



Davidson Institute for Talent Development  
*Educators Guild*

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# Accommodations for the Gifted Child in the Regular Classroom

# Presentation Outline

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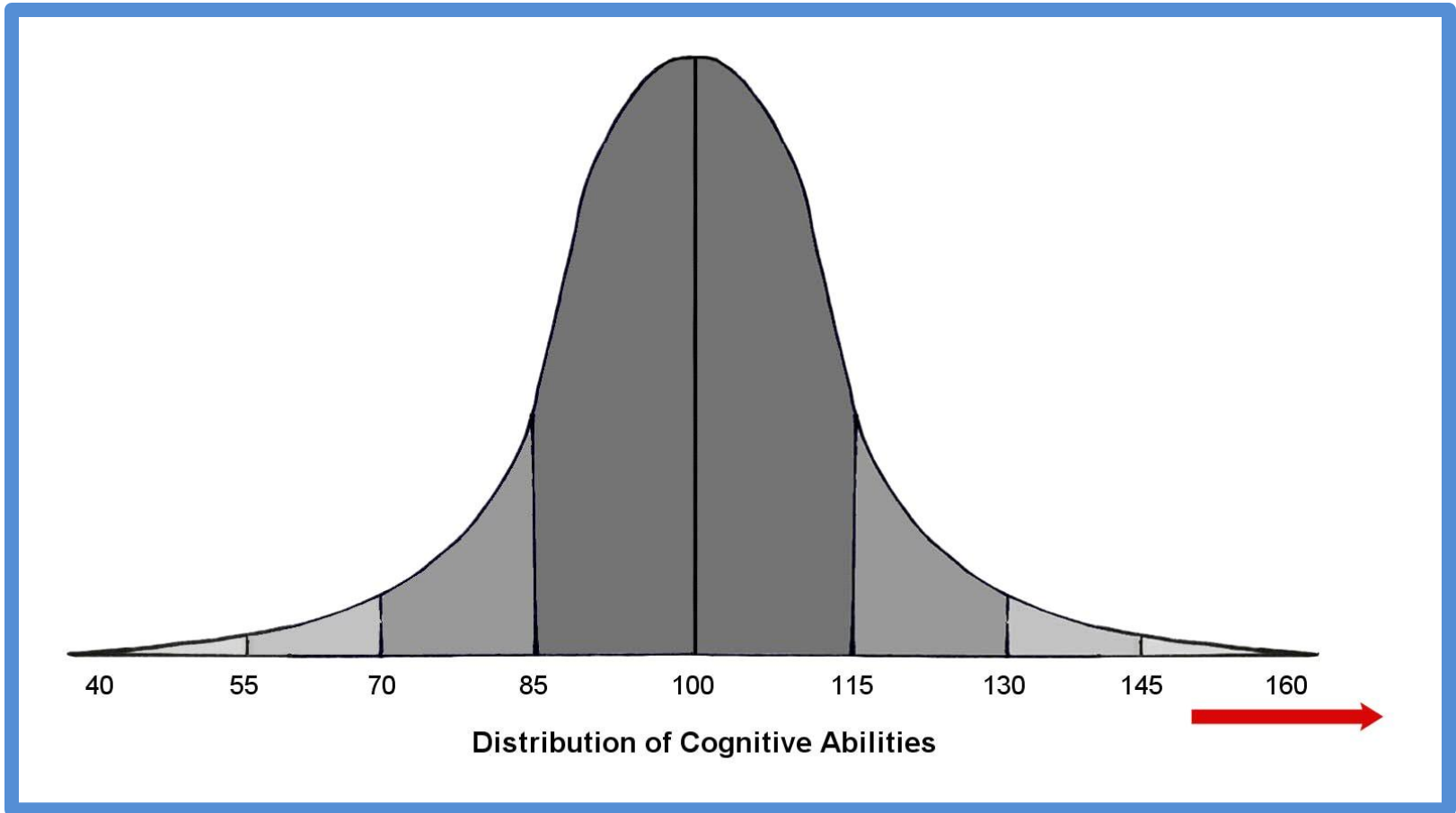
- Levels of giftedness
  - Behind the Numbers
- Gifted Children in the Classroom
  - Common Characteristics
  - Explanation for Manifestations
  - Accommodations
- Case Studies

# Levels of Giftedness

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- Bell curve
- IQ numbers

# Bell Curve of Cognitive Abilities



*Standard deviation = 15*

# Behind the Numbers

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- Struggling Student
  - IQ of **85 & Below**
- Average Student
  - IQ of **100**
- Moderately Gifted Student
  - IQ of **130**
- Highly Gifted Student
  - IQ of **145**
- Profoundly Gifted
  - IQ of **145 & Above** (99.9%)

# The Gifted Child in the Regular Classroom

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- Five sample cases
- Behaviors exhibited
- Manifestation explanations
- Proposed accommodation

# *Rose*

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- Rose is a whimsical child.
- She rushes through her assignments if she actually starts them, and never turns things in on time.
- If Rose isn't blurting out answers during class discussions, then she is constantly asking questions, which may or may not be on topic.
- Rose is easily distracted and needs substantial redirection to the task at hand.

# Manifestations

## *Rose*

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What comes to mind?

- ADHD, ADD
- Overstimulation, work that is too difficult

What can cause this in gifted?

- Rote learning; mad minutes, workbook, textbook
- Review
- Understimulation; lack of challenge
- Insatiable curiosity



# Proposed Accommodation for *Rose*

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## Curriculum compacting

- Entails reduced amounts of introductory activities, drill, and practice
- Time gained is used for advanced curriculum or enrichment activities

## How To

- Pretest to determine level of mastery
- Exit cards and compacting form

# *Dallas*

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- Dallas is constantly poking, prodding, and talking to the student sitting next to him.
- When given manipulatives, instead of using them for the assigned task, Dallas believes they are better used as projectiles.
- He has difficulty connecting with other students at recess and it generally results in conflict.
- However, his work seems to be at grade level and he often offers great insight during class discussions in his topic of interest.

# Manifestations

## *Dallas*

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What comes to mind?

- Immaturity
- Executive Functioning Problems
- Asynchrony

What can cause this in gifted?

- Life experience vs. cognitive ability
- Desire to fit in

# Proposed Accommodation for *Dallas*

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## Mentoring

- Help develop cognitive ability while gaining life experience.
- Provides an opportunity for talent development

## How To

- Determining readiness
- Finding the right topic
- Seeking out the best student/professional

# *Jack*

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- Jack uses humor in an attempt to fit in. However, his sense of humor is nothing like the other students’.
- Between his sense of humor and awkward social interaction, other students have distance themselves from him.
- He has yet to find someone in his class he can connect with, but has no problem talking to adults about Star Wars for as long as they’ll listen.
- If he’s not talking to an adult, he’s off on his own talking to himself or reading.

# Manifestations

## *Jack*

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What comes to mind?

- Autistic like behaviors
- Social delays

What can cause this in gifted?

- Dumbing down
- Lack of common interests with same-age peers
- Lack of accessibility to intellectual peers
- Inability to practice social skills

# Proposed Accommodation for *Jack*

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## Ability Grouping

- Grouping students by ability
- Gives them the opportunity to work with others of similar intellect and interests

## How To

- Ideas for forming groups
  - \*Can group by: readiness, learning style, or interest
- Tiered lessons

# *Sam*

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- Once again, Sam finds herself re-writing her essay at 2 a.m.
- Her teacher checked a rough draft and said it was great, definitely 'A' quality. However, Sam feels it still isn't good enough.
- The problem is, neither were the other three re-writes she has already completed.
- Sam will be exhausted tomorrow, but turn in a paper she is almost proud of, and still receive an 'A'.



# Manifestations

## *Sam*

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What comes to mind?

- Fine motor skills
- Perfectionism – survey and healthy striver
- Writer's block

What can cause this in gifted?

- Thoughts and feelings set forth by the student themselves, not their surroundings
- They're used to being the best
- Fear of failure

# Proposed Accommodation for *Sam*

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## Enrichment

- Outside Competitions
- Extracurricular clubs and activities

## How To

- Discover local and online resources

# *Maddy*

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- While taking morning attendance, Maddy's teacher finds her absent again – for the fourth time in two weeks.
- When Maddy has been there, she always arrives late to class and quietly sits in the back with tear-stained eyes looking displaced from a hectic morning.
- An email the teacher received later that day, explained Maddy's absence was due to a stomach ache that just won't go away.
- Her mom will pick up make-up work this afternoon for Maddy to complete tonight and return with it in the morning.

# Manifestations

## *Maddy*

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What comes to mind?

- Outside influences
- Defiance
- Possible illness

What can cause this in gifted?

- Never properly identified
- Feeling let down
- Desire to do something meaningful

# Proposed Accommodation for *Maddy*

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## Independent Projects

- Can be an extension of curriculum
- Project designed around student's interest and ability

## How To

- Determine topic of study
- Develop a learning contract, set expectations for final product

# Case Studies for Work Groups

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- 3 case studies
- Distribute studies by areas
- One group present; others pipe in

# *Case Study #1 – Olivia*

## *Group Exercise - Handout*

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- Olivia is the girl you need to look up to find when taking attendance at the beginning of the day. While many of your students make their presence known immediately upon entrance to your classroom, Olivia quietly makes her way to her desk and immediately begins to write in her beloved journal.
- These same daily journal entries also get in the way of assigned work, which doesn't help Olivia's issue with staying on task and completing class work. This problem of turning in completed work is compounded by the fact that she is often sick, and misses important lessons.
- In general, Olivia is a very sweet girl with a shy demeanor who can be bribed to do just about anything for a pencil, or eraser; which she is always in need of. Olivia is slow to raise her hand and take part in class discussion. You often wondered if her unwillingness to participate in class is a function of Olivia not sleeping well, as mom has reported, or her insecurity when answering adults.

# *Case Study #2 – Josh*

## *Group Exercise - Handout*

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- Josh says “please” and “thank you” when interacting with you, or any other authority figure at school. But, without fail, is right back to pulling hair and wiping boogers on desks when in the presence of other kids.
- When Josh’s homework isn’t folded into a Yo-gi-oh character, it is often only half complete and messy. When his in class assignment is done, or at least done by Josh’s standards, he reverts back to talking, asking out of place questions and bothering seat mates. This is especially true when it is time for math, as he is done well before any other students in class.
- You have observed in the past month that he is insightful, analytical and productive for hours on end when given above level work, especially in math and science.



# *Case Study #3 – Tyler*

## *Group Exercise - Handout*

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- Tyler is the student in class you are almost certain could provide his tests as keys to grade other students answers against. These perfect test scores are puzzling however, because he never turns in assigned homework. Globally gifted, he takes no time to learn new concepts, is two to three grade levels above same-aged peers in reading ability and has the vocabulary of a high school freshman.
- Tyler loves inventing trains, planes and anything that goes fast with whatever materials are available at the time. You pulled mom aside the other day to discuss your concern about his loss of interest in school. Your notion was confirmed when mom shared with you she struggles to get him to school in the morning and tantrums usually accompany breakfast.

# Resources

## Books and Publishers

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[www.FreeSpirit.com](http://www.FreeSpirit.com)

- *When Gifted Kids Don't Have All the Answers* - Delisle, J. & Galbraith, J.
- *Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grades 3-12* – Heacox, D.

[www.Prufrock.com](http://www.Prufrock.com)

- *Differentiation that Really Works: Grades 3-5* - Delisle, J.
- *Methods and Materials for Teaching the Gifted* – Karnes, F. & Bean, S.
- *Developing Math Talent* - Assouline, S. & Lupkowski-Shoplik, A.

[www.GiftedBooks.org](http://www.GiftedBooks.org)

- *Re-Forming Gifted Education: Matching the Program to the Child* - Rogers, K.
- *Guiding the Gifted Child* - Webb, J., et al.

[www.AccelerationInstitute.org](http://www.AccelerationInstitute.org)

- *A Nation Deceived: How Schools Hold Back America's Brightest Students* – Institute for Research and Policy on Acceleration (IRPA)

[www.DavidsonGifted.org/DB](http://www.DavidsonGifted.org/DB)

- Resources > Browse by Topic; Plus, lots of Articles on various gifted topics

# Closing

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## Davidson Institute Programs and Services

- Educators Guild
- Davidson Young Scholars
- Davidson Fellows Scholarships
- THINK Summer Institute
- Davidson Academy of Nevada

Any Questions?

**Thank You**



[www.DavidsonGifted.org/EdGuild](http://www.DavidsonGifted.org/EdGuild)