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A Handbook Developed to Create a Better Understanding of the Gifted

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A HANDBOOK DEVELOPED TO CREATE A BETTER UNDERSTANDING
OF THE GIFTED

A Creative Project
Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Nan M. Hake
August, 1982

A HANDBOOK DEVELOPED TO CREATE A BETTER UNDERSTANDING
OF THE GIFTED

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The problems encountered by gifted students when integrating into the regular self-contained classroom were studied. Parents and peers display their misunderstanding of gifted students by their innocent remarks that adversely affect them. Teachers unwittingly cause discomfort by the unchallenging tasks gifted children are expected to perform. Sixty children from the Wenatchee School District's Gifted Pull-out Program were asked to share some of their concerns pertaining to these problems. Based upon their responses and a survey of the literature, a handbook was compiled to help prevent parents, teachers and peers from misunderstanding the gifted student.

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TABLE OF CONTENTS

	Page
Chapter	
1. Introduction	1
Project	1
Definition of Terms	2
2. Review of the Literature	4
History of Gifted Education	4
Programs for the Gifted	10
Identifying the Gifted	19
3. Project Information	23
Triple E Program	23
Handbook Development	25
4. Summary	29
Intent of Handbook	29
Bibliography	30
Appendix	
A. Forms	32
B. Handbook	68

CHAPTER ONE

Introduction

Project

Five years ago the Wenatchee School District began to select academically superior students to participate in an elementary gifted pull-out program. During these five years the writer has had the opportunity to observe the children in the Wenatchee elementary schools and has become extremely interested in the students in the pull-out program. A variety of parental, student, and teacher attitudes are developing along with the development of the gifted program. It appears that teachers, parents, and students have a limited knowledge or understanding of the gifted. Quite often gifted children finish their work early; therefore, they will be given busy work in the classroom instead of a curriculum that will allow them to work at a challenging level. Sometimes the opposite is true. The gifted are expected to progress much faster than they are capable of, with many important educational steps skipped, leaving the gifted children feeling lost and frustrated. Judgments are made by parents, teachers, and students about the gifted concerning where they should be, what they should be doing, and how they should be doing it. Because of the lack of understanding of the complexity of gifted children and gifted education, the writer became interested in developing a handbook to assist parents, teachers, and students in understanding the problems of gifted children and thereby alleviate misunderstandings when integrating them into the regular self-contained classroom.

In developing this handbook, the writer presented literature on gifted education and explained the elementary gifted program of the Wenatchee School District. Sixty children in the Wenatchee gifted program were interviewed by the writer during the 1981-82 school year (Appendix A). This information, along with research of gifted programs and problems, aided in the development of the handbook.

Definition of Terms

Many times gifted children are referred to as exceptional, special, talented, gifted, creative, or bright, and this raises a question about the definition of giftedness. The following definition is taken from the 1971 Report to the Congress on the Education of the Gifted and Talented made by the U.S. Commissioner of Education.

Talented and gifted children are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas:

1. General intellectual ability
2. Specific academic aptitude
3. Creative and productive thinking
4. Leadership ability
5. Visual and performing arts
6. Psychomotor ability¹

Such a broad definition includes many gifted students.

¹ American Association for Gifted Children, On Being Gifted, National Student Symposium on the Education of the Gifted and Talented, Mark L. Krueger, Project Director (New York: Walker and Company, 1978), pp. 1-2.

The Wenatchee School District's elementary gifted program called Triple E (Elementary Enrichment Experiences) is narrowed to inclusively involve students from three components of the U.S. Commissioner's definition. For purposes of this project, gifted and talented students are defined as those students showing general intellectual abilities, specific academic aptitude, and/or leadership ability.

Giftedness is a complex issue. Therefore, a commonness of understanding of the terms used in speaking of an individual's talents and a program intended to develop them will reduce misunderstandings and potentially damaging attitudes.

CHAPTER TWO

Review of the Literature

History of Gifted Education

Society's attitudes about gifted children have changed throughout history. Some of the world's oldest records show a trend toward identification and schooling to benefit the gifted. Plato recommended the early selection and training of possibly gifted children for leadership roles. He believed the intellectually elite were the source of progress. In the fifteenth century the Turkish Empire founded a free school for the strongest and most intelligent boys. In the sixteenth century a Mohammedan ruler selected the fairest, strongest, and most intelligent youths to be leaders.¹ In our own country Thomas Jefferson encouraged the public to provide twenty scholarships a year for students of academic excellence, hoping they would be good leaders and add direction to the New World. Gifted children were generally admired and expected to go far in the world.²

During the eighteenth and nineteenth centuries, the attitude toward educating the elite began to change. Horace Mann, an educator in Massachusetts, urged equal education in the three "r's" (reading,

¹ Paul Witty, ed., The Gifted Child, American Association for Gifted Children (Boston: D. C. Heath and Company, 1951), p. 1.

² James B. Conant, Thomas Jefferson and the Development of American Public Education (Berkeley: University of California Press, 1962), pp. 6-8.

riting, and rithmetic) for all children.³ Doctors and educational theorists classified the gifted with the abnormal and believed they were headed for insanity unless they were protected from intellectual stimulation.⁴ Such individuals were thought to be small, unhealthy, destined to suffer "burnout", die young, and fail as adults. These attitudes are less common today but occasionally one finds a teacher who shows resentment or dislike toward students with exceptionally high intelligence quotients (I.Q.'s).⁵

The development of the Standardized Intelligence Test by French psychologists Alfred Binet and Theodore Simon in 1905 provided a way to measure intellectual ability. This test was widely accepted when it was introduced in the United States. Henry Goddard, a psychologist doing research at the Training School for Mental Retardates in New Jersey, published two articles that encouraged the use of intelligence tests for students who were slow learners while including the average and above average learners. This led Terman, a psychologist at Stanford University, to adapt and standardize the Binet-type scale for use with a wide range of abilities.⁶

³ University of Wisconsin, Simple Gifts, the Education of the Gifted, Talented, and Creative, Extension Programs in Education, Jack Ferver, Chairperson, 1978, p. 14.

⁴ Lewis M. Terman and Melita H. Oden, The Gifted Child Grows Up, Twenty-five Years' Follow-up of a Superior Group, Vol. IV of Genetic Studies of Genius (Stanford: Stanford University Press, 1947), p. 1.

⁵ University of Wisconsin, p. 16.

⁶ University of Wisconsin, pp. 15-16.

In 1921 Terman surveyed the literature on mental precocity that had occurred in the preceding decades in America as well as in Europe. He became very interested in the charges made against the gifted students but it was not until after he had revised the Binet Intelligence Test that he began longitudinal scientific studies.⁷ Terman began his studies using 1,500 children with I.Q.'s of 140 or higher. As he expected, the prejudices about children with high I.Q.'s were unfounded. Gifted individuals did not tend to be unhealthy, small, die young, or fail as adults. Throughout his studies he found that these students were gifted in all traits studied and continued to be gifted throughout their adult lives.⁸ The Terman study has shown that most gifted children live up to their abilities.⁹ He concluded that most gifted children were slightly more developed physically and emotionally than the average child. Gifted children were usually superior in reading, language usage, arithmetic reasoning, science, literature, and the arts. They learned to read easily, collected many books, and enjoyed many kinds of hobbies and play. They were less inclined to cheat and rarely felt the need to brag of their knowledge.¹⁰

⁷ Terman and Oden, p. 2.

⁸ University of Wisconsin, p. 16.

⁹ Terman and Oden, p. 98.

¹⁰ James J. Gallagher and Patricia Weiss, The Education of Gifted and Talented Students: A History and Prospectus, Occasional Paper 27 (Washington, D.C.: Council for Basic Education, 1979), p. 5.

Hollingworth, a psychologist and contemporary of Terman, became an advocate for better educational treatment of gifted students.¹¹ She observed thirty-one such children from early childhood to maturity but her work was incomplete at the time of her death. However, her colleagues, in reviewing her work and studying many of the cases contained in her notes, found support for Terman's findings.¹² Hollingworth believed that the children with I.Q.'s between 125 and 155 were very well rounded. They were confident enough to be leaders among their peers and able to manage their own lives. On the other hand, she found that children with I.Q.'s of 170 or beyond were too intelligent to be understood by most of the people they made contact with. They were often lonely and isolated from their contemporaries.¹³

Both Terman and Hollingworth found that the higher the I.Q., the more serious the problem of social adjustment. Children with very high intelligence have a difficult time adapting to the interests, activities, and conversations of companions so they tend to withdraw from social contacts. Often these children have trouble finding friends with similar interests and abilities.¹⁴

While Terman and Hollingworth studied the upper 1 percent of the population, Witty and other researchers were concerned with the upper

¹¹ University of Wisconsin, p. 17.

¹² Paul Witty, ed., pp. 47-51.

¹³ Paul Witty, ed., pp. 72-76.

¹⁴ Paul Witty, ed., pp. 74-76.

10 percent of the population.¹⁵ Witty believed that children could be gifted in one or more areas and that the educational program should be developed after studying the needs of the child.¹⁶

During World War II the United States experienced a shortage of highly trained specialists and there was increased interest in educating the outstanding individuals. After the launching of Sputnik in 1957, the United States developed the National Defense Act aimed at upgrading education, especially for the academically talented. Because of this Act, science and gifted education received greater emphasis. From 1957 to 1965 the United States listed 275 local and state programs for the gifted.¹⁷

Since the 1970's there has been an expansion of gifted educational programs throughout the nation. Information about them is distributed through periodicals, conferences, workshops, college classes, conventions--national, state, and local--and increased public recognition.¹⁸ In 1971 the Washington State Board of Education

¹⁵ Robert F. DeHaan and Robert J. Havighurst, Educating Gifted Children (Chicago: The University of Chicago Press, 1957), p. 32.

¹⁶ Paul Witty, ed., p. 15.

¹⁷ Fay B. Haisley and George Wilhelmi, Talented and Gifted Education Policy, Oregon Series on Talented and Gifted Education, Oregon Association for Talented and Gifted (Salem: Oregon State Department of Education, 1979), p. 50.

¹⁸ Veronica Boeholt, Talented and Gifted School Programs, Oregon Series on Talented and Gifted Education, Oregon Association for Talented and Gifted (Salem: Oregon State Department of Education, 1979), p. x.

identified the mission of common schools as one which assures learning experiences to help all children develop skills and attitudes fundamental to achieving individual satisfaction as responsible, contributing citizens. Each child has the right to an education allowing individual abilities to be developed, including the gifted. This led in 1972 to the United States Government establishing an Office for the Gifted in the Bureau of Education for the Handicapped. However, it was not until 1975 that talented and gifted children were recognized as an integral part of our national educational effort.

Education of the gifted in the United States has been sporadic as interest in this area of education has risen and declined with the times. Society is more concerned with whether we should provide special services than with what type of special services would be most beneficial to the gifted.¹⁹ Special programs for gifted may not be developed because of lack of funds, the fear of causing educational elitism, or the belief that the gifted can make it on their own. The idea of giving extra help to those that are already ahead is not always popular.²⁰

Federal, state, and most local levels of government and educational administration give low priority to gifted and talented students. One-third of the known gifted children are not benefitting from any

¹⁹ Gallagher and Weiss, p. 1.

²⁰ Gene I. Maeroff, "The Unfavored Gifted Few," in Readings in Gifted and Talented Education (Guilford, CT: Special Learning Corporation, 1978), p. 6.

special services and these children are performing below their capacity.²¹ Gallagher states, "To ignore the education of gifted and talented individuals is to cheat both them and the larger society." Yet the necessity of special education for the gifted is debated and some are tempted to believe gifted students will make contributions without any special educational help.²² It is important to educate the gifted and properly nourish, inspire, and motivate them so that they may produce and share their talents with the world.²³ "Intellectual and creative talent cannot survive educational neglect and apathy."²⁴

Programs for the Gifted

When society has determined that gifted education is a vital part of the educational system, the need to develop a program becomes a difficult task because of the many different gifted students involved. Every student from every background should be encouraged to reach full potential.²⁵

²¹ Verna Tomasson, "Gifted Children in a Bind," in Readings in Gifted and Talented Education (Guilford, CT: Special Learning Corporation, 1978), p. 106.

²² Gallagher and Weiss, p. 1.

²³ Ann Fabe Isaacs, "Why Special Attention," in Readings in Gifted and Talented Education (Guilford, CT: Special Learning Corporation, 1978), p. 6.

²⁴ Maeroff, p. 16.

²⁵ Tomasson, p. 107.

Presently there are many ways of providing for the gifted and no one way has been identified as the best. Some of the practices include acceleration, enrichment, grouping within the regular classroom, fulltime gifted programs, or a combination of these practices.

Acceleration can mean skipping grades or speeding gifted students through one or more academic subjects. Recently in America many elementary schools have eliminated grading for the first three or four years of school, thus enabling students to be accelerated without much attention.²⁶ At The Johns Hopkins University in Baltimore students who are extremely advanced in mathematics may enroll and take college courses in mathematics. Some of the students are only twelve and thirteen years old and are enrolled with college classmates six or seven years older.²⁷

There are two arguments supporting acceleration. First, it is the easiest way to fit children into a classroom more at their own level. Second, it may help keep pupils from becoming bored with school.²⁸ The critics are concerned with the possible psychological harm that acceleration may produce and this is borne out by one gifted student's opinion: "Intellectually, there was no problem and soon I even started doing extra work in subjects like math. Socially and

²⁶ Frank Laycock, Gifted Children (Glenview, IL: Scott, Foresman and Company, 1979), p. 118.

²⁷ Gallagher and Weiss, pp. 24-25.

²⁸ Laycock, p. 118.

emotionally, however, the change was a disaster." Acceleration is difficult without the help of a guidance counselor or supporting teacher.²⁹ For acceleration to be successful, the teacher must be sensitive and work closely with the students.³⁰

Enrichment can take place in school or out, whenever something extra is provided.³¹ Enrichment-type activities might include foreign language, field trips, visits to experts, or independent studies. Two problems arise with this practice: (1) many enrichment programs do not always include enrichment in the area in which the children are gifted,³² and (2) often a teacher does not have the time to prepare the necessary enrichment activities, which results in the gifted doing work at the same level as the regular classwork.³³ Enrichment can be beneficial only if the teacher has the time and talent to make it work.

Grouping can be done within the regular classroom or separate from the regular classroom. Teachers test the children in their rooms and group them according to their abilities in each subject, especially in reading and mathematics. This allows gifted children to be within the regular classroom and yet work at their own level. The pull-out program is another form of grouping which allows gifted children to be

²⁹ American Association for Gifted Children, pp. 79-80.

³⁰ Laycock, p. 123.

³¹ Laycock, p. 134

³² Barbara Clark, Growing Up Gifted (Columbus, OH: Charles E. Merrill Publishing Company, 1979), p. 237.

³³ Laycock, p. 135.

with other gifted children for a certain amount of time each week while the rest of the time they remain in the usual classroom.

The Horizon Program in Seattle, Washington, is an example of a pull-out program. There are one to six classrooms for the gifted per building within the elementary schools. The gifted children are integrated with normal children for physical education, music, and art. The other academic areas are taught within the gifted classroom at an accelerated level.

There are some potential problems with grouping according to some authors. One is the concern about the method of determining the groups. Are the tests and teacher identification accurate? Another concern is whether we should form groups at all because it may be damaging to the students.³⁴

After analyzing a number of studies, Gallagher concluded that grouping was not as harmful as critics thought and showed no adverse effects on social or personal attitudes.³⁵ Where grouping has been successful, it has included watching for personal development, maintaining flexible options, finding committed teachers, and carefully cultivating public support.³⁶

Fulltime gifted programs are found in many areas of the United States. Children must pass the prerequisite tests before being placed

³⁴ Laycock, p. 130

³⁵ J. J. Gallagher, Teaching the Gifted Child, 2nd ed. (Boston: Allyn and Bacon, 1964), p. 85.

³⁶ Laycock, p. 134.

in a self-contained gifted class within a gifted school. Teachers have been trained to use a challenging and sophisticated curriculum planned for gifted students. Seattle, Washington, has a fulltime gifted program called IPP (Individualized Progress Program). It is designed for the upper 1 to 2 percent of the school population in intellectual and academic areas. Emphasis is on individualizing each student's curriculum so that he or she may move as fast and as far as they can through the academic areas.

An article written by Lamping supports the self-contained gifted class. Lamping believes that gifted children operate differently than average children. They tire of routine and rote learning and have the desire to figure things out for themselves. He maintains these children should be grouped together under the direction of an understanding teacher. The strongest argument against the self-contained gifted class is that the children will not have the opportunities to associate with all kinds of people but Lamping believes that no one associates with all people. People congregate around those with similar interests and values but every day communicate with all other types.³⁷

Throughout the literature can be found arguments for and against each type of gifted program. "The experts merely agree that they disagree on the best way to assist gifted minds."³⁸ It is evident that

³⁷ Ed Lamping, "In Defense of the Self-contained Gifted Class," G/C/T 17 (March/April 1981): 50.

³⁸ Lamping, p. 50.

each child's intellectual, educational, social, emotional, and physical status are important when considering developmental programs. However, children at any age level with the same I.Q. scores are diverse in the different phases of development.³⁹ If this is true, it adds to the complexity in creating an educational program for the gifted.

The many programs designed to meet the needs of the gifted can serve as guidelines for the new programs being developed. Gallagher and Weiss say,

The future of gifted education will depend on several factors: The ability of educators to conceptualize special needs and programs for these children; the ability to demonstrate and evaluate progress in special programs; what else is happening in the educational system; and the public attitude towards the desirability and importance of special education of the gifted.⁴⁰

It would be ideal to be able to diagnose and to prescribe a curriculum for each child. However, before this can be done, our educational system must be altered to meet the various needs of learning styles and abilities of our pupils. In addition, the expectations that are placed on teachers must be redefined to allow them to become the facilitators of learning for these various learners. Gifted students need teachers that understand the complexity of gifted education.

According to Tomasson, teachers of the gifted do not have to be gifted but they must respect those who are. Many teachers are fearful

³⁹ Steven L. Christopherson, "Developmental Placement in the Regular School Program," G/C/T 19 (September/October 1981): 40-41.

⁴⁰ Gallagher and Weiss, p. 31.

and sometimes openly hostile to the gifted child because of the lack of understanding.⁴¹ Hitchfield notes that children in gifted programs have their ideas about qualities that make a good teacher. They have to be patient and willing to help. The children like a teacher to have good strong discipline but with a warm and caring atmosphere, be intelligent in many subject areas, and willing to try new things, and most important, be kind when working with the gifted. A teacher should not hold back the children but they should be allowed to explore, discuss, learn in depth, and be challenged. The teacher should look at each child's learning characteristics and match them with the curriculum.⁴²

It would be beneficial to involve teachers in training sessions regarding gifted education. This would help alleviate many teacher concerns when attempting to meet the needs of the gifted.

Parents also have a vital responsibility to work with their gifted child and spend time nurturing his or her talents. "Many times parents suddenly feel inadequate to guide their child's development once they know their child is gifted."⁴³ Because of this, parents as well as teachers should be involved in meetings and training sessions about gifted education.

⁴¹ Tomasson, p. 106.

⁴² E. M. Hitchfield, In Search of Promise (London: Longman Group Limited, in association with the National Children's Bureau, 1973), pp. 73-76.

⁴³ Clark, p. 272.

There are concerns that might be shared in the training sessions that would help parents and teachers better understand gifted students. Labeling students is one such concern. Gifted students are given labels by their peers, teachers, parents, or other adults. They are called names such as bookworm, foureyes, brains, gifted, or a multitude of other names. If parents and teachers have an understanding of giftedness and can explain it, they can prevent many labels from developing.⁴⁴

One more concern about the gifted that might be shared in a training session involves the social and emotional maturity of gifted children. Gifted children are not always happy because social and emotional maturity is not inherent in giftedness. "Their high intelligence gives them insights that may be helpful in solving problems, but it often is the source of a keen sensitivity which compels them to face problems not ordinarily met by average children."⁴⁵ Sometimes they become bored with the slow pace and intellectual confinement of the school curriculum and have at times become troublemakers because of this. Some gifted children may have no one at home to understand their abilities and because of their extreme intelligence, they feel strange about themselves and their differences. Unfortunately, emotional problems can develop and the gifted child may drop out of school, turn to drugs, or other unhealthy activities.⁴⁶

⁴⁴ Clark, pp. 272-273.

⁴⁵ Marian Scheifele, The Gifted Child in the Regular Classroom (New York: Columbia University, Teachers College, Bureau of Publications, 1953), pp. 32-35.

⁴⁶ Tomasson, p. 106.

Throughout the history of gifted education, concerns have been shared and discussed. The following are some basic sources of gifted children's adjustment problems identified by Scheifele in 1953.

1. Classmates resentment of the gifted child's scholastic superiority and the adult approval it brings.
2. The teacher's tendency to emphasize and reward academic achievement and her failure to recognize the value of skill in manipulative activities, music, art, and social relations.
3. The teacher's lack of sensitivity to the children's reaction to the gifted child's accomplishments, and her failure to build with the group an understanding of differences in ability.
4. The discrepancy between the gifted child's intellectual development and his physical and social maturity.
5. Parental pressures for acceleration; pushing the child's development and performance.
6. Overcultivation of intellectual interests at the expense of physical and social development.
7. Unreasonable expectations of social maturity equivalent to intellectual rather than chronological maturity.
8. Overstructuring of leisure time allowing insufficient opportunity for free activity and social relationships with peers.
9. A curriculum that does not stimulate the gifted child's intellectual curiosity, challenge his abilities, or provide opportunity for self-expression and development of special interests.⁴⁷

Environmental factors may cause frustration for the gifted child, says Scheifele.

⁴⁷ Scheifele, p. 31.

1. Resentment and minimizing of the gifted child's exceptional abilities by parents and siblings.
2. Parental indifference to giftedness and absence of stimulation in the home.
3. Intellectual differences between the child and his family which deprive him of rich intra-family experiences based on common interests and mutual appreciations, and which make him feel he is a misfit.
4. The increasingly higher standards set by the home and school as the child's abilities unfold.
5. Exploitation of the child's gifts by the home, school, and community (contests, awards, programs, broadcasts, and competitive events of various kinds).
6. The teacher's jealousy of the gifted child's abilities, which often surpass her.
7. Undue acceleration in school, creating difficulty for boys in establishing heterosexual relations. (Girls being more mature socially than boys, the difference between levels of development is accentuated by the boy's acceleration.⁴⁸

Identifying the Gifted

In the previous pages some types of gifted programs have been discussed. Identifying the children that will benefit from programs is a difficult task. Gifted children are not a homogeneous group. "Giftedness appears in many different forms in every cultural group and at every level of society."⁴⁹ Goldberg stated that "the gifted are an extremely heterogenous group, having frequently only their unusual

⁴⁸ Scheifele, p. 31-32.

⁴⁹ American Association for Gifted Children, On Being Gifted, National Student Symposium on the Education of the Gifted and Talented, Mark L. Krueger, Project Director (New York: Walker and Company, 1978), p. 10.

ability as a common factor."⁵⁰ Educators are faced with the task of selecting the best methods of identifying gifted students.

As suggested before, there are intelligence tests on the market used as means of measuring mental ability. The Stanford-Binet individualized test is one that is commonly used. The Henmon-Nelson Test of Mental Abilities is an example of a group intelligence test. It is believed by some critics that to measure intelligence with a test assumes that all individuals taking the test have the same background and acquired knowledge. This is not true in many cases. Some experts have found that a test alone is not adequate in identifying gifted individuals.⁵¹

Most tests that aid in the identification of gifted children do not take into account those children that are different. Therefore, parents and teachers often ignore the possibility of gifted children coming from the poor, handicapped, culturally different, or the underachieving.⁵²

Giftedness can be found in the poor. Development of children's abilities is difficult without facilitating conditions but it is not impossible. Therefore, parents, teachers, and administrators should be aware of the potentially gifted students among the poor.⁵³

Gifted learners may be found among the handicapped students. Clark states, "Special classes for the deaf, the blind, the emotionally

⁵⁰ University of Wisconsin, p. 62.

⁵¹ Clark, pp. 116-117.

⁵² University of Wisconsin, pp. 62-63.

⁵³ Clark, pp. 287-290.

disturbed, and orthopedically handicapped, and the learning handicapped very often have, among their students, children who are also gifted."⁵⁴

Gifted students can be found among the culturally different families. These students are usually raised with different attitudes and values from those found in the dominant culture and because of this, they become less popular among their classmates. This discrimination begins to lower the motivational level of the culturally different child and they begin to attend school less regularly. Eventually they may drop out altogether.⁵⁵

Gifted students may be found among the underachieving students. They are defined as those who have shown exceptional performance on a measure of intelligence but continue to perform below that which is normally expected of children at the same age level. There are many reasons for children to underachieve. Some reasons are: (1) personality conflicts with teachers, (2) physical problems, (3) family problems, and (4) motivational problems. While early identification of underachievers is essential, corrective procedures should be initiated before irreparable harm is done.⁵⁶

Projects are being funded through the United States Office of Education to determine more adequate ways of identifying the gifted. Educators are moving away from the use of intelligence tests and strictly academic concepts to more academic/creative/multi-talent tests

⁵⁴ Clark, pp. 310-311.

⁵⁵ Clark, pp. 304-305.

⁵⁶ Clark, pp. 279-281.

for student assessment. However, until better methods are available, intelligence tests will continue to be widely used indicators of gifted students. More and more frequently these tests are being supplemented by teacher ratings since teachers have the opportunity to observe the children academically, emotionally, and physically during the school day.⁵⁷

Terman and others have developed checklists that may aid a teacher in identifying a gifted student (Appendix A). These lists are very general and fail to identify the many different gifted children. An individual does not always exhibit all the identifying characteristics of giftedness. Therefore, a teacher must be familiar with the identifiers and needs to be consciously alert to locating gifted children who exhibit some of them.

Parents are important in identifying the gifted. They need to call it to the attention of educators if they suspect giftedness in their child. Checklists have been developed to aid parents in identifying their gifted children (Appendix A). Evidence shows that parents are usually reasonable when evaluating their children's abilities. At times a parent may evaluate his child below his or her intellectual abilities rather than above.⁵⁸

Parents, teachers, administrators, and others need to cooperatively work together to identify gifted learners and raise their awareness level to include all children when discussing potentially gifted students.

⁵⁷ University of Wisconsin, p. 72.

⁵⁸ University of Wisconsin, p. 72.

CHAPTER THREE
Project Information

Triple E Program

Five years ago a group of people decided that the Wenatchee School District should be providing an enrichment program for academically superior students in the elementary grades. A committee was formed and a plan of action presented to the school board. The school board was very supportive of the proposal, the plan was adopted, and the gifted program began in September, 1977 (Appendix A).

The program was given a nondescript name, Triple E, which stands for Elementary Enrichment Experiences. The name was later changed to Expanded Educational Experiences to avoid the enrichment label.

Initially there were forty children in the program. The number increased to sixty by the third year. The Selection Committee, composed of a district administrator, a teacher, and a psychologist, is anonymous and individual members change from time to time. This committee is responsible for making recommendations to fill vacancies which occur in the program at the end of each year and from time to time during the school year.

There are three methods used to identify potential Triple E candidates: (1) scoring at or above the 96th percentile or 9th stanine on district-administered standardized achievement test scores, (2) teacher(s) recommendation, (3) parent-initiated referral.

The principal is responsible for screening permanent records and all standardized test results. Students are initially identified if they score at or above the 96th percentile or 9th stanine on the Stanford Achievement Test composite.

The "Teacher Observation and Information" form may be filled out by a teacher who believes a child is qualified and could benefit from the program (Appendix A). The teacher checks the characteristics that apply to the specific individual being recommended. Additional remarks involving maturity, motivation, and attitude are made at the bottom of the form.

Also, a parent may refer the student by filling out the "Parent Referral" form. This form is available through the District Curriculum Director or the building principal (Appendix A). If a student is referred by a parent or the principal, a "Teacher Observation and Information" form is requested from the classroom teacher to provide the selection committee with a teacher's observation of the student.

When students are referred to Triple E, the Curriculum Director may request additional screening of records which is done by the principal. All referrals and screening information are turned over to the Curriculum Office Director who develops a testing schedule.

The referred children are given the Henmon-Nelson Test of Mental Ability. It is a group test and is given by a qualified person. It measures general mental ability or academic aptitude.

After the testing all the information is gathered in the Curriculum Office and placed on a form indicating the Henmon-Nelson Test results and previous test scores (Appendix A). The Curriculum

Director gives each school and child a code number so that the Selection Committee is not aware of the names of students or their ages, sex, or schools. Test information and teacher and parent referrals are assigned the correct code numbers. The committee is asked to prioritize the list of potential candidates. After the students are selected, the names are revealed and the parents and teachers are notified by mail.

Participation in the program is not mandatory; therefore, it is the parents' decision. The children that are not selected are placed in a "pool" and are automatically considered each time the selection committee meets.

The Triple E classroom is located in one of the District's elementary schools. The enrolled students are transported to the Triple E classroom for two one-half day sessions per week (one morning and one afternoon). Initially, only students in grades 2 through 6 are enrolled. In the 1981-82 school year, first graders were not included in the program due to budget limitations, leaving enrollment at forty-eight students.

Handbook Development

The Triple E Program has caused parents, teachers, and students to react in various ways. The writer has observed the reactions over the past five years and found that gifted children are not understood. Some parents use their gifted children as prestige and want their children to perform at levels much higher than they are capable of. This causes gifted children much frustration. Some teachers resent the gifted because they disrupt the regular classroom. The pull-out

program causes many teachers to become uncomfortable because the gifted child is gone for various classroom activities or assignments. Some teachers believe the gifted students should make up all the work that is missed and some believe that if the children can keep up without doing the makeup work, then it should not be mandatory that they finish it.

The writer became concerned about the gifted children and decided to create a handbook that would address some of the specific problems of gifted children. One source of information came from the gifted children themselves. The project began with the students in the Triple E Program being interviewed after the Wenatchee School District gave permission to interview them. Principals, teachers, and parents were notified by letter of the arrangements being made. The writer also called the parents asking permission to interview their children. Individual arrangements were made to meet each student in their school library after school hours. Nineteen questions were asked involving the parent, teacher, and gifted student and the program they were in. In addition, the gifted students were asked to share any concerns that they had about being gifted. The information obtained was kept confidential.

While all the children were not dissatisfied or concerned, the writer chose to concentrate on the problem areas that were shared. These concerns were similar to those problems found throughout research of the literature pertaining to problems of giftedness.

A number of the gifted students did not understand giftedness and did not know why they were in Triple E. Some felt uncomfortable about being gifted and being in the gifted program.

A number of them believed their classmates were jealous and wanted to be in the Triple E Program. Gifted students said that at times they were pushed around, called names, and generally physically and verbally abused.

A few Triple E students believed their parents wanted additional programs and thought Triple E was not enough.

Sibling comparison was another concern shared by Triple E students. They believed that some parents favored one sibling over another and this depended on the abilities of each one.

Some were frustrated because their parents' expectations were too high. They had too much to do at home and were expected to be perfect in all academic areas at school.

The biggest concern that the students in Triple E shared involved their teachers. Many students were overwhelmed with the amount of work they had to do when they returned to the regular classroom. They believed that most of the makeup work was busy work because they already knew how to do it, even though they were not around when the teacher explained it. Many students felt that their teachers disliked Triple E and did not appreciate explaining the assignments to the gifted students when they returned. Gifted children at times felt discriminated against because of their intelligence. Teachers did not call on them because they knew the answers or sometimes teachers always called on them because they knew the answers. Many gifted students were bored with regular

school and believed much of the work was too easy. Teachers explained assignments three times and gifted students needed only one explanation.

As a result of the interviews and review of the literature, the writer compiled a handbook to be placed in the hands of parents and teachers. The handbook involves four chapters: (1) Introduction, (2) Problems Identified by Triple E Students, (3) Reducing Problem Situations, and (4) Resources for Gifted Education. The second chapter concentrates on the problems shared by the Triple E students and Chapter Three shares a few suggestions for parents and teachers when dealing with gifted children.

It is hoped that this handbook (Appendix B) will create a better understanding of gifted children.

CHAPTER FOUR

Summary

Intent of Handbook

The intent of the handbook is not to evaluate or critique the Wenatchee Gifted Program but to share information which may help gifted children be better understood.

The Wenatchee School District is interested in reproducing the handbook and distributing it to the parents and teachers of the students in Triple E throughout the 1982-83 school year.

At the end of the school year the Triple E Advisory Committee will evaluate the responses toward the handbook. At this time the decision to continue or discontinue the use of the handbook will be made.

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APPENDIX A
Forms

October 12, 1980

Principals, Teachers and Parents:

To satisfy my Master's Degree requirements I have undertaken a project, in which I will be interviewing the children in the Triple E program. The information I obtain, along with my personal research, will be placed in a parent/teacher handbook. The handbook will assist parents and teachers in understanding the problems gifted children have in integrating into the regular self-contained classroom. The study is not to evaluate the teachers or the Triple E program, but to give extra consideration to gifted children and their needs.

I will be contacting parents to arrange for an interview which will take place after school sometime during this school year. I am looking forward to meeting the children and will make arrangements to get them home.

Sincerely,

Nan Hake
Second Grade Teacher
Sunnyslope School

Please note:

This signature has been redacted due to security reasons.

Interview Questions

Name _____

Date _____

Grade Level _____

School _____

Number of years in Triple E _____

1. How is it going in school?
2. Why do you think you are in the Triple E Program?
3. How do you feel about being in Triple E?
4. How do you feel about regular school?
5. Are you more comfortable in Triple E or the regular classroom?
Why?
6. In which of the two situations do you have the most friends?
Is there anything you would like to change?
7. How do your regular school classmates feel about you being
in Triple E?
8. How do your parents feel about you being in Triple E?
9. How does your regular school teacher feel about you being
in Triple E.

10. Does your teacher treat you in a different way from your classmates? If so, how do you feel about this?
11. Do you have any brothers or sisters? Are they in Triple E?

Do your parents treat you differently from your brothers and sisters? If so, how do you feel about this?
12. If you were a regular classroom teacher, would you do anything differently for the kids in Triple E?
13. If you were a parent and had a child in Triple E, would you treat your child any differently than you are treated?
14. Does being in Triple E create any problems for you at school?
15. Does being in Triple E create any problems for you at home?
16. What could your regular school teacher do to make it easier for you?
17. What could your Triple E teacher do to make it easier for you?
18. What could your parents do to make it easier for you?
19. Is there any information that you would like me to be aware of?

THANK YOU!

Wenatchee School District 246

TEACHER OBSERVATION AND INFORMATION"TRIPLE E" - Expanded Educational Experiences

Teacher _____ School _____

Student _____ Grade _____

Parent's Name _____ Student's Birthdate _____

Parent's Address _____ Today's Date _____

Parent's Telephone _____

Request initiated by:

 Parent Teacher Administrator Other: Update

The following list suggests some student characteristics and attributes that the teacher might use as guidelines in making their nomination for the TRIPLE E Program. Please check those characteristics which apply to this student.

- _____ 1. Learns rapidly and easily.
- _____ 2. Demonstrates originality, imagination, creativity.
- _____ 3. Widely informed, has many interests.
- _____ 4. Persistent, resourceful, self-directed.
- _____ 5. Uses good judgment, logical.
- _____ 6. Does some academic work one or two years in advance of the class.
- _____ 7. Retains what has been heard or read without much rote drill.
- _____ 8. Informed in unusual areas.
- _____ 9. Outstanding vocabulary, verbally fluent.
- _____ 10. Works independently, shows initiative.
- _____ 11. Flexible, open to new ideas.
- _____ 12. Is easily bored with routine activities or tasks.
- _____ 13. Is self-confident with children his/her own age.

Your additional remarks are vital in the selection process. PLEASE COMMENT on this student in such areas as maturity, motivation, attitude, special interests, leadership ability, creativity, etc.

Please RETURN THIS FORM TO THE CURRICULUM OFFICE AT THE SERVICE CENTER...and thank you.

6/80

In 1975 Goldberg presented this list at the Kentucky State Conference on Gifted and Talented Children and Youth:

1. They are earlier than their peers to see relationships;
2. They deal at a higher level of abstraction;
3. They remember more and retrieve from memory easier and quicker;
4. They encode and decode readily;
5. They function at higher cognitive levels (as described by Piaget);
6. They are able to free themselves from the bounds of appearances into abstract thought;
7. They are interested in basic questions--"What is the meaning of life?";
8. They want to know why they are to do certain things and are not satisfied with, "It's the rule";
9. They have a high level of moral judgment but not necessarily moral behavior;
10. They seek out challenge;
11. They develop basic learning skills earlier;
12. Some are more mature, but there is less difference here when compared to the average;
13. They learn to cope, can work out ways of coping, and learn to compensate;
14. They are able to solve problems, especially in communications;
15. Due to their differences, they can become anxious about their relationship with their peers and haven't lived long enough to resolve the resultant conflict;

16. Frequently they are singleminded in pursuit of that which captures their interest and are sometimes difficult to redirect into other activities;
17. They seek out the company of others with similar interests;
18. They have a kind of style, an ease of performance.¹

¹ University of Wisconsin, Simple Gifts, the Education of the Gifted, Talented, and Creative, Extension Programs in Education, Jack Ferver, Chairperson, 1978, pp. 61-62.

The Oregon State Department of Education shares still another version of gifted characteristics:

1. Gifted children read one or more years ahead of others of the same age.
2. They have an interest in cause and effect relationships.
3. They move through school subjects faster than their age-mates.
4. They tend to be critical of themselves as well as of other children and adults.
5. They like work that allows them independence and self reliance.
6. They have a sense of humor.
7. They display leadership characteristics.¹

¹ Sandra K. Howell, Characteristics of Talented and Gifted Children, Oregon Series on Talented and Gifted Education, Oregon Association for Talented and Gifted (Salem: Oregon State Department of Education, 1979), pp. 5-8.

TEACHER CHECKLISTS

Checklist for Kindergarten*

Directions: Please place an X in the space beside each question which BEST describes the pupil.

	YES	NO
A. Language		
1. The pupil is able to read.	___	___
2. The pupil understands his relationship in such words as up-down, top-bottom, big-little, far-near.	___	___
B. Psychomotor Abilities		
1. The pupil exhibits coordination by being able to bounce a ball or tie his shoelaces.	___	___
2. The pupil can complete the missing parts of an incomplete familiar picture by drawing the parts in their proper perspective.	___	___
C. Mathematics		
1. The pupil can repeat five digits forward and reversed.	___	___
2. The pupil recognizes and understands the value of coins (penny, nickle, dime and quarter).	___	___
D. Creativity		
1. The pupil interprets stories or pictures in his own words.	___	___
2. The pupil displays curiosity by asking many questions or by other types of behavior.	___	___
E. General Characteristics		
1. The pupil readily adapts to new situations; he is flexible in thought and action; he seems undisturbed when the normal routine is changed.	___	___
2. The pupil seeks new tasks and activities.	___	___
3. The pupil tends to dominate others and generally direct the activity in which he is involved.	___	___

*Taken and adapted from materials prepared for Dade County, Florida Public Schools, Mr. James Miley, Coordinator for the Gifted.

Checklist for First Grade Pupils*

Directions: Please place an X in the space beside each question which BEST describes the pupil.

	YES	NO
1. The pupil reads two years above grade level.	___	___
2. The pupil recognizes the number and sequences of steps in a specified direction.	___	___
3. The pupil forms sets and subsets.	___	___
4. The pupil understands the concepts of place value.	___	___
5. The pupil recognizes the properties of right angles.	___	___
6. The pupil can create a short story from a familiar subject.	___	___
7. The pupil interprets stories and pictures in his own words.	___	___
8. The pupil questions critically.	___	___
9. The pupil demonstrates flexibility in his thinking pattern and the ability to communicate to others.	___	___
10. The pupil is self-confident with pupils his own age, and/or adults; seems comfortable when asked to show his work to class.	___	___
11. The pupil has a well-developed vocabulary.	___	___
12. The pupil has a vivid imagination and enjoys sharing his "stories" with others.	___	___

*Taken and adapted from materials prepared for Dade County, Florida Public Schools, Mr. James Miley, Coordinator for the Gifted.

Checklist for Grades 2-6*

Directions: Please place an X in the space beside each question which BEST describes the pupil.

	YES	NO
A. Learning Characteristics		
1. Has verbal behavior characterized by "richness" of expression, elaboration, and fluency.	___	___
2. Possesses a large storehouse of information about a variety of topics beyond the usual interests of youngsters his age.	___	___
3. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people or things; looks for similarities and differences.	___	___
4. Tries to understand complicated material by separating it into respective parts; reasons things out for himself; sees logical and common sense answers.	___	___
B. Motivational Characteristics		
1. Is easily bored with routine tasks.	___	___
2. Prefers to work independently; needs minimal direction from teachers.	___	___
3. Has tendency to organize people, things and situations.	___	___
4. Is positive and zealous in his beliefs.	___	___
C. Leadership Characteristics		
1. Carries responsibility well; follows through with tasks and usually does them well.	___	___
2. Seems respected by his classmates.	___	___
3. Is self-confident with children his own age as well as adults; seems comfortable when asked to show his work to the class.	___	___
4. Is shy, responding generally when called upon.	___	___
5. Is "bossy" with his peers.	___	___

*Taken and adapted from materials prepared for Dade County, Florida Public Schools, Mr. James Miley, Coordinator for the Gifted.

Characteristics of Talented Pupils-Checklist*
(Can be used at any grade level)

School _____ Teacher _____

Directions: Place an X in the space beside each question which best describes the pupil.

Pupil's Name _____ Date _____

	YES	NO
1. Displays a great deal of curiosity about many things.	___	___
2. Generates ideas or solutions to problems and questions.	___	___
3. Sees many aspects of one thing; fantasizes, imagines, manipulates ideas, elaborates.	___	___
4. Applies ideas.	___	___
5. Is a high risk taker; is adventurous and speculative.	___	___
6. Displays a keen sense of humor.	___	___
7. Is sensitive to beauty; attends to aesthetic characteristics.	___	___
8. Predicts from present ideas.	___	___
9. Demonstrates unusual ability in painting/drawing.	___	___
10. Exhibits unusual ability in sculpturing or clay modeling.	___	___
11. Shows unusual ability in handicrafts.	___	___
12. Provides evidences of unusual ability in use of tools.	___	___
13. Shows unusual ability in instrumental music.	___	___
14. Demonstrates unusual ability in vocal music.	___	___
15. Indicates special interest in music appreciation.	___	___
16. Displays ability in role playing and drama.	___	___
17. Demonstrates ability to dramatize stories.	___	___
18. Shows ability in oral expression.	___	___
19. Demonstrates unusual ability in written expression: creating stories, plays, etc.	___	___
20. Shows evidence of independent reading for information and pleasure.	___	___
21. Demonstrates ability in dancing; toe, tap, creative.	___	___
22. Displays mechanical interest and unusual ability.	___	___
23. Shows unusual skill and coordination in his gross muscular movements such as ball playing, running.	___	___

*Taken and adapted from materials prepared for Dade County, Florida Public Schools, Mr. James Miley, Coordinator for the Gifted.

Triple E #1

Parent Referral Primary Grades (1-3)

Wenatchee School District 246

EXPANDED EDUCATIONAL EXPERIENCES (TRIPLE E)

Student's Name _____ Teacher _____
 Address _____ School _____
 City _____ Zip _____ Grade _____
 Birthdate _____ Telephone _____

A parent referral is one of the ways that a child's name is placed in nomination for the Triple E Program. Your comments, along with teacher comments, test scores, and school records, will be taken into consideration in the identification process.

1. Has your child been tested privately? Can the results be made available to us?
 Please list:

2. Does your child have any problem taking tests? (hyperactivity, bilingual, nervous, etc.)

State your reasons for referring your child for Triple E testing. You may want to include information about special abilities and interests, early indications of exceptional talent, vocabulary useage, intellectual curiosity, etc. (please use other side of paper if necessary)

Date _____

 Signature of Parent or Guardian

WSD #2 - continued

- 4. Motivational Characteristics (Level of involvement in certain areas, ability to "see a task through", bored with routine tasks, need for perfection, concerned about right and wrong, likes to organize, etc.)

- 5. Leadership Characteristics (Assumes responsibility well, self-confident with children and adults, flexibility and adaptability, social skills, athletic abilities, etc.)

- 6. Any additional comments:

Date _____

Signature of Parent or Guardian _____

According to Morberg, parents should look for:

1. Learning to read before entering school, sometimes teaching themselves the process of reading.
2. Using large vocabularies for their age.
3. Acquiring basic skills quickly.
4. Displaying an ability for abstract thinking in advance of their peers.
5. Concentrating and attending to information for long periods of time.
6. Having a wide variety of interests and experimenting with them.
7. Possessing a highly developed sense of curiosity and a limitless supply of questions.
8. Constructing relationships between things that are not readily obvious.
9. Retaining a lot of information.
10. Relating well to peers and adults.¹

¹ Kendra Morberg, Who is Gifted?, Oregon Series on Talented and Gifted Education, Oregon Association for Talented and Gifted (Salem: Oregon State Department of Education, 1979), pp. 3-4.

PARENT NOMINATION FORMS

Sample Parent Nomination Form
at the Early Childhood Level

FOR SCHOOL USE ONLY

TR	_____
TI	_____

Name of Student _____ Age _____

Address _____ School _____ Grade _____

Parent's Name _____

Instructions: In relationship to the typical child in your neighborhood, please circle a number for each item which best describes your child: 5 - has this trait to a high degree; 4 - has this trait more than the typical child; 3 - compares with the typical child; 2 - has this trait less than the typical child; 1 - lacks this trait.

- | | | | | | |
|--|---|---|---|---|---|
| 1. Has advanced vocabulary, expresses himself or herself well | 5 | 4 | 3 | 2 | 1 |
| 2. Thinks quickly | 5 | 4 | 3 | 2 | 1 |
| 3. Recalls facts easily | 5 | 4 | 3 | 2 | 1 |
| 4. Wants to know how things work | 5 | 4 | 3 | 2 | 1 |
| 5. Is reading (before he started kindergarten) | 5 | 4 | 3 | 2 | 1 |
| 6. Puts unrelated ideas together in new and different ways | 5 | 4 | 3 | 2 | 1 |
| 7. Becomes bored easily | 5 | 4 | 3 | 2 | 1 |
| 8. Asks reasons why--questions almost everything | 5 | 4 | 3 | 2 | 1 |
| 9. Likes "grown-up" things and to be with older people | 5 | 4 | 3 | 2 | 1 |
| 10. Has a great deal of curiosity | 5 | 4 | 3 | 2 | 1 |
| 11. Is adventurous | 5 | 4 | 3 | 2 | 1 |
| 12. Has a good sense of humor | 5 | 4 | 3 | 2 | 1 |
| 13. Is impulsive, acts before he thinks | 5 | 4 | 3 | 2 | 1 |
| 14. Tends to dominate others if given the chance | 5 | 4 | 3 | 2 | 1 |
| 15. Is persistent, sticks to a task | 5 | 4 | 3 | 2 | 1 |
| 16. Has good physical coordination and body control | 5 | 4 | 3 | 2 | 1 |
| 17. Is independent and self sufficient in looking after himself | 5 | 4 | 3 | 2 | 1 |
| 18. Is aware of his surroundings and what is going on around him | 5 | 4 | 3 | 2 | 1 |

19. Has a long attention span 5 4 3 2
20. Wanted to do things for himself early--example
dressing and feeding himself 5 4 3 2 1

(An LEA could substitute "yes" and "no" rather than a continuum. This form could be used by parents to help select GT students entering kindergarten or grade one. The teacher rating--TR in the box at the top--could fill out the form near the end of the year. Information collected from both, when compared to standardized test instruments--TI in the box--could be used by an LEA to validate the form.) Developed by staffs in the North Carolina Division for Exceptional Children, Gifted and Talented Section and Division of Research

Another list by Anderson¹ gives these five characteristics:

1. Intellectual power or general intelligence
2. Divergent thinker
3. They rely on their own thought process rather than established one.
4. Committed to learning
5. Prior interest in learning (may know more than the teacher)

¹ Carol Anderson, from a workshop entitled "Identification of Gifted Students" attended by the writer on January 8, 1981, in Wenatchee, WA.

Rockford, Illinois Parent Questionnaire for Kindergarten Children¹

Parent Information Sheet

In an attempt to make the school experience a good one for each youngster, we must constantly re-evaluate the methods by which we plan the educational programs. In a long-range study we are trying to determine how accurately parents can assess their child's potential. You can help us in this project by providing the following information on your kindergarten child.

CHILD'S _____ DATE OF BIRTH _____
 PARENT'S NAME _____ HOME PHONE _____
 ADDRESS _____ SCHOOL _____

BROTHERS AND SISTERS:

NAMES	BIRTHDATES
_____	_____
_____	_____
_____	_____

Some behaviors a child may show:

1. Learns easily and rapidly.
2. Remembers easily what he has learned.
3. Shows great curiosity about his surroundings.
4. Seeks his own answers and solutions to problems.
5. Develops earlier than others his age.
6. Tends to direct the activities of playmates his own age.
7. Usually keeps himself busy with many different interests or one sustained interest.

A youngster who displays some or all of the above characteristics may be intellectually gifted. As you think about your kindergarten child in this light, would you consider your child to be intellectually gifted?

Yes _____ No _____

This project will involve, at a later date, an individual assessment of your child to provide us the necessary results for future program planning. Would you please indicate your permission for your child's involvement in this project by signing below.

_____ Date _____ Signature (Parent or Guardian)

¹Obtained through Thomas E. Ciha, Ruth Harris and Charlotte Hoffman, Rockford Public Schools. Permission to use this questionnaire must be obtained from the Rockford Public Schools, 122 South Stanley Street, Rockford, Illinois 61102.

5/23/77

Wenatchee School District 246

"TRIPLE E" PROGRAM

(Elementary Enrichment Experiences Program)

Beginning with the 1977-78 school year, Wenatchee School District 246 will be offering an enrichment program for academically superior students in the elementary grades.

Identification and Selection.I. Identification:

Students for the identification pool will be determined by:

- A. Scoring at, or above, the 96th percentile or 9th stanine on district administered standardized achievement test scores.
- B. Teacher(s) recommendation.
- C. Parent initiated referral.

II. Selection:

The selection committee, appointed by the Curriculum Director, will consist of a school psychologist, a district administrator and a teacher. This Committee will screen all eligible referrals and select those students who will be enrolled in the program. In addition to "A, B & C" above, selection will be based on:

- A. Group test of academic potential, administered to the identified pool of eligible students.
- B. Individual tests as deemed appropriate.
- C. Other school records as available.

The Selection Committee may consult the teacher/coordinator as needed. Written parent permission must be secured before students are enrolled in the program.

Program.Objectives:

- A. Utilize student interests and needs to determine individual learning projects.
- B. Provide challenging situations to enable fuller use of potential.
- C. Design enriched and differentiated learning experiences.
- D. Protect social relationships with peers by allowing the student to remain with the mainstream classroom group for a majority of the instructional time.
- E. Make community resources and specialized learning situations available as needed.
- F. Emphasize an experience-based curriculum designed to develop and reinforce research skills at a high level.
- G. Foster intrinsic motivation.
- H. Encourage creative problem solving and divergent thinking.
- I. Enable students to see relationships and deal with abstractions.

II. Content:

- A. Enrichment experiences will be provided beyond the normal classroom curriculum, emphasizing higher level thinking skills.
- B. Program content will be determined by identified individual student needs and interests.

III. Format:

- A. An enrichment center will be located in one of the district elementary schools.
- B. The principal of the building which houses the Triple E Program will become a member of the Advisory Committee for the Triple E Program.
- C. Enrolled students will be transported to the Enrichment Center for two (2) one-half (1/2) day sessions per week. (one morning, one afternoon)
- D. The four class groupings will consist of approximately 8 - 12 students each, taken from three or less grade levels.

(over please)

III. Format - con't:

- E. Initially, only students in grades 2 through 6 will be enrolled, with consideration given to 1st graders at the beginning of the second semester.
- F. Additional enrollments will be considered at specified dates.
- G. Provisions will be made which will allow students to withdraw or be withdrawn, from the program.
- H. Resource visitors and field trips will be used when appropriate.
- I. The equivalent of one (1) day per week will be allowed for teacher planning, preparation, field trips, parent contacts, etc.

IV. Staff:

- A. A teacher/coordinator will:
 - 1. plan and conduct parent orientation sessions in early September (1977 only) In spring in subsequent years.
 - 2. be responsible for planning and conducting the enrichment experiences, communicating with classroom teachers and parents, arranging for community resources, and supervising the instructional aide.
 - 3. cooperate with the Administrative Assistant-Curriculum in providing teacher inservice relating to the enrichment program - in early September for involved classroom teachers.
 - 4. be supervised by and report to the Administrative Assistant-Curriculum or his designee, on matters relating to program and budget.
- B. The part-time instructional aide will assist the teacher/coordinator as directed.
- C. Part-time psychological help will provide services as requested by the teacher/coordinator.

V. Evaluation:

Student progress will be monitored and reported periodically to students, classroom teachers, parents and selection committee. An evaluation system will be designed by the teacher/coordinator, drawing from such things as student products, self evaluation, teacher observation, student progress information, etc. Competitive evaluation systems will not be used.

Program effectiveness will be assessed by the Advisory Committee using such things as opinionnaires, progress of enrolled students, degree of acceptance by teachers and parents, drop-out rate, enrollment requests, etc.

Task Force Committee.

- I. The Task Force Committee for the Gifted Program will be continued for at least the 1977-78 school year as the "Advisory Committee for the Triple E Program". Those Committee members are:

Jerry Yeager, Chairman	Louis Van Doren
Sally Spear	Rob Gellatly
Joe St. Jean	Kathy Lawson
Nancy Johnson	Administrative Assistant-Curriculum
Mardine Larsen	Principal of Housing Building

- II. Liaison Representatives from each Elementary Building may be consulted periodically as needed. Currently they are:

Columbia - Nancy George
 Lewis & Clark - Beverly Jagla
 Lincoln - Rosemary Faust
 Mission View - Gary Callison
 Sunnyslope - Cathy Reasor
 Washington - Lois Schopp

GENERAL GUIDELINES TO USE WHEN SELECTING:

1. Given the limited amount of information you have, you are trying to select those students who appear to have the most potential to benefit from the program.
2. A high level battery of tests is desirable over one with a lot of irregular (inconsistent) scores.
3. Generally, the most recent scores are the most important in the selection process. The most recent Henmon-Nelson is more important than an earlier H-N or the Otis; the 4th CTBS or CAT more than 2nd SAT; the second SAT more than the Metro.
4. TEACHER REFERRALS are essential (but not absolute) to be finally selected. If you don't find one for a good candidate, ask -- there may be an oversight. TR information is important!
5. Parent Referrals play NO part in the selection process, and are only noted to indicate how a student may have been included in the nominations.
6. By a process of:
1) independent study, 2) discussion, 3) consensus, 4) prioritizing, I want you to give me a rank-order list of 28 students. You will have up to thirty (30) minutes on #1, and the balance of your time on #'s 2, 3, and 4.

Larry

(This is revised each year according to the number of vacancies in the program.)

Nov., 1980 A

TRIPLE E TESTING INFORMATION

Code Name	1st Metro	2nd SAT	4th SAT	Henmon-Nelson (dates)		
A-1 (1)	-	-	98%	11-80	131	
A-2 (2)				11-80	139	
no teacher referrals - A-3 (3)	88%	94%		11-80	120	
A-4 (4)	-	90%	96%	11-80	130	
A-5 (5)	-	-	91%	OTIS 77	122	78 132 11-80 140
A-6 (6)	-	72%	72%	11-80	120	
A-7 (7)	98%	89%	99%	OTIS 77	131	78 126 11-80 127
A-8 (8)	91%	99%		OTIS 77	125	78 137 11-80 132
A-9 (9)	-	-	-	11-80	115	
A-10 (10)	70%			11-80	119	
A-11 (11)	99%	86%	82%	OTIS 77	116	11-80 119
A-12 (2)	94%	99%		OTIS 77	126	78 112 11-80 120
no refer. - A-13 (13)	94%	88%		11-80	124	
no refer. - A-14 (14)	-	80%		11-80	100	
A-15 (15)	-	-	47%	11-80	113	
A-16 (16)	-	-	-	9-79	126	11-80 122
A-17 (17)	79%			11-80	126	
A-18 18						
A- 19						

Nov., 1980

AA

TRIPLE E TESTING INFORMATION

Code Name	1st Metro	2nd SAT	4th SAT	Hennon-Nelson (dates)		
A-18 (1)	-	92%	81%	11-80	133	
A-19 (2)	73%			11-80	140	
no referral-A-20 (3)	-			11-80	137	
A-21 (4)	-	-	80%	11-80	115	
A-22 (5)	85%	99%		9-79	117	11-80 117
A-23 (6)	96%	96%		11-79	123	11-80 126
A-24 (7)	99%	98%	85%	78	120	11-80 129
A-25 (8)	-	94%	95%	7/79	116	11/79 129 11/80 126
A-26 (9)	-	-		11-80	129	
A-27 (10)						
A-28 (11)	98%			11-79	112	
12	-	96%		78	127	9-79 132
13						
14						
15	own district					
16						
17						
18						
19						

Nov., 1980

B

TRIPLE E TESTING INFORMATION

		1st Metro	2nd SAT	4th SAT	Henmon-Nelson (dates)					
B-1	1	92%	98%	95%	6-78	118	9-79	118	11-80	107
B-2	2				11-80	139				
B-3	3	-	80%		11-80	106				
B-4	4	79%			11-80	106				
B-5	5	-	99%		11-80	124				
B-6	6	-	-	96%	9-79	115	11-80	117		
B-7	7	91%			11-79	123	11-80	126		
B-8	8	57%			11-80	102				
B-9	9	88%			11-80	128				
B-10	10	97%	96%	89%	6-78	132	11-80	119		
B-11	11	New - was in Bothell program			11-80	117				
B-12	12	98%	72%		11-80	99				
B-13	13	79%	88%		11-80	128				
B-14	14	70%	70%		11-80	109	(Not rec. by teacher)			
B-15	15	67%	-		9-79	125	11-80	128		
B-16	16	-	91%		11-80	120				
B-17	17	-	93%		11-80	123				

Nov., 1980

B.

TRIPLE E TESTING INFORMATION

	1st Metro	2nd SAT	4th SAT	Hemmon-Nelson (dates)	
B-18 1				11-80	143
B-19 2				11-80	131
B-20 3	61%	91%		11-80	135
B-21 4	91%			11-80	136
B-22 5	79%			11-80	109
B-23 6	94%			11-80	143
B-24 7	94%			11-80	119
B-25 8				11-80	129
B-26 9	98%			11-80	137
B-27 10	91%			11-80	118
B-28 11	79%			11-80	119
B-29 12	-	-	92%	11-80	123
B-30 13	83%	98%	96%	6-78 129	11-80 126
B-31 14	-	97%		9-79 126	11-80 141
B-32 15	82%	91%	-	6-78 118	11-80 126
B-33 16	94%	94%	-	6-78 123	11-80 137
B-34 17	91%			11-80	118

Nov., 1980

B

TRIPLE E TESTING INFORMATION

		1st Metro	2nd SAT	4th SAT	Henmon-Nelson (dates)	
B-35	1	98%			11-80	109
B-36	2	--	82%		11-80	121
B-37	3	79%	65%		11-79	105 11-80 136
B-38	4	73%			11-80	124
B-39	5	88%			11-79	120 11-80 106
B-40	6	--	93%		9-79	110 11-80 124 1979 OTIS 126
	7					
B-41	8	91%	81%		5-78	135
no ref.	9					
B-43	10				9-79	105
no ref.	11					
	12					
	13					
	14					
	15					
	16					
	17				out of district Out of Town. Test next time around	
	18					
	19					

TRIPLE E TESTING INFORMATION

Nov., 1980

	1st Metro	2nd SAT	4th SAT	Hermon-Nelson (dates)		
C-1				11-80	129	
C-2	69%	-	96%	11-79	130	11-80 115
C-3	93%	-	58%	11-79	120	11-80 122
C-4				11-80	141	
C-5	-	-	-	9-79	125	11-80 119
C-6	-	-	86%	11-80	111	
C-7	-	-	-	11-80	117	
C-8	92%	-	-	11-79	113	11-80 111
C-9	99%	-	94%	11-79	125	11-80 148 in program absentee
C-10	new - no records			11-80	119	
C-11	44%	89%		11-80	128	
C-12	99+	99%	93%	78	125	9-79 139 11-80 137
C-13	-	52%	77%	11-80	108	
C-14	53%			11-79	109	11-80 116 moving soon
C-15	just moved up from K			11-80	123	
no refer. C-16				11-80	136	
C-17	61%	87%		78	132	9-79 122 11-80 122

Nov., 1980

C

TRIPLE E TESTING INFORMATION

	1st Metro	2nd SAT	4th SAT	Henmon-Nelson (Dates)	
C-18 +	new 40 loen.			11-80	122
C-19 2	87%	98%		11-80	136
C-20 3	98%	93%		11-80	133
C-21 4				11-80	137
C-22 5	90%	90%	96%	18 1/2	11-80 117
— 6					
C-23 7	99%	43		5-78 129	9-79 130
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					

Nov., 1980

TRIPLE E TESTING INFORMATION

	1st Metro	2nd SRT	4th SAT	Hemmon-Nelson (dates)			
D-1	-	96%		5-78 125	11-79 126	11-80 115	
D-2	-	-	87%	'77 118	11-80 123		
D-3	-	95%		11-80 135			
D-4	-	98%		9-79 133	11-80 138		
D-5	73%	91%		11-80 105			
D-6	97%	90%	92%	77 123	11-80 116		
D-7	-	-	93%	11-80 137			
D-8	-	81%		(reference) 11-80 116			
D-9	-	98%		11-80 150+			
D-10	91%	98%		11-80 119			
D-11	-	88%		11-80 139			
D-12	-	99%		11-80 122			
D-13	85%	98%		11-79 131	11-80 125		
no refer. D-14	88%			otis 128	5-78 128		
no ref. D-15	94%			otis 120	5-78 132		
D-16				9-79 134			
D-17	98%			otis 120	5-78 140	9-79 128	
no ref. D-18	86%	98%		5-78 129			

TRIPLE E TESTING INFORMATION

Nov., 1980

E

	1st Metro	2nd SAT	4th SAT	Hemmon-Nelson (dates)	
E-1	98%	97%		11-80	129
E-2	88%			11-80	150
E-3	-	89%		11-80	114
E-4	92%	76%		11-80	114
E-5				11-80	116
E-6	98%			11-80	110
E-7	-	91%		11-80	139
E-8	96%	96%	74%	78 123	11-80 121
E-9	-	96%		9-79 120	11-80 112
E-10	88%	94%		9-79 123	11-80 117
E-11	96%			11-80	137
E-12	new - no scores			11-80	145
E-13	99%	96%		75 128	11-80 120
E-14				11-80	123
E-15	no scores available			11-80	128
E-16	99%	92%	81%	9-79 118	11-80 120
E-17				11-80	141

Nov., 1980

E

TRIPLE E TESTING INFORMATION

	1st Metro	2nd SAT	4 th SAT	Henmon-Nelson (dates)	
E-18 1	no scores available			11-80	131
E-19 (2)				11-80	107
E-20 (3)				11-80	118
E-21 (4)	64%	88%		11-80	118
— 5					
no ref. 6	94%	96%		'78	139
E-23 7	—	98%		'78	121 '79 128
E-24 8	99%			'78	120 '79 121
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					

APPENDIX B
Handbook

A HANDBOOK DEVELOPED TO CREATE A BETTER UNDERSTANDING
OF THE GIFTED
by
Nan M. Hake

Wenatchee School District 246
August, 1982

TABLE OF CONTENTS

	Page
Chapter	
1. Introduction	1
Explanation of Triple E	1
2. Problems Identified by Triple E Students	5
Problems at Home	5
Problems in the Regular Classroom	6
3. Reducing Problem Situations	8
At Home	8
At School	14
4. Resources for Gifted Education	16
Appendix	38

CHILDREN LEARN WHAT THEY LIVE

Dorothy Law Nolte

Please note: This poem has been redacted due to copyright concerns.

CHAPTER ONE

Introduction

Explanation of Triple E

Five years ago a group of people decided that the Wenatchee School District should be providing an enrichment program for academically superior students in the elementary grades. A committee was formed and a plan of action presented to the school board. The school board was very supportive of the proposal. The plan was adopted and the gifted program began in September, 1977.

The program was given the name Triple E, which stands for Elementary Enrichment Experiences. The name was later changed to Expanded Educational Experiences to avoid the enrichment label.

Initially, there were forty children in the program. The number increased to sixty by the third year. The Selection Committee, composed of a district administrator, a teacher, and a psychologist, is anonymous and its individual members change from time to time. This committee is responsible for making recommendations to fill vacancies which occur in the program at the end of each year and from time to time during the school year.

There are three methods used to identify potential Triple E candidates: (1) scoring at or above the 96th percentile or 9th stanine on district-administered standardized achievement test scores, (2) teacher(s) recommendation, (3) parent-initiated referral.

The principal is responsible for screening permanent records and all standardized test results. Students are initially identified if they score at or above the 96th percentile or 9th stanine on the Stanford Achievement Test composite.

The "Teacher Observation and Information" form may be filled out by a teacher who believes a child is qualified and could benefit from the program (Appendix). The teacher checks the characteristics that apply to the specific individual being recommended. Additional remarks involving maturity, motivation, and attitude are made at the bottom of the form.

If parents suspect giftedness in their child, it is important that they call it to the attention of an educator. A list of characteristics identified by Gladioux are used to recognize giftedness (Appendix).

Also, a parent may refer their child to the Triple E Program by filling out the "Parent Referral" form. This form is available through the District Curriculum Director or the building principal (Appendix). If a student is referred by a parent or the principal, a "Teacher Observation and Information" form is requested from the classroom teacher to provide the selection committee with a teacher's observation of the student.

When students are referred to Triple E, the Curriculum Director may request additional screening of records which is done by the principal. All referrals and screening information are turned over to the Curriculum Office Director who develops a testing schedule.

The referred children are given the Henmon-Nelson Test of Mental Ability. It is a group test and is given by a qualified person. It measures general mental ability or academic aptitude.

After the testing all the information is gathered in the Curriculum Office and placed on a form indicating the Henmon-Nelson Test results and previous test scores. The Curriculum Director gives each school and child a code number so that the Selection Committee is not aware of the names of students or their ages, sex, or schools. Test information and teacher and parent referrals are assigned the correct code number. The committee is asked to prioritize the list of potential candidates. After the students are selected, the names are revealed and the parents and teachers are notified by mail. Participation in the program is not mandatory; therefore, it is the parents' decision. The children that do not qualify are placed in a "pool" and are automatically considered each time the selection committee meets.

The Triple E classroom is located in one of the District's elementary schools. The enrolled students are transported to the Triple E classroom for two one-half day sessions per week (one morning and one afternoon). Here they are grouped with students of similar interests and abilities while working on enrichment-type activities. Initially only students in grades 2 through 6 are enrolled. In the 1981-82 school year, first graders were not included in the program due to budget limitations, leaving enrollment at forty-eight students.

During the five years that the Triple E Program has been in operation, a variety of parental and teacher attitudes have developed which create problem situations for the Triple E students. During

the 1980-81 school year, the children in Triple E were interviewed and asked to share their viewpoints concerning these problem situations. As a result of the interviews and research of gifted education, this handbook was developed. The intended purpose of it is to alleviate some of the concerns that teachers and parents may have involving gifted children and the Triple E Program.

It is interesting to note that these problems are consistent with those found throughout the research on gifted education and are not unique to the Wenatchee School District.

CHAPTER TWO

Problems Identified by Triple E Students

Problems at Home. While most Triple E students were very comfortable with their parents and home environment, a few expressed feelings of frustration when trying to live up to their parents' expectations. Some students felt that their parents pushed them to do more work at school than they were comfortable doing. They felt the need to accomplish these expectations to win the love of their parents. Some children felt compared with a sibling and usually the sibling lost the comparison. A few gifted children believed they were favored because they were gifted. These parental misunderstandings are similar to those identified by Scheifele in 1953. He found parental pressure for acceleration while pushing the child's development and performance. This often resulted in the overstructuring of leisure time, allowing insufficient opportunity for social relationships with peers. Scheifele also found that siblings at times resented the exceptional abilities of their gifted brother or sister. This could have been caused by sibling comparisons on the part of the parents.¹ "Being the parent of a gifted child can be perceived as awesome, ego-threatening, challenging, a chance to 'shine' vicariously, a blessing, or even a curse."² It is

¹ Marian Scheifele, The Gifted Child in the Regular Classroom (New York: Bureau of Publications, Teachers College, Columbia University, 1953), pp. 31-32.

² Lita Linzer Schwartz, "Are You a Gifted Parent of a Gifted Child?" Gifted Child Quarterly (Winter 1981): 31.

important to understand the needs of the gifted so that adequate provisions will be made.

Problems in the Regular Classroom. Many Triple E students expressed their concerns involving their teachers and peers in the regular classroom. They believed that their peers were jealous of them being in a gifted program. Often peers called the gifted students names, pushed them around, and refused to play with them. Many of them expressed frustration and would rather be in the Triple E classroom because there they were understood and accepted. They felt the need to have more friends in the regular classroom and at times they played dumb to accomplish this. A few gifted students knew answers to questions but would give the wrong answer to avoid looking too intelligent. Classmate resentment and jealousy of the gifted child is found throughout the literature on gifted education, and Scheifele believed scholastic superiority and the adult approval it brought was the reason for this resentment.³ Whatever the reason for peer jealousy, it is definitely a problem that parents and teachers need to be aware of so that they may be of help whenever possible.

Triple E students shared various concerns involving their regular classroom teachers. A few gifted students believed that their teachers favored them because they were gifted and knowledgeable in the academic subject areas. They also believed this favoritism to be a handicap when the gifted student was trying to make friends with their peers.

³ Scheifele, pp. 31-33.

While a few of the students identified favoritism as a concern, others felt that their regular classroom teacher resented them because they were gifted and in Triple E. Their regular classroom teachers were not interested in the Triple E classroom and believed it was a waste of time. Triple E pulled the gifted children out of the regular classroom and caused them to miss some assignments or instructional lessons. It was expressed that regular classroom teachers showed resentment when giving makeup assignments and lessons while the Triple E children themselves felt that making up all the work that they missed was a waste of time because they were already knowledgeable in the subject area. There was agreement among the children that they should do the makeup work but the work should be challenging. Some students believed that their teachers were disappointed when they caught on to a lesson as quickly as they did because then the teachers didn't know what to do with them.

Another concern expressed by the Triple E students was boredom in the classroom. They understood assignments but had to wait until the other children understood before they could begin. Often they finished early and did not have anything to do.

Research shows that teachers and gifted children have always had these problems so the Triple E students' concerns are not unique.⁴ Teachers lack the time to develop curriculum. Regular classrooms are full of children with various ranges of abilities and the task of educating all of these students is too overwhelming to provide individual educational programs.

⁴ University of Wisconsin, Simple Gifts, the Education of the Gifted, Talented, and Creative, Extension Programs in Education, Jack Ferver, Chairperson, 1978, pp. 9-10.

Humanistic Perspectives

This child is a precious thing. Try to know him well. Bring him into your classroom as a loved and esteemed member of the group. Respect him for what he is and guide him to discover what he can do best. Help him to grow in wisdom and skill. Show him that he has within him a capacity for greatness. Give him the will to touch the stars. Protect him, and cherish him, and help him to become his finest self.

Take all of these children--Catholic and Jew, Negro and white, ragged and rich, handicapped and gifted--and teach them to respect and appreciate one another. Help them look beyond their individual needs to consider the common good. Help them to preserve their individualities, but to grow in their ability to enrich the quality of group living. Show them a functioning model of justice, and their role in a way of life which may elevate all mankind.

The pursuit of intellectuality for a young child is more of a gentle than a rigorous process, more of a quest than a race, more a loosening than a tamping of the earth, and more an opening of the doors of the mind than the pages of an encyclopedia.

(D. Manning, Toward a Humanistic Curriculum, New York, Harper and Row, Publishers, 1971.)

On Becoming

As a parent you may want your three-year old to learn to read; I would rather have mine playing in his sand box. You may want your eight-year old to have his nose buried in the new math before he turns out his light at night; I would rather have mine reading Stuart Little. You may want your ten-year old to take the Saturday morning art class for gifted children; I would rather have mine scuffling with his neighborhood playmates.

For in the mysterious phenomenon of becoming, there is a time for things to take place. And if they do not take place when they should, then the organism seems doomed to reach out hungrily to satisfy that need for as long as it lives. Real maturity is blocked, and the person who was not allowed to be a child becomes a childish adult. Childhood is the time to live splendidly as a child, and if it is denied we shall in the years to come pay a very exacting price, for one must drink deeply of childhood if he is to become a man.

(From an unpublished address by Duane Manning, "What is Worth Teaching?" Elementary Education Conference, University of Wisconsin, River Falls, Wisconsin, March 1964.)

CHAPTER THREE

Reducing Problem Situations

At Home. Parents, whether or not they work away from the home, can give quality time to their gifted children. A few minutes each day are enough to share love and understanding which are the key ingredients in parenting a gifted child.¹ Being a parent of a gifted child is a big responsibility and can at times be confusing. Below are a few questions suggested by experts that you may ask yourself which may help you to better understand the parenting skills needed to meet the needs of your gifted child.

1. Do you understand giftedness? It is not unusual to have a child who is gifted but it is important to have a general knowledge and understanding of giftedness. Parents can alleviate many fears and misunderstandings that the gifted child, adults, or the parents themselves may possess. There are many books and magazines on the market that are excellent sources of information concerning the gifted.
2. Do you help your gifted child to have a mentally healthy self-image? Praise is an image builder

¹ Samellyn Wood, Parenting Gifted Children, Oregon Series on Talented and Gifted Education, Oregon Association for Talented and Gifted (Salem: Oregon State Department of Education, 1979), p. 17.

and everyone needs and enjoys it. Find the positive qualities in your child and tell him you are proud, not just one day, but everyday. Don't confuse praise with exploitation, resist the impulse to show off your gifted child. Show them you are proud because of who they are and not because of what they can do for you. Resist the temptation to compare your gifted child with brothers and sisters or companions.

3. Are you encouraging your gifted child to become effective in decision making? The gifted child should be developing the ability to make decisions. Young children begin by choosing whether to play with the blue blocks or the white blocks. As a child grows older, his decisions become more numerous and more complex. Parents can do many things that will promote positive decision making. They are: (a) setting reasonable standards of behavior, (b) seeing that the standards are met, (c) providing the opportunities for decision making, (d) discussing the decisions, (e) teaching the child to budget his time and organize his work, (f) giving increasing amounts of independence as the child's ability to be responsible increases.

4. Do you create a stimulating learning environment in your home? Creating a stimulating environment does not involve a lot of money but it does involve interest on the part of the parent. Watching the news and reading the paper or a good book are indicators to the child that the parent is interested in the world around them. If a child perceives learning as an important part of the environment and senses the parents' interest in learning, the child will become stimulated.
5. Do you encourage your child to read? Reading is a child's best friend. Through reading he or she may obtain all kinds of information that parents and teachers may not have time to share.
6. Are you patient and a good listener? Gifted children have many ideas of their own and enjoy sharing them. Parents can listen to the ideas and respond in a non-judgmental way. This creates enthusiasm and happiness in a child that is becoming an independent individual.
7. Do you have realistic expectations? Be sure that your expectations are at a level that is comfortable for your gifted child emotionally,

mentally, and physically. Be aware of your child's needs but understand the uniqueness of all individuals. Accept them for who they are and do not expect them to become someone or something they cannot.²

Here are a few suggestions for parenting the gifted shared by Rosemary Gladieux, Secretary/Treasurer of the Fort Wayne, Indiana, Association for Gifted and Talented:

- A. Give them your love. Remember, they are still children. They need assurance, encouragement--controls and discipline.
- B. Help them to perform tasks themselves--to count, tell time, use correct vocabulary and pronunciation. Help them locate themselves and become familiar with their surroundings, their neighborhood and their city.
- C. Encourage them to assume responsibility for their own actions--put away what they get out, pick up what they spill, give and take messages accurately.
- D. Read to your children. Early verbal expression, music, art, poetry and reading are valuable beyond measure.
- E. We retain more strongly what we learn in our youth. Therefore, answer all questions accurately and honestly, to the depth required.
- F. Encourage a healthy body. Let them learn to play ball, swim, ride a bike, and develop good physical motor ability skills.
- G. Children need one or two good friends. Playmates with similar interests or capabilities are advocated, but not to the exclusion of others.
- H. Parents must take the initiative in taking children to museums, art galleries, educational institutions,

² Schwartz, pp. 31-35.

historical places, etc. Open their world to encompass as many and varied experiences as possible.

- I. Become familiar with your nearest Public Library. Help your child locate good books in the areas in which he expresses interest. Magazines, encyclopedias, charts, etc. play an important role.
- J. Avoid "pushing" a child to read. Avoid "exhibiting" him before others. There is a difference between pushing and intellectual stimulation.
- K. If you can, give him the advantage of private lessons in some skill in which he expresses an interest, or excels.
- L. Avoid, however, overstructuring their lives. Children need time to be alone, to rely on their own ingenuity, to choose what they want to do, and contemplate or daydream as the mood strikes. They cannot be expected to perform at top capacity at all times.
- M. A quiet talk alone with the child should help, when there is a disciplinary lapse. These children are much more amenable to rational argument and though usually strong-willed, have a well-developed sense of duty.
- O. Offer them choices. Encourage in them the ability to make decisions.
- P. Take time to be with them. Listen to what they have to say. Discuss their ideas. It isn't as much what you do for them, as what you do with them.
- Q. Provide challenging things to do. Be as innovative and creative as you can, especially in the areas of their current interest. Expand those interests and open new horizons.
- R. Encourage common courtesy, and the respect for the rights of others. Giftedness is no excuse for bad manners. (Our own rights end where others' begin!)

- S. Be a worthy example yourself. Try to find worthy adult figures of both sexes for him to know.
- T. Do not demean others in his presence--especially his teacher. It is a learning experience to learn to cope with many personalities. Remember, too, teacher and parent should have common goals. They may employ different methods to achieve them.
- U. Show him better ways of phrasing a question or making a suggestion if needed. How much more receptive people are to "Would this be a good idea..." Rather than "That's a dumb idea. I have a better one!"
- V. Encourage him to use his talents, creativity and special abilities. Find some one competent in that specific field in which he shows unusual promise and, usually, they will be glad to offer suggestions and guidance. (We all like someone who is interested in what we are!)
- W. Respect the child and his knowledge. Be open-minded and ready to listen. The day will come when his knowledge far exceeds your own, in some areas.
- X. Attend workshops on the gifted. Keep abreast of your child's progress. Keep him as challenged and stimulated as you can. Learning should be fun!
- Y. Keep a level head and a sense of humor. Though your child is smart, there is always someone smarter. Remember, everyone is a genius at something. Perhaps it's in getting along with people. That's really a useful talent! Do not put undue emphasis on giftedness, especially within the child's presence. Remember the physical, social and emotional aspects of a child's development are important, too.
- Z. Appreciate the satisfaction of knowing you are doing your best, although the joys of excellence are tempered by frustrations with the school system, lack of understanding by many, and the fact that these children will keep you busier than you could ever imagine!³

³ Rosemary Gladieux, "How to Help Your Gifted Child," G/C/T 19 (September/October 1981): p. 3.

At School. Within the classroom a teacher can develop a positive atmosphere for all students. If a teacher accepts and understands the gifted children, then the other students will accept and understand them also.

The following list presents a few ideas that a teacher can use to create a positive classroom atmosphere for the gifted.

1. Study what giftedness means and what education of the gifted requires.
2. Increase your repertoire of teaching techniques.
3. Be flexible.
4. Have high but realistic expectations.
5. Accept and enjoy the gifted child's abilities.
6. Provide materials and experiences beyond the classroom. Perhaps coordinate with other teachers.
7. Listen to his/her thoughts, answer questions, and respond to their ideas.
8. Be aware of his/her needs, interests, and abilities.
9. Don't feel threatened by their intelligence.
10. Provide opportunities to practice skills such as problem solving, leadership, research.
11. Communicate with parents, administrators, and other teachers about the student's work.

12. Allow them time to appropriately practice their independence.
13. Remember, teachers don't need to know all the answers.
14. Care about the gifted student.⁴

⁴ Barbara Clark, Growing Up Gifted (Columbus, OH: Charles E. Merrill Publishing Company, 1979), p. 327-334.

The Little Boy

Please note: This short story has been redacted due to copyright concerns.

--Helen E. Buckley

Please note: This short story has been redacted due to copyright concerns.

CHAPTER FOUR

Resources for Gifted Education

The following is a list of children's magazines which are available through subscription or order:

American Forests (ages 12 and up)
1319 18th Street, SW
Washington, DC 20036

Boy's Life (ages 8-18)
P.O. Box 61030
Dallas/Fort Worth Airport, TX 75261

Chart Your Course
P.O. Box 66707
Mobile, AL 36660

Cobblestone (ages 8-13)
28 Main Street
Peterborough, NH 03458

Cricket (ages 6-12)
Box 100
LaSalle, IL 61301

3-2-1 Contact (ages 8-12) (on science and scientists)
Electric Company Magazine
Sesame Street Magazine
Children's Television Workshop
1 Lincoln Place
New York, NY 10023

Highlights for Children (ages 2-12)
801 Church Street
Honesdale, PA 18431

Jack & Jill (ages 8-12)
Turtle (preschool)
Children's Playmate (ages 5-8)
Child Digest (ages 6-10)
Humpty Dumpty (beginning reader)
1100 Waterway Boulevard
Indianapolis, IN 46202

National Geographic World (ages 8 and up)
1145 17th Street, NW
Washington, DC 20036

News Explorer (ages 5-6)
Newstime (ages 11-12)
50 W 44th Street
New York, NY 10036

Odyssey (ages 8-12) (astronomy and spacecraft)
Atromedia Corporation
411 E Mason Street
Milwaukee, WI 53202

Ranger Rick's Nature Magazine (to age 12)
1412 16th Street, NW
Washington, DC 20036

Stone Soup, The Magazine for Children (to age 13)
Box 83
Santa Cruz, CA 95063

Young Athlete (ages 10-20)
1601 114th SE, Suite 101
Bellevue, WA 98004

The next few pages list good reading books for various grade levels.

Kindergarten

- Balian, Lorna, Humbug Witch, Abingdon, 1964.
- Barrett, Judi, Animals Should Definitely Not Wear Clothing, Atheneum, 1971.
- Briggs, Raymond, The Mother Goose Treasury, Coward-McCann, 1966.
- Buckley, Helen E., The Little Boy and the Birthdays, Lothrop, 1965.
- Burningham, John, Mr. Gumpy's Outing, Holt, Rinehart & Winston, 1971.
- Burton, Virginia, Mike Mulligan and the Steam Shovel, Houghton, 1939.
- Domanska, Janina, The Turnip, Macmillan, 1969.
- Ets, Marie Hall, Just Me, Viking, 1965.
- Ets, Marie Hall, Play With Me, Viking, 1955.
- Flack, Marjorie, Angus and the Ducks, Doubleday, 1939.
- Flack, Marjorie, Ask Mister Bear, Macmillan, 1958.
- Flack, Marjorie, Story About Ping, Viking, 1933.
- Freeman, Don, Corduroy, Viking, 1968.
- Graham, Margaret Bloy, Be Nice to Spiders, Harper & Row, 1967.
- Holl, Adelaide, Mrs. MacGarrity's Peppermint Sweater, Lothrop, 1966.
- Keats, Ezra Jack, The Snowy Day, Viking, 1962.
- Keats, Ezra Jack, Whistle for Willie, Viking, 1969.
- Kishida, Eriko, The Lion and the Bird's Nest, Crowell, 1973.
- Kraus, Robert, Leo and the Late Bloomer, Windmill, 1971.

- Lionni, Leo, Swimmy, Pantheon, 1963.
- McCloskey, Robert, Blueberries for Sal, Viking, 1948.
- McCloskey, Robert, Make Way for Ducklings, Viking, 1941.
- McPhail, David, The Bear's Toothache, Little, 1972
- Marshall, James, George and Martha, Houghton Mifflin, 1972.
- Miller, Edna, Mousekin's Christmas Eve, Prentice-Hall, 1968.
- Payne, Emmy, Katy No-Pocket, Houghton Mifflin, 1969.
- Sendak, Maurice, Where the Wild Things Are, Harper & Row, 1963.
- Slobodkina, Esphyr, Caps for Sale, Scott, 1940.
- Taylor, Mark, Henry Explores the Jungle, Atheneum, 1968.
- Tresselt, Alvin, The Frog in the Well, Lothrop, 1958.
- Tresselt, Alvin, The Mitten, Lothrop, 1964.
- Yashima, Taro, Umbrella, Viking, 1970.

First Grade

- Balian, Lorna, Sometimes It's Turkey, Sometimes It's Feathers, Abingdon, 1973.
- Burton, Virginia L., The Little House, Houghton, 1942.
- Daugherty, James, Andy and the Lion, Viking, 1938.
- De Regniers, Beatrice Schenk, May I Bring a Friend?, Atheneum, 1965.
- Duvoisin, Robert, Petunia, Knopf, 1950.
- Fatio, Louise, The Happy Lion, McGraw-Hill, 1954.
- Freeman, Don, Ski Pup, Viking, 1963.
- Gag, Wanda, Millions of Cats, Coward-McCann, 1928.
- Gannett, Ruth Stiles, The Dragons of BlueLand, Random House, 1951.
- Gannett, Ruth Stiles, Elmer & the Dragon, Random House, 1950.
- Gannett, Ruth Stiles, My Father's Dragon, Random House, 1948.
- Haywood, Carolyn, "B" is for Betsy, Harcourt, 1939.
- Hoban, Russell, Bedtime for Frances, Harper, 1960.
- Joslin, Sesyle, What Do You Say, Dear?, Addison-Wesley, 1958.
- Keats, Ezra Jack, Pet Show!, Macmillan, 1972.
- Krasilovsky, Phyllis, The Man Who Didn't Wash His Dishes, Doubleday, 1950.
- Lattimore, Eleanor, Little Pear, Harcourt, Brace & World, 1931.
- Lexau, Joan M., Benjie, Dial, 1964.
- Laughlin, Florence, The Little Leftover Witch, Macmillan, 1960.
- Lionni, Leo, Alexander & the Wind-Up Mouse, Pantheon, 1969.

- Lionni, Leo, Frederick, Pantheon, 1967.
- Lobel, Arnold, The Man Who Took the Indoors Out, Harper & Row, 1974.
- McCloskey, Robert, Burt Dow, Deep Water Man, Viking, 1963.
- McCloskey, Robert, One Morning in Maine, Viking, 1952.
- McCloskey, Robert, Time of Wonder, Viking, 1957
- McDermott, Gerald, Anansi The Spider, Holt, Rinehart & Winston, 1972.
- Miller, Edna, Mousekin's Golden House, Prentice-Hall, 1964.
- Potter, Beatrix, Tale of Peter Rabbit, Warne, n.d.
- Tresselt, Alvin, White Snow, Bright Snow, Lothrop, 1947.
- Waber, Bernard, Ira Sleeps Over, Houghton, 1972.
- Waber, Bernard, Lyle, Lyle, Crocodile, Houghton, 1965.
- Wilder, Laura Ingalls, Little House in the Big Woods, Harper & Row, 1932.
- Wildsmith, Brian, Python's Party, Watts, 1974.
- Williams, Barbara, Albert's Toothache, Dutton, 1974.

Second Grade

- Bishop, Claire Huchet, The Five Chinese Brothers, Coward-McCann, 1938.
- Blume, Judy, The One in the Middle is the Green Kangaroo, Reilly and Lee, 1969.
- Brown, Marcia, Stone Soup, Scribner, 1947.
- Cleary, Beverly, Henry Huggins, Morrow, 1950.
- Cleary, Beverly, The Mouse and the Motorcycle, Morrow, 1965.
- Cleary, Beverly, Ramona the Pest, Morrow, 1968.
- Dahl, Roald, James and the Giant Peach, Knopf, 1961.
- Dalgliesh, Alice, The Bears on Hemlock Mountain, Scribner, 1952.
- Elkin, Benjamin, The Loudest Noise in the World, Viking, 1954.
- Erickson, Russell, A Toad for Tuesday, Lothrop, 1974.
- Freeman, Don, Will's Quill, Viking, 1975.
- Freeman, Don, Norman the Doorman, Viking, 1959.
- Haley, Gail, A Story, A Story, Atheneum, 1970.
- Hoban, Russell, Bread and Jam for Frances, Harper & Row, 1964.
- Hurlimann, Ruth, The Cat and Mouse Who Shared a House, Walck, 1974.
- Lamorrisse, Albert, The Red Balloon, Doubleday, 1957.
- McCloskey, Robert, Lentil, Viking, 1940.
- McDermott, Gerald, Arrow to the Sun, Viking, 1974.
- MacDonald, Betty, Mrs. Piggle-Wiggle, Lippincott, 1957.
- Mosel, Arlene, The Funny Little Woman, Dutton, 1972.
- Mosel, Arlene, Tikki Tikki Tembo, Holt, Rinehart & Winston, 1968.

- Myers, Walter Dean, The Dragon Takes a Wife,
Bobbs-Merrill, 1972.
- Seuss, Dr. The 500 Hats of Bartholomew Cubbins,
Vanguard, 1938.
- Steig, William, The Amazing Bone, Farrar, 1976.
- Steig, William, Sylvester and the Magic Pebble,
Simon & Schuster, 1970.
- Viorst, Judith, Alexander and the Terrible, Horrible,
No-Good, Very Bad Day, Atheneum, 1972.
- Viorst, Judith, Rosie and Michael, Atheneum, 1974.
- Ward, Lynd, The Biggest Bear, Houghton Mifflin, 1952.
- White, E. B., Charlotte's Web, Harper & Row, 1952.
- Wiese, Kurt, How to Lose Your Lunch Money, Ward
Ritchie, 1970.
- Wilder, Laura Ingalls, Little House on the Prairie,
Harper, 1953.
- Williams, Margery, The Velveteen Rabbit, Doran, 1926.
- Wolkstein, Diana, The Cool Ride in the Sky, Knopf,
1973.
- Yashima, Taro, Crow Boy, Viking, 1955.

Third Grade

- Atwater, Richard, Mr. Popper's Penguins, Little, 1938.
- Baum, L. Frank, The Wizard of Oz, Grosset, 1956.
- Bond, Michael, A Bear Called Paddington, Houghton, 1958.
- Cleary, Beverly, Henry & Ribsy, Morrow, 1954.
- Cleary, Beverly, Beezus and Ramona, Morrow, 1951.
- Cleary, Beverly, Ribsy, Morrow, 1964.
- Credle, Ellis, Down Down the Mountain, Nelson, 1934.
- Dahl, Roald, Charlie & the Chocolate Factory, Knopf, 1964.
- Dahl, Roald, James & the Giant Peach, Knopf, 1961.
- Heide, Florence, Sound of Sunshine, Sound of Rain,
Parents' Magazine Press, 1970.
- Lewis, C. S., The Lion, the Witch, & the Wardrobe
(All of the Chronicles of Narnia), Macmillan,
1970.
- Lindgren, Astrid, Pippi Longstocking, Viking, 1950.
- Mason, Miriam, Caroline & Her Kettle Named Maude,
Macmillan, 1951.
- Miles, Miska, Annie and the Old One, Atlantic, 1971.
- Milne, A. A., Winnie the Pooh, Dutton, n.d.
- Mowat, Farley, Owls in the Family, Little, 1961.
- Norton, Mary, The Borrowers, Harcourt Brace &
Jovanovich, 1953.
- Peet, Bill, Cyrus, The Unsinkable Sea Serpent,
Houghton Mifflin, 1975.
- Peet, Bill, The Wump World, Houghton Mifflin, 1970.
- Politi, Leo, Song of the Swallows, Scribner, 1949.
- Sleator, William, The Angry Moon, Little, 1970.
- Steig, William, The Real Thief, Farrar, 1973.

Suhl, Yuri, Simon Boom Gives a Wedding, Four Winds, 1972.

Warner, Gertrude, The Boxcar Children, Whitman, 1950.

White, E. B., Charlotte's Web, Harper & Row, 1952.

White, E. B., The Trumpet of the Swan, Harper, 1970.

Wilder, Laura Ingalls, Little Town on the Prairie,
Harper & Row, 1941.

Fourth Grade

- Babbitt, Natalie, Goody Hall, Farrar, 1971.
- Blume, Judy, Tales of a Fourth Grade Nothing, Dutton 1972.
- Bond, Michael, A Bear Called Paddington, Houghton Mifflin, 1960.
- Buck, Pearl, The Big Wave, Day, 1948.
- Butterworth, Oliver, The Enormous Egg, Little, 1956.
- Cameron, Eleanor, The Wonderful Flight to the Mushroom Planet, Little, 1954.
- Garfield, James, Follow My Leader, Viking, 1957.
- Kelsey, Alice Geer, Once the Hodja, Longmans, Green & Co., 1954.
- Konigsburg, E. L., From the Mixed-Up Files of Mrs. Basil E. Frankweiler, Atheneum, 1967.
- Leach, Maria, The Thing at the Foot of the Bed, World, 1959.
- Lee, Virginia, The Magic Moth, Seabury, 1972.
- Lewis, C. S., The Lion, the Witch, and the Wardrobe, (All of the Chronicles of Narnia) Macmillan, 1950.
- Lindgren, Astrid, Pippi Longstocking, Viking, 1950.
- McCloskey, Robert, Homer Price, Viking, 1943.
- McSwigan, Marie, Snow Treasure, Dutton, 1942.
- Meyer, Franklin, Me and Caleb, Follett, 1962.
- Norton, Mary, Bedknob and Broomsticks, Harcourt Brace Jovanovich, 1957.
- Norton, Mary, The Borrowers, Harcourt, 1952.
- O'Brien, Robert C., Mrs. Frisby and the Rats of Nimh, Atheneum, 1972.
- Seldon, George, The Cricket in Times Square, Farrar, 1960.

Shepard, Esther, Paul Bunyan, Harcourt, 1924.

Smith, Doris Buchanan, A Taste of Blackberries,
Crowell, 1973.

Sobel, Donald, Encyclopedia Brown, Nelson, 1963.

Sperry, Armstrong, Call It Courage, Macmillan, 1962.

Taylor, Sydney, All-Of-A-Kind Family, Follett, 1951.

Weik, Mary Hays, The Jazz Man, Atheneum, 1967.

Wilder, Laura Ingalls, Little House on the Prairie,
Harper, 1935. (Other Wilder books).

Fifth Grade

- Armstrong, William H., Souder, Harper, 1969.
- Babbitt, Natalie, The Search for Delicious, Farrar, 1969.
- Babbitt, Natalie, Tuck Everlasting, Farrar, 1975.
- Berton, Pierre, The Secret World of Og, Little, Brown, 1962.
- Burnett, Frances H., The Secret Garden, Lippincott, 1962.
- Burnford, Sheila, The Incredible Journey, Little, 1961.
- Carr, Mary Jane, Children of the Covered Wagon, Crowell, 1943.
- Chase, Richard, The Jack Tales, Houghton, 1943.
- Conford, Ellen, Me and the Terrible Two, Little, Brown, 1974.
- Fleishman, Sid, Mr. Mysterious and Company, Little, 1962.
- George, Jean, My Side of the Mountain, Dutton, 1959.
- Henry, Marguerite, Brighty of the Grand Canyon, Rand McNally, 1953.
- Holm, Anne S., North to Freedom, Harcourt Brace Jovanovich, 1965.
- Kendall, Carol, The Gammage Cup, Harcourt Brace Jovanovich, 1959.
- Key, Alexander, Escape to Witch Mountain, Westminster, 1968.
- Konigsburg, E. L., Jennifer, Hecate, Macbeth, William McKinley & Me, Elizabeth, Atheneum, 1967.
- L'Engle, Madeline, A Wrinkle in Time, Farrar, 1962.
- Lewis, C. S., The Lion, the Witch & the Wardrobe,
(All of the Chronicles of Narnia)
Macmillan, 1950.
- McCloskey, Robert, Homer Price, Viking, 1943.

O'Brien, Robert C., Mrs. Frisby & the Rats of
Nimh, Atheneum, 1972.

O'Dell, Scott, Island of the Blue Dolphins,
Houghton, 1960.

Rawls, Wilson, Where the Red Fern Grows,
Doubleday, 1961.

Robertson, Keith, Henry Reed, Inc., Viking, 1958.

Sachs, Marilyn, A Pocketful of Seeds, Doubleday, 1973.

Smith, Doris Buchanan, A Taste of Blackberries,
Crowell, 1973.

Taylor, Theodore, The Cay, Doubleday, 1969.

Wier, Esther, The Loner, McKay, 1963.

Sixth Grade

- Bach, Richard, Jonathan Livingston Seagull,
Macmillan, 1970.
- Bonham, Frank, Durango Street, Dutton, 1965.
- Byars, Betsy, Summer of the Swans, Viking, 1970.
- Dubois, William Pene, Twenty-One Balloons, Viking,
1947.
- Fitzgerald, John D., The Return of the Great Brain,
Dial, 1974.
- Forbes, Esther, Johnny Tremain, Houghton, 1943.
- George, Jean C., Julie of the Wolves, Harper Row, 1972.
- George, Jean, My Side of the Mountain, Dutton, 1959.
- Gipson, Fred, Old Yeller, Harper, 1956.
- Greene, Bette, Philip Hall Likes Me, I Reckon Maybe,
Dial, 1974.
- Hamilton, Virginia, The House of Dies Drear,
Macmillan, 1968.
- Hamilton, Virginia, Zeely, Macmillan, 1967.
- Hautzig, Esther, The Endless Steppe, Crowell, 1968.
- Hunt, Irene, Across Five Aprils, Follett, 1964.
- L'Engle, Madeline, A Wrinkle in Time, Farrar, 1962.
- LeGuin, Ursula, A Wizard of Earthsea, Parnassus, 1968.
(Others in trilogy)
- Levitin, Sonia, Journey to America, Atheneum, 1970.
- London, Jack, Call of the Wild, Macmillan, 1966.
- O'Dell, Scott, Island of the Blue Dolphins, Houghton
Mifflin, 1960.
- Rawls, Wilson, Where the Red Fern Grows, Doubleday,
1961.
- Rodgers, Mary, Freaky Friday, Harper Row, 1973.

Speare, Elizabeth, The Witch of Blackbird Pond,
Houghton Mifflin, 1958.

Sperry, Armstrong, Call It Courage, Macmillan, 1940.

Taylor, Theodore, The Cay, Doubleday, 1969.

Tolkien, J. R., The Hobbit, Houghton Mifflin, 1968.

Wier, Esther, The Loner, McKay, 1963.

A list of books and magazines for adults concerned about the gifted include the following:

<p>Children's House Box 111 Caldwell, NH 07006</p>	<p>(Features on children's education, Montessori programs, special education, innovative ideas, how to's)</p>
--	---

ERIC Clearinghouse on
Handicapped and Gifted
1920 Association Drive
Reston, VA 22091

<p>G/C/T (Gifted, Creative and Talented) P.O. Box 66654 Mobile, AL 36660</p>	<p>(A magazine discussing various aspects of gifted education)</p>
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<p>Parent Guide to "Resources for the Gifted" 3421 N 44th Street Phoenix, AZ 85018</p>	<p>(An 88-page book which answers some questions about gifted children)</p>
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<p>Science and Children National Science Teachers Association 1742 Connecticut Avenue NW Washington, DC 20009</p>	<p>(Articles on science projects for teachers of the gifted)</p>
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<p>Parenting Gifted Children Oregon Department of Education Specialist for Talented and Gifted Salem, OR 97301</p>	<p>(One of a series of booklets available that discuss the gifted and gifted education)</p>
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A list of professional textbooks that discuss giftedness in detail may be found in most libraries or bookstores:

1. Clark, Barbara. Growing Up Gifted. Columbus, OH: Charles E. Merrill Publishing Company, 1979.
2. Gallagher, J. J. Teaching the Gifted Child. 2nd ed. Boston: Allyn and Bacon, 1964.
3. University of Wisconsin. Simple Gifts, the Education of the Gifted, Talented, and Creative. Jack Ferver, Chairperson. Extension Programs in Education, 1978.
4. Witty, Paul, ed. The Gifted Child. American Association for Gifted Children. Boston: D. C. Heath and Company, 1951.

Following is a list of information centers that you can contact about gifted education:

Association for the Gifted (TAG)
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Gifted Education Center
Educational Service District 121
1410 South 200th Street
Seattle, WA 98148

National Association for Gifted Children (NAGC)
217 Gregory Drive
Hot Springs, AR 71901

National/State Leadership Training Institute
on Gifted/Talented
316 West Second Street PHOC
Los Angeles, CA 90012

Office of Gifted and Talented, USOE
Room 2100
7th and D Street SW
Washington, DC 20202

Oregon Association for Talented and Gifted (OATAG)
P. O. Box 930
Beaverton, OR 97005

The following is a list of local and regional enrichment experiences that families can enjoy around the Wenatchee area. Prior arrangements are often necessary.

Local Family Trips

Aplets & Cotlets factory (Liberty Orchards)
Cashmere, Washington
Burlington Northern Railroad - group tours
Fire station - visitations
Forestry Department - for hiking trails and trips
Fruit packing warehouses - call first
"Gallery 76" - Wenatchee Valley College
Leavenworth Fish Hatchery
Low dam on Wenatchee River (Tumwater Canyon)
salmon jump in season
North Central Regional Library - summer programs
story time
North Central Washington Museum - demonstrations
Newspaper (Wenatchee World) (also see children's
"Mini-Page" in Tuesday's edition)
Ohme Gardens - there is an entrance fee
Pangborn Airport
Police station - visitations
Private railroad (Niles Saunders)
Peshastin, Washington
Radio stations - KPQ, KUEN, KWWW (KW3)
Rocky Reach Dam - exhibit areas
Squilchuck State Park - when open - call first
Tree Top, Inc. (administration office and plant in
Cashmere, Washington; plant on Chelan highway -
call first
Willis Carey Museum - Indian artifacts and
pioneer history - Cashmere, Washington

Local Agencies to Contact as Resources

Allied Arts
Bluebirds/Campfire
Boy Scouts
Girl Scouts
4-H Washington State University Extension Office
Chelan County Courthouse
Skills Bank - Community Resource Center
Wenatchee Valley College - A listing of people available with particular skills or hobbies they are willing to share. Tel: 662-7992 for pamphlet and information.
Wenatchee Chamber of Commerce - for suggestions and information
Wenatchee Pack - tours on meat packing
Wenatchee Parks & Recreation Department - activity information
YMCA
YWCA
Youth Circus - in spring to visit rehearsals

Regional Family Trips

Ginko Petrified Forest - near Vantage, Washington
Grand Coulee Dam - displays and tours
Seattle Chamber of Commerce - for suggestions and information
Seattle Science Center - expense involved
Spokane Chamber of Commerce - for suggestions and information
Train trip to Seattle - expense involved
Wanapum Dam - visitor center - near Vantage, Washington
Waterville Museum
Woodland Park Zoo - Seattle
Yakima Indian Center - Toppenish

There are many games, puzzles, brainstretchers, and other materials available for the gifted. For a complete list and corresponding prices, write to:

G/C/T (Gifted, Creative and Talented)
P. O. Box 66654
Mobile, AL 36660

or

Dover Publications, Inc.
180 Varick Street
New York, NY 10014

THE ANIMAL SCHOOL
The Administration of the School Curriculum
With Reference to Individual Differences

by Dr. G. H. Reavis
Past Assistant Superintendent
Cincinnati Public Schools

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Chicago, IL, with permission of Dr. George H. Reavis.

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APPENDIX

Wenatchee School District 246

TEACHER OBSERVATION AND INFORMATION"TRIPLE E" - Expanded Educational Experiences

Teacher _____ School _____

Student _____ Grade _____

Parent's Name _____ Student's Birthdate _____

Parent's Address _____ Today's Date _____

Parent's Telephone _____

Request initiated by:

 Parent Teacher Administrator Other: Update

The following list suggests some student characteristics and attributes that the teacher might use as guidelines in making their nomination for the TRIPLE E Program. Please check those characteristics which apply to this student.

- _____ 1. Learns rapidly and easily.
- _____ 2. Demonstrates originality, imagination, creativity.
- _____ 3. Widely informed, has many interests.
- _____ 4. Persistent, resourceful, self-directed.
- _____ 5. Uses good judgment, logical.
- _____ 6. Does some academic work one or two years in advance of the class.
- _____ 7. Retains what has been heard or read without much rote drill.
- _____ 8. Informed in unusual areas.
- _____ 9. Outstanding vocabulary, verbally fluent.
- _____ 10. Works independently, shows initiative.
- _____ 11. Flexible, open to new ideas.
- _____ 12. Is easily bored with routine activities or tasks.
- _____ 13. Is self-confident with children his/her own age.

Your additional remarks are vital in the selection process. PLEASE COMMENT on this student in such areas as maturity, motivation, attitude, special interests, leadership ability, creativity, etc.

Please RETURN THIS FORM TO THE CURRICULUM OFFICE AT THE SERVICE CENTER...and thank you.

6/80

Triple E #1

Parent Referral Primary Grades (1-3)

Wenatchee School District 246

EXPANDED EDUCATIONAL EXPERIENCES (TRIPLE E)

Student's Name _____ Teacher _____
 Address _____ School _____
 City _____ Zip _____ Grade _____
 Birthdate _____ Telephone _____

A parent referral is one of the ways that a child's name is placed in nomination for the Triple E Program. Your comments, along with teacher comments, test scores, and school records, will be taken into consideration in the identification process.

1. Has your child been tested privately? Can the results be made available to us?
Please list:

2. Does your child have any problem taking tests? (hyperactivity, bilingual, nervous, etc.)

State your reasons for referring your child for Triple E testing. You may want to include information about special abilities and interests, early indications of exceptional talent, vocabulary useage, intellectual curiosity, etc. (please use other side of paper if necessary)

Date _____

Signature of Parent or Guardian _____

CHARACTERISTICS OF GIFTED CHILDREN

(Do not expect any child to earn yes to every characteristic)

	<u>Yes</u>	<u>No</u>
1. Keen and alert observer	___	___
2. Mature perception	___	___
3. Advanced vocabulary	___	___
4. Large storehouse of information	___	___
5. Good insight into cause-effect relationships	___	___
6. Self-taught reader	___	___
7. Reads above grade level	___	___
8. Inventive	___	___
9. Relates well to adults	___	___
10. Impatient with unnecessary busy work	___	___
11. Long periods of concentration	___	___
12. Perfectionist	___	___
13. May enjoy working alone	___	___
14. "Different" sense of humor - mature	___	___
15. Learns well by doing	___	___
16. Sets and achieves goals ¹	___	___

¹ Rosemary Gladieux, "How to Help Your Gifted Child," G/C/T 19: (September/October 1981): 2.