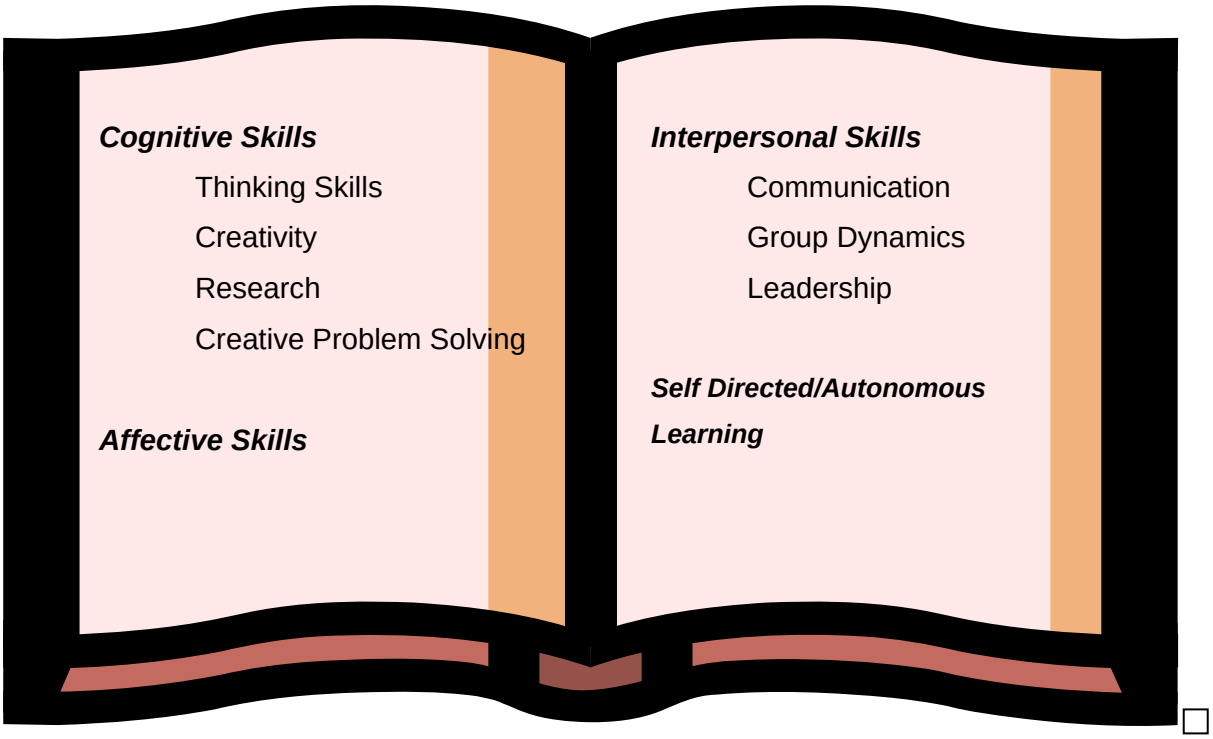
Revised 8/06

**Jackson Public School District's**

Instructional Management Plan

for

# OPEN DOORS




A GIFTED PROGRAM

FOR

INTELLECTUALLY GIFTED STUDENTS

GRADES 2-8

# Open Doors Instructional Management Plan and Handbook

# 2006

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# *Table of Contents*


## *Part 1: Introduction and Overview*

Defining Intellectual Giftedness.....3
The Open Doors Mission.....5
The Curricular Framework.....6
MDE and MAGC Correlation.....7
Delivery of the Curriculum.....8

## *Part 2: The Curriculum Strands*

***Cognitive Skills***
Thinking Skills.....11
Creativity.....15
Research.....19
Creative Problem Solving.....25
***Interpersonal Skills***.....29
Communication.....30
Group Dynamics.....35
Leadership.....38
***Affective Skills***.....41
***Self Directed / Autonomous Learning***.....45

## *Part 3: Information, Regulations, and Recommendations*

Student Identification Process.....50
Screening and Referral Process.....51
State Law and MSDE Gifted Program Regulations.....52
Open Doors Program Structure and Regulations.....53
Removal of Students from the Open Doors Program.....54
Evaluation & the Open Doors Program.....55
Essential Elements of a Quality Gifted Classroom.....56

## *Part 4: Appendices*

***Appendix A - Creativity Techniques***..... vi
***Appendix B - Differentiated Activities***.....ix
***Appendix C – Gifted Kids at Risk***.....xi
***Appendix D - References***.....xvi

# PART 1

# Introduction and Overview

6

# *Defining Intellectually Gifted*

The Mississippi State Department of Education recognizes four types of gifted programs: intellectually, artistically, creatively, and academically. Each program has separate requirements and separate definitions. The Open Doors program provides services to identified intellectually gifted students by a properly endorsed teacher of the gifted. The MDE defines **intellectually gifted** students as "those children and youth who are found to have an exceptionally high degree of intelligence as documented through the identification process."

Effective instruction of intellectually gifted students takes place in an ***environment*** that:

- permits and encourages gifted students to develop their potential through interaction with intellectual peers
- encourages and nurtures inquiry, flexibility, decision making, thinking skills, self-evaluation, and divergent thinking
- honors students' unique learning and thinking styles, talents, and differences
- provides appropriate modifications for special populations such as *profoundly gifted, learning disabled gifted, culturally diverse gifted, underachieving gifted, etc.*

The ***curriculum*** and its ***delivery system*** must address the cognitive, affective, and relational characteristics and needs of the intellectually gifted learner which include:

- inquisitiveness / curiosity
- complexity
- an extraordinary learning capacity
- a preference for intuitive / holistic learning and diverse interests
- a tendency toward perfectionism and fear of risk taking
- a need to understand and accept the nature of giftedness
- a need to develop positive, healthy relationship skills
- a need for self-reflection
- a need to search for meaning and connectedness through real life problem solving

**Uneven development*: For example, motor skills may lag behind cognitive and conceptual abilities, particularly in younger intellectually gifted children. Thus, these children can visualize what they want to do, yet their motor skills may not allow them to achieve their goal. This often results in intense frustration and emotional outbursts. In addition, since the cognitive skills are more pronounced than other areas of development, intellectually gifted children and youth may use these to deal with the world, while social and emotional skills remain undeveloped.

**See Essential Elements of a Quality Gifted Classroom (page 56)

Possible Problems That May Be Associated with Characteristic Strengths of Intellectually Gifted Children*

| Characteristic Strengths | Possible Problem Behaviors |
|---|---|
| Acquires and retains information quickly | Impatient with others; dislikes basic routine |
| Inquisitive; searches for significance | Asks embarrassing questions; excessive in interests |
| Intrinsic motivation | Strong willed; resists direction |
| Enjoys abstractions and problem solving; able to conceptualize, synthesize | Resists routine practice; questions teaching procedures |
| Emphasizes truth, equity, and fair play | Worries about humanitarian concerns |
| Seeks to organize people and things | Constructs complicated rules; often seen as bossy |
| Large facile vocabulary; advanced, broad information | May use words to manipulate; bored with school and age peers |
| High expectations of self and others | Intolerant, perfectionistic; may become depressed |
| Creative / inventive; likes new ways of doing things | May be seen as disruptive and out of step |
| Intense concentration; long attention span and persistence in areas of interest | Neglects duties or people during periods of focus; resists interruption; stubborn |
| Sensitivity, empathy; desire to be accepted by others | Sensitivity to criticism or peer rejection |
| High energy, alertness, eagerness | Frustration with inactivity; may be seen as overactive |
| Independent; prefers individualized work; reliant on self | May reject parent or peer input; nonconformity |
| Diverse interests and abilities; versatility | May appear disorganized or scattered; frustrated over lack of time |
| Strong sense of humor | Peers may misunderstand humor; may become "class clown" for attention. |
| Seeks cause and effect relationships | Discomfort with the unclear or “illogical” such as traditions or emotions |

*Adapted from Clark (1992) and Seagoe (1974). Source: ERIC Digest #E527
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# The Mission of the Open Doors Program

The Open Doors Program will develop, enhance, and maximize the development of intellectually gifted learners by providing a unique educational experience that is not available in the regular education classroom.

# Goals of the Open Doors Program

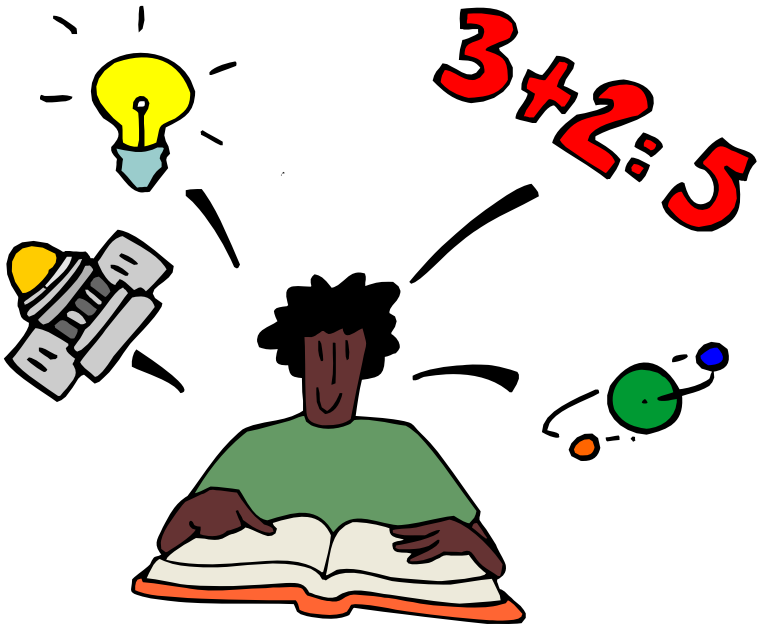
1. Provide challenging opportunities of exchanged learning among intellectual peers.

2. Ensure a safe environment with a curriculum that meets individual needs.

3. Develop life long learners who become productive, creative, and contributing members of society.

4. Increase understanding of self and others to develop healthy, positive, and enriching relationships.

5. Improve parental and community involvement for the advancement of gifted education.

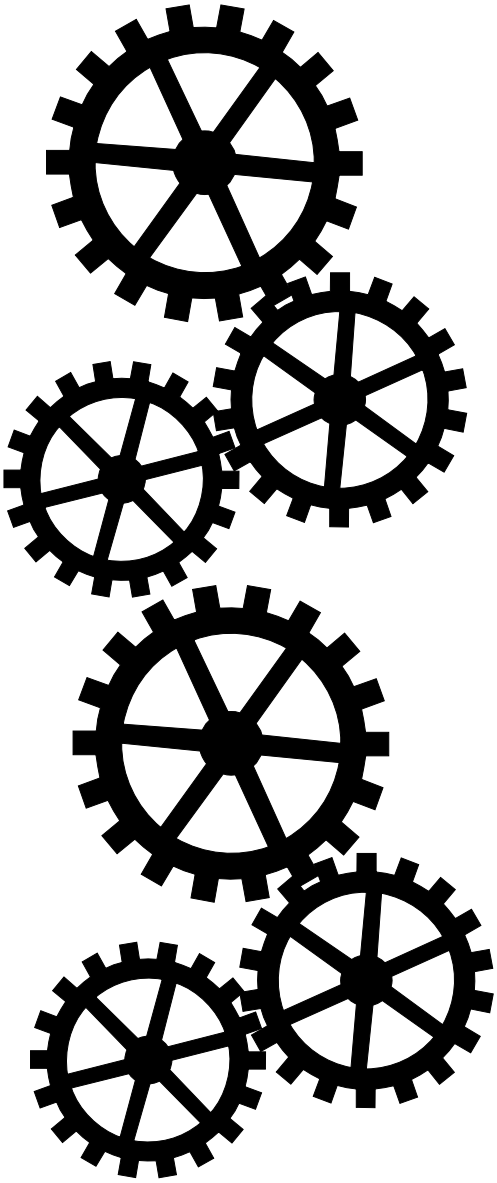


# *The Curricular Framework*

In response to the identified needs of this population, the Jackson Public School District has synthesized the growing body of research regarding intellectually gifted children and youth into a model that serves as the framework for the Open Doors Program. This instructional / curricular framework (outlined below) also includes the Mississippi Department of Education's recommended outcomes for the intellectually gifted.

## *I. Cognitive Skills and Processes*

- Thinking Skills
  - Organizational
  - Analytical
  - Critical
- Creativity and Creative Thinking Techniques
- Research
- Creative Problem Solving



## *II. Interpersonal Skills and Processes*

- Communication
- Group Dynamics
- Leadership

## *III. Affective Skills and Processes*

## *IV. Self Directed /Autonomous Learning*

# Correlation of Curriculum Strands

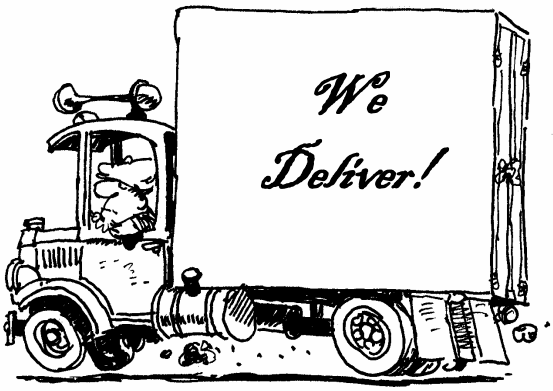
The following table shows the correlation of the JPS Open Doors' Curriculum Strands, the Mississippi Department of Education's Outcome Areas for Intellectually Gifted Students, and MAGC's (Mississippi Association for Gifted Children) Recommended Curricular Elements.

| Open Doors Curriculum Strands | MDE Intellectually Gifted Outcome Areas | MAGC Recommended Curricular Elements |
|---|---|---|
| A. Thinking Skills | Thinking Skills | Logical and Critical Thinking Skills |
| B. Creativity | Thinking Skills: Creative Thinking | Creative Thinking Skills |
| C. Research | Research | Research Skills |
| D. Creative Problem Solving | Thinking Skills: Creative Thinking and CPS | Creative Thinking Skills and Research Skills |
| E. Interpersonal Skills: Communication | Communication | Communication Skills |
| F. Interpersonal Skills: Group Dynamics | Group Dynamics | Group Dynamics |
| G. Interpersonal Skills: Leadership | Group Dynamics: Leadership | Leadership Skills |
| H. Affective Skills and Processes | Affective Skills and Processes | Affective Development Skills |
| I. Self-Directed / Autonomous Learning | Self-Directed Learning | Autonomous Learning |

## Sample Vehicles for Delivery of the Gifted Curriculum: Teaching Methodologies and Strategies

Simulations
Literature Studies
Thematic Units
Concept Units
Projects
Computers
Business Ventures
Manipulatives
Demonstrations
Experiments
Role Playing
Mini-courses
Arts / Aesthetics
Community Involvement
Lateral Thinking Puzzles
Brainteasers
Design Techniques
Drama
Debate
Socratic Seminars
Studies of Eminence

Journals
Small Group Instruction
Independent Work
Use of Multiple Intelligences
Individual Conferencing
Webbing
Mind Maps
Service Learning
Creative Products
Problem Solving Competitions
S.H.O.P.
Questioning
Portfolios
Mass Media Productions



# PART 2

# The Curriculum Strands

6

# Thinking Skills

Thinking skills may be divided into the following three major areas:

**Organizational Thinking Skills** help one manage and systematize items, ideas, or concepts.

**Analytical Thinking Skills** help one to break down ideas, concepts or data into their most basic components to see how they relate to one another.

**Critical Thinking Skills** help one to use information to make decisions and formulate solutions.

# A. Thinking Skills

**1. The student will demonstrate the use of organizational thinking skills.**

a. The student will set a goal and develop a plan for achieving it.
b. The student will demonstrate effective decision-making.
c. The student will classify and categorize information.
d. The student will summarize information.

**2. The student will demonstrate the use of analytical thinking/reasoning skills.**

a. The student will determine patterns, sequences, and relationships and discrepancies in them.
b. The student will predict outcomes based on previous information.
c. The student will compare and contrast information and attributes.
d. The student will analyze pieces of information/objects and put them back together in new and different ways.
e. The student will determine cause and effect relationships.

**3. The student will demonstrate the use of critical thinking skills.**

a. The student will utilize inductive thinking skills (general to specific).
b. The student will utilize deductive thinking skills (specific to general).
c. The student will differentiate between fact and opinion.
d. The student will use previous information to make generalizations.
e. The student will use knowledge, principles, generalizations, and skills to solve problems.
f. The student will evaluate ideas, actions, and products for strengths and weaknesses.
g. The student will justify opinions, beliefs, and/or solutions based on evidence.
h. The student will develop and use basic metacognitive strategies.
   - The student will link new information to former knowledge.
   - The student will choose thinking strategies deliberately.
   - The student will design, test/check, and evaluate thinking processes.
i. The student will identify points of view and bias.
j. The student will determine the relevance of information.

# Thinking Skills
# Scope & Sequence

I - Introduce D - Develop M - Master E - Extend

| | GRADE LEVELS | | | | | | |
|---|---|---|---|---|---|---|---|
| | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| **1. Organizational Thinking Skills** | | | | | | | |
| a. Goal setting | | I | D | M | E | E | E |
| b. Decision making | I | D | D | M | E | E | E |
| c. Classification and categorization | I | D | D | M | E | E | E |
| d. Summarizing | I | D | D | M | E | E | E |
| **2. Analytical Thinking and Reasoning Skills** | | | | | | | |
| a. Patterns, sequences, relationships | I | D | D | M | E | E | E |
| b. Predicting | I | D | M | E | E | E | E |
| c. Comparing and contrasting | I | D | M | E | E | E | E |
| d. Analysis and synthesis | I | D | D | M | E | E | E |
| e. Cause and effect | | I | D | M | E | E | E |
| **3. Critical Thinking Skills** | | | | | | | |
| a. Inductive reasoning | I | D | D | D | M | E | E |
| b. Deductive reasoning | I | D | D | D | M | E | E |
| c. Fact and opinion | I | D | M | E | E | E | E |
| d. Generalization | I | D | D | M | E | E | E |
| e. Problem solving | I | D | D | D | M | E | E |
| f. Evaluation for strengths/weaknesses | | I | D | D | M | E | E |
| g. Justification | | I | D | D | M | E | E |
| h. Metacognition | | I | D | D | D | M | E |
| i. Point of view/bias | | | I | D | D | M | E |
| j. Relevance | | | I | D | M | E | E |

# Thinking Skills
# Sample Resources

**MDE's *Suggested Teaching Strategies* Notebook Activities:**

Attribute Listing
Critical Thinking
Decision Making
Deductive Reasoning
Fact and Opinion
Higher Order Thinking Skills
Inductive Reasoning
Morphological Analysis
Predictions
Questioning Techniques

**Critical Thinking Press (Formerly Midwest Publications):**

*Mindbenders*
*Patterns*
*Following Directions*
*Relevant Information*
*Analogies*
*Classroom Quickies*
*Figure Patterns*

**Manipulatives:**

Eye-Cue Puzzles
Tangrams
Pentominoes
Izzi
Cubits
Brick by Brick
Block by Block

**Games:**

Mastermind
Chess
Clue
Set
Tri-bond
Mancala
9 Men’s Morris

# Creativity

Creativity is the ability to generate and/or produce items, ideas, and solutions using imaginative skill.  The basic components of creativity are fluency, flexibility, originality, and elaboration.

A variety of techniques are available to enhance creative / divergent thinking.  These include brainstorming, synectics, and idea checklists.

Evidence of creativity may be seen in original products such as visual art, performance pieces, and written work.

# B. Creativity

1. The student will demonstrate the components of creative thinking according to the Williams Model.
   a. FLUENCY: The student will produce a large number of ideas or alternatives to a presented problem.
   b. FLEXIBILITY: The student will approach a problem from different perspectives, thereby producing ideas/solutions in a variety of categories.
   c. ORIGINALITY: The student will produce ideas that are unique or unusual.
   d. ELABORATION: The student will add details to embellish ideas or products.

2. The student will demonstrate the use of a variety of creativity / idea generating techniques.
   a. The student will brainstorm, deferring judgement, for solutions to a posed problem.
      - Creative listing
      - Graphic Organizers (webbing, lotus blossom*)
   b. The student will employ the use of synectics (making connections between different concepts, things).*
      - Analogical / metaphorical thinking*
      - Attribute listing / morphological analysis and synthesis*
      - SCAMPER checklist*
      - Transformation techniques*

3. The student will generate both planned and improvised creative products and/or productions.
   a. The student will employ a variety of techniques to create original written works of different genres such as poetry, fables, plays, etc.
   b. The student will employ a variety of techniques to create original artwork using different media such as printmaking, collages, sculptures, etc.
   c. The student will employ a variety of techniques to create/engineer original functioning objects, machines, or working models.
   d. The student will employ a variety of techniques to create original performance pieces such as dance, music, drama, etc.

***More information about these techniques can be found in Appendix C**

# Creativity
# Scope and Sequence

I – Introduce D – Develop M – Master E – Extend

| | GRADE LEVELS | | | | | | |
|---|---|---|---|---|---|---|---|
| | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| **1. Components of Creativity** | | | | | | | |
| a. Fluency | I | D | M | E | E | E | E |
| b. Flexibility | I | D | M | E | E | E | E |
| c. Originality | I | D | M | E | E | E | E |
| d. Elaboration | I | D | M | E | E | E | E |
| **2. Creativity Techniques** | | | | | | | |
| a. Brainstorming | | | | | | | |
| • Listing | I | D | M | E | E | E | E |
| • Graphic Organizers | I | D | M | E | E | E | E |
| b. Synectics | | | | | | | |
| • Analogies and Metaphors | I | D | D | M | E | E | E |
| • Morphological Analysis / Synthesis | | I | D | M | E | E | E |
| • SCAMPER | | I | D | M | E | E | E |
| • Transformation Techniques | | | I | D | M | E | E |
| **3. Creative Products / Productions** | | | | | | | |
| a. Creation of written works | I | D | D | D | D | M | E |
| b. Creation of art works | I | D | D | D | D | M | E |
| c. Creation of functional objects/models | I | D | D | D | D | M | E |
| d. Creation of performance pieces | I | D | D | D | D | M | E |

# Creativity
# Sample Resources

**MDE's *Suggested Teaching Strategies* Notebook Activities:**

Attribute Listing
Creative Thinking
Divergent Thinking
Morphological Analysis
Spontaneous Thinking
Synectics

**Good Apple Publishing:**

*Creative Encounters with Creative People*
*Calliope*
*Fact, Fantasy, and Folklore*
*Sunflowering*
*Connecting Rainbows*
*Warm up to Creativity*
*Mindglow*

**Tin Man Press:**

*What Are They Thinking*
*Waker Uppers*
*Unboard Bulletin Board Books I and II*
*Discover Boxes*

**Creative Publications:**

*Brainstorming: Activities for Creative Thinking*

**Davis Publications:**

*Art Synectics*
*Design Synectics*

**Dandy Lion Publications:**

*Personal Projects*
*Primarily Creativity*
*Poetry Ala Carte*

**OM Association:**

*Problems to Challenge Creativity*
*Problems, Problems, Problems*

**Games:** Scattegories, Connections, Outburst

# Research Skills

Research is a studious inquiry aimed at the gathering, discovery, and interpretation of information as well as the revision of accepted theories in the light of new information.

Knowledge of basic research skills and research methodology is essential in an ever-changing, information age society.

# C. Research Skills

**1. The student will demonstrate the use of basic research skills.**

a. The student will select a topic.
- The student will choose a specific topic to research.
- The student will define main topics.
- The student will differentiate between main topics and sub topics.
- The student will clarify a research topic to make it more manageable.
- The student will expand the main topic into several related topics or problems.

b. The student will demonstrate the proper use of library materials and skills.
- The student will display a knowledge of the resources available through the library (card catalog, *Reader's Guide to Periodical Literature*, vertical file, indices, computer searches, etc.)
- The student will demonstrate the ability to use library resources to find information relevant to his/her topic.
- The student will sort data into primary and secondary sources.

c. The student will collect data using traditional methods.
- The student will recognize the main idea of selected resources.
- The student will extrapolate relevant information from selected resources.
- The student will make decisions about the appropriateness of resources to specific questions.
- The student will develop a comfortable and effective personal style of note taking based on established methods.

d. The student will design, and utilize "non-traditional" methods to collect data.
- The student will utilize available technology, such as the Internet, to facilitate all areas of the research process.
- The student will design and use an instrument to collect data such as a checklist of observations, questionnaires, or interview questions.

e. The student will use thinking skills to organize information, interpret data, and draw conclusions based on the information gathered.

f. The student will demonstrate ethical principles of research.
- The student will give proper credit to the author whose original ideas are used. (bibliography, footnotes, etc.)
- The student will paraphrase an author's original work.
- The student will demonstrate a basic understanding of copyright laws and plagiarism's negative ramifications.

g. The student will use communication skills to develop a presentation that shares his/her research findings with others.

**2. The student will use a variety of research methodologies.**

a. The student will demonstrate the use of the *scientific method* (an experimental investigation to disprove certain theories or discover new information).
   - The student will identify the problem.
   - The student will form a hypothesis.
   - The student will collect and analyze data.
   - The student will draw conclusions.
   - The student will design a presentation to demonstrate findings.

b. The student will demonstrate the use of *historical research* (finding and using existing knowledge and records to gain a better understanding of a subject).
   - The student will compile and sort information from a variety of reliable sources. (records, artifacts, books, etc.)
   - The student will draw conclusions based on the information gathered.
   - The student will transfer the conclusions drawn to current events, problems or situations.

c. The student will demonstrate the use of *descriptive research*. (describing situations and events by reporting existing data in many forms such as frequencies, percentages, and averages, in order to make well-informed decisions)
   - The student will state the problem and/or situation to be developed.
   - The student will identify relevant information needed to solve the problem.
   - The student will select or develop an instrument to gather needed data.
   - The student will select a random sample from a general population.
   - The student will select and conduct a procedure for data collection.
   - The student will analyze the data collected.
   - The student will prepare and present results.
   - The student will evaluate the situation based on the information found.
   - The student will make well-informed decisions based on the results of his/her research.

**3. The student will evaluate the research findings of self and others.**

# Research Skills
# Scope & Sequence

I - Introduce D - Develop M - Master E - Extend

| | GRADE LEVELS | | | | | | |
|---|---|---|---|---|---|---|---|
| | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| **1. Basic Research Skills** | | | | | | | |
| a. Topic Selection | | | | | | | |
| • Choose a topic. | I | D | M | E | E | E | E |
| • Define main topics. | I | D | M | E | E | E | E |
| • Differentiate between main topics and subtopics. | | | I | D | M | E | E |
| • Clarify a research topic. | | | I | D | M | E | E |
| • Expand the main topic. | | | | | I | D | M |
| b. Use of library | | | | | | | |
| • Gain knowledge of library resources | I | D | D | M | E | E | E |
| • Use library resources to find relevant information. | I | D | D | M | E | E | E |
| • Sort data into primary and secondary sources. | | | | | I | D | M |
| c. Traditional Data Collection | | | | | | | |
| • Recognize the main idea. | I | D | M | E | E | E | E |
| • Extrapolate relevant information. | | I | D | M | E | E | E |
| • Make decisions about the appropriateness of resources. | | | | | I | D | M |
| • Develop a style of note taking. | | | | | I | D | M |
| d. Non-Traditional Data Collection | | | | | | | |
| • Utilize available technology. | I | D | D | M | E | E | E |
| • Design and use an instrument to collect data. | | | | I | D | M | E |
| e. Data Interpretation | | | I | D | D | M | E |
| f. Principles in Research | | | | | | | |
| • Give proper credit to the author. | | | I | D | M | E | E |
| • Paraphrase an author's original work. | | | I | D | M | E | E |
| • Understand copyright laws / plagiarism. | | | | | I | D | M |
| g. Communicate Findings | I | D | M | E | E | E | E |

# RESEARCH SCOPE & SEQUENCE
(CONTINUED)

I - Introduce, D - Develop, M – Master, E – Extend

| | GRADE LEVELS | | | | | | |
|---|---|---|---|---|---|---|---|
| | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| **2. Research Methodologies** | | | | | | | |
| a. Scientific Method | | | | | | | |
| • Identify the problem. | I | D | D | M | E | E | E |
| • Form a hypothesis. | I | D | D | M | E | E | E |
| • Collect and analyze data. | I | D | D | M | E | E | E |
| • Draw conclusions. | I | D | D | M | E | E | E |
| • Design a presentation. | I | D | D | M | E | E | E |
| b. Historical Research | | | | | | | |
| • Compile and sort information. | | | | | I | D | M |
| • Draw conclusions. | | | | | I | D | M |
| • Transfer the conclusions drawn to current events, problems or situations. | | | | | I | D | M |
| c. Descriptive Research | | | | | | | |
| • State the problem. | | | | | I | D | M |
| • Identify relevant information. | | | | | I | D | M |
| • Select or develop an instrument to gather needed data. | | | | | I | D | M |
| • Select a random sample from a general population. | | | | | I | D | M |
| • Select and conduct a procedure for data collection. | | | | | I | D | M |
| • Analyze the data collected. | | | | | I | D | M |
| • Prepare and present results. | | | | | I | D | M |
| • Evaluate the situation. | | | | | I | D | M |
| • Make well-informed decisions. | | | | | I | D | M |
| **3. Evaluation of Research Findings** | I | D | M | E | E | E | E |

# Research
# Sample Resources

**MDE's *Suggested Teaching Strategies* Notebook Activities:**

Ethical Awareness
Research Skills
Scientific Process

**Center for Applied Research in Education:**

*Research Skills Projects*
*Walch Publishing*
*Great Research Projects*

**Free Spirit Publishing:**

*The Kids' Guide to Social Action*
*Can You Find It? 25 Library Scavenger Hunts to Sharpen Research Skills*
*Kids and The Internet*

**Learning Works:**

*Creative Investigations*

**Dandy Lion Publishing:**

*Primarily Research*
*Science Fair*
*Investigator*
*What If?*
*Primarily Reference Skills*

**Fearon:**

*Reinforcing Reference Skills*

**Internet Search Engines**

Yahoo
Google
Alta Vista

# Creative Problem Solving

Creative Problem Solving is a process that combines divergent thought,* convergent thought,** and research to yield new solutions to scenarios / problems. Its basic components are:

- Mess Finding
- Data Finding
- Problem Finding
- Idea Finding
- Solution Finding
- Acceptance Finding

**The type of thinking used to generate / create ideas*

***The type of thinking used to judge / narrow down ideas*

# D. Creative Problem Solving

1. **The student will detect situations, problems, or challenges that can be solved or improved. (Mess finding)**
   a. The student will recognize and probe problematic situations in his/her environment
   b. The student will develop a sense of community awareness.
   c. The student will evaluate the problematic situations he/she has generated and identify a single mess upon which to apply the rest of the CPS process.

2. **The student will gather data in order to gain a better understanding of the identified situation. (Data Finding)**
   a. The student will generate and explore all types of data including information, impressions, observations, feelings, and questions.
   b. The student will evaluate the data gathered.

3. **The student will analyze the situation, identifying and defining specific problems. (Problem Finding)**
   a. The student will use divergent thinking to generate a list of possible problems.
   b. The student will use convergent thinking to clarify, define, and select a problem with which to work.

4. **The student will generate ideas which may lead to the solution of the identified problem. (Idea Finding)**
   a. The student will use divergent thinking to generate a large quantity of possible solutions.
   b. The student will use convergent thinking to narrow the list of possible solutions.

5. **The student will develop criteria and evaluate possible solutions according to the stated criteria, thereby selecting the most ideal solution. (Solution Finding)**
   a. The student will use divergent thinking to generate a list of possible evaluative criteria which satisify desired requirements of a possible solution.
   b. The student will use convergent thinking to select criteria.
   c. The student will use the criteria selected to assess / rank the solutions.
   d. The student will select the best solution based on ranked information.

6. **The student will organize and implement a plan of action that applies the selected solution. (Acceptance Finding)**
   a. The student will identify potential sources of assistance that will help implement his/her solution and potential sources of resistance that will hinder the implementation of his/her solution.
   b. The student will develop and apply a plan of action / implemetation that takes these sources into account, evaluating and revising it as necessary.

*Divergent thinking is the type of thinking used to generate a large quantity of ideas. Convergent thinking is the type of thinking used to narrow a large number of ideas to a smaller number of ideas.

# Creative Problem Solving
# Scope & Sequence

I - Introduce D - Develop M - Master E - Extend

| | GRADE LEVELS | | | | | | |
|---|---|---|---|---|---|---|---|
| | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| **1. Mess Finding** | | | | | | | |
| a. Recognize problems. | I | D | D | D | M | E | E |
| b. Community awareness | I | D | D | M | E | E | E |
| c. Evaluation of problems | I | D | D | M | M | E | E |
| **2. Data Finding** | | | | | | | |
| a. Generate data. | I | D | D | M | E | E | E |
| b. Evaluate data. | I | D | D | M | E | E | E |
| **3. Problem Finding** | | | | | | | |
| a. Generate problems. | I | D | M | E | E | E | E |
| b. Select problems. | I | D | M | E | E | E | E |
| **4. Idea Finding** | | | | | | | |
| a. Generate solutions. | I | D | M | E | E | E | E |
| b. Narrow solutions. | I | D | M | E | E | E | E |
| **5. Solution Finding** | | | | | | | |
| a. Generate criteria. | | I | D | D | M | E | E |
| b. Select criteria. | | I | D | D | M | E | E |
| c. Rank solutions. | I | D | M | E | E | E | E |
| d. Select solutions. | I | D | M | E | E | E | E |
| **6. Acceptance Finding** | | | | | | | |
| a. Assisters and resisters | I | D | D | D | M | E | E |
| b. Plan of action | I | D | D | D | M | E | E |

# Creative Problem Solving
# Sample Resources

**MDE's *Suggested Teaching Strategies* Notebook Activities:**

Decision Making

**Zephyr Press:**

*The Ocean Crisis*
*Our Troubled Skies*
*Our Divided World: Poverty, Hunger, and Overpopulation*
*Endangered Species: Their Struggle to Survive*
*War: The Global Battlefield*
*The Energy Crisis*
*CPS for Kids*

**D.O.K.**

*CPS for the Eency Weency Spider*
*CPS for the 4th Little Pig*
*CPS for Young People*
*Making Waves with CPS*

**Prufrock Press:**

*CPS for Teens*
*Practice Problems for Creative Problem Solving, Third Edition*

**Free Spirit:**

*The Kids' Guide to Social Action*
*The Kids' Guide to Service Projects*

**Critical Thinking Press:**

*Creative Problem Solving Activities*

**Goodyear Books:**

*Brainstorms: Creative Problem Solving*

**Creative Publications:**

*Brainstorming: Activities for Creative Thinking*

# Interpersonal Skills

Interpersonal skills deal with the ability to understand and relate to others. These skills may be divided into the following three major areas:

**Communication** is the art of effectively expressing ideas, feelings, and concepts, and correctly interpreting those of others.

**Group Dynamics** specify abilities needed to positively function as a group member. These include working toward group goals as well as recognizing and responding to the social and emotional needs of the group and its members.

**Leadership** is the ability to determine a common goal and direct / motivate others to move toward it. Leadership requires the effective use of communication and group skills.

# E. Effective Communication Skills

1. **The student will use receptive listening and observation skills to gain understanding.**

   a. The student will focus attention.

   b. The student will listen and observe to gain and interpret information.
      - The student will critically analyze messages, regardless of their medium.
      - The student will correctly interpret body language and social cues.
      - The student will demonstrate listening behaviors.
      - The student will distinguish fact from opinion.
      - The student will determine the speaker's point of view.
      - The student will identify personal bias (perceptual filters and defense mechanisms) and/or hidden agenda of the speaker.

   c. The student will check for understanding through questioning and paraphrasing.
      - The student will utilize a variety of effective questioning techniques.
      - The student will offer feedback by restating and reflecting. ("What I hear you saying is…")

2. **The student will express ideas clearly and effectively in a variety of settings and for a variety of purposes.**

   a. The student will develop content and ideas.
      - The student will demonstrate creative writing skills.
      - The student will demonstrate effective use of language, grammar, and style.
      - The student will demonstrate the ability to organize thoughts and connect related ideas.
      - The student will demonstrate the ability to debate both sides of an issue.
      - The student will demonstrate extemporaneous and persuasive writing and speaking skills.

   b. The student will use a variety of effective delivery strategies in communicating ideas to others.
      - The student will use effective language, grammar, and style that are well suited to the audience.
      - The student will demonstrate the use of effective speaking skills such as appropriate rate, volume, tone, pitch, enunciation, and pace.
      - The student will use appropriate body language to reflect the meaning of a message.

c. The student will demonstrate the ability to develop a creative, effective presentation.
   - The student will demonstrate the ability to use technology for effective communication.
   - The student will effectively use action, sound, and/or images to support presentations.
   - The student will utilize visual and performing arts to present ideas.

d. The student will demonstrate personal and social communication strategies.
   - The student will use “I messages” to communicate feelings.
   - The student will use assertiveness techniques.

**3. The student will analyze and evaluate the effectiveness of formal and informal communication.**

a. The student will assess communication strengths and improvement needs in self and others.

b. The student will identify and analyze propaganda techniques in mass media and personal communication.

# Communication Skills
# Scope & Sequence

I - Introduce D - Develop M - Master E - Extend

| | GRADE LEVELS | | | | | | |
|---|---|---|---|---|---|---|---|
| | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| **1. Receptive Listening and Observation** | | | | | | | |
| a. Focus attention | I | D | M | E | E | E | E |
| b. Interpret information | | | | | | | |
| • Analysis of message | | I | D | D | M | E | E |
| • Interpret body language and social cues | I | D | D | M | E | E | E |
| • Listening behaviors | I | D | D | M | E | E | E |
| • Fact and opinion | | | I | D | M | E | E |
| • Speaker's point of view | | | | I | D | D | M |
| • Perceptual filters and defense mechanisms | | | | I | D | D | M |
| c. Questioning and paraphrasing | | | | | | | |
| • Effective questioning | I | D | D | D | M | E | E |
| • Feedback | I | D | D | D | M | E | E |
| **2. Self Expression** | | | | | | | |
| a. Content and ideas | | | | | | | |
| • Creative writing skills | I | D | D | D | D | M | E |
| • Effective use of language skills | I | D | D | D | M | E | E |
| • Organization of thoughts and ideas | | I | D | D | M | E | E |
| • Debating both sides of an issue | | | I | D | D | M | E |
| • Extemporaneous & persuasive writing | | | | I | D | D | M |
| b. Delivery strategies | | | | | | | |
| • Language skills | I | D | D | D | M | E | E |
| • Effective speaking skills | | I | D | D | D | M | E |
| • Body language | | I | D | D | M | E | E |

## COMMUNICATION SKILLS SCOPE & SEQUENCE
(CONTINUED)

I - Introduce D - Develop M - Master E - Extend

| | GRADE LEVELS | | | | | | |
|---|---|---|---|---|---|---|---|
| | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| c. Presentation development | | | | | | | |
| • Technology for communication | I | D | D | D | M | E | E |
| • Use of sound/images | I | D | D | M | E | E | E |
| • Visual & performing arts | I | D | M | E | E | E | E |
| d. Personal/social communication strategies | | | | | | | |
| • "I messages" | I | D | D | M | E | E | E |
| • Assertiveness techniques | | | I | D | D | M | E |
| **3. Analysis and Evaluation of Communication** | | | | | | | |
| a. Evaluation of self & others | I | D | D | M | E | E | E |
| b. Propaganda & mass media | | | I | D | D | M | E |

# Communication Skills
# Sample Resources

**MDE's *Suggested Teaching Strategies* Notebook Activities:**

Listening Skills
Propaganda Techniques
Speaking Skills

**Tin Man Press:**

*Play by the Rules*

**Fearon Teacher Aids:**

*Theater*

**Good Apple:**

*Storyscaping*
*Famous Fables for Little Troupers*
*Writing to Explain*
*Writing to Pursuade*
*Communicating*
*Teach Speech*
*Interactions*

**Dandy Lion Press:**

*Speaker's Club: Public Speaking for Young People*
*Building Communication Skills*

**Learning Works:**

*Lively Listening*

**Dale Seymour:**

*How to Write and Give a Speech*
*Forum*
*Speak Easy*
*Written and Illustrated by*

**Bright Ideas for the Gifted:**

*Public Speaking*

**Free Spirit:**

*Exciting Writing, Successful Speaking*

# F. Group Dynamics

1. **The student will work cooperatively as a member of the group.**

   a. As a member of the group, the student will demonstrate commitment to the group's objectives.
      - The student will participate in defining the goals and objectives of the group.
      - The student will focus attention on and participate in the completion of the defined task of the group.

   b. The student will contribute to the forward movement of the group by demonstrating self-discipline.

2. **The student will interact effectively and responsibly with others in a variety of group settings and for a variety of purposes.**

   a. The student will seek agreement and solutions through discussion.
      - The student will utilize effective communication skills.
      - The student will demonstrate a tolerance for individual differences and a respect for the viewpoints of others.
      - The student will demonstrate a timeliness and purpose in criticism.
      - The student will demonstrate the use of negotiation skills.
      - The student will display an attitude of receptivity (openness to new ideas).
      - The student will help build consensus in order to advance the defined task of the group.
      - The student will actively evoke the opinions, concerns, and feelings of the group's members.
      - The student will effectively utilize the ***group IQ**** through the art of collaboration.

      ***Group IQ*** is the sum total of the specific talents and skills of all those involved: The internal workings of the group MUST allow group members to freely utilize their gifts and share their talents in order to maximize productivity.

   b. The student will establish and maintain a personal connection with others.
      - The student will develop and demonstrate empathy.
      - The student will demonstrate an ability to analyze the social and emotional climate of the group.
      - The student will recognize and respond appropriately to the varying social and emotional needs of other group members.

# Group Dynamics
# Scope & Sequence

I - Introduce D - Develop M - Master E - Extend

| | GRADE LEVELS | | | | | | |
|---|---|---|---|---|---|---|---|
| | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| **1. Work Cooperatively** | | | | | | | |
| a. Task commitment | I | D | D | M | E | E | E |
| b. Self discipline | I | D | D | M | E | E | E |
| **2. Interact Effectively/Responsibly With Others** | | | | | | | |
| a. Seek agreement and solutions. | | | | | | | |
| • Communication skills | I | D | D | D | M | E | E |
| • Tolerance/respect for differences | I | D | D | M | E | E | E |
| • Purpose & timeliness in criticism | | I | D | D | D | M | E |
| • Negotiation skills | | I | D | D | M | E | E |
| • Receptive attitude | | I | D | D | M | E | E |
| • Consensus building | | | I | D | D | M | E |
| • Evoking concerns of others | | | | I | D | D | M |
| • Collaboration & group IQ | | | | I | D | D | M |
| b. Maintain personal connections in the group. | | | | | | | |
| • Empathy development | I | D | D | M | E | E | E |
| • Detecting social/emotional climate | | I | D | D | M | E | E |
| • Group's social & emotional needs | | I | D | M | E | E | E |

# Group Dynamics
# Sample Resources

**MDE's *Suggested Teaching Strategies* Notebook Activities:**
Ethical Awareness
Interpersonal Relationship Skills

**Synergetics:**
*Mysteries for Group Detectives*
*Survival*
*Tanglers*

**J. Weston Walch Publications:**
*Cultural Conflicts*

**Frank Schaffer Publications:**
*Cooperative Group Problem Solving*

**GEMS:**
*Group Solutions*

**Dale Seymour:**
*Connections*

**Free Spirit:**
*Peacetalk Posters*
*Respecting Our Differences*

**Bright Ideas:**
*Opposing Viewpoints*

**Good Apple:**
*Lessons from the Hearth*
*Mind Glow*

**Workman Publishing:**
*The Book of Questions*

**Resources for the Gifted:**
*Risk Taking*

**Zephyr Press:**
*Conflict Resolution Game*

# G. Leadership

**1. The student will develop an understanding of leadership.**

a. The student will identify the need for leadership.

b. The student will develop a definition of leadership.

c. The student will identify a variety of personal qualities necessary for effective leadership.

**2. The student will analyze and evaluate components of leadership and leadership styles.**

a. The student will analyze leadership skills through the study of eminent leaders.

b. While in a group situation, the student will identify a variety of leadership *skills* used by self and others.

c. While in a group situation, the student will recognize, analyze, and evaluate the leadership *styles* of self and others.

**3. The student will demonstrate the use of effective leadership skills and develop an effective leadership style.**

a. While in a group situation, the student will utilize leadership skills such as:
   - Organizing groups
   - Keeping group members on task
   - Communicating effectively
   - Using effective group dynamics skills

b. While in a group situation, the student will adapt his or her leadership style as needed to effectively communicate with and motivate others in the group.

c. The student will transfer leadership skills to real life situations in the school and community.

# Leadership
# Scope & Sequence

I - Introduce D - Develop M - Master E - Extend

| | GRADE LEVELS | | | | | | |
|---|---|---|---|---|---|---|---|
| | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| **1. Understanding of Leadership** | | | | | | | |
| a. Need for leadership | I | D | M | E | E | E | E |
| b. Definition of leadership | I | D | D | D | M | E | E |
| c. Leadership qualities | | I | D | D | M | E | E |
| **2. Analysis/Evaluation of Leadership Components & Styles** | | | | | | | |
| a. Analysis of eminent leaders | | I | D | D | M | E | E |
| b. Leadership skills of self/others | | I | D | D | M | E | E |
| c. Analysis/evaluation of leadership styles | | | I | D | D | M | E |
| **3. Effective Use of Leadership Skills & Styles** | | | | | | | |
| a. Leadership in group situations | | | | | | | |
| • Organizing groups | | I | D | D | M | E | E |
| • Keeping groups on task | | I | D | D | M | E | E |
| • Communication skills | | I | D | D | M | E | E |
| • Group dynamics skills | | I | D | D | M | E | E |
| b. Adapting style to meet needs of group | | | I | D | M | E | E |
| c. Leadership in the school & community | | | | I | D | M | E |

# Leadership
# Sample Resources

**MDE's *Suggested Teaching Strategies* Notebook Activities:**
Leadership Styles

**Zephyr Press:**
*Leadership: A Skills Training Program* (Roets)

**Trillium Press:**
*Leadership* (Gallagher)

**Free Spirit Publishing:**
*Girls and Young Women Leading the Way* (Karnes and Bean)
*Girls and Young Women Inventing* (Karnes and Bean)

**DOK:**
*Leadership Skills Inventory*
*Tomorrow's Decisions Today*

**Good Apple:**
Famous Friends Series:
*Founders*
*Outstanding Women*
*Path Finders*
*Presidential Leaders*

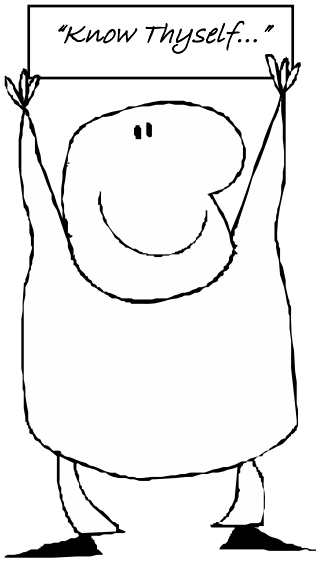
**Engine-Unity:**
*Famous Americans* Porta Centers

**Opportunity for Learning:**
*Leadership Unit*

# Affective Skills

Affective Skills deal with an ongoing attention to one's internal states: the ability to access one's own feelings, discriminate among them and draw on them to guide behavior. Students must develop these skills in order to:

- Move beyond extrinsic motivation to intrinsic motivation
- Manage emotions
- Experience personal growth
- Accept and appreciate selves
- Effectively use what has been learned in all areas of the curriculum to become self-directed, autonomous learners.



# H. Affective / Intra-Personal Skills (Self Awareness and Personal Growth)

**1. The student will develop an awareness of inner feelings.**
   a. The student will identify feelings and emotions in self.
   b. The student will understand and analyze feelings and emotions in self.
   b. The student will identify his/her own perceptual filters and defense systems.

**2. The student will demonstrate the use of stress management and coping skills.**
   a. The student will express and manage emotions in positive ways.
   b. The student will identify sources of and possible solutions for stress.
   c. The student will develop a healthy attitude toward peer pressure.
   d. The student will develop a healthy perception of perfectionism.

**3. The student will develop an understanding, acceptance, and appreciation of self.**
   a. The student will understand his/her personality style. (Myers-Briggs)
   b. The student will understand his/her learning style. (Gregorc, Gardner, etc.)
   c. The student will understand his/her moral development according to Kholberg's model.
   d. The student will formulate a personal value system.
   e. The student will develop an understanding of the nature of giftedness.
   f. The student will develop an understanding of behavioral norms.
   g. The student will develop and demonstrate introspection.

**4. The student will demonstrate personal responsibility for personal growth**
   a. The student will identify / assess his/her strengths and weaknesses and use these as a baseline for improvement.
   b. The student will demonstrate the ability to set goals and take the necessary steps to reach them.
      - The student will use decision making skills.
      - The student will actively take responsibility for choices made.
      - The student will explore career options.
   c. The student will develop and demonstrate self discipline.
      - The student will demonstrate task commitment.
      - The student will show evidence of delayed gratification and impulse control.
      - The student will demonstrate personal motivation.
   d. The student will develop a healthy attitude toward risk taking by accepting challenges requiring skills in his/her areas of weakness as well as his/her areas of strength, and by stating and supporting personal points of view even when they are contrary to accepted ideas expressed by others.

**5. The student will explore career options.**
   a. The student will identify careers.
   b. The student will understand requirements for obtaining careers
   c. The student will set short term and long term career goals.

**6. The student will demonstrate an awareness of multicultural differences.**
   a. The student will recognize contributions and achievements of various cultures.
   b. The student will understand requirements for obtaining careers
   c. The student will explore customs, traditions, and celebrations of other cultures.

# Affective / Intra-Personal Skills
# (Self Awareness and Personal Growth)
# Scope & Sequence

I - Introduce D - Develop M - Master E - Extend

| | GRADE LEVELS | | | | | | |
|---|---|---|---|---|---|---|---|
| | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| **1. Awareness of Feelings** | | | | | | | |
| a. Identify feelings in self. | I | D | D | D | M | E | E |
| b. Analyze feelings in self. | I | D | D | D | M | E | E |
| c. Perceptual filters | I | D | D | D | M | E | E |
| **2. Coping Skills** | | | | | | | |
| a. Expression & management of emotions | I | D | D | M | E | E | E |
| b. Stress management | I | D | D | D | M | E | E |
| c. Peer pressure | I | D | D | D | D | M | E |
| d. Perfectionism | | | I | D | M | E | E |
| **3. Understanding of Self** | | | | | | | |
| a. Personality style | | I | D | D | M | E | E |
| b. Learning style | | I | D | D | M | E | E |
| c. Moral development | | | | I | D | M | E |
| d. Value system | I | D | D | D | M | E | E |
| e. Understanding giftedness | I | D | D | M | E | E | E |
| f. Behavioral norms | I | D | D | M | E | E | E |
| g. Introspection | I | D | D | M | E | E | E |
| **4. Personal Growth** | | | | | | | |
| a. Strengths / weaknesses | I | D | D | M | E | E | E |
| b. Setting & reaching goals | I | D | D | M | E | E | E |
| c. Self discipline | I | D | D | M | E | E | E |
| d. Risk taking | I | D | D | M | E | E | E |
| **5. Career Options** | | | | | | | |
| a. Identify Careers | I | D | D | M | E | E | E |
| b. Understand requirement for obtaining careers | | | | I | I | D | M |
| c. Set short term and long term career goals | I | I | D | D | M | M | E |
| **6. Awareness of Cultures** | | | | | | | |
| a. Contributions and achievements | I | D | D | D | M | E | E |
| b. Respect for cultures | I | D | D | D | M | E | E |
| c. Customs, traditions, and celebrations | I | D | D | D | M | M | E |

# Affective / Intra-Personal Skills
# Sample Resources

**MDE's *Suggested Teaching Strategies* Notebook Activities:**

Evaluation
Goal Setting
Learning Styles
Risk Taking

**Free Spirit Publishing:**

*The Gifted Kids' Survival Guide*
*Perfectionism: What's Bad about Being too Good*
*Fighting Invisible Tigers: Lifeskills Development*
*Psychology for Kids*
Peacetalk Posters
*Stick Up for Yourself*
Kid Talk Posters
How Are You Feeling Today Poster
*Learning Styles: Personal Exploration and Practical Applications*
*What Do You Stand for? A Kids' Guide to Building Character*
*SEALS (Self Esteem And Life Skills) Plus*
*SEALS II*

**Dandy Lion Publishing:**

*Personal Projects*

**Good Apple:**

*My Relationships with Others*
*Morals and Values*

**J. Weston Walch:**

*Building a Positive Self Concept*

**Educational Impressions:**

*What Would You Do?*

**Workman Publications:**

*The Kids' Book of Questions*

# *Self-Directed / Autonomous Learning*

In addition to metacognition, the ultimate goal of the intellectually gifted program is to increase students' capacity for and skills in autonomous learning, which includes components from all previous curricular strands.

# I. Self Directed / Autonomous Learning

1. **The student will complete an independent investigation.**
   a. The student will select an area of study based on personal interest.
   b. The student will develop and implement a detailed plan for achieving goals by a target date, evaluating and revising as necessary.
   c. The student will use research skills to investigate an area of interest.
   d. The student will use thinking skills to analyze and critique information gained from research.
   e. The student will use creative thinking and creative problem solving skills to develop an original product using knowledge gained in his/her area of interest.
   f. The student will use communication skills to present the results of and product from his/her study to an authentic audience.
   g. The student will demonstrate intrinsic motivation and task commitment through the achievement of stated goals and the successful completion of the project / investigation.

2. **The student will demonstrate the ability to evaluate his/her products and processes accurately and effectively (metacognition).**

# Self Directed/Autonomous Learning
# Scope & Sequence

I - Introduce D - Develop M - Master E - Extend

| | GRADES | | | | | | |
|---|---|---|---|---|---|---|---|
| | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| **1. Independent Investigation** | | | | | | | |
| a. Interest area selection | I | D | D | M | E | E | E |
| b. Plan development | | | I | D | M | E | E |
| c. Research | | I | D | D | M | E | E |
| a. Analysis of Information | | I | D | M | E | E | E |
| b. Original Product | | I | D | M | E | E | E |
| c. Communicate results to authentic audience | | | I | D | M | E | E |
| d. Intrinsic motivation | | I | D | M | E | E | |
| **2. Self Evaluation / Metacognition** | | I | D | D | M | E | E |

# Autonomous Learning
# Sample Resources

**MDE's Simulations and Investigations Notebook:**
Independent and Small Group Investigations

**Autonomous Learning Publications:**
The Autonomous Learner Model

**Creative Learning Press:**
The Enrichment Triad
Individualized Education Plans for Gifted Students
Systems and Models for Developing Programs for the Gifted

**Websites:**
http://www.gifted.uconn.edu/semguide.html
http://162.127.32.87/ALM/almhome.html

# PART 3

# Information
# Regulations
# Recommendations

# Student Identification Process for the Open Doors Intellectually Gifted Program Jackson Public Schools

In accordance with the Mississippi Department of Education Regulations, the Jackson Public School District uses a two-fold process to identify intellectually gifted students for services. The process is as follows:

**Phase 1 Screening (School Level):**
Students must meet the minimum criteria on at least 3 of the 6 measures outlines below. One of these measures must be a group intelligence test. The other two may be subjective measures. These 3 pieces of data will be used as a part of the assessment (phase 2).

| Measures | Minimum Criteria | Type |
|---|---|---|
| • **Norm Referenced Group Intelligence Test** (Test must be nationally normed.) Examples: OLSAT, Raven's | 90th percentile | Objective |
| • **Norm Referenced Achievement Test** (Test must be nationally normed.) Examples: CAT, Terra Nova, Woodcock Johnson-III, WIAT-R | 90th percentile | Objective |
| • **Eby Gifted Behavior Indexes** | | |
| o Published Checklist | | |
| o Examples: EBY, SIG | | |
| o Normed characteristics of giftedness checklist | At or above superior range | Subjective |
| o Normed measure of creativity | At or above superior range | Subjective |
| o Normed measure of leadership | At or above superior range | Subjective |

Minimum criteria must be met on at least 3 of the above measures PRIOR TO the administration of an individual intelligence test (phase 2 of the identification process).

**Phase 2 Assessment / Individual IQ Test (District Level): WISC-IV, Stanford-Binet: 5th Ed.**

- If the phase 1 requirements are met, the district will then administer an individual, norm referenced, intelligence test. Examples of these include the WISC-IV, Stanford Binet: Fifth Edition, Leiter-Revised, KABC-2, UNIT, and RIAS. Student must score at or above the 90th percentile composite/full scale or the 90th percentile on approved subtests in order to satisfy eligibility criteria.
- The individual intelligence test must be administered by a psychometrist or psychologist certified by the Mississippi Department of Education or licensed by the Board of Psychological Examiners.
- The psychometrist / psychologist will use the data collected from phase 1 to select the most appropriate intelligence test (the instrument that most closely matches the strengths of the individual child).

If a parent requests private testing, the phase 1 information must be sent to the gifted program coordinator, who will then forward it to the psychologist selected by the parents for phase 2. The phase 1 information, the appropriate release of information forms, and the parental permission forms must be on file in the gifted program office prior to the phase 2 assessment.

# J.P.S.

# GIFTED SCREENING AND REFERRAL PROCESS

A student is recommended for Open Doors Screening

↓

School personnel administer Raven's (and OLSAT if necessary).

↓

**DID THE STUDENT SCORE AT OR ABOVE THE 90TH PERCENTILE?**

**NO →** School notifies parents of screening results. No further testing necessary.

↓

**YES**

↓

School personnel notify parents of screening results, complete referral packet, and send referral packet to gifted program office.

↓

Psychometrics administers individual IQ test and delivers results to gifted screening team.

↓

**DID THE STUDENT SCORE AT OR ABOVE THE 90TH PERCENTILE?**

**NO →** Gifted program office notifies the parents and the school that the student is NOT eligible for gifted program services.

↓

**YES**

↓

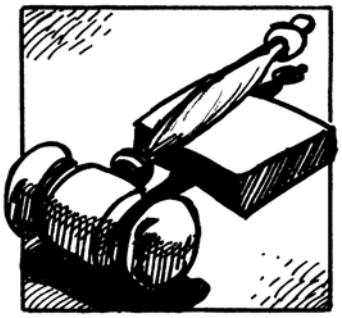
Gifted program office notifies parents that student is eligible for gifted program services. Parents sign and return Permission for Placement form to gifted program office.

↓

Gifted program office notifies school that the student is eligible for gifted program services.

# State Law and Mississippi Department of Education Gifted Program Regulations

According to Mississippi State Law, the intellectually gifted education program must be "***in addition to and different from the regular program of instruction provided by the district***."



Mississippi Department of Education regulations require that "*gifted students are grouped together for a* ***minimum*** *of five hours per week to participate in enrichment activities developed to enhance the integration of advanced content and student interests utilizing higher level thinking skills, creative problem solving, critical thinking skills, research skills, personal growth and human relations exercises, leadership skills, and creative expression*."

MDE regulations also state that:

- "No full-time minimum program paid teacher of the gifted may have more than one planning period each day (maximum of 60 minutes)."
- "In grades 2-8, a group of 5-8 students per class period is the ideal group size for teachers to be able to provide the experiences that are necessary to make the program effective." Class size may be extended to 10 students if all scheduled gifted classes are equal in size.
- 100 percent of the gifted program teacher's instructional time is to be spent with identified, eligible gifted students.

Because of the above statements, teachers of the intellectually gifted cannot at any time:

- Teach students who are not eligible for the gifted program.
- Teach the regular instructional program's curriculum to eligible gifted students assigned to them for gifted program services.

**State funding will be withheld from schools whose intellectually gifted program is not in compliance with MSDE regulations and state law.**

# Open Doors Program Structure and Regulations

"Open Doors" is the Jackson Public School District's program for identified intellectually gifted students in grades 2-8. It provides a different instructional setting for a minimum of 5 hours a week to *identified gifted students*.* **Middle school** students who qualify may select Open Doors as one of their electives or in place of learning strategies. **Elementary** students who qualify are pulled from their regular classes each week to participate in the Open Doors program.

Intellectually gifted children can and do exhibit a wide variety of attitudes and interests and quite often do not fit into the anticipated "gifted child" stereotype. They do not always make the honor roll, are not always well-behaved, do not always do their homework, and are not gifted in all areas.** The Open Doors program provides services for all identified gifted students, including those who do not fit the stereotypical image such as "twice exceptional children" (gifted children with a learning disability), gifted children with behavior problems, underachieving gifted children, potentially disadvantaged gifted children, potentially disadvantaged, etc.

The Open Doors program is specifically designed to meet the special needs of intellectually gifted students. **This program is not a privilege/reward, nor is removal from it to be used as a means of discipline. No child who qualifies for gifted program services shall be denied access to them at the daily discretion of the teacher.** Regular classroom teachers are not to withhold students from the Open Doors program for disciplinary reasons, including failure to do homework or class work.*** Likewise, Open Doors teachers are not to remand students to the regular classroom for disciplinary reasons. In accordance with MDE regulations, identified gifted children are to receive gifted program services for a minimum of 5 hours per week.

No child may be penalized for participating in the Open Doors program. Tests in the regular program of instruction should not be scheduled during the time that gifted students are scheduled to attend Open Doors. Gifted students should not be required to make up work missed while in Open Doors, especially in the case of drill and practice work, **if** they can demonstrate proficiency in the desired skill and/or mastery of the desired concept.

In order to provide appropriate instruction for intellectually gifted children in **all** settings, Open Doors teachers are encouraged to collaborate with regular education teachers.

** See "Student Identification Process," page 50.*
*** See "Problems Associated with Intellectually Gifted Children," page 4.*
**** This does not apply to students in ISS or PAC, who are not allowed to attend **any** classes.*

# Removal of Students from the Open Doors Program

Progress in the regular program of instruction does not legally affect the student's status in the gifted program. Once a child has a gifted eligibility ruling, school personnel may not withhold gifted program services from that child. ***If a student with a gifted ruling is failing in their regular program of instruction, the student should be referred to the school / district teacher support team, NOT removed from the gifted program.***

Although a parent always has the right to remove his/her child from the gifted program and does not need to specify a reason for doing so, school personnel must follow MDE regulations and state law. Hence, they may only legally remove students from the program if there is significant documented evidence that the student is not benefiting from the Open Doors program. School personnel should not suggest to parents that children should be removed from the gifted program for behavioral or academic reasons.

In the event that a student is clearly not benefiting from the program, and no change has been evident after a parent conference, intervention, and following the student's progress for 6-8 weeks, the child may be removed from the program for the remainder of the year by the reassessment committee. The reassessment committee must include the gifted program teacher and the principal. Proper documentation must accompany the removal. Use the Withdrawal form or the Re-assessment form.

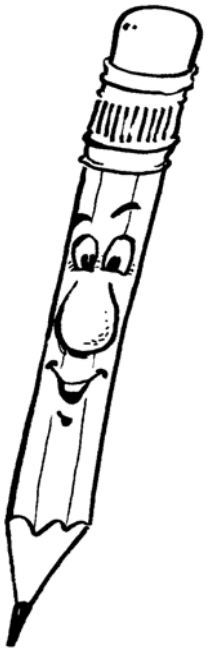
The following process should be followed when a student is not benefiting from the Open Doors program:

1. The Open Doors teacher will meet with the child and his/her parent or guardian to assist them in setting goals and devising a plan to meet those goals successfully (intervention plan). Educational plans based on ***individual interests*** should be a part of the discussion. A target date for evaluating progress toward the stated goals will be determined. If, on this date, progress has been satisfactory, no further action is necessary.

2. If, at the end of the intervention period, the student's progress toward the individualized goals has not been satisfactory, and the student is clearly not benefiting from the program, the student may be removed from the program for the remainder of the school year. Proper documentation should accompany the student's removal. Use the Reassessment form or Withdrawal form.

3. Should the parent not agree to the removal of the student from the gifted program, the parent shall be granted a hearing with district personnel for a final decision.

# Evaluation and the Open Doors Program

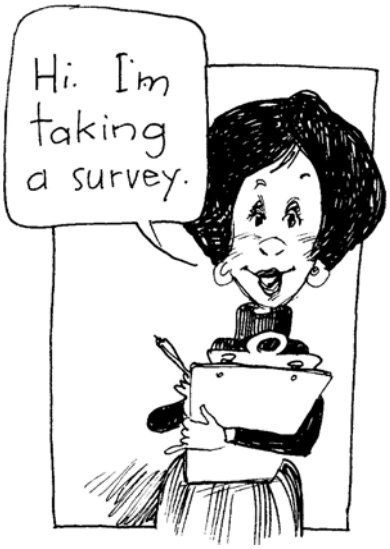


## Students:

In addition to the teacher's observation of student progress, students are encouraged to utilize self and peer evaluation strategies through the use of rubrics, checklists, and other instruments. Elementary students receive formal progress reports at least twice per year. Middle school students receive numerical grades on their report cards every 9 weeks.

## Teachers:

Teachers are evaluated annually according to the JPS process / procedures. The Open Doors Class Observation Checklist allows observers / evaluators to record teacher behaviors specifically expected in the Open Doors program. The checklist is intended to support building level teacher evaluations. In addition, the program strengths and areas of need identified by completed checklists will be used by the gifted program coordinator to design meaningful and appropriate professional development activities for the Open Doors teachers. For more information, see "Essential Elements of a Quality Gifted Education Classroom, (See page 56.)




## Program:

In accordance with Mississippi Department of Education recommendations, the Open Doors program is evaluated annually by the following Mississippi Gifted Education Program Standards:

1. Curriculum and Instruction
2. Program Administration and Management
3. Program Design
4. Program Evaluation Standards
5. Socio-Emotional Guidance and Counseling
6. Professional Development
7. Student Identification and Assessment

In addition, a variety of stakeholders (teachers, parents, and students) annually evaluate the Open Doors program through surveys. The information gained through this process is used to strengthen and improve the program and to provide ongoing training to ensure quality services for our intellectually gifted students.

# ESSENTIAL ELEMENTS OF A QUALITY GIFTED EDUCATION CLASSROOM

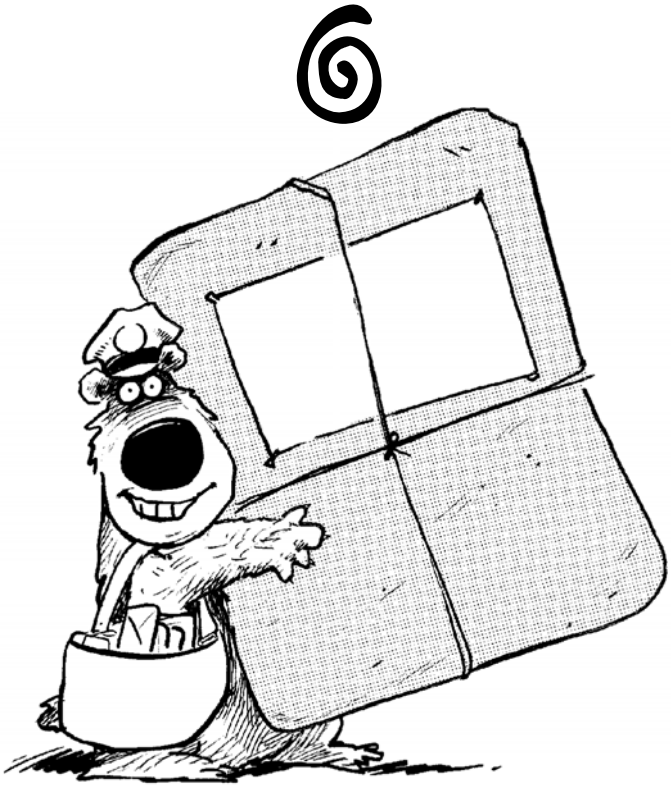
www.ocps.k12.fl.us/framework/gi/guide/index.htm 1999

A quality gifted education classroom/school program is characterized by the following evidence:

- The teacher is endorsed in gifted education.
- Students are being challenged to perform to their maximum potential; genuine differentiated programming, not more of the same or simply acceleration of content
- Cognitive goals, objectives, and activities are clearly defined.
- Goals and activities are related to social/emotional development; guidance and counseling are addressed on a regular basis..
- The teacher recognizes varying student learning styles and needs and facilitates lessons that honor students unique talents and differences
- Program paperwork is completed correctly and is in compliance with legal statutes.
- Varied and creative teaching strategies and materials are being utilized; less use of lecture/direct instruction method.
- Appropriate modifications are being made for students from special populations such as learning disabled gifted, ESL gifted, culturally diverse gifted, profoundly gifted, underachieving gifted, etc.
- There is regular, effective communication with students, families, and faculty. (newsletter, conferences, etc.)
- Parent meetings and/or workshops are offered.
- Students are actively engaged during each class meeting. (discussions, presentations, group work, conferences, simulations, learning centers, etc.)
- Students have mastered problem-solving models and participate in problem solving activities.
- Students are participating in service learning projects.
- Students are engaged in original product development.
- Students participate in self and peer evaluation of performance.
- Students are cognitively stimulated to use analysis, synthesis, and evaluation as regular thinking processes.
- Students use metacognition to evaluate cognitive processes regularly used to solve problems.

# PART 4

# Appendices



# APPENDIX
# A
# CREATIVITY TECHNIQUES

# Transformation Techniques

**Repeat:** Repeat a shape, color, form, image, or idea. Reiterate, echo, restate, or duplicate your reference subject in some way.

**Superimpose:** Overlap, place over, cover, overlay. Superimpose dissimilar ideas or images. Overlay elements to produce new images, ideas, or meanings. Superimpose different elements from different perspectives, disciplines, or time periods on your subject. Combine sensory perceptions (sound/color, etc.). An example would be the way Cubist painters superimposed several views of a single object to show many different moments in time simultaneously.

**Empathize:** Sympathize. Relate to your subject. Put yourself in its "shoes." Give inorganic or inanimate objects human qualities. Relate to your subject emotionally or subjectively.

**Animate:** Bring life to inanimate objects by thinking of them as having human qualities.

**Disguise:** Camouflage, conceal, deceive, or encrypt. Mask hide, or "implant" your subject into another frame of reference.

**Contradict:** Contradict the subject's original function. Examples of contradiction are optical illusions and "flip-flop" designs.

**Parody:** Ridicule, mimic, mock, or caricature. Make fun of your subject. "Roast" it or transform it into a visual joke or pun.

**Prevaricate:** Equivocate, fictionalize, or "bend" the truth. Falsify, fantasize. Examples include myths or legends.

**Symbolize:** Turn your subject into a symbolic image.

**Mythologize:** Build a myth around your subject. Examples of ways people have mythologized common objects include how the coca-cola bottle, brillo pads, comic strip characters, movie stars, mass media images, hot rods, hamburgers and French fries, and other such frivolous subjects became the visual icons of twentieth century art.

**Fantasize:** Fantasize your subject. Think "what if" thoughts, for example, what if automobiles were made of brick? What if alligators played pool? What if insects grew larger than humans? What if night and day occurred simultaneously?

# The SCAMPER Checklist

**S** ubstitute — Substitute / transfer one item for another

**C** ombine — Combine / unite / hybridize two or more items

**A** dapt — Adapt / adjust to satisfy a condition; force-fit

**M** odify — Modify, transform, morph, change the form or quality, add, distort, change scale

**M** inify — Minify, reduce, or make smaller, lighter, slower, or less frequent

**M** agnify — Magnify, enlarge, or make greater

**P** ut to other uses, create other purposes (other than the original for which it was intended)

**E** liminate — Eliminate, remove, omit, fragment, subtract or isolate a quality, part, or whole

**R** earrange — Rearrange, change the order, reverse, put in opposite order for a different plan, layout, or scheme

# Miscellaneous Idea Generating Techniques

**Lotus Blossum Technique:** an idea expanding technique that involves building on a central theme, therefore spawning new themes

**Analogical Thinking:** finding unique relationships between items or ideas

**Attribute Listing:** the process of identifying characteristics of an item, problem, or concept

**Morphological Analysis and Synthesis:** the process of combining dissimilar attributes to create a new item or concept

# APPENDIX
# B
# DIFFERENTIATED ACTIVITIES

**Please visit these web sites for Differentiated Activities.**

http://www.atozteacherstuff.com/pages/1697.shtml

http://www.fulton.k12.ga.us/staff/politis/difflearn.htm

http://www.internet4classrooms.com/di.htm

**Suggested books with sample Differentiated Activities include:**

*Activities and Assessments for the Differentiated Classroom* by Carolyn Coil

*How to Differentiate Instruction in Mixed Ability Classrooms* by Carol Ann Tomlinson

*Strategies for Differentiating Instruction* by Julia Roberts, EdD. and Tracy F. Inman

# APPENDIX
# C
# GIFTED AT-RISK INFORMATION

# Gifted/At-Risk Youth

| CHARACTERISTICS | SCREENING AND IDENTIFICATION PROCEDURES | INTERVENTION STRATEGIES |
|---|---|---|
| ❖ Possesses strong intellectual abilities<br>❖ Has a keen level of intellectual curiosity<br>❖ Exhibits poor academic achievement<br>❖ Has poor school attendance<br>❖ Finds school curriculum unchallenging<br>❖ Is disengaged from school activities<br>❖ Has a strong desire to be successful<br>❖ Usually lives in a single-parent family<br>❖ Is highly observant and articulate<br>❖ Feels alienated from social peers<br>❖ Displays low self-esteem<br>❖ May be highly creative<br>❖ Feels that educators are uncaring<br>❖ Usually lives in an unstable home environment<br>❖ Usually comes from low socioeconomic status<br>❖ Has heightened sensitivity to attitudes and criticisms of others | ❖ Incorporate the *Talent Identification and Development Education Model*<br>❖ Look for a discrepancy between achievement test scores and academic performance<br>❖ Create an academic portfolio that displays student's strengths, weaknesses, and interests<br>❖ Interview parents, peers, and community members<br>❖ Pay attention to change in student's social group<br>❖ Take notice of artistic expression (written, visual, or musical)<br>❖ Ask student to share views about school, peers, home life, and/or future aspirations | ❖ Provide social/emotional counseling sessions<br>❖ Provide career counseling<br>❖ Establish a mentoring program<br>❖ Encourage student participation in extracurricular activities<br>❖ Institute a creative problem-solving curriculum<br>❖ Create authentic learning environments<br>❖ Allow flexible programming options<br>❖ Promote parental involvement<br>❖ Permit students to re-enter school<br>❖ Provide opportunity for artistic self-expression<br>❖ Instill a sense of pride and self-worth |

THE FRANCES A. KARNES CENTER FOR Gifted Studies

The Frances A. Karnes Center for Gifted Studies
Web site: www.usm.edu/gifted
E-mail: gifted.studies@usm.edu
Phone: 601.266.5236
Fax: 601.266.4978
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AA/EOE/ADAI
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# Gifted kids at risk: Who's listening?

Patricia A. Schuler

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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 | Personality Characteristics |
|---|---|
| Exceptional reasoning ability | Insightfulness |
| Intellectual curiosity | Need to understand |
| Rapid learning rate | Need for mental stimulation |
| Facility with abstraction | Perfectionism |
| Complex thought processes | Need for precision/logic |
| Vivid imagination | Excellent sense of humor |
| Early moral concern | Sensitivity/empathy |
| Passion for learning | 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 personalityIn 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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# D
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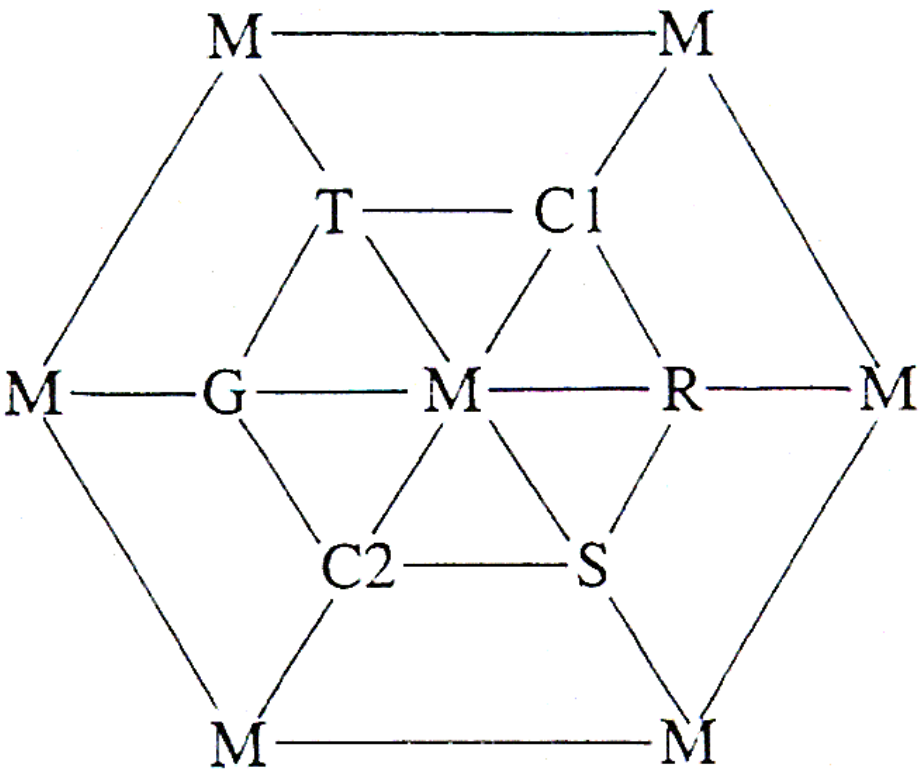
INTELLECTUALLY GIFTED PROGRAM

# OUTCOMES MODEL




KEY FOR OUTCOMES MODEL

M=METACOGNITION

C1=CREATIVITY R=RESEARCH

C2=COMMUNICATION S=SELF –DIRECTED LEARNING

G=GROUP DYNAMICS T=THINKING

The Outcomes Model clearly displays the total interrelatedness of the outcome categories, process skills, and metacognition. Students mastery of the suggested outcomes will lead to the global outcomes of metacognition and an intense love of learning.