

Developing  
New Solutions

Chapter 11

# Planning for Students Who are Gifted

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## Chapter 11

# Planning for Students Who are Gifted



All students have the right to an education that is appropriate to their ability, including students whose *strengths* create exceptional learning needs. For programming purposes, students who are gifted in cognitive and academic areas are considered to have special education needs and require an Individualized Program Plan.

For more information on Alberta Education's Special Education Coding Criteria, see [www.education.gov.ab.ca/k\\_12/specialneeds/](http://www.education.gov.ab.ca/k_12/specialneeds/).

Students who are gifted deserve and require differentiated programming and accommodations to meet their exceptional learning needs.

To be coded as gifted, students must meet Alberta Education's and the school jurisdiction's specific criteria for this special education category. Generally, students registered in alternative arts or athletics programs, or specialized academic programs, such as the International Baccalaureate Program or Advanced Placement, are not coded as gifted. If a student does not receive a special education code, it is not mandatory to develop an IPP for that student.

For more information

Several other chapters of this resource contain information, sample strategies and tools that are helpful for programming for students who are gifted. Relevant sections can be found in:

Chapter 1: *Working Through the IPP Process*

Chapter 2: *Encouraging Parent Involvement*

Chapter 3: *Supporting Student Participation*

Chapter 7: *Making Goals Meaningful, Measurable and Manageable.*

However, the IPP process for students who are gifted is somewhat unique. Compared to the process for students with other types of special education needs, the IPP process for students who are gifted typically:

- has fewer goals
- focuses more on strengths and interests
- uses different types of accommodations and differentiation
- has a greater degree of student involvement.

This chapter focuses on some of the unique elements of IPPs for students who are gifted, including how to plan for differentiation, developmental concerns, metacognition and career planning.

For more information

The strategies and information in this chapter are based on a number of findings in the research on giftedness and gifted education. For a summary of current research completed by the Centre for Gifted Education at the University of Calgary, visit Alberta Education's Web site at [www.education.gov.ab.ca/k\\_12/special/aisi/pdfs/UofC\\_Literature\\_Synopsi\\_s.pdf](http://www.education.gov.ab.ca/k_12/special/aisi/pdfs/UofC_Literature_Synopsi_s.pdf).

## Begin with the Program of Studies

Programming for students with special education needs builds on the provincial program of studies—the knowledge, skills and attitudes that a student is expected to learn at specific grade levels. With thoughtful planning, the program of studies has potential to appropriately challenge students who are gifted. However, the content, learning activities and/or instruction may need to be adjusted to meet an individual student's ability level and learning needs. Look for specific learning outcomes that can create opportunities for students who are gifted to explore a concept or skill in greater depth and/or breadth.

## Differentiate Instruction

Differentiated learning for students who are gifted means enhanced opportunities for thinking and learning, not just more work to do. Differentiating instruction involves thoughtfully modifying the following elements:

- content
- process
- products
- environment
- assessment.

Although these elements are interrelated and influence one another, it is helpful to consider them separately.

### Content

The *content* is what students are studying and are expected to learn. Students who demonstrate that they already know some content or can learn the content in much less time than their classmates, will benefit from content differentiation. Differentiating content for students who are gifted means that topics are explored in greater depth or breadth. For example, this could happen by using more advanced texts and resource materials. Differentiated content can be part of an IPP goal or can be identified as an accommodation.

There are a number of ways to differentiate content for students who are gifted, including making it more:

- abstract
- complex
- interrelated
- constrained (Harvey 2000, pp. 70–71).

### Making content more abstract

Abstract content focuses less on specific, factual information and more on concepts and generalizations. Building in abstraction means encouraging students to consider ideas in general terms, and to move more fluidly between facts and broad understandings. For example, a student who is gifted in math could quickly move beyond manipulatives into identifying patterns and relationships. Thinking in more abstract terms can provide greater challenge and complexity for students.

### Making content more complex

Content can be made more complex by introducing additional variables, other considerations, different sources and alternate viewpoints to a learning task. The original content remains, but is compared, contrasted or combined with other information or concepts. For example, a basic learning activity of surveying the class to find out how many students come to school by walking, biking, bussing or by car could be made more complex by asking students to gather additional information in the survey and use this to compare distance from school with various modes of transport.

### Making content interrelated

Students who are gifted often spot the potential for applying ideas or methods from one field of study to others. Teachers can build on this ability by looking for potential connections from one subject to the next, and challenging students to use knowledge, process and skills in different combinations. For example, students could take science knowledge about weather and climate, and use it in a social studies inquiry about how people adapt to their environment.

Interrelatedness can also be explored across space and/or time. For example, students could be challenged to think about how humans adapt to their physical environments across geographic regions or what meaning humans have ascribed to weather conditions throughout history.

### Making content more constrained

Interestingly enough, making content more constrained can sometimes present as many worthwhile challenges as making it more complex. By lessening the degrees of freedom in an activity, it is possible to concentrate students' focus and encourage them to go more deeply into a particular aspect of the curriculum. For example, a basic assignment to write a poem about traffic during rush hour could be channeled into a more constrained assignment of writing the poem only about the traffic sounds during rush hour.

### Process

The *process* is how students make sense of concepts, generalizations and learning outcomes. It is how the teacher adapts the instructional strategy and what type of learning strategies the students use. Differentiated process focuses on such things as higher order thinking skills, open-ended and problem-solving tasks, and learning at more complex levels. Process can be

### Sample strategies

differentiated in a variety of ways, including creating opportunities for choice, collaboration and meaningful research. Students benefit from opportunities to make choices, set goals, engage in self-reflection and participate in self-assessment. Many students who are gifted will benefit from processes that develop effective study, organizational and interpersonal skills. Flexible pacing, questioning techniques, anomalies and paradoxes, tiered assignments, and independent projects are all effective strategies for differentiating process.

#### Flexible pacing

This strategy allows students to move through the graded curriculum at a different rate. Flexible pacing can take a variety of forms. Some examples include:

- allowing students to complete some outcomes more quickly and spend additional time on more challenging activities
- allowing students to do a deeper exploration of specific learning outcomes that are especially meaningful to them
- moving students to an appropriate starting point in the program of studies based on pretesting
- compacting or streamlining the grade-level program of studies to eliminate repetition of previously learned materials
- allowing students to move up a grade in one or more subject areas.

The goal of all of these flexible pacing strategies is to provide opportunities for students to spend more time on outcomes and activities that will enrich their learning. When considering options for flexible pacing, a gradual process may be most effective. For example, teachers could start by accelerating students through small chunks of curriculum and then move onto larger chunks after a number of successful experiences.

#### Questioning techniques

Questions that draw on advanced levels of information require leaps of understanding and challenge students' thinking. Open-ended questions invite critical and creative thinking, and nurture the development of students' capacities to frame their own questions.

### For more information

For more information on using Bloom's taxonomy with students who are gifted, see pages 6–7 in this chapter.

#### Anomalies and paradoxes

Presenting anomalies and paradoxes can also peak the interest of students who are gifted. Glitches in logic upturn a tidy view of the world and create opportunities for students to enter into a deeper inquiry, become immersed in the principles and build a clearer understanding of a particular aspect of a field of study (Harvey 2000, p. 70).

#### Tiered assignments

Tiered assignments are parallel tasks that have varied levels of complexity, depth, abstractness and support. Students work on different levels of



activities, all focused on the same essential concept or learning outcome. These types of assignments allow students who are gifted to work at a more challenging level. Tasks from one tier to the next should differ in level of complexity, not simply be more or less work.

Designing a tiered assignment involves selecting a skill or concept, developing basic learning activities and then creating higher-level variations by changing variables such as using advanced materials, moving toward a more abstract concept, reducing support, making it more open-ended, and/or making it faster paced.

### Example

For example, a tiered assignment for a Grade 2 science class studying communities might offer the following types of activities.

#### Tier 1

- Describe an ant community in pictures or words.
- Use a Venn diagram to compare an ant community to your community.

*or*

#### Tier 2

- Describe an ant community using at least three sentences with at least three describing words in each sentence.
- Make a PowerPoint explaining how what you learned about ant communities helps you understand living and working together in a human community.

### Independent projects

Independent projects let students identify issues or topics of interest, plan an investigation and synthesize the findings. Projects can offer enrichment and meaningful engagement for many students who are gifted. It is important to recognize that students may need to be taught the skills to do this kind of independent work.

### Products

The *products* of learning are the ways in which students explore and demonstrate their understanding of content and process. Differentiating products means providing opportunities for students to demonstrate their thinking and learning in different ways, including written, oral, manipulative, discussion, display, dramatization, artistic, graphic representation and service learning.

For example, conventional writing assignments may not be the best way for some students to show their learning. Some students may think quicker than their hands can write. An action product, such as a PowerPoint slide show, videoconferencing or a performance, could be a better type of learning experience for these students.

Students who are gifted often need to produce what Dr. Joseph Renzulli calls “real-life products” for real audiences. These products go beyond the typical research paper or report to alternatives that develop individual students’ talents and curiosities, and can be shared and used by others. The main purpose for designing alternate products is to:

- broaden the range of students’ experiences
- expand students’ ways of learning and of expressing themselves
- challenge students in their areas of strength
- create opportunities for students to explore hidden talents and use gifts they might not otherwise use
- allow students to learn in a deeper and more advanced way through their preferred learning style
- create opportunities for students to develop organization and time-management skills.

#### Higher-order thinking

Bloom’s taxonomy (Bloom 1956) provides a useful framework for designing learning activities that promote higher levels of thinking related to both process and product. Bloom proposes that at the most basic level we acquire knowledge and comprehension. At higher levels we learn how to apply principles and to analyze, evaluate and synthesize. Assuming that students have no background in a topic of investigation, they would move from knowledge and comprehension to application before working with the higher-order skills of analysis, evaluation and synthesis. The latter three levels are associated with critical thinking. Consider how the following chart of this taxonomy of thinking can be used to plan for differentiating products and processes for students who are gifted.

## Taxonomy of Thinking<sup>1</sup>

Category	Definition	Trigger Words	Products
<b>Synthesis</b>	Reform individual parts to make a new whole.	Compose • Design • Invent • Create • Hypothesize • Construct • Forecast • Rearrange parts • Imagine	Lesson plan to teach other students • Song • Poem • Story • Advertisement • Invention • Other creative products
<b>Evaluation</b>	Judge value of something vis-à-vis criteria. Support judgement.	Judge • Evaluate • Give opinion • Give viewpoint • Prioritize • Recommend • Critique	Decision • Rating • Editorial • Debate • Critique • Defence • Verdict • Judgement
<b>Analysis</b>	Understand how parts relate to a whole. Understand structure and motive. Note fallacies.	Investigate • Classify • Categorize • Compare • Contrast • Solve	Survey • Questionnaire • Plan • Solution to problem or mystery • Report • Prospectus
<b>Application</b>	Transfer knowledge learned in one situation to another.	Demonstrate • Use guides, maps, charts, etc. • Build • Cook	Recipe • Model • Artwork • Demonstration • Craft
<b>Comprehension</b>	Demonstrate basic understanding of concepts and curriculum. Translate into other words.	Restate in own words • Give examples • Explain • Summarize • Translate • Show symbols • Edit	Drawing • Diagram • Response to question • Revision • Translation
<b>Knowledge</b>	Ability to remember something previously learned.	Tell • Recite • List • Memorize • Remember • Define • Locate	Quiz or test • Skill work • Vocabulary • Facts

### Environment

The *environment* refers to the physical and social setting where learning takes place, as well as the conditions under which a student is working. Students who are gifted benefit from learning environments in which they have opportunities to:

- gain understanding of self and others
- explore their own learning strengths and needs
- learn and practise coping skills that assist in their growth and development

1. Adapted from Benjamin S. Bloom et al., *Taxonomy of Educational Objectives: Book 1 Cognitive Domain*, published by Allyn and Bacon, Boston, MA, Copyright © 1956, by Pearson Education, adapted by permission of the publisher and adapted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented (Revised, Expanded, Updated Edition)* (p. 133) by Susan Winebrenner © 2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 1-866-703-7322; www.freespirit.com. All rights reserved.

- take risks and see mistakes as learning opportunities
- practise leadership and service within the school community.

For some students, an enriched learning environment can be provided within the regular classroom by replacing or extending the regular programs of study with activities that foster higher level thinking skills and problem solving. This type of individualized programming can address learning needs without drawing undue attention to differences. Teachers may also choose instructional strategies and learning activities that challenge students who are gifted while benefiting other students in the class as well. For example, activities such as debates, which involve students in creative and challenging learning, may be connected directly to learning outcomes in a variety of subjects.

Other students will benefit from programming that involves one or more alternative learning environments such as the following.

- *Cluster grouping*: Small groups of students receive advanced instruction in reading, mathematics or other content, or work on alternate assignments.
- *Pull-out classes*: Students attend separate classes focused on special areas of emphasis for students with similar interests or abilities.
- *Out-of-grade placement*: Students are placed with a higher grade for certain subjects such as language arts, mathematics and/or science.
- *Online or distance education courses*: Students access electronic classrooms via the computer, using e-mail, video conferencing and direct linkage with teachers.
- *Seminars and special projects*: Students participate in interdisciplinary studies, special interest groups or other projects.
- *Mentorships*: Students work with a resource teacher, specialist, parent volunteer or community member to work on a project, develop skills in a specific field and build career awareness.
- *International Baccalaureate (IB)*: Students participate in special academic programs that are internationally developed and recognized for academic rigour.
- *Advanced Placement (AP)*: Students participate in senior high school courses that follow the prescribed AP program and students who successfully complete examinations in the program may apply for advanced credit or placement at post-secondary institutions.
- *Full-time classes or schooling-within-schools*: Students receive instruction full-time in special classes for students who are gifted, housed in local schools or district sites.
- *Schools for the gifted*: Students attend specialized schools dedicated to gifted education.
- *Post-secondary courses/dual enrollment*: Students take higher-level courses at a college or university while attending high school.

## Assessment

Differentiating assessment for students who are gifted can mean making these students more active partners in their own assessment process. Teachers can involve students in developing and/or using criteria or rubrics

that will enable students to reflect on their own work and make adjustments throughout the learning process. Portfolios and other multidimensional strategies can also be used to differentiate the assessment process. The goal is to generate rich and dynamic data to inform programming decisions for individual students.

### Consider Developmental Issues

Typical developmental issues faced by all students also exist for students who are gifted. These issues are sometimes complicated by the exceptional learning needs and characteristics many students who are gifted demonstrate, particularly during adolescence. Students who are gifted may face a variety of challenges, including perfectionism, underachievement, uneven or asynchronous development and learning difficulties.

Students who may be more at risk emotionally, socially and academically include:

- divergent thinkers who suggest ideas logical to them, but unusual to classmates
- creative high achievers, particularly those with artistic gifts, who may experience feelings of isolation or depression, and may be subject to anxiety, insomnia, feelings of worthlessness, loss of energy or decreased ability to concentrate.

### Perfectionism

Perfectionism is a pattern of characteristics and behaviours that includes compulsiveness about work habits, over-concern for details, unrealistically high standards and rigid routines (Kerr 1991, p. 141). Perfectionism can develop at various stages for various reasons, but for many students it is simply a part of their personality. Too often, it is assumed that parents cause their child's perfectionism with their own unrealistic expectations. However, many perfectionist children are the product of relaxed, easy-going parents with realistic expectations. It seems possible that certain individuals are simply born with the type of temperament that leads to perfectionistic tendencies.

Not all perfectionism is negative. Linda Silverman, a researcher on social-emotional dimensions of individuals who are gifted, believes that perfectionism is the least understood aspect of giftedness. It is often perceived as a problem to be fixed. Silverman suggests that perfectionism is part of the experience of being gifted, and has amazing potential to bring an individual toward either achievement or despair. It would be unwise to try to root out perfectionism completely, for it can be used in a positive way to achieve excellence.

However, perfectionism can become a serious issue for some students who are gifted. To monitor the effects of perfectionism, the learning team needs to ask questions like “Are these behaviours barriers for this student?” and “Do they prevent this student from experiencing success and happiness?”

The student's parents and teachers can also watch for warning signs that perfectionism is creating problems, such as the student:

- being unable to feel satisfaction because in his or her own eyes he or she never does things well enough
- setting unrealistic standards for himself or herself based on his or her advanced reasoning ability even though other skill areas may not be as well-developed
- feeling inferior or defeated if he or she does not meet the high standards he or she has set
- becoming so terrified of doing something wrong, he or she becomes unwilling to try new things and actually accomplishes very little
- in extreme cases, developing compulsive behaviours that require professional medical or psychological assistance.

For more information

For more information and sample strategies that teachers and parents can use to help students who are gifted cope with perfectionism, see *The Journey: A handbook for parents of children who are gifted and talented* (Alberta Learning, 2004), available at [www.education.gov.ab.ca/k\\_12/curriculum/resources/TheJourney/journey.asp](http://www.education.gov.ab.ca/k_12/curriculum/resources/TheJourney/journey.asp).

## Underachievement

In relation to giftedness, the term “underachieving” describes the performance of students who express their giftedness in extracurricular activities or at home but whose achievement level at school falls far below their cognitive ability. This discrepancy is not caused by an underlying learning disability, attention deficit/hyperactivity disorder or any other disorder that may be affecting their achievement. Rather, students underachieve in school for a variety of reasons.

A common assumption is that boredom with schoolwork is the cause of underachievement, and that the solution is to increase the difficulty and workload for the student. This can be counterproductive for students who are already disengaged. It is important for the learning team to consider the many factors that may be influencing an individual student's behaviour.

Some specific causes of underachievement in students who are gifted include:

- poor self-image
- lack of a future vision or dream to work toward
- problems within the family that divert students' thinking and effort
- feelings of anxiety
- the desire to fit in with their peer group
- the desire to rebel
- the desire to avoid participating in special programming
- feelings of stress based on the need to please others or their own unrealistic expectations
- disinterest in subject-area topics and related learning activities
- work that is too easy or too difficult

- work that is meaningless and repetitive to the student, resulting in little effort
- fear of failure.

Students who underachieve can be disruptive or withdrawn in the classroom. They may engage in power struggles with their teachers. Or they may become apathetic, surrendering their passion for learning and not completing tasks. One of the most serious consequences of underachievement is not graduating from senior high school. It is important that students have meaningful and challenging work to do at school and receive appropriate guidance and support at home.

For more information

For more information and sample strategies for helping students overcome underachievement, see *The Journey: A handbook for parents of children who are gifted and talented* (Alberta Learning, 2004), available at [www.education.gov.ab.ca/k\\_12/curriculum/resources/TheJourney/journey.asp](http://www.education.gov.ab.ca/k_12/curriculum/resources/TheJourney/journey.asp).

### Asynchronous development

Asynchrony is uneven development in the rates of intellectual, emotional and physical development. Asynchronous development can be a characteristic of students who are gifted. This means students may:

- be more complex and intense than peers
- feel out-of-sync with same-age peers and age-appropriate learning activities and topics
- demonstrate different maturity levels in different situations, which could result in difficulties adjusting emotionally and socially.

These tendencies can increase with the student's degree of giftedness, and can make students vulnerable to feelings of frustration and/or social isolation. Students who experience asynchronous development need a sensitive and flexible approach to teaching in order to develop to their full potential. The greatest need of students who experience asynchronous development is an environment where it is safe to be different.

### Learning difficulties

Some students who are gifted also have learning difficulties such as learning disabilities, attention deficit/hyperactivity disorder (AD/HD) and Asperger's Syndrome. These twice-exceptional students often have difficulty reaching an academic level that matches their measured potential, and their giftedness may go unidentified or be ignored.

Students who are simultaneously gifted and have a disability can pose a special challenge for both teachers and parents. It is important that the student's learning team work to understand his or her dual exceptionality and collaborate to ensure that the student's IPP process creates the support the student needs to work to the best of his or her ability. It is important that these students have goals that address both their exceptional strengths and their exceptional needs.

For more information

For more information and sample strategies for students who are gifted and have learning challenges, see *The Journey: A handbook for parents of children who are gifted and talented* (Alberta Learning, 2004), available at [www.education.gov.ab.ca/k\\_12/curriculum/resources/TheJourney/journey.asp](http://www.education.gov.ab.ca/k_12/curriculum/resources/TheJourney/journey.asp).

## Plan for Metacognition<sup>2</sup>

Involving students in the development of their own IPPs creates opportunities for these students to

- make choices, set goals and engage in self-assessment
- gain awareness of their thinking in various learning contexts
- demonstrate responsibility for learning.

In *The School as a Home for the Mind*, Art Costa describes metacognition as “our ability to know what we know and what we don’t know. It is our ability to plan a strategy for producing what information is needed, to be conscious of our own steps and strategies during the act of problem solving, and to reflect on and evaluate the productiveness of our own thinking ... When students experience the need for problem-solving strategies, induce their own, discuss and practise them to the degree that they become spontaneous and unconscious, their metacognition seems to improve” (1991, pp. 87, 88).

Metacognition involves three critical aspects of thinking about or being aware of our own thinking. These three aspects are planning, monitoring and evaluating. Involving students in their own goal setting creates opportunities for them to explore and apply all metacognitive processes. The following lists show how IPP planning is linked to each of these critical aspects of thinking.

### *Planning:*

- forming a goal
- selecting actions to reach that goal
- sequencing actions
- identifying potential challenges
- predicting results

### *Monitoring:*

- keeping the goal in mind
- keeping one’s place in sequence
- knowing when a short-term objective has been achieved
- deciding when to go on to the next action and selecting the appropriate action
- keeping track of errors or challenges
- knowing how to recover from errors and overcome obstacles

2. Adapted from handout on “Programming for High Ability Learners” by Janet Thomas, Edmonton Public Schools (Edmonton, Alberta, June 2004).



*Assessing and evaluating:*

- assessing achievement of goals
- judging accuracy and adequacy of the results
- evaluating appropriateness of actions taken
- assessing handling of challenges
- judging efficiency of the plan

Sample strategies

There are many ways to encourage metacognitive thinking for students throughout the IPP process, including the following sample strategies.

- Create opportunities for students to make authentic choices about what and how they learn.
- Structure learning activities so students have opportunities to plan strategies prior to the activity, share progress during the activity and evaluate strategy after the activity.
- Encourage students to reflect on and evaluate their learning experiences.
- Encourage students to identify what they have done well and to take credit for their efforts and accomplishments.
- Encourage students to reframe “I can’t” type of thinking to the more proactive “What I need to do is ...”

For more information

For more information and strategies on differentiating instruction for students who are gifted, see *Teaching Students Who are Gifted and Talented* (Alberta Learning, 2000), Book 7 of the *Programming for Students with Special Needs* series.

## Consider Career Planning

The need for early opportunities for career planning is strongly supported in the research literature on gifted education. There are a number of issues that may make career development challenging for students who are gifted, including the following.

- *Multipotentiality*  
Many young people who are gifted have multiple passions or talents and it can be difficult to identify or decide on a career path that will accommodate these diverse interests.
- *Personal investment*  
The types of careers that many individuals who are gifted tend to aspire to often require extensive post-secondary training. Such education often involves great personal, social and financial costs.
- *Geographical and socioeconomic mobility*  
For many young people who are gifted, particularly those from rural areas, pursuing the occupations they are interested in means having to leave their home communities. This can create conflicted feelings.

- *Expectations of others*  
The career expectations of parents, teachers and peers can exert tremendous pressure on young people who are gifted.
- *Innovativeness*  
Many new career options are the direct result of the ingenuity of individuals who are gifted. For example, the field of bio-mechanical engineering did not exist until someone combined interests in biology, mechanics and engineering. Technological breakthroughs are constantly making new career paths possible. If necessary, individuals who are gifted need to be prepared to “invent” their own careers. However, combining several disciplines into one career path requires greater investment than focusing on a single discipline.

Dr. Michael Pyryt, of the Centre for Gifted Education at the University of Calgary, proposes a number of essential career development components for students who are gifted. They include the following.

- *Self-awareness and self-concept development*  
Individuals who are gifted can make thoughtful career choices by developing awareness of their personal aptitudes and interests. Tools for enhancing self-awareness include standardized personality inventories, such as Holland’s Vocational Preference Inventory, or informed questionnaires, such as the Career Issues Survey.
- *Overcoming sex-role stereotypes*  
It is important that young people who are gifted, particularly young women, develop positive expectations for success in their future career path. There are a number of techniques for encouraging girls to broaden their thinking about career options, such as providing mentors and same-sex career days for young women.
- *Creative problem solving*  
Training young people in creative problem solving can build their capacity for dealing with career-related challenges.
- *Interpersonal effectiveness*  
An effective style of communicating can help individuals who are gifted handle the many social and professional situations they will face in their careers. They need to develop assertiveness, flexibility, empathy and awareness of their own feelings.
- *Time and stress management*  
These skills can help individuals who are gifted cope with challenges of personal investment, geographic mobility and the expectations of others. Young people need to learn a variety of strategies so they can choose what works best for them.
- *Content acceleration*  
Allowing young people who are gifted to accelerate their education is one way to reduce the heavy time and financial commitments required to pursue many professions. Potential opportunities for acceleration include early entrance to university, part-time university course work, distance education, Advanced Placement and acceleration in a specific subject area or at a specific grade level.

These essential components of career development can help young people who are gifted to overcome some of the challenges that they may face. These components should be considered in planning for transition and developing goals for junior and senior high students who are gifted.

### Essential Information

IPPs for students who are gifted must include the same essential components as IPPs for students with other special education needs. However, the actual content and focus of the information will differ.

For more information

For a detailed discussion of essential information, see Chapter 1: *Working Through the IPP Process*.

### Assessment data

The assessment information recorded in this section of the IPP document should relate directly to the student's exceptional learning needs, and the types of programming and supports required. Specialized assessments for students who are gifted generally come from educational psychologists and educational specialists. Each specialized assessment should be listed in the IPP and should include the date, the name of the assessment tool and the name of the person who conducted the assessment.

When filling in assessment data, it is important to be sensitive to sharing specific IQ information and other types of information. Identify the range only (e.g., average, high average, superior, very superior) and do not include numerical scores or percentiles.

### Current level of performance and achievement

Current levels of performance should be reported for each subject area or behaviour that has a related IPP goal. Teachers may also choose to include information on the student's performance in other core subject areas as a baseline.

Be cautious interpreting grade-level scores because they may not accurately reflect some students' advanced performance because most subject area tests do not score out-of-level and are not designed to assess learning outcomes beyond a single grade level.

This section should also include summaries of relevant classroom assessments such as writing samples, math skills inventories, portfolio examples, and teacher and student observations that link directly with IPP goals.

## Identification of strengths and areas of need

It is essential that the learning team use multiple sources of information to identify an individual student's complex strengths and areas of need. As much as possible, involve students in the process, so they begin to identify and understand their own strengths and interests. Look for ways to identify not only academic needs, but also social, emotional and psychological needs.

Consider the following types of questions.

- What strengths and talents does this student demonstrate?
- What is happening now in the student's educational programming?
- What led to this student being identified as gifted?
- What modifications, if any, are necessary or desirable?
- What kind of data will give a fuller picture of this student (academic, social, emotional, psychological)?
- What does this student's particular interests and accomplishments tell us about this student's learning needs?
- How can information about the student's abilities, interests and motivation inform instructional planning?

For students who are gifted, needs are often related to strengths rather than weaknesses. A need can be an extension of a strength or can involve learning to use an accommodation or strategy to support that strength. Some school jurisdictions prefer to use the term "Areas to develop" on IPPs for students who are gifted, rather than the more typical "Areas of need."

Some students will have strengths and talents in areas that may not be part of the school programming and may be most effectively addressed outside of the school system. Even if the school does not provide specific enrichment to support these talents, there are ways the school can support the student, such as through flexible timetabling to accommodate coaching and competitions, related work experience and/or alternative programs.

The following chart illustrates sample characteristics and the type of learning needs that may be associated with them. Teachers can use this information as starting points for developing individual goals or identifying appropriate accommodations and support strategies.

Characteristic <sup>3</sup>	Learning Need
<ul style="list-style-type: none"> <li>unusual retentiveness ...</li> </ul>	<ul style="list-style-type: none"> <li>exposure to quantities of information</li> </ul>
<ul style="list-style-type: none"> <li>advanced comprehension ...</li> </ul>	<ul style="list-style-type: none"> <li>access to challenging learning activities</li> </ul>
<ul style="list-style-type: none"> <li>varied interests ...</li> </ul>	<ul style="list-style-type: none"> <li>exposure to a wide range of topics</li> </ul>
<ul style="list-style-type: none"> <li>high level of verbal skills ...</li> </ul>	<ul style="list-style-type: none"> <li>opportunities for in-depth reflection and discussion</li> </ul>
<ul style="list-style-type: none"> <li>accelerated pace of thinking ...</li> </ul>	<ul style="list-style-type: none"> <li>individually paced learning</li> </ul>
<ul style="list-style-type: none"> <li>flexibility of thought processes ...</li> </ul>	<ul style="list-style-type: none"> <li>challenging and diverse problem-solving tasks</li> </ul>
<ul style="list-style-type: none"> <li>goal-directed behaviours ...</li> </ul>	<ul style="list-style-type: none"> <li>longer time-spans for tasks</li> </ul>
<ul style="list-style-type: none"> <li>independence in learning ...</li> </ul>	<ul style="list-style-type: none"> <li>more independent learning tasks</li> </ul>
<ul style="list-style-type: none"> <li>analytical thinking ...</li> </ul>	<ul style="list-style-type: none"> <li>opportunities for higher-level thinking</li> </ul>
<ul style="list-style-type: none"> <li>self-motivation ...</li> </ul>	<ul style="list-style-type: none"> <li>active involvement in learning</li> </ul>
<ul style="list-style-type: none"> <li>emotional sensitivity ...</li> </ul>	<ul style="list-style-type: none"> <li>opportunities to explore and reflect on affective learning</li> </ul>
<ul style="list-style-type: none"> <li>interest in adult issues ...</li> </ul>	<ul style="list-style-type: none"> <li>exposure to real world issues</li> </ul>
<ul style="list-style-type: none"> <li>holistic thinking ...</li> </ul>	<ul style="list-style-type: none"> <li>integrated approach to learning</li> </ul>
<ul style="list-style-type: none"> <li>avid reader ...</li> </ul>	<ul style="list-style-type: none"> <li>access to diverse materials</li> </ul>

There are a wide variety of tools and strategies that students can use to identify and assess their own strengths, needs and areas of interest. Creating opportunities for students to participate in this part of the IPP process will help students learn about themselves and advocate for their own exceptional education needs.

For more information

See Chapter 3: *Supporting Student Participation* for more information and sample tools for student participation.

Parents should also be involved in identifying their child's strengths and areas of need. Parents can often provide information and insight in areas such as:

- personality traits
- family and educational history that impacts the student's present learning situation
- interests, talents and desires
- family aspirations and goals for their child
- assistance that the family can provide at home to reinforce and extend skills and concepts

3. Chart reproduced from *Bright Futures Resource Book: Education of Gifted Students* (1996) (p. 30) with the permission of the State of Victoria, Department of Education and Training. Copyright is vested in the State of Victoria, Department of Education and Training. "To the extent permitted by law the State of Victoria (Department of Education and Training) excludes all liability for any loss or damage, however caused (including through negligence) which may be directly or indirectly suffered in connection with the use or publication of, or reliance on, the copyright materials owned by the State of Victoria that are in this publication."

- community involvement, such as music lessons, that could support and enrich the student's learning.

Appendices

See Appendix 11-A for a sample set of questions that parents can consider.

For more information

See *The Journey: A handbook for parents of children who are gifted and talented* (Alberta Learning, 2004), available at [www.education.gov.ab.ca/k\\_12/curriculum/resources/TheJourney/journey.asp](http://www.education.gov.ab.ca/k_12/curriculum/resources/TheJourney/journey.asp), for information and sample strategies that parents can use to be involved in the IPP process for their child who is gifted.

## Measurable goals and objectives

Students who are gifted typically have a smaller number of IPP goals than other students with special education needs. Students in grades one and two might have a single goal, students in grades three through 11 might have two or three goals and students in their last year of senior high school might have a single goal focused on transition. Many of the short-term objectives of each goal often tend to be related, rather than sequential.

For more information

For more information on determining goals, see Chapter 7: *Making Goals Meaningful, Measurable and Manageable*.

Students who have a disability in addition to their giftedness may require a larger number of goals than other students who are gifted. When developing goals, the learning team should begin with strength goals and then move to supporting goals.

When developing goals, the learning team needs to be alert to possible mismatches in expectations and abilities. For example, a very young student who is gifted might have strong skills in developing stories and persuasive arguments but his written expression may be hampered by his ability to handwrite or keyboard. In this case, the student's current fine motor skills are actually developmentally appropriate; it is his advanced narrative skills that are causing the mismatch. Therefore, it would be developmentally inappropriate to have this student attempt to become more adept at handwriting or keyboarding. A more appropriate goal would focus on identifying effective ways for the student to record and communicate, such as using appropriate assistive technology or graphic representation. In the same vein, a student who is gifted in a specific area, such as mathematics, should not be expected to excel in nonstrength areas, such as language arts or artistic expression. Average performance in a specific subject should not be considered a weakness and should not be a focus of an IPP goal.

Example

For examples of measurable goals and objectives, see Sample IPP 1, pages 23–29 and Sample IPP 2, pages 30–34.

It is important to involve students who are gifted in setting IPP goals and monitoring their progress as much as possible. Participating in their own goal setting helps students who are gifted to:

- practise higher-order thinking
- engage in metacognitive thinking
- take more ownership for their learning
- set realistic expectations and temper perfectionism
- celebrate and value their gains and progress
- become more motivated and take increased responsibility for future learning.

For more information

For sample strategies and tools for building student participation, see Chapter 3: *Supporting Student Participation*.

Students need varied opportunities to learn about and explore goal setting, in addition to the IPP process.

Student involvement in their own goal setting can be promoted:

- as part of an ongoing process
- in learning logs, journals and communication books
- through individual student-teacher conferences
- during class time, within specific subject areas or types of learning activities (e.g., spelling, keyboarding, study skills, mathematics, research projects, physical education, music) or in areas of personal growth (e.g., leadership skills, self-management, organization)
- in classroom discussions and celebrations of individual and group accomplishments
- by teachers and other adults modelling how they use the goal-setting process in their own work and personal lives.

As students become more involved in goal setting, they learn that goals need to be both realistic and optimistic for maximum benefit. High achieving students who are gifted sometimes strive for excellence or goals that may not seem reasonable from another person's perspective but may be entirely possible for that student.

It is helpful to focus on making goals specific and measurable, especially for students new to goal setting or those who have unrealistic expectations for themselves. For example, help a student transform a vague goal such as "I will be fast at keyboarding" into a more measurable goal such as "By January 30, I will keyboard at 25 words per minute on three trials on Superkey."

As students learn the process and language of goal setting, they also learn that goals may be:

- adjusted at any time, according to changing circumstances
- related to many areas of life, including personal, athletic, financial and organizational

- monitored through graphs, log books and other data-recording strategies
- short- or long-term (and long-term goals can be broken down into short-term objectives, as in plans for a long-term research project)
- set by an individual or a group.

## Evaluating student progress

Students may derive great satisfaction from meeting challenges or from focusing intensely on the process necessary to attain the goal. For some students who are gifted, the process of pursuing a goal to the best of their ability is so rewarding that actual attainment of the goal is of secondary importance.

When evaluating progress, it is important to consider the goals from the student's perspective. For example, a reflective student who takes much time to plan before beginning a project may be consolidating ideas and goals in a purposeful way, but not within the time generally allotted. Conversely, a learner who is curious and heads off to perform a task with little planning may return some time later with the task incomplete, but may have learned many other unexpected things as he or she attempted the task.

As much as possible, students who are gifted should be involved in evaluating their own progress. Often a completed project will be assessed for the demonstration of certain skills or understandings related to a goal. Students can help create criteria or rubrics to evaluate these products and measure their own progress.

Be cautious using test or term marks as main indicators of growth for students who are gifted. Many of these students may already have high averages (e.g., in the 90–98 percent range) and there is little benefit in focusing on moving a mark up only one or two points. It would be more productive and rewarding to focus on another kind of indicator.

## Coordinated services

The majority of students who are gifted may not require coordinated health-related services. If this is the case, this should be noted on the IPP. If students are receiving services, the IPP should include a brief description of these coordinated services, including the frequency and duration.

A number of students may access additional enrichment at the community level but it is not necessary that this information be documented on the IPP unless the school is coordinating this service. This might include specialized services such as mentorships or video conferencing.

## Medical information

This section of the IPP should include any information relevant to the student's learning needs. For example, it might include a summary of a report that confirms a diagnosis such as AD/HD and might indicate whether or not the student is on daily medication. *Only medical information directly relevant to the student's learning needs should be included on the IPP.*



Be sensitive regarding sharing diagnostic information such as AD/HD or mental health conditions on the IPP document. Some students may not be developmentally ready to understand their specific diagnoses although they may have a basic understanding of their individual needs. This information needs to be handled sensitively and on a case-by-case basis. It should also be indicated if there are no known medical issues at this time.

### Classroom accommodations and strategies

Required classroom accommodations must be listed on the IPP. Students who are gifted generally benefit from the use of accommodations and strategies that are especially tailored to support their particular learning strengths and preferences. Many of these strategies have been discussed in the differentiating instruction section of this chapter, pages 2 to 9.

#### Appendices

*See Appendix 11-B for a list of sample accommodations and strategies for students who are gifted.*

### Planning for transitions

Planning for transitions begins each September, at each grade level, and is an ongoing process throughout the school year. Planning involves identifying potential transitions, both big and small, and developing strategies for students and teaching staff that will ensure these transitions are smooth and effective.

### Year-end summary

The goal of the year-end summary is to ensure that students continue to build on their successes from school year to school year. Consider open-ended questions such as the following:

- What are the highlights and celebrations of this year?
- What worked well?
- What was not effective?
- What goals require ongoing focus next year?
- What new goals should be explored next year?

Like most parts of the IPP process, the year-end summary can be completed as a collaborative effort involving teachers, the student and parents.

### Sample IPPs

This chapter ends with two completed samples of IPPs that illustrate how essential information might be recorded on IPP documents for students who are gifted.

The first sample is for a student who excels in science and is attending a combined Grade 5/6 class in her neighbourhood school. This student was an active participant in her own IPP process and she completed the reviews of her own objectives—her comments are in a handwriting font on the sample.

The second sample is for a Grade 11 student who is managing her own IPP and is based on a sample IPP shared by Maria Pistotnik, Edmonton Catholic Schools. Working with a teacher-advisor, she set her own goal, which focuses on planning for transition, and recorded her own progress.

Appendices

*See Appendix 11-C for a sample IPP template for students who are gifted.*

Sample IPP 1 - Raina

<b>Individualized Program Plan</b>	
<b>Student Information</b>	
<b>Student:</b> Raina	
<b>Date of Birth:</b> January 01/19XX	<b>Age as of Sept. 1/200X:</b>
<b>Parents:</b> Kim and Trevor	<b>Date IPP Created:</b> September 200X
<b>Grade:</b> 5	<b>Eligibility Code:</b> 80 (gifted and talented)
<b>Background information: Classroom context</b>	
<b>IPP Coordinator and Classroom Teacher:</b> Ms. Teach	
<b>Additional IPP Team Members:</b> Ms. Read (teacher-librarian)	
Raina attends her neighbourhood school. She is in a combined Grade 5/6 classroom with 22 students.	
<b>Background Information: Student and parent involvement</b>	
September 28 - Raina chaired her first IPP meeting of the year and presented a mind map showing the five Grade 5 science topics and related subtopics she is interested in investigating this year.	
February 15 - Raina presented a 20-minute PowerPoint presentation of a classroom chemistry investigation at her learning conference. Her learning team had lots of interesting questions for her!	
June 15 - The final IPP meeting of the year was a telephone conference call with Raina, her parents, Ms. Teach and Ms. Read. Raina expressed satisfaction with her level of challenge this year and her parents were pleased she was able to pursue her passion in science more rigorously through independent investigations.	

## Sample IPP 1 - Raina (continued) page 2/6

<b>Strengths</b>		
<ul style="list-style-type: none"> <li>– enthusiastic, self-motivated learner</li> <li>– active participant in group activities, especially in science</li> <li>– applies previous learning to new situations</li> <li>– adept at using technology</li> <li>– enjoys reading complex science-related information</li> </ul>		
<b>Areas for growth</b>		
<ul style="list-style-type: none"> <li>– strategies for using inquiry approach so she can work more independently on science topics and projects that she is interested in</li> <li>– opportunities to develop and demonstrate patience with students who may learn differently or more slowly than she does</li> </ul>		
<b>Medical Conditions that Impact Schooling</b>		
<input checked="" type="checkbox"/> No current medical conditions that impact schooling		
<b>Coordinated Support Services</b>		
<input checked="" type="checkbox"/> None required at this time		
<b>Assessment Data (Specialized Assessment Results)</b>		
<b>Date</b>	<b>Test</b>	<b>Results</b>
November 200X Any Clinic Dr. Bright	WISC-IV	– very superior range in all four subscales

Sample IPP 1 - Raina (continued) page 3/6

Current Level of Performance and Achievement	Year-end Summary
September	June
<p>Raina identifies science as her passion and she scored 80+% on pretests of all five science units for the year. She expresses a strong interest in pursuing independent scientific investigations as an alternative to some classroom activities.</p> <p><i>Burns and Roe Informal Reading Inventory</i></p> <p style="text-align: right;">grade level equivalent</p> <p>reading recognition                      8.2 reading comprehension                 7.5</p> <p><i>Results from Grade 4 report card:</i></p> <ul style="list-style-type: none"> <li>– Language Arts (Grade 4)            A</li> <li>– Math (Grade 5)                        A</li> <li>– Social Studies (Grade 4)           A</li> <li>– Science (Grade 4)                    A</li> <li>– French (Grade 4)                     B</li> </ul>	<p>She completed at least two self-selected investigations for each science unit and her log book entries indicate she is developing strong question-asking skills, and is able to create hypotheses and reflect on her own learning. She received positive feedback from her study group and they asked many questions during her presentations. See also Raina’s June review for Goal #1.</p> <p>Raina reports she is finding challenge in both social studies and language arts.</p> <p><i>Results from Grade 5 report card:</i></p> <ul style="list-style-type: none"> <li>– Language Arts (Grade 5)            A</li> <li>– Math (Grade 6)                        A</li> <li>– Social Studies (Grade 5)            A</li> <li>– Science (Grade 5)                    A</li> <li>– French (Grade 5)                     B</li> </ul>
<b>Student Year-end Summary</b>	
<ol style="list-style-type: none"> <li>1. What are the highlights and celebrations of this year?</li> <li>2. What worked well?</li> <li>3. What was not effective?</li> <li>4. What will require ongoing focus next year?</li> <li>5. What new goals should be explored next year?</li> </ol> <ol style="list-style-type: none"> <li>1. <i>Presenting my investigation of weather warnings to my study group.</i></li> <li>2. <i>Not doing spelling and vocabulary gave me extra time for my investigations.</i></li> <li>3. <i>Sometimes I wanted to investigate topics that didn’t relate to the Grade 5 topics—this was frustrating!</i></li> <li>4. <i>I’d like to continue doing more scientific investigations.</i></li> <li>5. <i>I’d like to get a science mentor at the university.</i></li> </ol> <p><i>Raina</i></p>	

## Sample IPP 1 - Raina (continued) page 4/6

<b>Goal #1</b>		
<b>Long-term Goal:</b> By June 30, 200X, through evidence gathered in her learning log entries, Raina will demonstrate the ability to apply the six-step scientific investigation process.		
<b>Short-term Objectives</b>	<b>Assessment Procedures</b>	<b>Progress Review</b>
1. By October 30, Raina will demonstrate an understanding of what a research question is by generating a list of potential research questions related to the science units under study.	– list of research questions measured against class criteria for “power thinking questions”	October 15, 200X <i>I made a list of 20 powerful questions for the Wetlands Unit.</i> <i>Raina</i>
2. By February 28, Raina will demonstrate an understanding of the six-step scientific investigation process by creating plans for at least one scientific investigation in each science unit under study this term.	– two scientific investigation action plans measured against class criteria for “action plans for investigation”	February 15, 200X <i>I made detailed plans for three investigations this term.</i> <i>Raina</i>
3. By June 20, Raina will demonstrate the ability to reflect on and analyze results by creating and maintaining a learning log for each scientific investigation.	– analysis of three log books to be done collaboratively by Raina and Ms. Read using student-generated criteria – feedback from science study group	May 15, 200X <i>I shared my three log books with my science study group—they said they learned lots from my work.</i> <i>Raina</i>
<b>Accommodations and strategies to support this goal</b>		
<ul style="list-style-type: none"> <li>– Instruction and guided practice in six-step scientific investigation process               <ol style="list-style-type: none"> <li>1. Define problem</li> <li>2. State hypothesis</li> <li>3. Develop and carry out plan</li> <li>4. Collect data</li> <li>5. Analyze and interpret results</li> <li>6. Reflect on learning</li> </ol> </li> <li>– Regularly-scheduled conferences to review learning log with teacher-advisor (e.g., 1/week)</li> <li>– Designated space in school science project room</li> <li>– Participation in cross-grade science study group 1/month</li> <li>– Opportunities to share learnings from investigations with classmates</li> </ul>		

Sample IPP 1 - Raina (continued) page 5/6

<b>Goal #2</b>		
<b>Long-term Goal:</b> By June 30, 200X, Raina will choose or make suggestions for more challenging assignments at least three times in each unit of study in social studies and language arts.		
<b>Short-term Objectives</b>	<b>Assessment Procedures</b>	<b>Progress Review</b>
1. By October 30, Raina will choose the higher-order thinking assignments on any tiered assignment.	– student record of challenge assignments in social studies and language arts	October 30 <i>I like Ms. Teach's tic-tac-toe activity organizers in language arts and social studies. I can always find at least one interesting assignment.</i> Raina
2. By March 30, Raina will use Bloom's taxonomy to generate higher level learning activities that will challenge her.	– student record of suggestions for modifying assignments—to be discussed with teachers in 1:1 conference	March 15 <i>Sometimes it's not easy to find a new way to explore things. I find making a list of "big questions" about the topic helps.</i> Raina
3. By June 30, Raina will meet with teacher at the beginning of a unit and identify three strategies for "going deeper" in selected learning outcomes for that unit.	– student/teacher list of strategies for two units	June 5 <i>I liked meeting with Ms. Teach at the beginning of language arts and social studies units to figure out ways I could "stretch" my learning.</i> Raina
<b>Accommodations and strategies to support this goal</b>		
<ul style="list-style-type: none"> <li>– Advanced level novel study (Grade 8) and access to resource material at higher reading level</li> <li>– Access to class computer, library resources</li> <li>– Instruction and opportunity to work with Bloom's taxonomy</li> <li>– Regular use of tiered assignments</li> </ul>		

## Sample IPP 1 - Raina (continued) page 6/6

**Additional accommodations and strategies**

- Compact spelling instruction to create extra time for independent project work
- Work with Grade 6 learning group in math

**Planning for Transition**

- In next school year, Raina will do Grade 7 math by distance education and will continue to participate in selected problem-solving activities with her Grade 6 peers.
- During Grade 6 year, Raina and her parents will explore options for junior high placements that will best meet Raina's exceptional learning needs.

**Signatures**

I understand and agree with the information contained in this Individualized Program Plan.

\_\_\_\_\_

Student

\_\_\_\_\_

Date

\_\_\_\_\_

Parents

\_\_\_\_\_

Date

\_\_\_\_\_

IPP Coordinator/Teacher

\_\_\_\_\_

Date

\_\_\_\_\_

Principal

\_\_\_\_\_

Date



Sample IPP 2 - Holly

<b>Individualized Program Plan</b>	
<b>Student Information</b>	
<b>Student:</b> Holly S.	
<b>Date of Birth:</b> April 28, 19XX	<b>Age as of Sept. 1/200X:</b> 16 years, 4 mos.
<b>Parents:</b> John and Mabel	<b>Date IPP Created:</b> September 30, 200X
<b>Grade:</b> 11	<b>Eligibility Code:</b> 80 (gifted and talented)
<b>Background information: Classroom context</b>	
<b>School:</b> Any Senior High	
<b>IPP Coordinator and Classroom Teacher:</b> Ms. Future	
<b>Additional IPP Team Members:</b> Ms. Research (Teacher-Librarian) and Ms. Post Sec, (Counsellor) will provide support on an as-needed basis.	
<b>Background Information: Student and parent involvement</b>	
<p><i>I met with Ms. Future on September 12 and we worked out a plan for career exploration. We will meet for 30 minutes once a month (11:30 on first Tuesday of month) to discuss how I am doing with my career portfolio development. H.S.</i></p> <p><i>I shared my career portfolio (as a work in progress!) at my March learning conference. H.S.</i></p>	

## Sample IPP 2 - Holly (continued) page 2/5

<b>Strengths</b>		
<ul style="list-style-type: none"> <li>– self-motivated learner</li> <li>– enjoys working independently</li> <li>– many interests</li> <li>– adept at using technology</li> <li>– receiving appropriate challenge in core subject areas through IB program</li> </ul>		
<b>Areas for growth</b>		
<ul style="list-style-type: none"> <li>– strategies for narrowing career options in order to begin researching and choosing potential post-secondary programs</li> </ul>		
<b>Medical Conditions that Impact Schooling</b>		
<ul style="list-style-type: none"> <li>– seasonal allergies that may affect attendance</li> </ul>		
<b>Coordinated Support Services</b>		
<input checked="" type="checkbox"/> None required at this time		
<b>Assessment Data (Specialized Assessment Results)</b>		
<b>Date</b>	<b>Test</b>	<b>Results</b>
April 200X Any Clinic Dr. Bright	WISC-IV	– very superior range in all four subtests

Sample IPP 2 - Holly (continued) page 3/5

Current Level of Performance and Achievement		Year-end Summary	
September		June	
<p><i>Career Development</i> I feel overwhelmed with my career choices and have no idea what kind of university program I want! H.S.</p> <p><i>Academic</i> Final marks - Grade 10 I'm maintaining a 94% average.</p>		<p><i>Career Development</i> I have a much clearer idea of where I'm going in terms of a career and I've narrowed my university choices down to four. H.S.</p> <p><i>Academic</i> Final marks - Grade 11 My current term average is 94%.</p> <ol style="list-style-type: none"> <li>1. What are the highlights and celebrations of this year? <i>I collected lots of information in my portfolio that I can use in my scholarship applications next fall.</i></li> <li>2. What worked well? <i>It helped to see sample portfolios that other students had done.</i></li> <li>3. What was not effective? <i>Sometimes all the library computers were booked—this was frustrating.</i></li> <li>4. What will require ongoing focus next year and what new goals should be explored next year? <i>I'd like to do a mentorship next year with someone at the university working in linguistics and/or anthropology. I think this would help me get a better picture of the type of work that is possible in these fields of study. H.S.</i></li> </ol>	
Differentiated Learning and Teaching Accommodations			
<p><b>Content</b></p> <p>Make it more</p> <p><input type="checkbox"/> abstract</p> <p><input checked="" type="checkbox"/> complex</p> <p><input checked="" type="checkbox"/> interrelated</p> <p><input type="checkbox"/> constrained</p> <p><b>Assessment</b></p> <p><input type="checkbox"/> collaboratively developed rubric</p> <p><input checked="" type="checkbox"/> <u>student developed criteria for portfolio</u></p>	<p><b>Process</b></p> <p><input checked="" type="checkbox"/> Flexible pacing <u>through IB program</u></p> <p><input type="checkbox"/> Selected compacting</p>	<p><b>Products</b></p> <p><input checked="" type="checkbox"/> <u>independent research project</u></p> <p><input type="checkbox"/> _____</p>	<p><b>Environment</b></p> <p><input type="checkbox"/> Cluster grouping</p> <p><input type="checkbox"/> Pull-out classes</p> <p><input type="checkbox"/> Out-of-grade placement</p> <p><input type="checkbox"/> Online courses</p> <p><input checked="" type="checkbox"/> Special projects <u>career portfolio development</u></p> <p><input type="checkbox"/> Mentorship</p>

## Sample IPP 2 - Holly (continued) page 4/5

<b>Goal #1</b>		
<b>Long-term Goal:</b> <i>By June 30, I will demonstrate an in-depth understanding of my learning strengths, potential career choices and related post-secondary programs through a career portfolio.</i>		
<b>Short-term Objectives</b>	<b>Assessment Procedures</b>	<b>Progress Review</b>
1. <i>By November 30, I will demonstrate an understanding of my own learning strengths and interests through my personal reflections on my in-depth learning and interest inventory.</i>	<ul style="list-style-type: none"> <li>– <i>completed learning inventories</i></li> <li>– <i>1:1 conference with teacher/career advisor</i></li> </ul>	<p>November 15</p> <p><i>I found lots of great sites on the Internet to build my learning inventory. I found it quite interesting and I'm surprised how much. H.S.</i></p>
2. <i>By March 30, I will identify four to six potential careers from my learning profile. I will begin to research each of these potential careers.</i>	<ul style="list-style-type: none"> <li>– <i>list of four to six potential careers and reflections of how they align with my strengths, interests and passions</i></li> <li>– <i>1:1 conference with teacher/career advisor</i></li> </ul>	<p>March 30</p> <p><i>I was able to narrow my choices down to six potential careers (although three of them are hyphenated titles and combine two or three careers!). H.S.</i></p>
3. <i>By June 30, I will identify four potential post-secondary programs that could support my current career focus.</i>	<ul style="list-style-type: none"> <li>– <i>list of four potential post-secondary programs and explanation of how each could support my identified career goals</i></li> <li>– <i>1:1 conference with teacher/career advisor</i></li> </ul>	<p>June 30</p> <p><i>I'm excited about the four post-secondary programs I've identified! I'll be writing to start applying for admission and scholarships next fall. H.S.</i></p>
<p><b>Final review of goal</b></p> <p>Holly's presentation of her career portfolio indicates that she has a clear vision of her potential career choices and the related training needed to support these choices. Her reflections in the portfolio demonstrate that she is able to critically reflect on her own interests and experiences, and link this to potential career choices. Her portfolio is an inspiring model for other students. Ms. Future</p>		

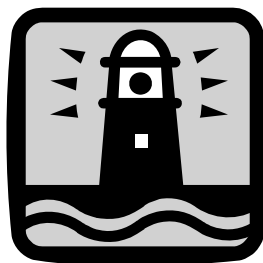
Sample IPP 2 - Holly (continued) page 5/5

<b>Planning for Transition</b>	
<ul style="list-style-type: none"> <li>• <i>Next year I have to apply for admission to university programs plus apply for scholarships. H.S.</i></li> </ul>	
<b>Year-end Summary from Teacher-advisor</b>	
<p>From our 1:1 monthly discussions this year, it is evident that the IB courses provided Holly with appropriate challenge and opportunities to pursue content in complex and interrelated ways. She has become quite skillful at developing meaningful and measurable criteria for independent projects, and she reports that this self-assessment strategy helps her create better plans and reflect more critically on her own learning.</p> <p>The whole career portfolio development process has helped her focus her planning for post-secondary. I support her request for a mentorship next year and will help her identify a potential placement for the beginning of the term.</p>	
<b>Signatures</b>	
I understand and agree with the information contained in this Individualized Program Plan.	
_____ Student	_____ Date
_____ Parents	_____ Date
_____ IPP Coordinator/Teacher-advisor	_____ Date
_____ Principal	_____ Date



## Appendices

# Planning for Students Who are Gifted



These tools are available in PDF format at [www.education.gov.ab.ca/k\\_12/special\\_needs/resource.asp](http://www.education.gov.ab.ca/k_12/special_needs/resource.asp) and on the CD-ROM packaged with the print version of this resource.

The purpose of these sample tools is to enrich the IPP process. These tools should be used selectively and can be adapted to best meet the needs of individual students. Many of these tools will be used informally as part of the IPP development process and not as products for the student's permanent school record.

- 11-A Sample Parent Perspective
- 11-B Differentiated Learning and Teaching Accommodations for Students Who are Gifted
- 11-C Sample IPP Template



Appendix 11-A

# Sample Parent Perspective

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

Parent's Name: \_\_\_\_\_

As part of your child's learning team, you can provide information for your child's individualized program planning (IPP) process. Please use the questions below as a beginning and bring these sheets to your child's IPP meeting. Thank you.

1. What do you feel are your child's strengths and exceptional gifts?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What do you feel are the important areas of growth for your child this year? (Are there academic, social or emotional areas in which he or she needs to develop?)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Please describe skills that your child uses at home regularly (e.g., reading, making crafts, using computers, etc.).

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This appendix adapted with permission from Red Deer Catholic Regional Division #39, "Individual Program Planning--Sheet for Parents" (Red Deer, Alberta).





Appendix 11-A

Sample Parent Perspective  
(continued) page 2/3

4. Does your child have any behaviours that are of concern to you or other family members? If so, please describe.

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5. What are your child's favourite activities?

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6. What are your child's special talents or hobbies?

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7. What are your major hopes for your child this year?

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Sample Parent Perspective  
(continued) page 3/3

8. What are your child's goals and dreams for the future?

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9. Is there other information that would help us gain a better understanding of your child?

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10. Are there any concerns that you would like to discuss at the next IPP meeting?

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Appendix 11-B

## Differentiated Learning and Teaching Accommodations for Students Who are Gifted

	Mathematics	Language Arts	Science	Social Studies	
✓	✓	✓	✓	✓	Content
					Make activities more complex (e.g., comparative studies, more variables)
					Accelerate activities from concrete to abstract, move quickly
					Modify outcomes from a higher grade level
					Extend activities beyond the regular program of studies
					Increase range and variety of topics available
					Increase quantities of information available
					Increase the variety of information available
					Use tiered assignments according to student readiness
					Investigate related themes or ideas from various disciplines
					Explore related ethical issues
					Do an in-depth study of a related self-selected topic
					Develop expanded library research skills
					Develop expanded Internet research skills

This appendix adapted with permission from the work of David Harvey, Elk Island Public Schools Regional Division No. 14 (Sherwood Park, Alberta, 2005).



## Differentiated Learning and Teaching Accommodations for Students Who are Gifted (continued) page 2/6

	Mathematics	Language Arts	Science	Social Studies	
✓	✓	✓	✓	✓	Process
					Use pretesting to reduce or eliminate unnecessary learning activities
					Decrease the amount of review
					Decrease the amount of repetition
					Organize mini-tutorials
					Develop a learning contract
					Compact curriculum (e.g., at class, small group or individual level)
					Use computer-based instruction (e.g., distance learning, The Learning Equation)
					Create opportunities for higher level thinking skills
					Increase time span for assignments
					Increase opportunities for primary research and data collection
					Increase opportunities for in-depth discussion
					Increase opportunities for in-depth reflection
					Increase the diversity of problem-solving opportunities
					Emphasize inquiry processes
					Use mentorship
					Create opportunities to use creativity (e.g., fluency, flexibility, originality, elaboration)
					Create simulations
					Increase opportunities for application to real-world situations
					Use more inductive thinking (e.g., working from the specific to the general)
					Use more deductive thinking (e.g., working from the general to the specific)







Appendix 11-B

Differentiated Learning and Teaching Accommodations  
for Students Who are Gifted  
(continued) page 5/6

	Mathematics	Language Arts	Science	Social Studies	
✓	✓	✓	✓	✓	Physical Environment
					Create interest centres that are available throughout the school day
					Increase access to computer laboratory
					Increase access to library
					Increase access to diverse materials and resources
					Share examples of excellence and exceptional achievement
					Increase access to community resources (e.g., colleges, universities, labs)
✓	✓	✓	✓	✓	Social and Psychological Environment
					Flexible grouping
					Partner and small group work
					Ability grouping for some tasks
					Interest grouping for some tasks
					Independent work
					Create opportunities for exchange of ideas
					Encourage intellectual risk taking
					Design self-pacing learning opportunities
					Create opportunities for self-reflection
					Offer choice
					Encourage risk taking and experimentation
					Organize self-directed learning that incorporates pursuit of interests
					Explore opportunities for leadership







Appendix 11-C

## Sample IPP Template

<b>Individualized Program Plan</b>	
<b>Student Information</b>	
<b>Student:</b>	<b>Age as of Sept. 1/200X:</b>
<b>Date of Birth:</b>	<b>Date IPP Created:</b>
<b>Parents:</b>	<b>Phone #:</b>
<b>Grade:</b>	<b>Eligibility Code:</b>
<b>Background information: Classroom context</b>	
<b>School:</b> <b>IPP Coordinator/Teacher-advisor:</b> <b>Additional IPP Team Members:</b>	
<b>Background Information: Student and parent involvement</b>	



Appendix 11-C

Sample IPP Template  
(continued) page 2/5

<b>Strengths</b>		
<b>Areas for growth</b>		
<b>Medical Conditions that Impact Schooling</b>		
<input type="checkbox"/> No current medical conditions that impact schooling		
<b>Coordinated Support Services</b>		
<input type="checkbox"/> None required at this time		
<b>Assessment Data (Specialized Assessment Results)</b>		
<b>Date</b>	<b>Test</b>	<b>Results</b>



Appendix 11-C

Sample IPP Template  
(continued) page 3/5

<b>Current Level of Performance and Achievement</b>	<b>Year-end Summary</b>		
<b>September</b>	<b>June</b>		
	<ol style="list-style-type: none"> <li>1. What are the highlights and celebrations of this year?</li> <li>2. What worked well?</li> <li>3. What was not effective?</li> <li>4. What will require ongoing focus next year?</li> <li>5. What new goals should be explored next year?</li> </ol>		
<b>Differentiated Learning and Teaching Accommodations</b>			
<p><b>Content</b></p> <p>Make it more</p> <p><input type="checkbox"/> abstract</p> <p><input type="checkbox"/> complex</p> <p><input type="checkbox"/> interrelated</p> <p><input type="checkbox"/> constrained</p> <p><b>Assessment</b></p> <p><input type="checkbox"/> collaboratively developed rubric</p> <p><input type="checkbox"/> _____</p> <p>_____</p>	<p><b>Process</b></p> <p><input type="checkbox"/> Flexible pacing</p> <p>_____</p> <p><input type="checkbox"/> Selected compacting</p> <p>_____</p>	<p><b>Products</b></p> <p><input type="checkbox"/> _____</p> <p>_____</p> <p><input type="checkbox"/> _____</p> <p>_____</p>	<p><b>Environment</b></p> <p><input type="checkbox"/> Cluster grouping</p> <p><input type="checkbox"/> Pull-out classes</p> <p><input type="checkbox"/> Out-of-grade placement</p> <p><input type="checkbox"/> Online courses</p> <p><input type="checkbox"/> Special projects</p> <p><input type="checkbox"/> Mentorship</p>



Appendix 11-C

Sample IPP Template  
(continued) page 4/5

<p><b>Goal #</b> ___</p> <p><b>Long-term Goal:</b></p>		
Short-term Objectives	Assessment Procedures	Progress Review
1.		
2.		
3.		
<p><b>Accommodations and strategies to support this goal</b></p>		
<p><b>Final review of goal</b></p>		



Appendix 11-C

Sample IPP Template  
(continued) page 5/5

<b>Planning for Transition</b>	
<b>Year-end Summary from IPP Coordinator/Teacher-advisor</b>	
<b>Signatures</b>	
I understand and agree with the information contained in this Individualized Program Plan.	
_____ Student	_____ Date
_____ Parents	_____ Date
_____ IPP Coordinator/Teacher	_____ Date
_____ Principal	_____ Date



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