**
- ✓ **Science Fairs**
- ✓ **Self-Monitoring Strategies**
- ✓ **Shadowing**
- ✓ **Simulations**
- ✓ **Small Group Instruction**
- ✓ **SQ3R**
- ✓ **Story Mapping**
- ✓ **Structured Controversy**
- ✓ **Student Demonstrations**
- ✓ **Student Projects**
- ✓ **Student Planners**
- ✓ **Student Worksheets**
- ✓ **Student Predictions**
- ✓ **Summary/Closure**
- ✓ **Surveys**
- ✓ **Sustained Silent Reading**
- ✓ **Talking Circles**
- ✓ **Technology**
- ✓ **Think Alouds**
- ✓ **Think Pair Share**
- ✓ **Three Minute Pause**
- ✓ **Timed Reading**
- ✓ **Visual Imaging**
- ✓ **Vocabulary Development**
- ✓ **Wait Time**
- ✓ **WebQuests**
- ✓ **Whole Group Instruction**
- ✓ **Writer's Workshop**
- ✓ **Writing Conferences**
- ✓ **Word Walls**

What You Should See in Your Child's Gifted Classroom

- Focus on specific and unique identified needs of the gifted students
 - Focus on the identified learning styles of the student
 - Focus on CREATING new ideas and products
 - Focus on analysis, synthesis, and evaluation
 - Focus on discovery, open-endedness, and reasoning
 - Focus on specific interests of the gifted child
- Focus in identification of real problems, real investigation, and real audiences
 - Focus on self-understanding
 - Focus on self-directed learning
 - Focus on self-initiated, lifelong learning
 - Focus on creativity
 - Focus on process skills
 - Focus on Metacognition
- Focus on development of individual strengths and individual interests
 - Focus on small group and individual investigations

What You Should Not See in the Gifted Classroom

- More of the same kind of work from the regular education program
- Focus in the use of activity books and/or the "worksheet" of the day
 - Focus on recall of facts, information, and knowledge
- Focus on pre-packed units and/or mini-units that have no relevance to the needs of the gifted students being served
 - Focus on hobbies and interests of the teacher of the gifted
 - Focus on competitions and educational games
 - Focus on cookbook approaches to classroom activities
- Focus on "things" simply because they are not covered in the regular education program
 - Traditional classroom setting
 - Focus on a single learning style

Adapted from "What You Should Not See and What You Should See in the Gifted Classroom",
by Conrad Castle, PhD. Past coordinator of MDE Gifted Education

Jones County School District Elementary Handbook

Students will abide by the policies and procedures as outlined in the Jones County School District Elementary School Handbook.

Resources

<http://www.gifted.uconn.edu>

National Research Center on the Gifted and Talented

<http://www.gifteddevelopment.com>

Gifted Development Center, Dr. Linda Silverman

<http://www.hoagiesgifted.org>

Information for parents, students, teachers,
and administrators

<http://www.nagc.org>

National Association for Gifted Children

<http://www.magc.org>

Mississippi Association for Gifted Children

<http://www.prufrock.com>

Books for teachers, parents, and students

<http://www.giftedbooks.com>

Books for parents, teachers, and students

<http://www.gifted.org>

The Gifted Child Society

<http://www.criticalthinking.com>

Books for teachers and students

<http://www.usm.edu/~gifted>

Frances Karnes Center for Gifted Studies
University of Southern Mississippi



Gifted Kids at Risk: Who's Listening?

By Patricia A. Schuler

Driving home from last week's Hollingworth Conference on the Highly Gifted, I heard a radio interview with Thomas Moore, author of *Care of the Soul*. He spoke of the loss of empathy in our lives. His words echoed those spoken only hours earlier by Dr. Thom Buescher, an expert on gifted adolescents. We were discussing the tragedy in Littleton, Colorado. I mentioned that I was about to write an article about gifted kids at risk. "What factors do you think were involved in this horrible incident?" I asked.

"The lack of intimacy and rejection," he replied.

Now, I sit here surrounded by newspaper and magazine clippings all offering opinions about the "whys" of Littleton and other locations where bright kids have murdered or committed suicide. Suggestions on how to avoid similar incidents: gun control, metal detectors, peer mediation, conflict resolution, changing media messages, controlling video games and access to the Internet, parent involvement, religion, and more counselors in our schools ... they are all here. Yet no one discusses an important component in understanding what is happening to some bright kids – their being "gifted" and at risk for emotional difficulties.

E-mails and discussions with colleagues around the country confirm what Thomas Moore and Thom Buescher so eloquently stated. Loss of empathy, lack of intimacy, and rejection are daily experiences for some gifted children and adolescents. As "Geek Profiling" sweeps the country, we must speak out to dispel the myths that surround what it means to be "gifted and talented." We must make a concerted effort to educate our society so that awareness, acceptance, and action will result. It is time to ask others listen to us. It is time to say clearly: **bright kids are not better, yet they are different; and because they are, they face different issues.**

Consider these two prevailing and paradoxical myths about gifted children and adolescents.

Myth 1: They do not have problems; somehow they can handle difficulties on their own.

Myth 2: Some of their characteristics are perceived as pathological.

To dispel such misconceptions, we must better understand the gifted: their intellectual and personality characteristics, the manifestations of high ability, and the specific problems and issues they face.

Silverman (1993) presents lists of the interrelated intellectual and personality characteristics of giftedness that may be found across all talent domains:

Intellectual Characteristics

- Exceptional reasoning ability
- Intellectual curiosity
- Rapid learning rate
- Facility with abstraction
- Complex thought processes
- Vivid imagination
- Early moral concern
- Passion for learning

Personality Characteristics

- Insightfulness
- Need to understand
- Need for mental stimulation
- Perfectionism
- Need for precision/logic
- Excellent sense of humor
- Sensitivity/empathy
- Intensity

Giftedness impacts a child's psychological growth and well-being through the relationship among these characteristics, the type of giftedness manifested, the degree of giftedness (above average to profound), and how well the needs of the child are being met. A child or adolescent may demonstrate general high ability or it may be in a certain domain such as mathematics, verbal, spatial, interpersonal, music, or kinesthetic. In addition to these characteristics and areas of high abilities, it is important to know what attitudes, values, personality temperament, and life experiences a gifted student brings to school. The culture and values of the school and community will also impact whether a gifted child or adolescent feels invited to participate as a positive contributing member.

Research consistently shows that many gifted children and adolescents have the capacity for intensified thinking and feeling, as well as vivid imaginations. Whether they are gifted athletes, artists, musicians, intellectuals, or are highly creative, they may have higher levels of emotional development due to greater awareness and intensity of feeling. "Being different" in ability and personality characteristics may lead to higher expectations, jealousy, and resentment by adults and peers. Specific problems that may result can be external or internal:

- Difficulty with social relationships
- Refusal to do routine, repetitive assignments
- Inappropriate criticism of others
- Lack of awareness of impact on others
- Lack of sufficient challenge in schoolwork
- Depression (often manifested in boredom)
- High levels of anxiety
- Difficulty accepting criticism
- Hiding talents to fit with peers
- Nonconformity and resistance to authority
- Excessive competitiveness
- Isolation from peers
- Low frustration tolerance
- Poor study habits
- Difficulty in selecting among a diversity of interests (Silverman, 1987)

For some gifted adolescents, acceptance by their peer group is the major source of stress in their lives. Repeatedly they hear the message "It's okay to be smart, but it's better if you are something else we can accept as well."

So what happens when a gifted adolescent is "just smart" and is trying to survive in a perceived anti-intellectual environment? Options may include: conformity (working hard to be "average" or "normal"), withdrawal (isolation or alienation), depression (blaming themselves), aggressiveness (blaming others), or continued nonconformity. Higham and Buescher (1987, p. 29) call this the "cultivated weirdness act" whereby a gifted adolescent makes individual statements which say, "Okay, I'm different — just let me show you HOW DIFFERENT I can be."

For some gifted adolescents, seeking special environments, positive or negative, where they can be accepted and excel helps them to deal with the lack of empathy, loss of intimacy and rejection. This may intensify their own lack of tolerance for others, and they may choose overt anti-social and/or suicidal behaviors. Add to that easy access to guns, an everyday stream of acceptable violent messages in the media and video games, inappropriate educational opportunities, lack of parental awareness or supervision, role conflicts, community apathy or stagnation, and possible mental illness, and should we be surprised that horrible, tragic incidents occur?

Repeatedly, we see factors for children and adolescents who are at risk for emotional difficulties stated in the press. Dirkes (1983) provided symptoms of undesirable levels of anxiety in gifted children, including:

- decreased performance
- expressed desire to be like teen-agers
- reluctance to work in a team
- expressions of low self-concept
- excessive sadness or rebellion
- reluctance to make choices or suggestions
- extremes of activity or inactivity
- a change in noise or quietude
- repetition of rules and directions to make sure that they can be followed
- avoidance of new ventures unless certain of the outcome
- other marked changes in personality. In addition, we find other danger signals for gifted children and adolescents that indicate they may be seriously depressed or suicidal
- self-imposed isolation from family
- self-imposed perfection as the ultimate standard, to the point that the only tasks enjoyed are the ones completed perfectly
- deep concern with personal powerlessness
- narcissism — total preoccupation with self and with fantasy
- unusual fascination with violence

- eating disorders
- chemical abuse
- rigidly compulsive behaviors (Schmitz & Galbraith,1985)

I worry that educators, parents, and counselors may not be able to detect the stress burdening gifted children and adolescents. Some gifted children and adolescents cover up their symptoms of sadness and depression in order to fit in. Still others fear admitting to distress, because they may be perceived as less than perfect and not in control of their lives. I hear too many straight A gifted students, who are a “pleasure to have in class,” speak of their anguish because of peer and adult rejection. The intensity of their pain and anger is hard to imagine.

What actions can we, the lawmakers, parents, educators, and counselors, take to help gifted kids at risk?

- **Become more aware of the characteristics, needs and issues of gifted children.** They need help in “being different.” The lack of empathy and rejection by others, including adults and peers, is commonplace for many of these children. According to Thom Buescher, “Lack of empathy and intimacy lead to poor coping skills, and those provide the momentum for intolerance... the precursor to violent acts.” Too many gifted children and adolescents suffer in silence, or seek negative ways to express their frustration and anger. Teasing and humiliation must be stopped. Empathy and intimacy are needed so that emotional sensitivity doesn’t become emotional disturbance.
- **All of us must advocate for appropriate services to address the lack of challenge and the issues so many gifted children and adolescents face.** Programming and services need to be implemented for specific extraordinary talents. In New York State, gifted children are the only special needs students who do not warrant appropriate educational services! The laws need to be changed-now.
- **Parents, develop an awareness of your gifted child’s characteristics.** Let them know that they are more than their achievement or academic ability. If you sense sadness, rejection, or anger, speak with your child. Find a counselor who has training and experience in working with gifted children and adolescents to help you.
- **Educators, reexamine your own attitudes and beliefs about gifted children and adolescents, especially those who are highly creative and may be comfortable in their nonconformity.** Resist the urge to “Geek Profile.” The messages I have read in the past two weeks from bright kids harassed because they look or think differently are frightening. Offer all staff members training on how to differentiate instruction for gifted students, including acceleration, enrichment, special programs, mentorships, as well as how to meet their social and emotional needs. All school personnel need to understand the differentiating characteristics of gifted individuals, related needs, and possible concomitant problems. Teachers need to open the lines of communication, and LISTEN, really listen to what bright kids are saying — about themselves, their values, their interests.
- **Counselors, get training on the intellectual, social, and emotional issues of gifted children and adolescents.** Become aware of how schools can be the most restrictive and stressful places for bright kids. Help gifted students develop appreciation for the similarities and differences between themselves and others, teach social skills if necessary, and show how to solve problems in creative and positive ways. Every school district should have at least one counselor who specializes in or has specific training about gifted students.

What happened in Littleton, Colorado is horrific. It is not known if mental illness was a factor in the lives of the adolescent boys who created such carnage. We do know, however, that they were bright young men who perceived rejection from the culture within their school, and chose violence as a coping strategy.

As parents, educators, and counselors we can foster intimacy, empathy, and acceptance for gifted children and adolescents. The choices are now ours to make.

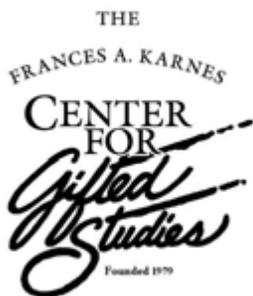
Who is listening? Who will act?

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<p style="text-align: center;">Gifted/At-Risk Youth CHARACTERISTICS</p>	<p style="text-align: center;">SCREENING AND IDENTIFICATION PROCEDURES</p>	<p style="text-align: center;">INTERVENTION STRATEGIES</p>
<ul style="list-style-type: none"> ⌚ Possesses strong intellectual abilities ⌚ Has a keen level of intellectual curiosity ⌚ Exhibits poor academic achievement ⌚ Has poor school attendance ⌚ Finds school curriculum unchallenging ⌚ Is disengaged from school activities ⌚ Has a strong desire to be successful ⌚ Usually lives in a single-parent family ⌚ Is highly observant and articulate ⌚ Feels alienated from social peers ⌚ Displays low self-esteem ⌚ May be highly creative ⌚ Feels that educators are uncaring ⌚ Usually lives in an unstable home environment ⌚ Usually comes from low socioeconomic status ⌚ Has heightened sensitivity to attitudes and criticisms of others 	<ul style="list-style-type: none"> ⌚ Incorporate the <i>Talent Identification and Development Education Model</i>. ⌚ Look for a discrepancy between achievement test scores and academic performance. ⌚ Create an academic portfolio that displays student's strengths, weaknesses, and interests. ⌚ Interview parents, peers, and community members. ⌚ Pay attention to change in student's social group. ⌚ Take notice of artistic expression (written, visual, or musical). ⌚ Ask student to share views about school, peers, home life, and/or future aspirations. 	<ul style="list-style-type: none"> ⌚ Provide social/emotional counseling sessions. ⌚ Provide career counseling. ⌚ Establish a mentoring program. ⌚ Encourage student participation in extracurricular activities. ⌚ Institute a creative problem-solving curriculum. ⌚ Create authentic learning environments. ⌚ Allow flexible programming options. ⌚ Promote parental involvement. ⌚ Permit students to re-enter school. ⌚ Provide opportunity for artistic self-expression. ⌚ Instill a sense of pride and self-worth.

Gifted/ At- Risk Youth



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