

**Response to Intervention – Gifted Education
Thinking Points**

Response to Intervention: Premise, Common Phrase or Term	Gifted Education: Same or Different
A multi-tiered problem solving approach	GT formerly used a 4-tiered model that addressed levels of intensity to serve strength areas and/or special education needs based upon where the student was served: regular classroom, schoolwide services, individualized services or special education. <i>The g/t <u>RtI Shift</u> focuses on instructional and social/emotional needs, research-based strategies and ongoing progress monitoring. [RtI is not just for gifted students with special education questions.]</i>
Addresses the academic and behavioral difficulties of ALL students. Change to: addresses the academic and behavioral needs of ALL students.	Addresses the academic and behavioral <i>strengths</i> of ALL students. A strength profile drives a match to programming interventions. Asynchronous growth patterns may confuse an educator’s planning process because the strength area may be generally 2-4 years above grade level or age-mate characteristics. GT students will need Level II interventions in their area of strength as data drives instruction.
It is an integrated school improvement model.	It is instruction that should be integrated into the school improvement efforts of professional learning communities. Data collection through universal screening and progress monitoring <i>drives an appropriate level instruction and/ or needs for related services.</i>
All students receive research-based strategies and standards-driven instruction	All g/t students should receive strategies that are proven in the field of gifted education. <i>Acceleration in the area of strength, content extensions for depth and complexity, time with cognitive peers, high level problem solving approaches and use of inquiry and creative thinking strategies are a few critical strategies for ongoing learning.</i> All g/t students should receive content-based standards instruction for continuous learning on a continuum of benchmarks. <i>G/T students may complete the K-12 learning continuum early; thus requiring post-secondary options at an early age.</i>
Learning of all students is assessed early and often.	Early intervention through universal screening for strengths is a proven method for finding gifted

	<p>students, <i>especially in traditionally underserved populations</i>. Research supports evidence that gifted children may begin to hide their talents at an early age. <i>Knowing the characteristics of pre-school through grade 2 gifted students</i> is critical in discovering potential and/or demonstrated strengths for early interventions.</p>
<p>Assessment is focused on direct measurements of achievement and behavior.</p>	<p><i>Classroom and district assessments</i> are avenues to know the level of functioning within the continuum of standard benchmarks. <i>A challenge is to balance pace and depth/ complexity of instruction</i>. The goal is not to move fast through the benchmarks; rather to think, create and move as application of knowledge and skills demonstrate understanding of the learning concept and goal.</p>
<p>If there are concerns about student progress, increasingly intense tiers of intervention are available.</p>	<p>The identified strengths of a gifted student will cause <i>all gifted students to experience at least level II interventions so that ceilings are not placed on learning</i>. These interventions might be classroom based, small group with a specialist, a specialized program delivered by the classroom teacher or specialist or classes to meet the individualized needs of gifted students. [Should we think of the tiers in terms of intensity of giftedness and intensity of social-emotional needs in some cases?]</p>
<p>Individual student data gathered through the process may be used to determine appropriateness of a special education referral and as a part of a comprehensive evaluation for determination of eligibility.</p>	<p>1. Gifted students may also require services due to a disability (twice exceptional). In these cases, ongoing collaboration among special, general and gifted education is critical for long term planning. <i>Individual student data may show exceptional ability in one area and a weakness that is an extreme disparity for the individual, even if the weakness is demonstrated at age-grade level.</i> 2. Individual student data gathered through the ongoing progress monitoring should be used to guide the appropriate level of instruction, pace and complexity of tasks, especially in the area of strength.</p>
<p>Universal Level The universal level supports screening for all students.</p>	<p>Screening for giftedness looks for exceptional abilities compared to age-mates. Screening requires assessment and observations that seek strengths in problem solving, cognition, communication, creative and critical thinking, social skills, and academic and talent areas. Screening tools may include but not be limited to</p>

	a standardized non-verbal or cognitive abilities test and observation scales, as well as general district, classroom or state assessments. <i>The goal is to collect a body of evidence or student profile of strengths and learning needs for programming.</i>
<p>Universal Level</p> <p>The Universal Level provides all students high quality instruction, progress monitoring and prescriptive assessment to design instruction.</p>	<i>Differentiated instruction for gifted learners, ongoing progress monitoring and attention to affective needs</i> are critical attributes for continuous learning. Knowledge of the characteristics of gifted learners and use of proven strategies (e.g., concept learning, acceleration, AIM) supports these attributes.
<p>Targeted Level</p> <p>Interventions provided to students identified as at-risk or who fail to make adequate progress in general education.</p>	<p>Change to:</p> <p>Interventions provided to students identified as at-risk or <i>who require specific supports to make adequate progress in general education.</i></p> <p>The pyramid for gifted education is a systemic, ongoing decision making process to determine effectiveness of interventions/programming options and assessment of learning.</p>
<p>Intensive Level</p> <p>Interventions provided to students with intensive needs based upon comprehensive evaluation.</p>	The intensive level meets the needs of gifted students who require radical acceleration, dual enrollment, early entrance, specialized counseling, long-term mentorship; or, participate in specialized classrooms or schools for gifted students.
<p>Effective student assistance/problem solving team in place</p>	Provides collaboration for thinking about interventions <i>for the gifted student and the underachieving or under-challenged gifted students.</i> This collaboration also answers the questions, “What do we do for the advanced learner”? “What cluster group or flexible class schedule will meet the needs of the gifted student”?
<p>High quality standards-based curriculum and research-based instruction</p>	<i>A rigorous standards-based curriculum</i> meets the needs of challenge and pace. Some gifted students will require remediation and scaffolding until the level of functioning is commensurate with ability. Other gifted students will require acceleration in the curriculum and post-secondary options or early graduation.
<p>Prescriptive/ongoing assessment practices</p>	Ongoing assessment, including pre- assessment and performance assessment are encouraged for all students. Teacher knowledge of content benchmarks, student demonstrations of learning, and use of data will ensure <i>continuous learning without ceilings for the gifted learner.</i>

<p>Levels of intervention identified and resources allocated</p>	<p><i>Interventions for gifted students must match the area of strength and interest, or affective needs of the student. Mis-matching or inattention to giftedness may contribute to underachievement, non-compliant behaviors, depression, drop-out rates and other negative situations.</i></p> <p><i>Cluster grouping</i> is one proven way to deliver direct instruction.</p> <p><i>Critical and creative thinking skills</i> are required to provide depth of curriculum.</p> <p>Application of knowledge and skills in authentic problems; and, transfer of knowledge to other disciplines are required for <i>complexity</i>.</p> <p><i>Resources for gifted learners are a shared responsibility of educators, parents and community.</i> Depending upon the area of strength, networks/mentors in the community may be the best resources at a given time.</p>
<p>Ongoing, job-embedded professional development that addresses relevant areas essential to effective implementation of RtI and improved student outcomes.</p>	<p>Same.</p> <p>A challenge is to build the capacity of general education teachers, administrators and parents to meet the needs of gifted students.</p> <p><i>Data interpretation and use of data to drive instructional and affective decisions for gifted students should be weaved into the ongoing process of school improvement efforts – increase positive student outcomes.</i></p>
<p>Individual Learning Plan - Established after a student is identified with a disability</p>	<p><i>Advanced Learning Plan</i></p> <p>A simple document that records programming and progress of a gifted student, K-12. <i>ALPs are established when the body of evidence demonstrates outstanding potential or demonstrated ability.</i></p>
<p><i>Questions: Are gifted and talented students learning something new everyday?</i> Who are the students that require adjustments in depth of content, pace and complexity? Is there a plan in place to ease transition from one level of schooling to the next, including early college planning?</p>	
<p><i>Parent Partnerships:</i> Gifted education values the involvement and leadership that parents provide during the identification and long-term planning process for their child. Parents provide a valuable support system at home and may be able to find additional resources in the community. Parents and educators of gifted students support each other in learning about giftedness and ways to encourage positive self-esteem and learning for their children.</p>	