

**Myths:**

1. accelerated students are social and emotional misfits
2. Learning should be controlled – students should only accelerate ½ year max.
3. Enrichment over acceleration
4. You will eventually run out of material
5. They will be normal if they stay with age-mates

**Hurried Child:** child grows up too soon and too fast, rushed through school and at risk emotionally, childhood is too precious to rush through

**Maladaptive Child:** Last to drive, last to puberty, has negative effects on social relationships

**Options to Acceleration:**

- Early admittance to school
- Grade skipping
- Entering college early or without a high school diploma
- College early entrance program
- IB or AP courses
- Tutoring/mentorships
- Dual enrollment
- Content acceleration
- Compressing/compacting curricula
- Credit by examination
- Taking special fast paced classes during the summer or academic year
- Telescoping Curricula – student spends less time in course (1 year course completed in ½ semester)

***Affective Characteristics – Boredom and impatience, inattention*****Interest and motivation for acceleration**

- \* Must WANT to be accelerated
- \* Motivation & commitment is as important as ability

**Strategies:**

1. Selecting differentiated curricular materials
2. Diagnostic – Prescriptive Instruction
3. Reorganizing the Curriculum
4. Curriculum Compacting

**Curricular Flexibility**

- Younger students placed in advanced level courses (grade skipping, telescoping)
- Substitutions for required course
- College credit and high school earned simultaneously
- Credit, placement, or both for achievement completed outside the school program
- Flexible time for demonstrating subject-matter proficiency
- Opportunities to explore specific topics of interest

**Teachers who work with accelerated:**

1. Eager backing of acceleration options for able learners – teacher's attitude is important
2. Capability to adapt and modify a curriculum to provide accelerative experience – teacher have to understand how to compress material, select key concepts, and share knowledge systems
3. Adequate training and competence for teaching in the content area of the program – teachers who are prepared for the subject matter
4. Preparation in organizing and managing classroom activities – conscious of differences within any accelerated group of learners

**Policies**

1. Learner entitled to experience learning at a level of challenge above skill mastery
2. Begin school-based experiences based on readiness and exit them based on proficiency
3. Placement in actual grade level should be determined by many factors beyond age.