

Individualized Program Planning (IPP) Workshops

Workshop #9: IPPs for Students who are Gifted

Time	Approximately three hours
Purpose	To explore considerations and challenges specific to creating a meaningful IPP process for students who are gifted.
Grouping	Partners, small groups and whole group
Resources	Blackline masters for Activities 1 through 9 (attached)
Process	<ol style="list-style-type: none">1. Introduce yourself and complete an introductory activity such as “Introducing Your Neighbour” or “Four Questions.”2. Organize participants into small groups or partners and complete the following activities:<ul style="list-style-type: none">• Benefits and Challenges• What’s the Difference?• Accommodations for Students who are Gifted• Higher-order Thinking Processes3. After a brief break, complete the following activities:<ul style="list-style-type: none">• Flexible Pacing• Learning Environments• Developmental Issues• What the Research Says• Identification of Strengths and Areas for Growth
Wrap-up	Complete a culminating activity such as “3-2-1” in which participants summarize: <ul style="list-style-type: none">• 3 important ideas that they want to remember about creating IPPs for students who are gifted• 2 things they would like to know more about IPPs for students who are gifted• 1 idea that they will share and discuss with colleagues.

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Activity 1: Benefits and Challenges

Work in small groups and use a traveling brainstorm process to identify potential benefits and challenges in the IPP process for students who are gifted.

Potential **benefits of the IPP process for ...**

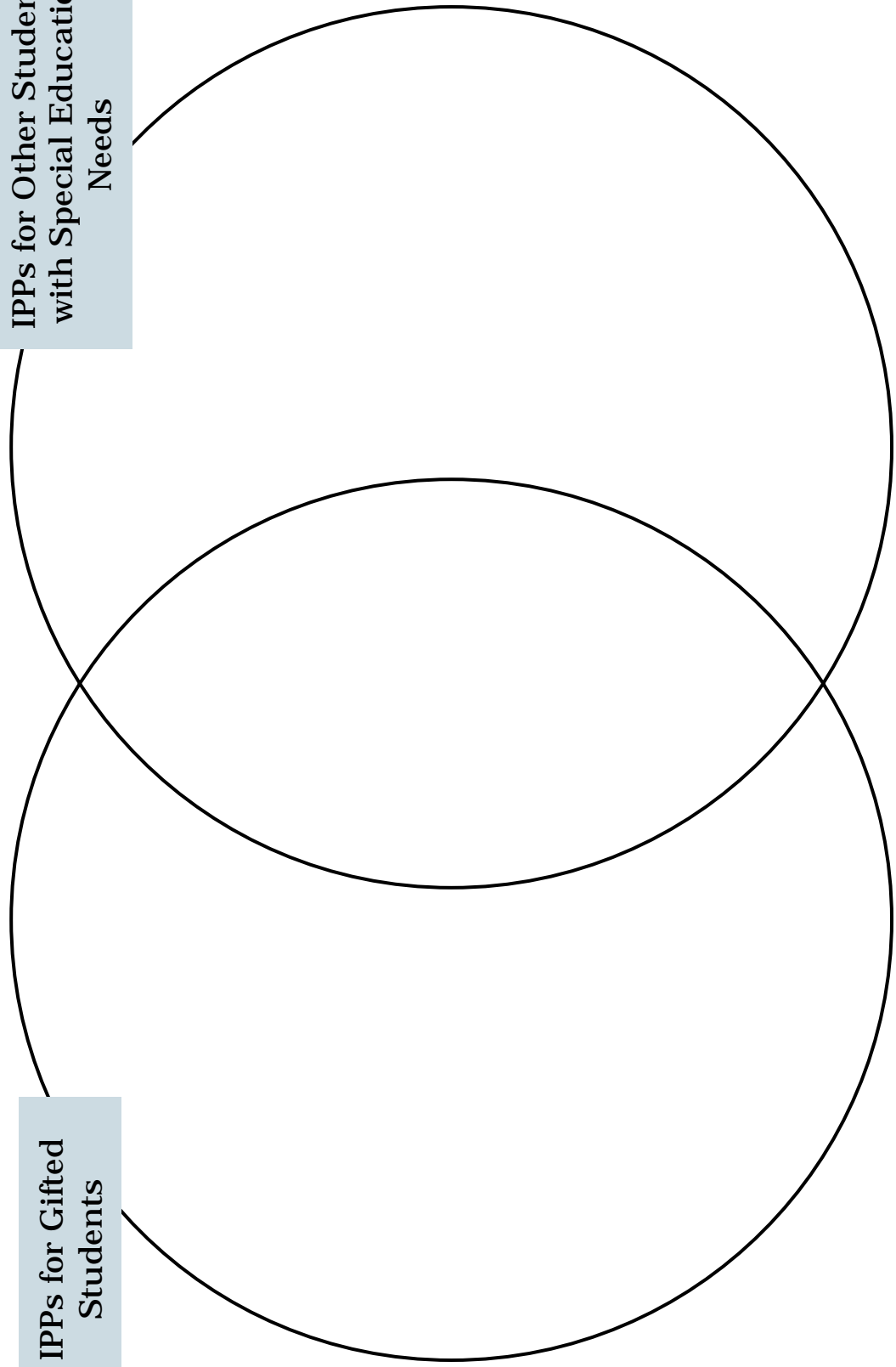
students who are gifted	parents	teachers

Potential **challenges of the IPP process for ...**

students who are gifted	parents	teachers

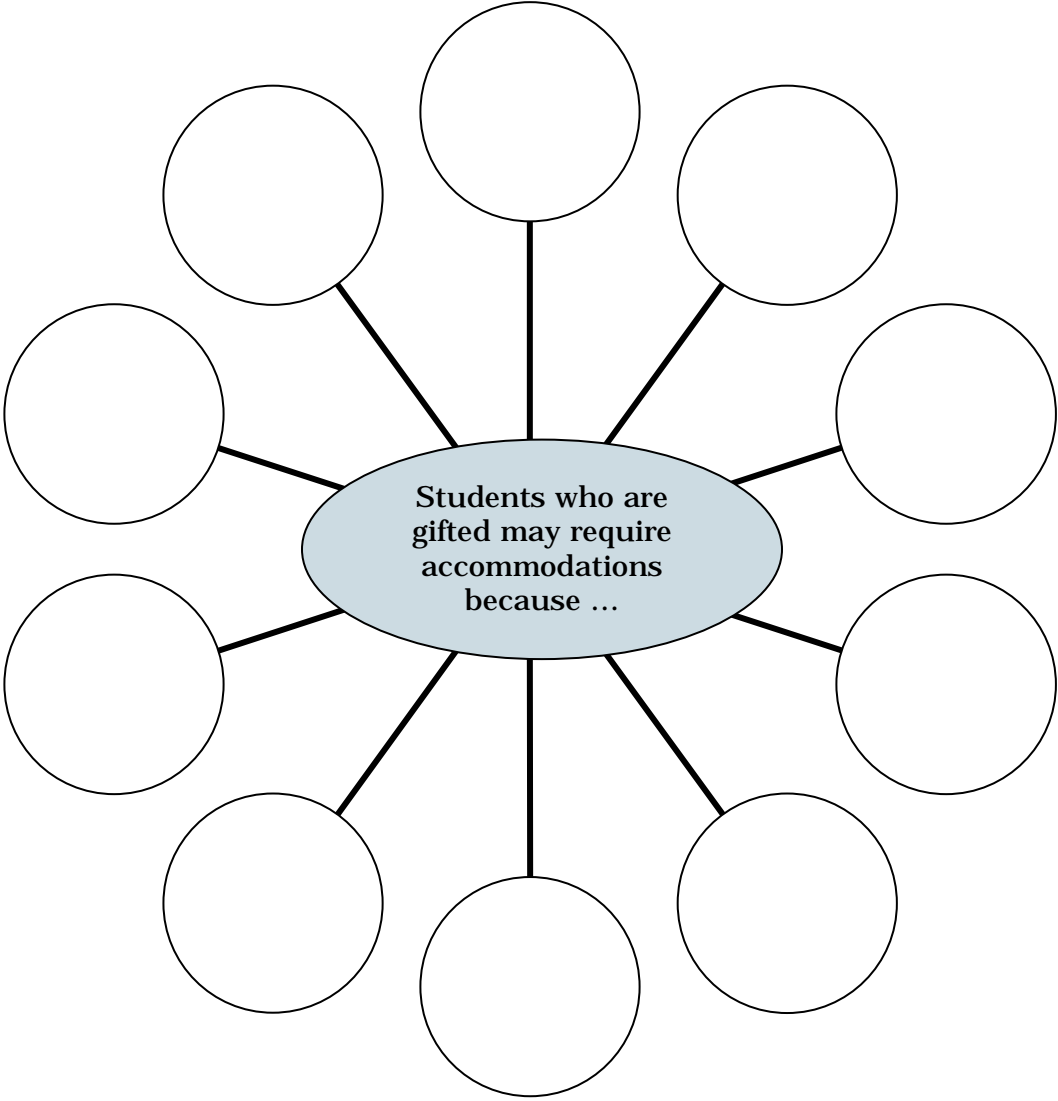
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Activity 2: What's the Difference?

Use the Venn diagram below to identify how IPPs for students who are gifted are similar to and different from those for other students with special education needs.



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Activity 3: Accommodations for Students who are Gifted

With a partner or in a small group, brainstorm reasons why students who are gifted may require specialized accommodations.



Sample Accommodations

Often the accommodations required for students who are gifted are different from those required by other students with special education needs. With a partner or small group, look over the sample accommodations listed below. Choose one accommodation from the lists on this page and write a brief description, including the context, of how you might use that accommodation in your own classroom. Share this information with the group.

Content Accommodations

- Make activities more complex (e.g., comparative studies, more variables)
- Accelerate activities from concrete to abstract, move quickly
- Modify outcomes from a higher grade level
- Extend activities beyond the regular program of studies
- Increase range and variety of topics available
- Increase quantities of information available
- Increase the variety of information available
- Use tiered assignments according to student readiness
- Investigate related themes or ideas from various disciplines
- Explore related ethical issues
- Do an in-depth study of a related self-selected topic
- Develop expanded library research skills
- Develop expanded Internet research skills

Process Accommodations

- Increase the use of evidence of reasoning (e.g., supporting, opinions, debates)
- Make activities more open-ended (e.g., learning centres, tic-tac-toe menu, learning contracts)
- Create expanded opportunities for critical thinking, evaluating and decision making
- Create time for browsing and exploring
- Investigate possibilities for videoconferencing
- Organize partnerships through technological communications (e.g., e-mail, conference boards, e-mentor)
- Create opportunities to teach others

Accommodation:

How I might use this accommodation in my classroom:

How this accommodation might affect ...

the student who is gifted

the other students in the classroom

me as a teacher

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Activity 4: Higher-order Thinking Processes

Consider how a framework for higher-level thinking, such as Bloom’s Taxonomy, could be useful for designing learning activities that challenge, support and engage students who are gifted.

Develop an example of how the following strategies could be effective accommodations for students who are gifted in your classroom.

	Illustrative example
Questioning techniques	
Tiered assignments	
Independent projects	

(For more information on using higher-order thinking processes, see Chapter 11: Planning for Students who are Gifted, page 7, in *Individualized Program Planning*.)

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Activity 5: Flexible Pacing

With a partner or small group, discuss the following three questions and note the key ideas of your answers in the space provided.

1. What is the main goal of flexible pacing for students who are gifted?

2. What are some of the benefits for students?

3. What are some forms of flexible pacing?

Share your small group findings with the larger group.

(For more information on flexible pacing, see Chapter 11: Planning for Students who are Gifted, page 4, in *Individualized Program Planning*.)

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Activity 6: Learning Environments

The environment refers to the physical and social setting where learning takes place, as well as the conditions under which a student is working.

1. Identified Opportunities

With a partner or small group, use the organizer below to brainstorm some of the opportunities and conditions that students who are gifted require to reach their full potential (acknowledging that other students might also benefit from these opportunities).

Students who are gifted benefit from learning environments in which they have opportunities to:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

2. P–M–I of Alternate Environments

Consider the sample alternate learning environments below:

- cluster grouping
- pull-out classes
- out-of-grade placement
- online or distance education courses
- seminars
- special projects
- mentorships.

Working with a partner or small group, choose one of these alternate learning environments and note the Pluses, Minuses and Interesting considerations about creating and using this kind of learning environment for students who are gifted in the P–M–I chart.

P-M-I Chart

Alternate Learning Environment:

Plus	Minus	Interesting Considerations

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Activity 7: Developmental Issues

Typical development issues faced by all students also exist for students who are gifted. These issues are sometimes complicated by the exceptional learning needs and characteristics many students who are gifted demonstrate, particularly during adolescence.

Working with a partner or small group, use the organizer below to record ideas about one of the following typical developmental issues that a student who is gifted might face:

- asynchronous development
- perfectionism
- underachievement
- learning difficulties
- attention difficulties.

Developmental issue: _____

1. What is it?

2. How can it affect learning in the classroom?

3. What kinds of accommodations might support a student who is struggling with this issue?

4. What could an IPP goal related to this need look like?

For Discussion:

- When is it and when is it not appropriate to focus a goal on area of need (or of perceived weakness) for a student who is gifted?

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Activity 8: What the Research Says

There are a number of interesting findings in the research on giftedness and gifted education. Review the excerpt from the literature synopsis *Understanding Giftedness: Generalizations from the Research* by the University of Calgary Gifted Centre, on pages 14–16.

Working with a partner or in a small group, choose one of the findings to read and analyze. Identify what the implication of this finding could be for the IPP process for a student who is gifted and record this information on the organizer below. Share your findings with the group and discuss the implications of these findings.

Implications for the IPP process of these research findings ...
1. multiple ways to be gifted
2. requires multiple measures
3. understanding types and levels
4. not a guarantee of achievement
5. importance of affective characteristics
6. accelerated pace of instruction

Implications for the IPP process of these research findings ...

7. higher-order thinking skills

8. self-directed inquiry

9. multiple ways to demonstrate learning

10. role of career planning

Excerpt from the literature synopsis

Understanding Giftedness: Generalizations from the Research by the University of Calgary Gifted Centre

www.education.gov.ab.ca/k_12/special/aisi/pdfs/UofC_Literature_Synopsis

1. There are many ways to be gifted

For more than 50 years, researchers and practitioners have recognized that giftedness is a multidimensional construct. The current Alberta definition of giftedness recognizes seven ways that an individual can be gifted: General intellectual ability, specific academic aptitude, creative thinking, artistic ability, musical ability, social ability, and kinesthetic ability (Alberta Learning, 2000). This definition incorporates two major influences in gifted education: Marland and Gardner. As part of a report to the U.S. Congress, Marland (1972) conceptualized giftedness as potential or achievement in general intellectual ability, specific academic aptitude, creative thinking, leadership ability, ability in the visual and performing arts, and psychomotor ability. Marland's conception was adopted in the original Alberta definition of giftedness (Alberta Education, 1986). Gardner's (1983) theory of multiple intelligences proposed seven unique intelligences: verbal/linguistic, logical/mathematical, spatial, musical, interpersonal, intrapersonal, and kinesthetic. Gardner has added two intelligences (naturalist and existential) to his original formulation. Other prominent figures who incorporate a multidimensional perspective include Gagné (2003), Renzulli & Reis (2003), Sternberg (2003), and Tannenbaum (2003).

2. Gifted students are best identified through the use of multiple measures

The general consensus regarding identification of gifted students is to incorporate the use of multiple measures such as standardized test scores, grades, ratings by teachers and parents, work samples. (Feldhusen, Baska, & Womble, 1981; Feldhusen & Jarwan, 2000; Richert, Alvino, & McDonnel, 1982). The goal of an identification process should be to find indications that a child has special educational needs (Feldhusen, 1995; Alberta Learning (2000)). When demand for gifted programming exceeds reasons, the major difficulty is to determine how best to combine data from multiple criteria to make decisions. From a research perspective, the use of multiple regression procedures to determine the optimal weightings of each of the predictors is recommended (Feldhusen & Jarwan, 2000; Jarwan & Asher, 1994).

3. It's important to understand both the type and level of giftedness

In addition to recognizing that there are multiple ways to be gifted, it is critical to recognize that within each area of giftedness, there are levels of giftedness ranging from mild to profound (Gross, 1993; 2000). Highly gifted students have difficulties establishing peer relationships (Hollingworth, 1942). They require radical acceleration in order to meet their educational needs (Gross, 1986, 1993, 2000; Silverman, 1989).

4. Giftedness does not guarantee achievement

Although there is a correlation between intellectual ability and achievement, gifted students can perform below their potential (Lupart & Pyryt, 1996; Peters, Grager-Loidl, & Supplee, 2003; Reis & McCoach, 2000; Whitmore, 1980). Factors that increase risk for underachievement include family dynamics, school environment, peer influence, motivation, self-concept, gender, and poverty, (Peters et al, 2000). Rimm (1986) has developed a trifocal model of intervention focusing on the interaction among the child, the parents, and the school.

5. It's important to understand gifted students' affective characteristics

Gifted students have unique affective characteristics that educators need to understand (Coleman & Cross, 2000; Robinson, Reis, Neilhart, & Moon, 2002). Gifted individuals often show heightened sensitivity in their interactions with parents, teachers, and peers (Mendaglio, 2003). Perfectionism can affect gifted student' school achievement and put them at risk for perfectionism (Pyryt, 2001). The intellectual characteristics of gifted students can foster positive or negative self-concepts (Mendaglio & Pyryt, 2002).

6. Gifted students benefit from an accelerated pace of instruction

Through longitudinal studies (Lubinski & Benbow, 1994) and meta-analysis (Kulik, 1992), the benefits of accelerative strategies have been well-documented. The most comprehensive approach to accelerative practices is the Smorgasbord of Accelerative Opportunities model developed by Julian Stanley and his colleagues at The Johns Hopkins University (Stanley, 1996). The most applicable accelerative strategy is DT/PI (Diagnostic Testing /Prescriptive Instruction) which involves a cycle of pretesting, determining instructional goals, instruction, and retesting (Stanley, 2000). A popular variant of DT/PI in gifted education is curriculum compacting (Reis, Burns, & Renzulli, 1982), which also involves streamlining the regular curriculum to avoid unnecessary repetition.

7. Gifted students benefit from the opportunity to use higher-order thinking

Curriculum models for gifted students routinely provide opportunities for development of higher-order thinking skills (VanTassel-Baska, 2000). Although creative thinking can be enhanced through generic curriculum materials (Pyryt, 1999), it is preferable to have higher order thinking process embedded in the content of the discipline (VanTassel-Baska, 2000). The Integrative Curriculum Model (VanTassel-Baska, 1986) is a prime example of how higher order thinking skills can be effectively integrated in language arts (VanTassel-Baska, Johnson, Hughes, & Boyce, 1996) and science (VanTassel-Baska, Bass, Ries, Poland, & Avery, 1998).

8. Gifted students benefit from self-directed inquiry in areas of passion

Teaching for self-directed learning has been practice in gifted education for more than a quarter century (Treffinger, 1975). This component has been most strongly integrated into Renzulli & Reis' (1985) Schoolwide enrichment model, Betts' (1986) autonomous learning model, VanTassel-Baska's (1986) Integrative curriculum model and Treffinger's (1986) Individualized Program Planning Model. Although independent inquiry is recommended, gifted students need to be taught the skills that will encourage independence.

9. Gifted students benefit from opportunities to demonstrate knowledge in multiple ways

A powerful addition to the style preference literature is the incorporation of expression style into program planning for gifted students (Renzulli, 1994; Renzulli & Reis, 1985; 2000). As operationalized by the *Expression Preference Inventory* (Kettle, Renzulli, & Rizza, 1998), opportunities are available for students to demonstrate knowledge of content through preferred modes of expression. These include: written, oral, manipulative, discussion, display, dramatization, artistic, graphic, commercial, and service. The use of preferred modes of expression is also advocated by Eisner (1997) and Pyryt (2002).

10. Gifted students benefit from early opportunities for career planning

The need for career education, especially for gifted girls, is one of the strongly supported practices in the research literature (Shore, Cornell, Robinson, & Ward, 1991). The following issues make career development difficult for gifted students: multi-potentiality, personal investment, expectations of others, geographical and socio-economic mobility, lifestyle demands of occupations, and their ability to invent careers (Frederickson, 1979; Hoyt & Hebel, 1974; Sanborn, 1979). Pyryt (1998) had proposed seven necessary career education components for gifted individuals: self-awareness, content acceleration, self-concept development, sex-role awareness, creative problem-solving, interpersonal effectiveness, and time/stress management. These components are viewed as being interrelated and dynamically influencing each other.

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Activity 9: Identification of Strengths and Areas for Growth

1. Identifying Strengths

Working in partners or in small groups, brainstorm the following types of strategies for assessing and supporting students with special needs.

- Brainstorm strategies for gathering information about a student's strengths and talents.

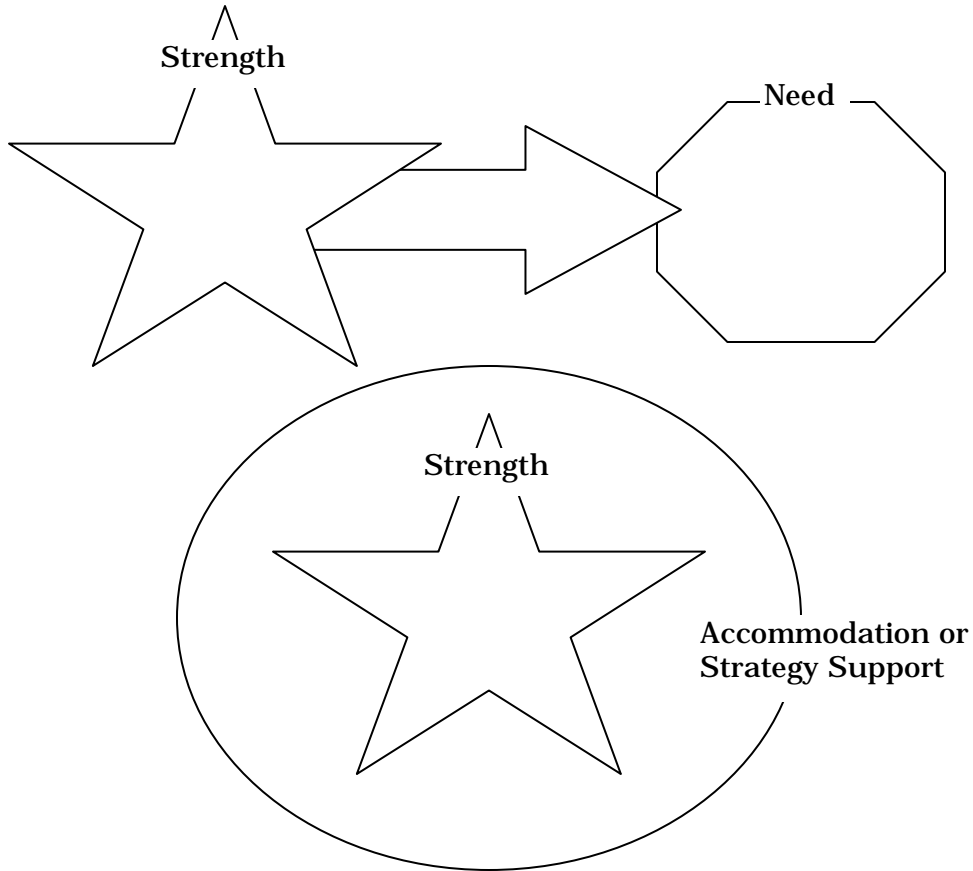
- Brainstorm strategies for gathering information about what is happening now in the student's educational programming.

- Brainstorm other kinds of data that might provide a fuller picture of this student.

- Share sample stories from your classroom experience in which you used students' abilities, interests and motivation to inform instructional planning.

2. Building on Strengths

For students who are gifted, needs are often related to strengths rather than weaknesses. Discuss how a need can be an extension of a strength or can involve learning to use an accommodation or strategy to support that strength. Use the graphics below to describe particular examples.



3. Beyond School Programming

How can the learning team support a student whose strengths and talents are in areas that are not part of school programming and may be most effectively addressed outside of the school system? Discuss and share examples.

Examples of Support:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____