



Strategies for Learning

For a student strength in ...	Name of strategy	Description of strategy
Reading	Advanced materials	Have complex and advanced reading material available in all subject areas
	High-level thinking activities	Assignments that emphasize high-level thinking and use of evidence; in discussions, adjust level of questions to spur critical and creative thinking
	Advanced vocabulary development	Use accelerated vocabulary development to increase understanding of high level materials and to increase sophistication of writing
Mathematics/ quantitative reasoning	Pretesting and replacement activities – (also called “curriculum compacting”)	Use end-of-unit test (Form 1) for pre-testing; student earns an A on all objectives passed on the pre-test and is given replacement work for activities in those objectives (enrichment, extension, acceleration). Student does regular class work on objectives not yet mastered. Student takes regular end-of-unit test, but only those objectives not mastered on the pre-test are graded.
	Complex, self-directed problem solving	Eliminate drill and repetition; focus on complex problems with multiple solutions or multiple paths to solutions
Writing	Work like a professional	Provide direct instruction in professional-level writing techniques, genres; students can work like practitioners when exposed to professional exemplars
	Opportunities to publish	Assist student in finding writing competitions and real-world experiences with feedback from editors, judges
	Allow student to use own style of pre-writing	High-level writers can use their own linear or non-linear organizational methods to best advantage, rather than a prescribed method

Student version

For a student strength in ...	Name of strategy	Description of strategy
Other	Increase challenge level	Gifted students often do better and are more motivated with harder material and assignments than with basic work
examples available	Contracts for concept and skill learning	Allows student with exceptionally rapid pace of learning to “buy time” to pursue independent study, research projects, extensions, enrichment (another type of “curriculum compacting”), rather than waiting for others to catch up
* examples and support available	*Use of student’s strongest reasoning and processing mode when possible Student examples: “Let me use my strength in abstract reasoning to work on challenging material.” “Allow me to write steps out instead of using diagrams. Notes make more sense to me than drawings.” “If I can choose my own product to show what I’ve learned, I am more motivated and do a better job.”	Highly creative, verbal, or abstract thinkers get the most out of complex material when using their strengths to access and process it:
		<i>Creative</i> students like problem solving, novel material and methods, and choices and use these options to learn better
		<i>Verbal</i> students reason better with words than with drawings, charts, or diagrams. Let them talk through math or science problems, into a tape recorder if necessary, or write down steps instead of charting them.
		<i>Abstract</i> thinkers (also called <i>nonverbal reasoners</i>) often prefer to diagram, web, chart, or demonstrate ideas. They usually express ideas better orally than in writing. Instruction in writing skills is necessary, but not every subject area assignment has to be written.

Negotiate with teachers in a reasonable way that shows you aren’t trying to get out of work; you just want to work in a way that suits you best.
Accept that some teachers will not compromise. Concentrate on the ones who will.