

Alphabet Children: A simulation



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AGENDA

1. Simulation in characteristics and identification

- Who are these students?
- How do we identify the gift and the learning issues and challenges?

2. Developing the IEP: The Talent Centered Model for Twice Exceptional Students

- How do we make curriculum accessible to these special learners?
- What kinds of accommodations are appropriate? What is the role of writing?
- How do we meet their social and emotional needs?

3. Questions

Attention Deficit Disorder (ADD)

1. Consider a criterion met only if the behavior is considerably more frequent than that of most people the same age
2. A disturbance of at least six months during which at least eight of the following are present:
 - *Often fidgets with hands or feet or squirms in seat (in adolescents may be limited to subjective feelings of restlessness*
 - *Difficulty remaining seated when required to do so*
 - *Is easily distracted by extraneous stimuli*
 - *Has difficulty awaiting turn in game or group situation*
 - *Often blurts out answers to questions before they have been completed*
 - *Has difficulty following through o instructions from others (not due to oppositional behavior or failure of comprehension) failure to finish chores*
 - *Has difficulty sustaining attention on tasks or play activities*
 - *Often shifts from one uncompleted activity to another*
 - *Has difficulty playing quietly*
 - *Often interrupts or intrudes on others*
 - *Often does not seem to listen to what is being said to him or her*
 - *Often loses things necessary for tasks or activities in school or at home*
 - *Often engages in physically dangerous activities without considering possible consequences (not for purpose of thrill-seeking) e.g. runs into street without looking*
3. Onset before age of seven
4. Does not meet the criteria for PDD

Conduct Disorders (Oppositional Defiant)

- Disobedient
- Sassy
- Blames others
- Shows off
- Irritable, cruel fights
- Loud threatens
- Temper tantrums
- Attacks people, jealous
- Impulsive
- Argues, poor peer relations teases
- Demanding
- Stubborn, moody
- Screams
- Hyperactive and distractible

Gifted and Talented

- Advanced intellectual development or talent area

- Asynchronous development: cognitive development proceeds at a different rate from their physical social emotional development
- Overexcitabilities
 - a. Psychomotor: an unusual need for physical activity and movement. Energy may be converted into rapid talk, pacing, the use of hand gestures
 - b. Sensual: greater than normal perceptiveness of sensory experiences: unusual awareness and enjoyment of sensation, aesthetic awareness
 - c. Imaginational: inventiveness, the ability to visualize clearly, metaphorical speech, dreaming daydreaming fantasy and magical thinking
 - d. Intellectual: the desire to question, to analyze, the ability to delight in the abstract and theoretical in logical thinking and puzzles and problem solving
 - e. Emotional: an intensity of feeling and of relationships: preference for few close friends rather than many acquaintances; natural empathy and compassion susceptibility to depression anxiety loneliness

Creative

- Aware of their own creativeness
- Original, radical, imaginative, unconventional in behavior, non-conforming
- Independent
- Risk taking
- Energetic: adventurous, sensation seeking, impulsive unwilling to give up, driving absorption
- Curious
- Sense of humor

Negative traits

- Tends to question laws, rules authority in general
- Indifferent to common conventions and courtesies
- Stubborn, uncooperative resists domination
- Argues that the rest of the parade is out of step
- May not participate in class activities
- Argumentative, cynical, sarcastic rebellious
- Demanding assertive autocratic
- Low interest in details
- Sloppy, careless, disorganized with unimportant matters
- Self-centered intolerant tactless
- Capricious
- Temperamental, moody
- Emotional, withdrawn, aloof, uncommunicative
- Forgetful, absentmindedness, mind wanders, watches windows
- Overactive physically or mentally

Learning disabilities

- Speaks well but reads poorly
- Confuses similar letters and words
- Difficulty with math
- Is clumsy
- Has difficulty understanding or following directions
- Has difficulty in expressing thoughts
- Has trouble understanding time and distance
- Short attention span
- Is easily distracted
- Is overactive or inactive listless
- Is impulsive cannot wait cannot foresee consequences

CASE STUDY: BLAINE

Early Childhood:

- Alert youngster and seemed to need little sleep.
- Loved being read to and playing with his Lego bricks.
- Started talking and walking late but once begun his developmental levels in motor and verbal tasks quickly surpassed those of his agetates.

Nursery School

- Teacher thought he was a genius due to his advanced vocabulary, background knowledge, art work and building structures.
- Teachers focused on weaknesses and readiness skills such as listening skills, following directions, and accomplishing all tasks assigned.
- Blaine developed a negative attitude about school and didn't want to attend.
- Parents removed him and placed him in another nursery school where they had less structure and allowed him to work up to his own level.

What characteristics and resulting needs does Blaine show at this point? Should he be classified? What should the classification be and recommendations at this juncture?

Kindergarten:

- Entered kindergarten at five years of age where he performed well for the first several months.
- Started blurting out answers,
- Had difficulty learning his letters
- Motor skills were not at the same level as his extraordinary verbal skills.
- Impulsive and was becoming a behavior problem especially when he was asked to do things he found difficult.
- The school had the parents complete the *Connor Parent Rating Scales* (Conners, 1989) which includes items relating to conduct disorders and referred them to a pediatric neurologist for a consultation.
- The pediatric neurologist diagnosed Blaine as having ADD and prescribed Ritalin
- That summer Blaine attended summer school where he learned his letters within two weeks.

Using characteristics in checklists do behaviors demonstrated thus far lead to a particular classification? Should he be classified? What should the classification be and recommendations at this juncture?

First Grade

- When Blaine entered first grade, behavior was under control,
- He encountered difficulty learning to read.
- Placed in the lowest reading group.
- In January, his parents began to take him to the public library where he learned to read. within a month. Using books of his choice with interesting content, many of which were nonfiction, his skills soared.
- Remained in low reading group.
- By midyear Blaine began to display aggressive and impulsive behavior.
- Classmates began to tease him unmercifully especially when out on the playground. “Blaine, the Pain” and often threw things at him.
- Blaine lashed out physically in playground.
- Put on a behavioral contract and improved somewhat
- Spring suspended for provoking the teacher to such a great extent that she threw a chair at him.
- During that summer, Blaine attended an enrichment program for gifted students and experienced no difficulties socially or academically with his intellectual peer group.
- At home he read constantly completing four boxcar children novels in three days

Using characteristics in checklists do behaviors demonstrated thus far lead to a particular classification? Should he be classified? What should the classification be and recommendations at this juncture?

Second Grade

- Complained about writing and refused to do spelling and math.
- Behavior worsened on playground.
- Parents requested 504 assistance with aid on playground which was refused.
- Medication regimen was changed to include Clonidine
- Started seeing a psychiatrist. -- in addition to attention problems Blaine had become very anxious.
- No classification given by school
- Behavioral interventions including four and a half hours a day of individual instruction to address his high cognitive ability. Even in this setting Blaine displayed low frustration tolerance and has at times ripped up pages in the book after being asked to do repetitious or routine work.
- Felt socially isolated;
- Teasing and harassment didn't stop.
- Developed stomachaches and no longer wanted to go to school.
- He asked his mother, "Why did God give me ADD?. I wish I would die so other kids would feel sorry for me."
- Prompted by several episodes of behavioral regression and noncompliant behaviors and poor listening in school setting. Blaine was removed from school in spring of second grade and placed on home instruction.

Using characteristics in checklists do behaviors demonstrated thus far lead to a particular classification? Should he be classified? What should the classification be and recommendations at this juncture?

Third Grade

- Home instruction resulted in bad depression;
- School wants to diagnose him as emotionally disturbed
- Parents hire an advocate and classification is NI (neurologically impaired or Learning Disabled).
- Teacher did not differentiate his curriculum. Depression worsened.
- Advocate gets school to consent to send him to private school.

Using characteristics in checklists do behaviors demonstrated thus far lead to a particular classification? Should he be classified? What should the classification be and recommendations at this juncture?

Official Diagnosis in Grade Four

nine-year-old boy being seen for neurological examination as part of a comprehensive child study team evaluation. Information provided by mother and observations in the office setting indicates that difficulties displayed by Blaine have a multifactorial basis, including: 1. Attention Deficit Hyperactivity Disorder; 2. mild Oppositional Defiant Disorder; 3. Generalized Anxiety Disorder; and 4. mild unevenness in skill development.

Recommendations

1. Ongoing individual counseling and family therapy
2. Ritalin and Clonadine
3. Social skills intervention to facilitate development of appropriate skills
4. Consistent behavior management at home and in school
5. No ot or pt
6. Return to regular school in cooperation with special services

WISC III Profile

Information:	19	Picture completion	14
Similarities:	19	Coding	8
Arithmetic:	10	Picture arrangement	15
Vocabulary:	19	Block Design	18
Comprehension	19	Object assembly	9
Digit span:	9	Symbol Search	15
		Mazes	8
Verbal	142		
Performance	119		
Full Scale	134		
Verbal Comprehension	150		
Perceptual Organization	124		
Freedom from Distraction	98		
Processing Speed	109		

Table 1: Synopsis of Behaviors from the Literature by Category of Human Condition (Baum & Olenchak, 2000, in press).

ADHD (<i>DSM-IV-TR</i> , 2000)	LD (Baum et al, 1991)	Creativity (Cramond, 1994; Renzulli, Smith, et al., 1976)	Gifted (Piechowski, 1991; Renzulli, Smith, et al., 1976; Silverman, 1998)	Contemporary Theories of Intelligence (Gardner, 1993, 1999; Sternberg, 1995, 1997)
Difficulty with sustained attention; daydreaming	Often poor memory unless in interest areas. Escape to daydreaming when tasks are difficult.	Heightened imagination may obscure attention	Poor attention often due to boredom; daydreaming	Weak attention in situations unmatched to intelligence pattern
Diminished ability to listen attentively	Auditory skills can be weak	Hypomanic to the point of not listening	Preoccupation with own ideas and concepts; appears bored	Non-linguistic intelligences restrict ability to listen when content is verbal
Problems with independent task completion	Erratic task completion based on poor organization or writing skills. Difficulty in getting started	Broad range of interests often prohibits task completion of one task at a time. May work on multiple tasks simultaneously.	Completion of tasks directly related to personal interests	Tasks often remain uncompleted when unrelated to strengths or appropriate symbol systems.
Avoids and dislikes sustained mental activity	Motivation governed by areas of interest Short attention spans but will sustain longer when actively engaged doing and creating.	Concentration relegated to self-selected work	Lack of persistence on tasks that seem irrelevant	Tenacity linked to thinking preference patterns
Messy and may misplace items needed for work; disorganized	Poor, sometimes nonexistent organizational skills	Finds order amidst chaos	Organization may be seen as unnecessary depending on the task	Organization in the eye of the beholder
Difficulty following directions	Difficulty with oral or written directions or both	Willing to take risks to satisfy creative plans and pursuits Directions can get in the way.	Questions rules and directions	Directions not accounting for intelligences may be overlooked
Heightened activity level; labile	Labile even when not hyperactive	Labile and sometimes erratic energy	Frequently high activity level	High energy level on work in strengths
Impulsive; poor judgment in interactions (not waiting turn, interrupting)	Poor self-concept triggering poor social judgment	Impulsive in actions as means to satisfy curiosity and often disinterested in relationships	Highly sensitive but judgment lags well behind intellectual development	Impetuous when trying to cope with tasks in non-strength ability patterns
Excessive talking	Verbal may be only means for communicating	Asks questions about anything and everything	Magnified curiosity and need to probe yields much talking	Verbalization increased when working in preferred intelligences
Problems adhering to rules for behavior regulation	Poor self-regulation skills	Freedom of spirit that rejects external parameters; uninhibited	Intensity that leads to struggles with authority	Self-regulation reliant on nature of tasks and relation to strengths

Guidelines For Appropriate Diagnosis

- Observe and document under which circumstances the child has difficulty in attending to tasks and otherwise performing acceptably
- Consider Gardner's notion of multiple intelligences: Are there adaptations of curricular presentations (e.g. spatial or kinesthetic instead of verbal that might capture the student's attention)
- Observe the student behavior in different learning environments to estimate the optimal conditions for learning
- Observe the student at times when they are being given appropriate adaptations and accommodations to obviate the impact of their disability
- Observe parent-child and teacher-child interaction to ascertain whether limits are set, if strategies for self regulation are provided and whether the student actually is able to self regulate
- Observe the child at different times of the day to decide to what degree the students creativity is appreciated reinforced or allowed expression
- Investigate whether there is any effort to develop students gifts or talents; if so, how does the student behave during appropriate talent development activities
- Investigate whether the student has been given specific instruction in an effort to improve the skills that are affected by their disability, including social skills and self advocacy skills
- Investigate whether the student has been counseled to develop an understanding of their unique strengths and needs
- Pretest the student or assess instructional levels and evaluate appropriate curricular pacing
- Consider the learning style of the student. Have you provided the appropriate learning and intellectual environment ?
- If this child has been labeled. Is the diagnosis correct? Is the child improving with the modifications aligned to the diagnosis? If not, do the demonstrated behaviors indicate a different cause for the problem? **CHANGE THE ORIGINAL DIAGNOSIS; DON'T ADD LETTERS!!!!**

OBSERVATION SHEET

Targeted Students

Activity

Observation Points

- To what degree did the students show interest and perseverance?
- Did the student(s) stay engaged? Which parts of the activity engaged the student(s)?
- At which points during the lesson was the student (s) self-regulated?
- What behaviors did you notice that surprised you?
- What behavioral indicators do you have about individual students' intellectual profiles?
- Were there parts of the lesson that the student would have been able to access had they been given appropriate adaptations and accommodations?

CREATING THE PROGRAM: THE TLC APPROACH

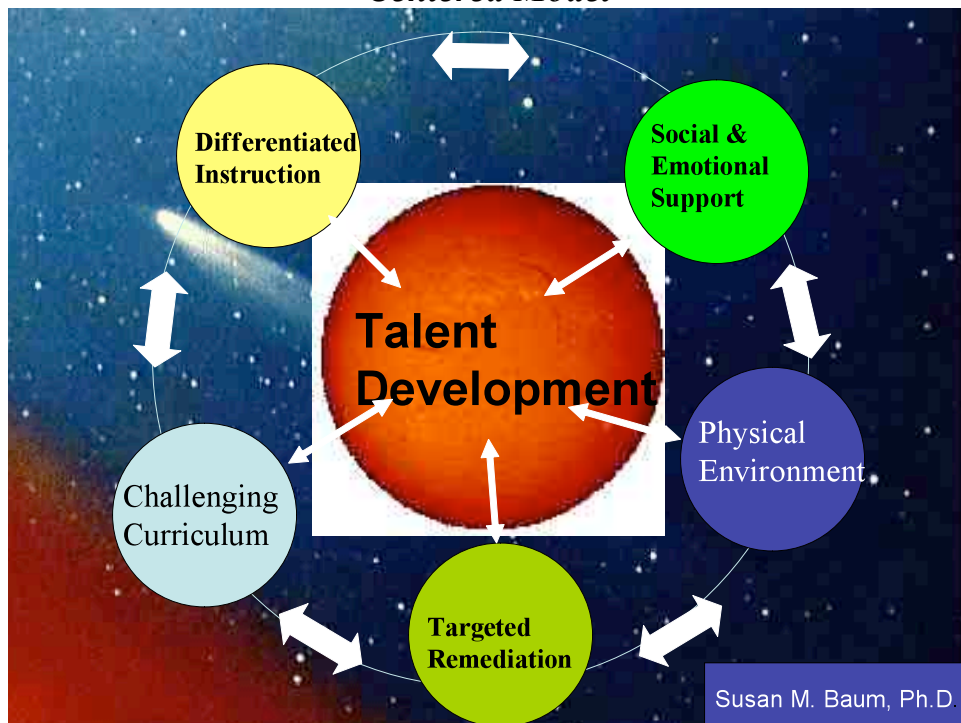
IEP comments of note

Goal: To demonstrate improved self-confidence and self-esteem

Objectives:

- Blaine will recognize his areas of giftedness and areas of weakness 80% of the time
 - Show pride in his accomplishments 90% of the time
 - Accept his mistakes in an appropriate manner 90% of the time
 - Accept losing in an appropriate manner 90% of the time
 - Accept praise and encouragement from his teachers, parents, peers, 100% of the time
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Individual Educational Plan for Twice Exceptional Students: Talent Centered Model



FUNDAMENTALS OF THE DUALY-DIFFERENTIATED CURRICULUM

CHARACTERISTICS OF GIFTED STUDENTS	PROBLEMS ASSOCIATED WITH OTHER “E”	DIFFERENTIATION STRATEGY
Propensity for advanced-level content to accommodate the gift or talent	Limited skills in reading and math (ld, ADHD)	Alternate means to access high level content
Producers of new knowledge through authentic products	Difficulty with spelling and handwriting (ld)	Alternate ways to express complex ideas and creative perspectives; use of technology for writing, grammar, and spelling
Facility with and enjoyment of abstract concepts and complex thinking	Language deficits in verbal communication and conceptualization (Aspergers, nonverbal ld) Inability to express complexities or break down ideas (students with slow processing speed and poor working memory)	Visual and kinesthetic experiences to convey abstract ideas concretely. Experience concept prior to verbal representations Provide more time and graphic organizers
Non-linear learning styles	Poor organization (ALL)	Visual organization schemes, e.g., timelines, flow charts, webbing
Intellectual challenge based on individual talents and interests	Problems with sustaining attention and focus (ALL)	Interest-based authentic curriculum engaging through strengths
Need to identify with others of similar talents and interests	Inappropriate social interaction (ALL)	Group identity based on talent or ability. Foster intellectual peer relationships
Heightened sensitivity to failure	Low self-efficacy and esteem(ALL)	Recognition for authentic accomplishment. Provide and value unique contributions

Why Talent Development

Gift provides a pathway to success in life

Benefits of Focusing on the talent

- *Motivation- goal directed, intrinsic*
- *Opportunity to observe students when they are achieving*
- *Opportunity to infuse compensation and self-regulation strategies*
- *Basis for friendship*
- *Creative outlet for frustration*
- *Assists in forming a positive identity*

Observing students working in an area of talent provides a snapshot of how they learn best

Success depends on creating a balance between talent development and compensation.

Program Model Options

Program	Target Students	Identification	Curriculum	District using this approach
Acceleration	Students advanced in particular content areas	Grades Aptitude Test	AP or Honors courses within the discipline	Montgomery County, MD
Self-contained classroom				Albuquerque
Enrichment Program				West Hartford, CT
Use of Resource Room Time				
Special programs within a discipline: Project High Hopes				
Inclusion model: WIBA Time Learning through projects MI Approach Enrichment clusters				
Mentorships and internships				

**Setting the Stage for Success
What We Learned From Talent Development?**

SUPPORTIVE ENVIRONMENT

PHYSICAL

- Physical space arranged to help students focus on the task
- Small group size to encourage one –on-one participation

PSYCHOLOGICAL

- *Students respected as professionals*
- Teacher as guide, not instructor
- Curriculum is engaging

INSTRUCTIONAL

- Reading and writing de-emphasized
- A minimum of teacher talk
- Use of short, intense activities with opportunities for movement and quiet conversation
- Expectations communicated clearly
- Incorporation of a problem-solving approach which results in creative products or discoveries

(Project High Hopes, Baum, Neu, & Cooper, 1995)

KINDS OF CURRICULAR APPROACHES

- Building On Students Strengths To Promote Literacy Skills
- Teaching For Understanding: Choice Of Entry And Exit Points To Explore A Topic And Communicate Results
- Using Authentic Problems And Talent Development

(Baum, Viens, & Slatin in consultation with H. Gardner, 2005. *Multiple Intelligences in the Elementary Classroom: A teacher's toolkit* NY Teachers College Press.)

Modifications & Accommodations

Difficulty: Focusing and sustaining attention

Keys:

- *Environmental modifications*
- *Use of alternate entry points using students' intelligences- at- promise*
- *Technology*
- *Novelty*
- *Attention sustainers: chewing gum, listening to music using head sets, underlining, doodling, silly putty*

Difficulty: Acquiring information with limited reading skills

Keys:

- *Use a multiple intelligences approach*
- *Reverse sequence: Begin with experience*
- *Teach through projects*
- *Teach through the arts (drama, visual arts, poetry, etc.)*
- *Seminar instruction, lively discussion groups, using simulations and moral dilemmas*
 - *Use primary sources such as interviews, guest speakers, demonstrations,*
 - *Oral discussion using supporting text*
 - *Take advantage of multi-media presentations*
 - *Use picture books*
 - *Employ teaching materials with a visual component*
 - *Books on tape*
 - *Text to speech software*

Difficulty: Learning to read

Keys:

- *Emphasis on comprehension, listening, and gaining information*
- *Using reading programs for high ability students with appropriate accommodations (William and Mary; Junior Great Books)*
- *High interest personal reading material which may be above grade level*
- *Explicit instruction in phonological awareness, phonics, an decoding (Wilson Reading Program)*

Difficulty: Organizing information

Keys:

- *Use advanced organizers*
- *Provided skeletal outlines*
- *Use visual models and recipes*
- *Teach and model webbing, storyboarding, using flow charts*
- *Software programs*
- *Taba techniques: listing, sorting, naming*

Difficulty: Remembering details and non-contextual materials

Keys:

- *Provide meaningful contexts for integrating facts and strategies.*
- *Use mnemonic devices*
- *Use and teach how to use visual imagery*
- *Use highlight pens*
- *Teach others*
- *Technology*
- *Multiple intelligences entry point*
- *Provide student with a copy of the information that highlights key facts.*
- *Have students sequence activities after a lesson or event*
- *Have students tape record directions or information*
- *Provide students with environmental cues and prompts- posted rules, steps for performing tasks, etc.*
- *Allow students to use resources in the environment to recall information- notes, textbooks, pictures, etc.*
- *Have students outline, summarize, underline, information which should be remembered*
- *Tell students what to listen for when being given directions or receiving information*

Difficulty: Written expression (poor skills in handwriting, spelling, sequencing, and elaboration)

Keys:

- *Use of artistic (visual and performing), scientific, and technological products to communicate knowledge*
- *Use portfolio assessment of products and performances as well as grading writing products*
- *Use technology :Alpha smart, Computer word processing programs with spelling and grammar check, Electronic speller, word predictive software, organizational software*
- *Establish writing process through on-going discussion and practice*
- *Graphic organizers*
- *Extended time for completion of written work NO HAND WRITING*
- *Clear written expectations for writing tasks (rubrics)*
- *Writing prompts*
- *Proofreading for one type of error at a time*
- *Publication of writing for an audience*

Social and Emotional Support
Stressors, Emotional and Social Outcomes, and Behavioral Manifestations

Stage	Stressors	Emotional and Social Outcomes	Behavioral Manifestations
Elementary	<p>Curriculum not aligned to child’s strengths, styles, or interest.</p> <p>Inability to learn academics</p> <p>Inability to make friends Inability to attend to tasks</p> <p>Unreasonable expectations of teachers and parents</p> <p>Fear of embarrassment & looking stupid in front of peers</p>	<p>Lowered sense of academic self-efficacy</p> <p>Negative perception of self worth</p> <p>Frustration</p> <p>Anxiety & depression</p>	<p>Complaints about school</p> <p>Physical ailments</p> <p>Avoidance behaviors</p> <p>Aggressive responses</p> <p>Inattention and hyperactivity</p> <p>Withdrawal</p>
Middle School	<p>Increased demand for self-regulation (time management, organization, and self-discipline)</p> <p>Increased demands for reading and writing proficiency</p> <p>Fitting with social milieu of the classroom</p> <p>Increased expectations of parents, teachers, and self</p>	<p>Perfectionism</p> <p>Sense of being overwhelmed</p> <p>Fear of failure and exposure of area of disability</p> <p>Fear of success</p> <p>Feelings of isolation and marginality</p> <p>Feelings of despair and learned helplessness</p> <p>Anxiety & depression</p>	<p>Underachievement</p> <p>Total commitment to achieving excellence to the exclusion of outside social activities</p> <p>Procrastination, avoidance of academic engagement</p> <p>Boredom with usual classroom fare</p> <p>Acting out behaviors, immaturity</p>
High School	<p>High stakes tests</p> <p>Written assignments and research papers</p>	<p>Feeling overwhelmed</p> <p>Fear of failure</p>	<p>Absenteeism</p> <p>Underachievement</p>

	<p>Academic requirements for graduation</p> <p>Expectations about for post-secondary opportunities</p> <p>Pressures to fit in and not appear different</p> <p>Anxiety centering around expectations of self and others, especially in terms of future planning</p> <p>Relationships</p>	<p>Fear of success</p> <p>Anger</p> <p>Feelings of isolation, disconnectedness, and alienation</p> <p>Feelings of despair and learned helplessness</p> <p>Anxiety & depression</p>	<p>Seeking out inappropriate peer groups</p> <p>Total commitment to achieving excellence to the exclusion of outside social activities</p> <p>Procrastination, avoidance of academic engagement</p> <p>Boredom and belief that school fare is irrelevant</p> <p>Self-medicate with drugs or alcohol</p>
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Roles of the Supporting Cast

	Role of Parent	Role of Counselor	Role of Community
Elementary years	<p>Advocacy: Develop a positive relationship with the teacher to plan a explore issues.</p> <p>Refer child for an evaluation.</p> <p>Know rights</p>	<p>Family counseling</p> <p>Advocate in school for talent development</p> <p>Active listener to child, family, and teacher.</p>	<p>Recreational opportunities such as scouting, arts involvement, science enrichment opportunities, karate</p>
Middle School Years	<p>Seek out an advocate who is familiar with bright students with academic difficulties</p> <p>Home support: Become a homework partner</p> <p>Celebrate gifts</p>	<p>Coordinate communication</p>	

	<p>Provide “mental health days”</p> <p>Find appropriate peer group for play and fun activities.</p> <p>Seek out talent development activities.</p>		
Secondary Years	<p>Advocacy Assure appropriate accommodations are in place.</p> <p>Home support Hire a tutor to help with homework if necessary. Or arrange homework sessions at your house with friends.</p> <p>Ensure there is an appropriate balance between school work and social activities</p>	<p>Hold group counseling sessions with similar students.</p> <p>Teach stress management strategies.</p> <p>Arrange talent development opportunities such as mentorships.</p>	<p>Creative outlets such as sports programs, arts experiences, 4-H clubs, church organizations.</p> <p>Stress reduction activities such as karate and, yoga,</p> <p>Outward Bound or other challenge programs</p>
	<p>Assuring student has appropriate program and accommodations.</p> <p>Focus on students goals, aspirations, talents and interests,</p> <p>Within limits, allow natural consequences for irresponsible behavior. Let child fail if necessary.</p> <p>Get youngster professional help for depression or anxiety</p>	<p>Assure high school program is appropriate.</p> <p>Advocate for student’s</p> <p>Participation in extra-curricular activities regardless of grades.</p> <p>Career guidance</p> <p>Focus on post secondary opportunities that align with the student’s strengths and interests.</p> <p>Seek out community</p>	<p>Mentorships, independent study and internships Community service opportunities Courses online or at community colleges.</p>

		opportunities for talent development.	
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Social and Emotional Awareness: Counseling Component

- Focus group sessions with other gifted learning disabled students
 - Understanding the problem. What is a learning disability?
 - Bibliotherapy: “I’m not the only one.”
 - Goal setting: Catch a dream: My vision for success
 - Stress management (including time management, organization, and study skills)
 - Self assessment
 - Self-advocacy skill

- Family counseling

- Individual counseling

ACTION PLAN

Name:
Intellectual Strengths:
Interests:
Learning Style:

Talent Development Opportunities: (See attached)

Learning Environment Modifications:

Compensation Strategies:
Objective or lesson:

Difficulty: Focusing and sustaining attention
How will you accommodate for attention during this lesson?

Difficulty: Acquiring information with limited reading skills
How will you accommodate for limited reading skills?

Difficulty: Organizing information
What structure will you provide for organizing information or product required by lesson?

Difficulty: Remembering details and non-contextual materials
How will you present information so that the student will remember it?

Difficulty: Written expression (poor skills in handwriting, spelling, sequencing, and elaboration)
How will you accommodate for poor handwriting?

Counseling goals :

- **Provision(s)**
Focus group _____
Family counseling _____
Individual counseling _____

EVALUATION AND PLANNING

Debrief with student:

- *Did the accommodations work?*
- *What could be modified?*
- *What did you learn about how you learn best?*

How can these modifications help you be self-regulated?

PERSONALIZED TALENT DEVELOPMENT PLAN

F. Richard Olenchak, Ph.D.

Beginning _____ and Ending _____

Student _____ Date _____

Classroom Teacher(s) _____ Grade _____

Mentor _____ Updates _____

Current Interests _____

TALENT DEVELOPMENT ACTIVITIES	FREQUENCY & LOCATION	GUIDING ADULT	PROPOSED OUTCOMES & DATES

Student's Signature _____

Parent's Signature _____

Mentor's Signature _____

Signatures of School Faculty Involved _____

To a special teacher

When the sun rose
From under its misty veil,
You were there to watch,
Like the birds over the sea.
When the wind came quietly
And rested in your ear,
You listened, as the earth would at dawn.
When the rain fell,
You reached out with your hands
And let it wash everything away,
Like waves as they grasp the shore.
When the plain brown seed was planted,
You could already smell the fragrance of
The flower that was to come,
And you were proud
As a good gardener should be.
Thank you for believing
That there was a flower waiting inside
And for taking the time
To help
And watch it grow.
When the sun rose
From under its misty veil,
You were there to watch,
And I am thankful.

Samantha Abeel, "poet"

an ex-alphabet child

If you want more information....

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