**Introduction to Gifted Education Session 2**

**Thursday, October 3 | 3:45-5:00pm
Onslow County School Central Office Meeting Room 2 | Edmodo.com code** vh4ra3

Enduring Understandings/Objectives:

* Some characteristics are more common among the gifted population than in the general population
* Gifted students have affective characteristics in addition to cognitive characteristics
* Characteristics have both positive and negative manifestations depending on the context
* Gifted Identification in any form is subjective

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| WHAT | TIME | NOTES |
| Review-Getting Started | 3:45-3:50 | Review what was shared at session oneDiscuss, what are the most pressing needs of gifted students?Discuss handout- “Clustered For Success”Slide 1 |
| Characteristics of Gifted | 3:50-4:00 | Slide 2-3: Cognitive, Affective, negative implicationsSlide 4-5: Specific CharacteristicsSlide 6: Asynchronous DevelopmentSlide 7: Mendaglio Definition- Models of Counseling Gifted- relate to intense emotionality; P. Susan Jackson- “Penetratingly aware” |
| Development and Intensities | 4:00-4:20 | Slide 6: Asynchronous DevelopmentSlide 7: Mendaglio Definition- Models of Counseling Gifted- relate to intense emotionality; P. Susan Jackson- “Penetratingly aware”Slide 8: Dabrowski- intensity- helps in understanding the reactions of gifted studentsSlide 9: Intellectual Intensity- (most commonly associated with gifted); not the same as high achievementSlide 10: Sensual Intensity- in any one of the four senses- more appreciation of light and color for an artist; can also be overwhelmed by too much of that sensitivity; touch sensitivity- colic; Smell; tastesSlide 11: Psychomotor Intensity- movement; rapid and loud speech patterns; difficulty relaxing; less sleep; may be misinterpreted as ADHD; Difference is that the gifted child can concentrate, but must moveSlide 12: Emotional Intensity- interpersonal relationships; may be suffocating to a friend; may have high empathy; can cause great difficulty with social justice issues; can be overwhelming for an adolescent; often lack the language of emotion, but they have the feelings; Slide 13: Imaginational Intensity- vivid and intense dreams; daydream; stories; maymake it difficult to separate real from imaginary; |
| Development and IntensitiesContinued | 4:00-4:20 | Slide 14: Daunting task to parent or teach a gifted child; children are children first and gifted second; still need to remember they are kids even though they may think at a more advanced level; need to appreciate interests; teach them to appreciate how they are different and how their mind works vs. how other people may think; help them with the fact that others may not; must challenge; must find ways for them to be with other gifted kids; focus on awareness |
| Characteristics and Possible Problematic Classroom Behaviors | 4:20-4:30 | Reads early and has quick mastery of readingLearns new things quicklyHas extensive vocabularyGrasps math concepts quicklyInterested in some things in depthHas more intense energy level, ability to concentrate, or talks fastVery sensitive or introvertedCreativeSense of humorCuriousPerfectionistInterest in complex games; gamingLeadershipShare handout |
| Identification for Gifted Services | 4:30-4:40 | Identification-Slides 1-10 |
| Identification in OCS | 4:40-4:50 | AIG Folder Simulations-Who would you identify and serve?Share handout with OCS AIG Flowchart for identification-Multiple Pathways |
| Homework | 4:55-5:00 | On the website read the AIG plan related to identification [www.onslowaig.weebly.com](http://www.onslowaig.weebly.com)Click on Parent Tab and scroll down to “View Plan Online” Standard 1 Practices A-G |
| Next Steps | 4:55-5:00 | Next meeting: October 10, 2013 |

Future Meeting Dates:

Thursday, October 10 (3:30-5:00)

Tuesday, October 29 (3:30-5:00)

Thursday, November 7 (3:30-5:00)

(3 hours homework in addition)

This professional development will be the first of three mini-courses which will allow teachers to learn about the characteristics and identification of gifted students. This professional development will include face-to-face and online components. Upon successful completion of the three mini-courses, a teacher will earn the Onslow County Schools certificate for teaching gifted students. The other two courses will focus on differentiation, co-teaching, and the social/emotional needs of gifted learners. These additional mini-courses will be offered beginning in the summer/fall of 2011. This professional development does not lead to a license for teaching gifted students (a license can only be earned through a series of university courses). The local certificate will meet the requirements of Standard 3D of the NC AIG Program Strategic Plan.