

Making a Classroom Inclusive for Gifted Students



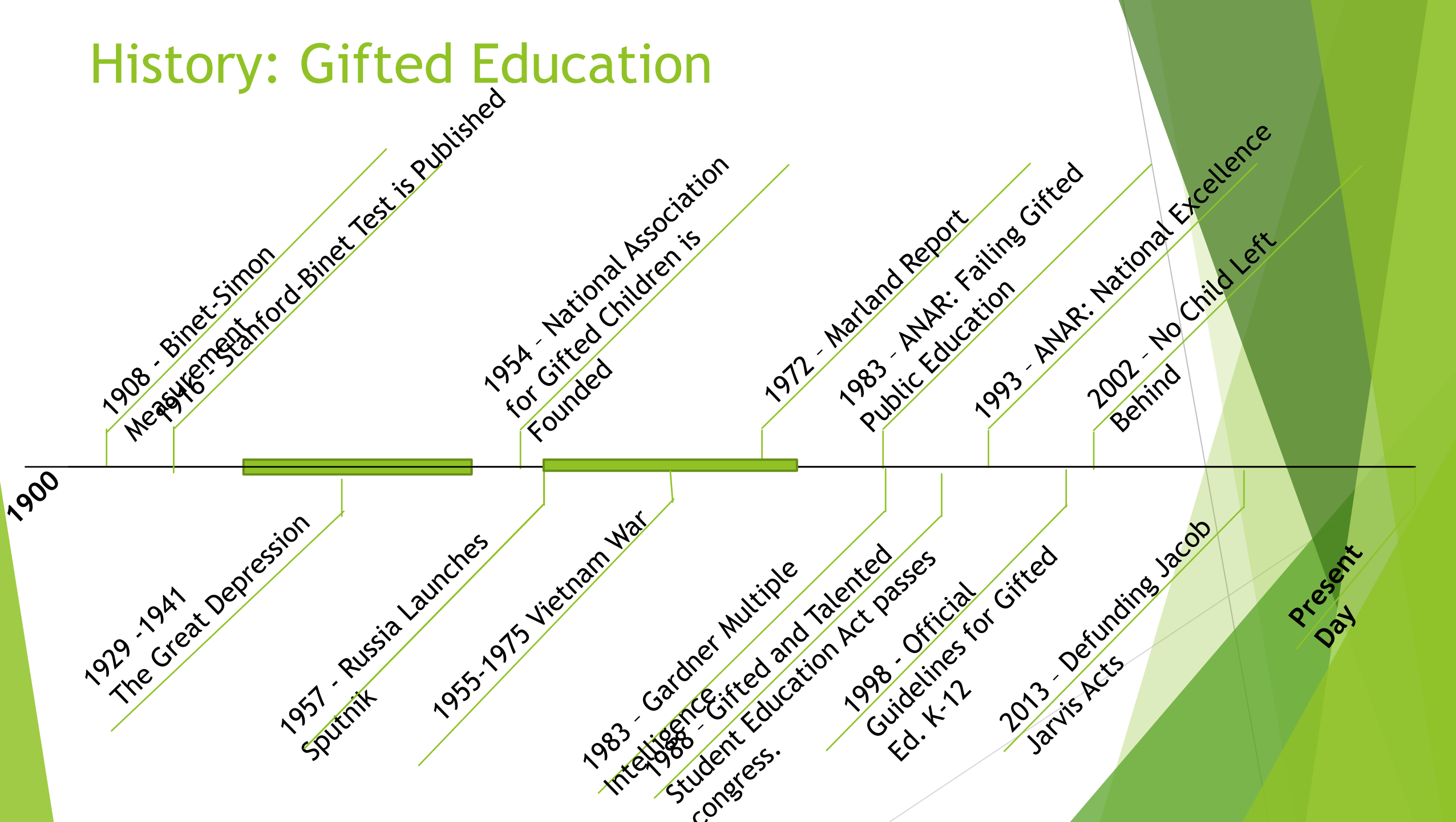
Introduction

► Why this discussion

Presenters

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- ▶ Dr. Michael Kessinger
- ▶ Dr. Kimberly Nettleton
- ▶ Dr. Lesia Lennex

History: Gifted Education



Gifted and Talented

- ▶ K-3rd grade are selected for Primary Talent pool.
- ▶ Students are formally identified in 4th grade

Five Categories of Giftedness

- ▶ General intellectual aptitude
- ▶ Specific academic aptitude
- ▶ Creative or divergent thinking
- ▶ Leadership
- ▶ Visual or performing arts

- ▶ Schools will use formal and informal tests for identification and screening processes. Examples include:
 - ▶ Naglieri Nonverbal Ability Test (1998, 2007, and 2008)
 - ▶ Wechsler Intelligence Scale for Children(1967)
 - ▶ Kingore Observation Inventory (2001)
 - ▶ Renzulli Rating Scales (1976)
 - ▶ Teacher Observation

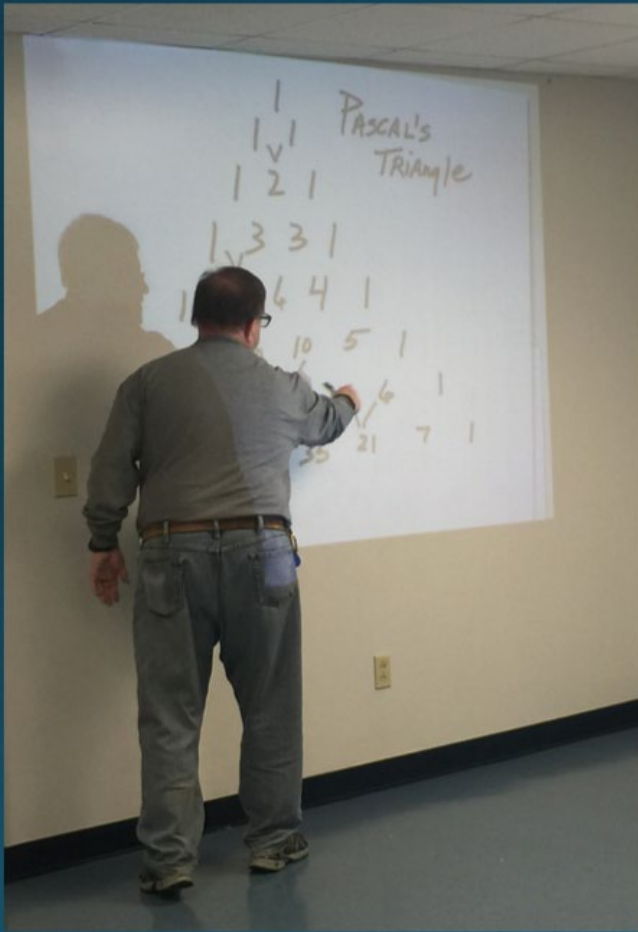
Gifted and Talented: Personality Traits

- ▶ Curiosity
- ▶ Love for learning
- ▶ Imagination
- ▶ Abstract thoughts
- ▶ Rapid learning rate
- ▶ Reflection
- ▶ Reasoning
- ▶ Self aware
- ▶ Moral Concerns
- ▶ Keen sense of justice
- ▶ Need to be understood
- ▶ Advanced humor
- ▶ Perfectionism
- ▶ Non conformity
- ▶ Perseverance
- ▶ Introversion

How has services been provided?

- ▶ Pull-out program
 - ▶ Specialized area pull-out
 - ▶ Generalized pull-out
 - ▶ Maybe once a week
- ▶ Monthly sessions
 - ▶ All G/T students
 - ▶ Attending multiple sessions during the day
 - ▶ More of an enrichment opportunity
- ▶ What has been done in your district/school?

Discovery Day

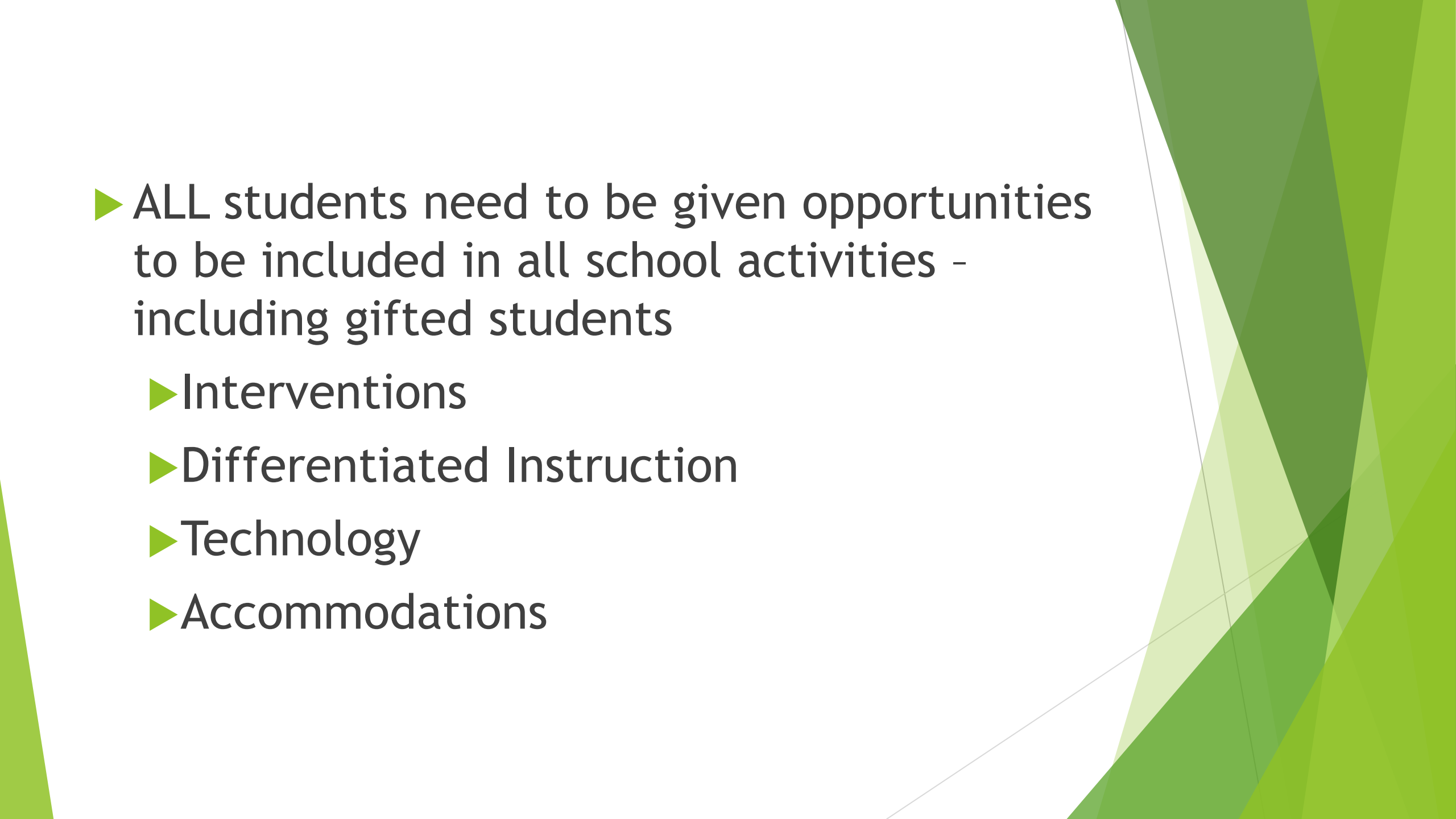


What is INCLUSION?

- Supporting students with disabilities through individual learning goals, accommodations, and modifications so they are able to access the general education curriculum (in the general education classroom) and be held to the same high expectations as their peers

(<https://iris.peabody.vanderbilt.edu/module/inc/cresource/q1/p01/#content>)



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- The background of the slide features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern and dynamic visual effect.
- ▶ ALL students need to be given opportunities to be included in all school activities - including gifted students
 - ▶ Interventions
 - ▶ Differentiated Instruction
 - ▶ Technology
 - ▶ Accommodations

Differentiation

- ▶ What if we kept students in the classroom?
 - ▶ Learning centers
 - ▶ Cluster grouping of students
 - ▶ Address the learning levels of all students
 - ▶ Differentiation of instruction

Differentiated Instruction

Content

- Adapting content to students' interests, age, academic readiness and language proficiency level.

Process

- Individualized
- Pairing
- Small groups
- Whole groups

Product

- Videos/photos
- Writing
- Oral presentation
- Graphic Organizers
- Projects.

Effect

- Safe environment
- students are free to make mistakes
- students feel accepted
- positive feedback.

Thinking about the difference between
inclusion and differentiation...



What questions
does this raise?

Unintended Consequences

- ▶ Acceleration
- ▶ Asynchronous Development
- ▶ Social Engineering
- ▶ What needs are not met?



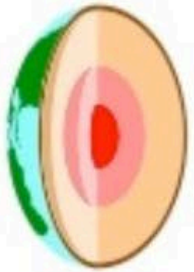
Instruction:

- ▶ Materials
- ▶ Standards
- ▶ Collaborate



Parallel Curriculum

**CORE
CURRICULUM**



**CURRICULUM
OF
CONNECTIONS**



**CURRICULUM
OF
PRACTICE**

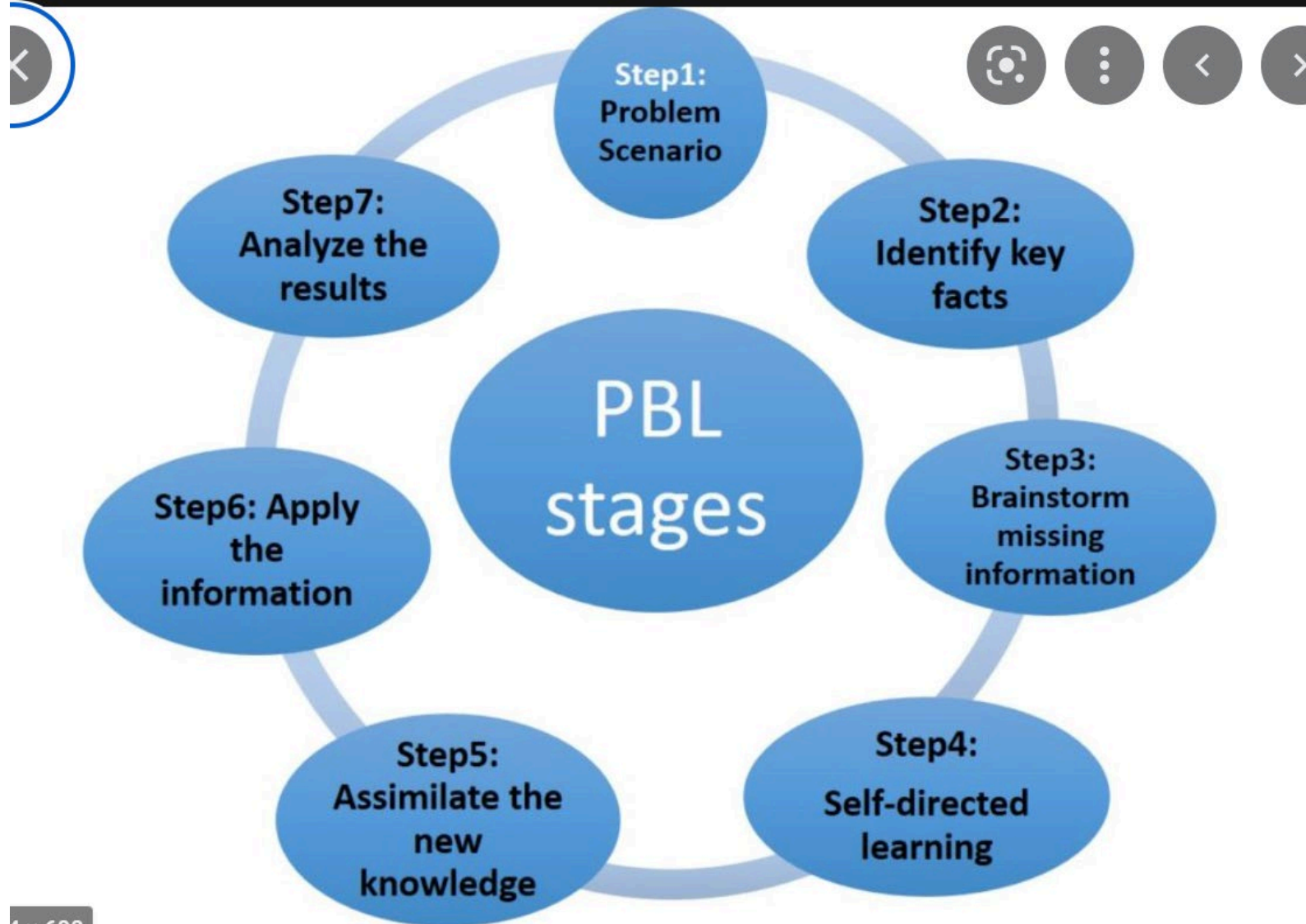


**CURRICULUM
OF
IDENTITY**



<https://presentlygifted.weebly.com/parallel-curriculum-model.html>

Problem-Based Learning (PBL)



PBL Examples

► *Cypripedia*



PBL Examples

► *Drosophila*



Listserv

- ▶ alimmer@email.Arizona.edu
- ▶ K-12 listserv for K-12 teachers and university

Thank you for attending



**We value your opinion and would love
feedback on how to make your
experience better!**

**Please complete a short survey using
the QR code or website below.**



<https://tinyurl.com/KAGE2023>