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Introduction

Interventions for the Gifted Student is written to update educators about the Response to Intervention (RTI) process and how it applies to gifted/talented (G/T) learners. Included in this introduction is an overview of the following:

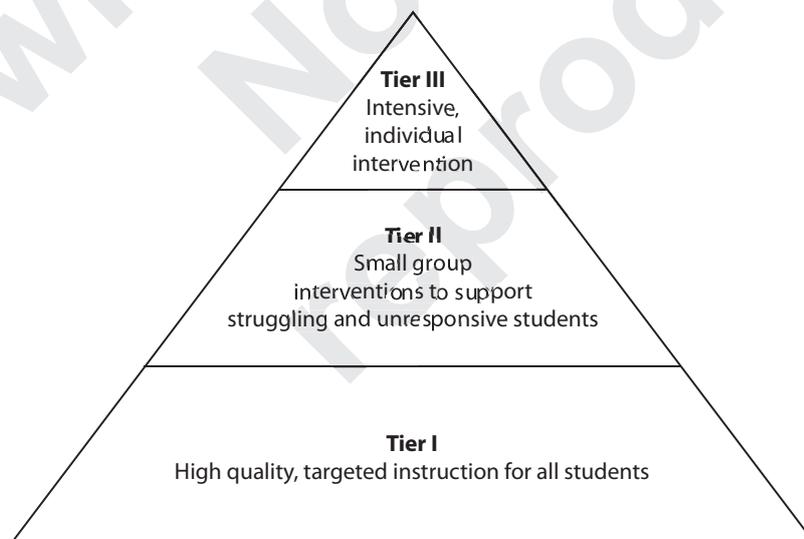
- RTI for Struggling Students
- Features of RTI for G/T students
- Value-added practice
- Comparison of RTI for G/T and for struggling learners
- Best practices of differentiation for G/T students
- RTI process for G/T students
- Characteristics of G/T students

Response to Intervention (RTI) for Struggling Students

Response to Intervention (RTI) was originally developed as a way to help struggling students succeed in regular classrooms and prevent them being identified as having learning disabilities (Coil, 2010). RTI recommends the use of research-based best practices and strategies before the student is referred to special education services.

A problem solving approach is often recommended to implement RTI. A team works together to identify each student's problems, determine potential causes of the problems and develop an individualised plan to meet each student's needs (Coil, 2010). The plan can be adapted depending on how the student responds to the intervention.

RTI is often conceptualised as a three-tiered triangular model. More intensive intervention is required at each tier.



Students may be able to move down a tier following a positive response to the interventions being implemented.

Revised Bloom Question Stems and Activities

Applying: Question Stems

- Do you know another instance where...?
- What factors would you change if...?
- Would this information be useful if you had a...?
- What question would you ask of...?
- Can you apply the method used to some experiment of your own...?
- Could this have happened in...?
- Can you group characteristics such as...?

Applying: Activities

- Construct a model to demonstrate how it will work.
- Make a scrapbook about the areas of study.
- Paint a mural using the same materials.
- Design a market strategy for your product using a known strategy as a model.
- Dress a doll in national costume.
- Take a collection of photographs to demonstrate a particular point.
- Make up a puzzle game pursuing the ideas from the study.
- Write a textbook about...for others.

Analysing: Question Stems

- How would you compare your...with that presented in...?
- How would you explain what must have happened when...?
- How would you distinguish between...and...?
- If...had happened, what might the ending have been?
- How was...similar to...?
- What was the underlying theme of...?
- What are the differences between...and...?
- What do you see as other possible outcomes?

DEPTH AND COMPLEXITY

Secondary Lesson: *COURAGE*

UNANSWERED QUESTIONS

Initiate unanswered questions with a chart: What do we *know* about courage? What do we *want* to know about courage? What did you *learn* about courage? This provides a base of knowledge, expands the base for all the students in the group, and provides opportunity for unanswered questions that lead to independent studies.

K-W-L Chart

<p style="text-align: center;">K</p> <p style="text-align: center;">What do you know about courage?</p>	<p style="text-align: center;">W</p> <p style="text-align: center;">What do you want to know about courage?</p>	<p style="text-align: center;">L</p> <p style="text-align: center;">What did you learn about courage?</p>

LANGUAGE OF THE DISCIPLINE

Discuss courage and generate a list of names of courageous people (fictional or actual). What terms are used to describe courage or courageous acts? Use the following questions to guide thinking:

- Who is the most courageous person you know or have seen or read about (either fictional or actual)?
- What words are used/would you use to describe the person's courage or courageous act(s)?

Mystery Concept

Students are given a set of cards, each with a different attribute, yet all related to the same concept. The students are then asked to think about the cards and to group them under categories which they create. The students can move the cards around, changing categories and looking for common attributes among the cards until they can identify the mystery concept. The teacher can lead students to the categories by questioning, adding additional data, and giving cues and hints. See E-19 for Mystery Card Game examples. Blank Mystery Cards can be found in Section V, F-13.

5Es Lesson Design

The 5E Lesson Design is another method of helping students generate and test a hypothesis. See page 5 for more information about the 5Es of Learning. Each of the 5Es is listed below with its purpose.

Engage: The **teacher** creates an exciting atmosphere about a topic to engage students in learning. The **students** define questions, decide upon tasks, make the connection from new to known, and define the relevance.

Explore: The **teacher** provides hands-on, minds-on activities for the students. At least two questions will be posed to encourage the students' exploration of the topic. The **students** become actively involved with the material. Teamwork is used to begin building a knowledge base.

Explain: The **teacher** asks two higher-order questions to solicit student explanations of the exploration. The teacher uses techniques that will help the students connect their exploration to the topic being studied. **Students** explain their discoveries, processes and concepts that have been learned. This can be done through written, verbal or creative projects.

Elaborate: The **teacher** will develop students' understanding of the topic by using scientific terminology and showing application of the topic to daily living. **Students** expand their knowledge, make connections to similar concepts and apply the new learning to other situations.

Evaluate: The **teacher** checks for understanding through the development and use of rubrics, conducts student interviews and monitors student projects. The **students** demonstrate their knowledge of the topic through portfolios, problem-based learning outputs, and individual projects and products.

The 5E Lesson Design can be used across the curriculum. See E-20 for examples. A blank form can be found in Section V, F-14.