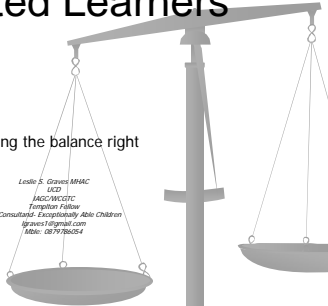


Talented Teaching for Talented Learners



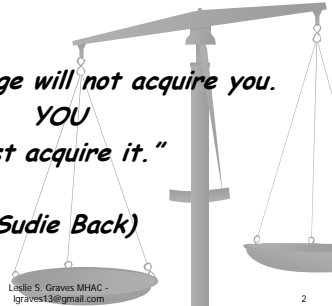
Getting the balance right

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"BE CURIOUS ALWAYS!"

*"For knowledge will not acquire you.
YOU
must acquire it."*


(Sudie Back)



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A little History and Perceptions

- Ancient History
 - The Bible
 - Caesar
- Leta Hollingworth
- Terman
- Sputnik

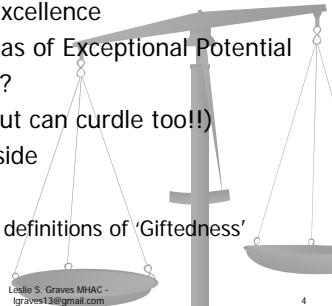


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Perceptions/Myths

- How we view Excellence
- Many kinds/areas of Exceptional Potential
- One size fits all?
- Cream Rises (but can curdle too!!)
- Finding Bright side

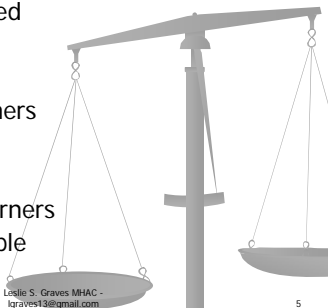
There are over 180 definitions of 'Giftedness'



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Many Definitions

- Gifted & Talented
- Able
- High Achievers
- Advanced Learners
- Bright
- Bright sparks
- Exceptional Learners
- Exceptionally Able

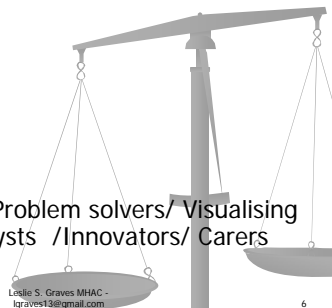


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Why Provide?

- Inclusion
- Equality
- Humane
- Moral/Ethical
- Society
- National/Global

Critical thinkers/Problem solvers/ Visualising
forseers/ Catalysts /Innovators/ Carers



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A Legislative Background

- SERC Report 1993-definition
- 1998 Education Act. — definition/classific
- Revised Curriculum - recommendation
- Disability Act 2004. - exclusion
 - NDA Agenda 1/04- - recommendation
- NCCA Guidelines and inclusion under 'Special Educational Needs' (2006)
 - Discussion paper
 - Guidelines for Exceptional Children (shoe)

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SERC REPORT 1993

'A continuum of education provision for students with SEN favouring --- 'As much integration as possible and feasible with as little segregation as is necessary'

It defined students with special educational needs as including all those whose disabilities and/or circumstances prevent or hinder them from benefiting adequately from the education which is normally provided for students of the same age, or for whom the education which can generally be provided in the mainstream classroom is not sufficiently challenging.

(Report of the Special Education Review Committee, Stationery Office, Dublin, October 1993, SERC Report.)

It laid out 7 different categories of Exceptional Ability.

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1998 Education Act

The Act would provide for the education of every person in the state including those with disabilities *and/OR ANY* other special educational needs. (separates definitions of disability and special educational needs)

However, it included disability under the definition of Special Educational Needs stating:

'A special educational need is defined as the needs of those who have a disability or are exceptionally able.'

It would imply that 'special educational need' would carry the function of an 'umbrella term' recognising the continuum of or spectrums of need.

Notwithstanding this, exceptionally able were still not included on the subsequent circulars to schools stating provision of resource hours or material for special needs populations.

Revised Curriculum carries the same statement found in the 1993 SERC, relating to the right to provision for those students for whom the mainstream classroom is not challenging enough

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2004 and Disability ACT

Wording within the Act, was inclusive of disability, and many conditions, syndromes and learning deficits or disabilities, protecting rights and provisions for those living with these and their special educational needs. It failed to follow on through to encompass or include the continuum or spectrum of need, which was the intention within the 1998 Act. ie the range of Exceptional Ability, and exceptionally able with co-morbid conditions.

It gives the following definitions:

It defines Special Educational Needs as:
 : meaning in relation to a person, a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in **a person learning differently** from a person without that condition and cognate words shall be construed accordingly.

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EPSEN Act 2004

Disability. The end of the EPSEN Act contains the following amendment to 1998 Act defining 'Disability':

'meaning, in relation to a person, a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition and cognate words shall be construed accordingly.'

The similarity in these two definitions implies that 'Disability' and 'Special Educational Needs' are now one and the same.

If we, and other educational bodies acknowledge that the Exceptionally Able are/have Special Educational Needs, then the EPSEN Act has essentially labelled this group of children as 'Disabled'

I can tell you that there are many parents out there, at this point that would agree that

'The capacity of their children to participate in and benefit from education on account of a condition which results in their learning differently from others' has DEFINITELY 'restricted' their capacity to learn or reach their full potential.'

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NDA 2004

This discrepancy in use of definitions lead the NDA (issue 1/04) to recommend:

'The EPSEN draft 2003 as currently drafted has a more restrictive definition than those in the Act of 1998. In the absence of a single definition used consistently across all sectors of the education system, fractures gaps inconsistencies and inequalities will result. The NDA recommends that the definition of special educational need and disability from the Education Act of 1998 should be used consistently across education legislation.'

To date this has not happened, and EA's remain in a grey area in regards to provision, inclusion, rights and equality.

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NCCA/SESS/NCTE 2004-2008

2004- SESS acknowledges EA's as children with SEN with web publication and information.

2008- SESS begin project with secondary schools to develop best practice strategies for Irish system.

2005-2007- NCCA in collaboration with CCEA (cross boarder), produce 'Guidelines for Teachers of Exceptionally Able Students.' They acknowledge on website: '*Students who are classified as exceptionally able belong on a continuum of students with special educational needs.*'

2006-2008- NCTE acknowledge EA's as special need on Scoilnet and NCTE sites. Develop page on ICT use in providing for Exceptionally Able.

2008-NCTE – begin project to populate their Scoilnet Resource Kit website area with useful websites and ICT support to further assist educators of exceptionally able students.

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Characteristics and Identification

May show some, but not all

- **Very Young Child**
 - Shows early independence
 - Is extremely curious
 - Learns to read (often well before school age)
- **School Child**
 - Possesses superior powers of reasoning, abstraction, generalization and comprehension
 - Has great intellectual curiosity and exceptional memory
 - Learns easily and rapidly with a broad attention span when interested
 - Is superior in the quantity and quality of vocabulary compared with their peers
 - Has ability to do effective work independently
 - Exhibits keen powers of observation
 - Shown initiative and originality in intellectual work
 - Has great interest in the nature of man and the universe (problems of origins and destiny, etc.)
 - Possesses unusual imagination
 - Follows complex directions easily
 - Is a rapid reader, having reading interests which cover a wide range of subjects
 - Is superior in mathematics, particularly in the area of problem solving
 - Enjoys dealing with large numbers at an early age
 - Responds well to new approaches to school work

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Flip sides

<p><u>Strength</u></p> <ul style="list-style-type: none"> ■ Sensitive ■ Versatility ■ Creativity, Inventiveness ■ Long Attention Span ■ Verbal Skills 	<p><u>Possible Problems</u></p> <ul style="list-style-type: none"> ■ Extreme Sensitivity to Criticism or peer rejection ■ Appears disorganised scattered frustrated over lack of time ■ Escape into fantasy, rejection of norms, may be seen as disruptive ■ Tunnel vision, resists interruption stubbornness, resists duties ■ Talks to much, talks above the heads of his or her peers
--	---

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Flip Sides

<p><u>Strength</u></p> <ul style="list-style-type: none"> ■ Preference for Complexity ■ Retains/Acquires information easily ■ Prefers individualised work, Independent ■ Critical Thinking 	<p><u>Possible Problems</u></p> <ul style="list-style-type: none"> ■ Resistance to simple solutions, constructs complicated rules, bossy ■ Inaccuracy, sloppiness, impatient with others, (dislikes basic routine) ■ Inability to accept help from peers, nonconformist, reliant on self ■ Critical of others, perfectionism, unreasonable standards for self
--	---

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Hidden, or (In)Visible Gifted Special populations

- ESL Learners
- Culturally distinct
- Girls
- Learning Challenged/Dual Exceptional
- Disadvantaged
- Underachievers
- Physically Challenged

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Identification and Assessment

(a question of measure and pain)
does the shoe fit
or does it not

- Ceilings and Assessment
- Degrees of ability and need
- ADS

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Re-defined

“Giftedness is Asynchronous development in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm. This asynchrony increases with higher intellectual capacity. The uniqueness of the gifted renders them particularly vulnerable and requires modifications in parenting, teaching and counselling in order for them to develop optimally.”

The Columbas Group, 1991

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Different strokes for Different folks a variety of provisions for potential

- Multi-ability Classrooms (Differentiation)
- Mobile ability Classrooms (Pull outs, EA Unit in house (Gifted/EA Programming))
- Snakes and Ladders Classrooms
- Acceleration (18 different types)
- Specialist Intervention/AP type provision (advanced placement/mentor type/LD)
- Parents (untapped/unknown/underutilised resource)
- Special/Magnet School (EA specific)

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‘Different---+ iation’ not ‘masked’ repetition

- The daisy effect
- Layering
- Staggering
- Testing for Mastery/Extension
- Compacting/Expanding
- Clustering
- Research/Project work (group/individual)(ICT Collaboration – inter class/school/Nation/World)
- Mentoring/ ICT
- Concurrent Curriculum/ ICT
- Enrichment
- (Acceleration)

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Different- class/school structuring

- Simultaneous subject timetabling
- Multi-grade/year classrooms
- Streaming/by subject
- Access to ICT / Powerpoint
- Flexibility/Responsibility/Time w/Mentor
- Clubs/Activities/Special Interest/Subjects (lunchtime, or during class hours)
- School access to Olympiad/Young Scientist/Entrepreneur/AP courses (CTY1)
- After School High Interest Clubs

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Pull Out

- Group
- Resource teaching
- One on one
- Special Project/cluster/cross grade
- Special Unit within School/Gifted/EA Programming
- Time to decompress/de-stress rather than dis-stress.

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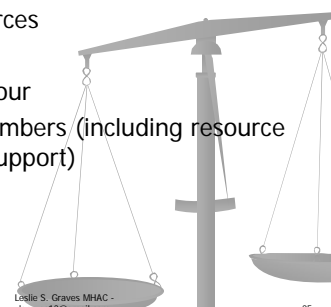
Effectiveness

- Identification and assessment of individual needs, strengths and interests
- Careful on going forward planning and programming.
- Dialogue with/inclusion of all parties concerned student/teacher/parent/(specialists)
- Research on individuals needs and available/accessible resources
- Openness to a range of interventions and provisions dependent on individual need
- Monitoring individual through IEP

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Practical Strategies coming from within

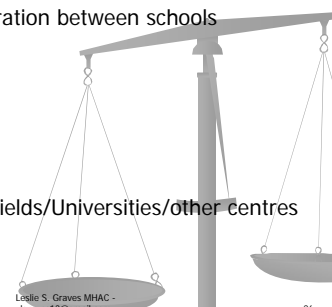
- Material resources
- Imagination
- Attitudes/humour
- Other staff members (including resource and learning support)



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Practical Strategies coming from without

- Teacher Collaboration between schools
- Website based
- Outside experts
- Contests
- Parents
- Paper/Books
- Experts in their fields/Universities/other centres
- Courses



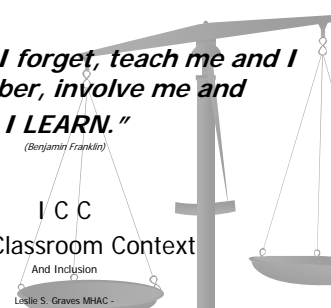
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Sample Strategies

Keeping the Spark alive

"Tell me and I forget, teach me and I remember, involve me and I LEARN."
(Benjamin Franklin)

ICC
Irish Classroom Context
(And Inclusion)

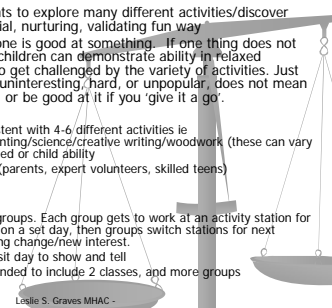


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Talent Discovery Day

A search for what we might be good at

- Purpose:** To allow students to explore many different activities/discover talents/use abilities in social, nurturing, validating fun way
- Learning outcome:** Everyone is good at something. If one thing does not suit, another might. Able children can demonstrate ability in relaxed environment, but may also get challenged by the variety of activities. Just because something looks uninteresting, hard, or unpopular, does not mean that you may not enjoy it, or be good at it if you 'give it a go'.
- Material needed:**
 - Choice of material consistent with 4-6 different activities ie construction/cooking/painting/science/creative writing/woodwork (these can vary dependent on year or need or child ability)
 - Facilitators for activities (parents, expert volunteers, skilled teens)
- Method:**
 - Divide class into 4-6(8) groups. Each group gets to work at an activity station for 3-6 weeks, once a week on a set day, then groups switch stations for next activity. Thus experiencing change/new interest.
 - Display/Parent/School visit day to show and tell
 - Activity can also be expanded to include 2 classes, and more groups

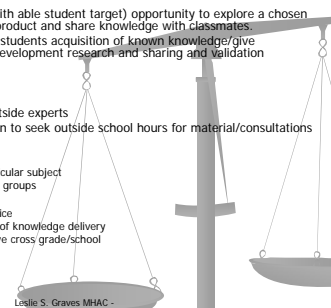


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Resident Experts

An opportunity to shine

- Purpose:** To give students (with able student target) opportunity to explore a chosen interest in depth, produce a product and share knowledge with classmates.
- Learning outcome:** Stretches students acquisition of known knowledge/give opportunities for discovery, development research and sharing and validation
- Materials:** May vary
- Computer/broadband
- Library
- Access to Mentor or other outside experts
- Dependent on age, permission to seek outside school hours for material/consultations
- Use:**
 - Can be used within any curricular subject
 - Can be adapted to most age groups
- Method:**
 - Choice grid or individual choice
 - Method of approach, choice of knowledge delivery
 - Individual/group/collaborative cross grade/school



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Destination Imagination

<http://www.idodi.org/>

Purpose: Collaborative/social interaction. Promote Problem solving and creativity through a high interest activity. Inclusion

Learning outcome: Working as part of a team. Use of imagination, Problem solving as a tool.

Materials: Dependent on task set

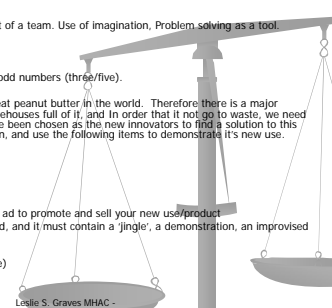
Method: Divide class into groups of odd numbers (three/five).

Name a task. "People no longer eat peanut butter in the world. Therefore there is a major surplus of the stuff. We have warehouses full of it, and in order that it not go to waste, we need to find a new use for it. You have been chosen as the new innovators to find a solution to this dilemma. You must find a solution, and use the following items to demonstrate it's new use.

A toilet paper roll
A piece of string
A piece of paper

You must also devise a television ad to promote and sell your new use/product. You must all have a part in this ad, and it must contain a 'jingle', a demonstration, an improvised performance, and a slogan.

You have 8 minutes (or choice of time)

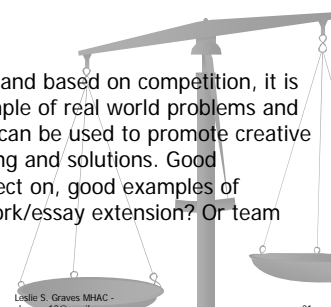


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Future Problem Solvers

- www.fpspi.org

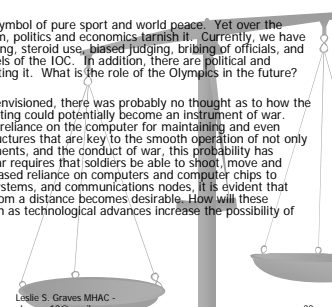
Not in Ireland yet, and based on competition, it is still a good example of real world problems and discussions that can be used to promote creative real world thinking and solutions. Good questions to reflect on, good examples of possible homework/essay extension? Or team work



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Sample questions from fps site

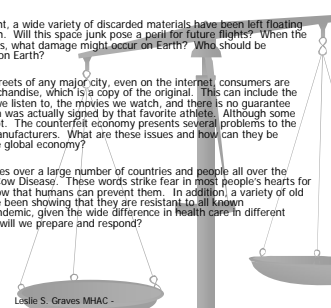
- Olympic Games**
 Once the Olympics was the symbol of pure sport and world peace. Yet over the years, we have seen terrorism, politics and economics tarnish it. Currently, we have professional athletes competing, steroid use, biased judging, bribing of officials, and corruption at the highest levels of the IOC. In addition, there are political and economic implications of hosting it. What is the role of the Olympics in the future?
- Cyber Conflict**
 When the Internet was first envisioned, there was probably no thought as to how the use of computers and computing could potentially become an instrument of war. However, with the increased reliance on the computer for maintaining and even operating the critical infrastructures that are key to the smooth operation of not only businesses, but also governments, and the conduct of war, this probability has become reality. The art of war requires that soldiers be able to shoot, move and communicate. With the increased reliance on computers and computer chips to operate vehicles, weapons systems, and communications nodes, it is evident that attacking those computers from a distance becomes desirable. How will these challenges be addressed even as technological advances increase the possibility of cyber warfare?



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Sample fps (2)

- Space Junk**
 Since the early days of space flight, a wide variety of discarded materials have been left floating in multiple orbits around the earth. Will this space junk pose a peril for future flights? When the discards fall to earth as meteorites, what damage might occur on Earth? Who should be responsible for the management on Earth?
- Counterfeit Economy**
 At the store in the mall, on the streets of any major city, even on the internet, consumers are bombarded with a variety of merchandise, which is a copy of the original. This can include the clothes on our backs, the music we listen to, the movies we watch, and there is no guarantee that the baseball in your bedroom was actually signed by that favorite athlete. Although some copies may be legal, many are not. The counterfeit economy presents several problems to the consumer, retailers, as well as manufacturers. What are these issues and how can they be addressed within the scope of the global economy?
- Pandemic**
 A pandemic is an illness that strikes over a large number of countries and people all over the world. SARS, Ebola, AIDS, Mad Cow Disease. These words strike fear in most people's hearts for good reason. We have yet to show that humans can prevent them. In addition, a variety of old germs, such as tuberculosis, have been showing that they are resistant to all known antibiotics. In the event of a pandemic, given the wide difference in health care in different countries all over the world, how will we prepare and respond?



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Thematic Friday

Purpose: To provide immersion/intensive involvement in an area of major strength/passion.

Learning outcome: Stretched in area of strength, opportunities to shine and be of value to other classmates. Students learn how one subject can be transported, be part of, and useful in other subject areas and how this is applied. Opportunities for teacher/process based identification. Opportunities for deep hands on learning.

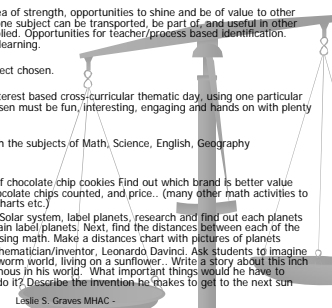
Materials: Varies dependent on subject chosen.

Description: Weekly or bi-weekly interest based cross-curricular thematic day, using one particular subject. Activities planned or chosen must be fun, interesting, engaging and hands on with plenty of variety.

Example: Mega Math day – Through the subjects of Math, Science, English, Geography


Could start with

- Math:** Using 5 different brands of chocolate chip cookies Find out which brand is better value dependent on number chocolate chips counted, and price. (many other math activities to this.. Averages/percents/charts etc.)
- Science:** Make a clay model of the Solar system, label planets, research and find out each planets distance from the sun, again label planets. Next, find the distances between each of the planets from each other using math. Make a distances chart with pictures of planets
- English:** Talk about a famous mathematician/inventor, Leonardo Davinci. Ask students to imagine an inch worm, in an inch worm world, living on a sunflower. Write a story about this inch worm as Mr. Measure, famous in his world. What important things would he have to measure? How would he do it? Describe the invention he makes to get to the next sun flower.



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Zome Tool Bubbles



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Number Spider

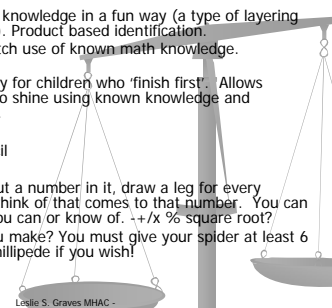
Purpose: To allow use of knowledge in a fun way (a type of layering catering for all abilities). Product based identification.

Learning outcome: stretch use of known math knowledge. Discovery.

Description: Good activity for children who 'finish first'. Allows children of all abilities to shine using known knowledge and thinking. Simple to use.

Material: Paper and pencil

Method: Draw a circle, put a number in it, draw a leg for every equation that you can think of that comes to that number. You can use any method that you can or know of. $+/x$ % square root? How many legs can you make? You must give your spider at least 6 legs, but he can be a millipede if you wish!



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Sidewinders- plants, nature and the wonder of numbers

Identify: areas where subjects can be connected to the world we live in..

Example: How do numbers and math relate to the world around us?

- Five, five fingers, leaves with five points, stars with five points within pentagons, cats face is a pentagon, animals paw is a pentagon, how many other places in nature do we find a connection to '5' (4 or 6 or 8 or 2)
- Can you draw a pentagram within a five pointed star? Can you draw a five pointed star within a pentagram?

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Mastery Spelling, Tiling, Super Sentences, Alphabet Antics

- Test for Spelling Mastery at beginning of week/month (repetition is a stressor)
- Plan for alternate spelling lists.
- Allow children who are 90% successful to choose new words from challenge list.
- Perhaps offer two alternate extra lists for remainder of class.

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Super Sentences

(Translations/history of language/spelling/social group work/stretching)
(Susan Winebrenner 1989)

Use: to stretch able linguists and others. Alternate Spelling list. Alternate homework, Great group activity, may also be used individually
 Materials needed: Dictionary, Thesaurus paper pencil

We live in a **GROTESQUE, HIDEOUS, DETERIORATED** old house, filled with **TORTUOUS, IMPENETRABLE** hallways which give me **EERIE, GHASTLY** feelings of **CLAUSTROPHOBIA** and **TREPIDATION**, especially when I hear the **FORMIDABLE CACOPHONY** of **BABLING** voices when no one is there.

List in table/chart form:

WORD/	PRONUNCIATION/	MEANING
Grotesque (adj)	gro tesk	distorted or absurd in appearance/shape

Sample Translation:
 We live near an absurd-looking, ugly, run-down old house, filled with twisting halls that are impossible to get through, which give me weird, frightened feelings of the fear of being in a closed-in place, especially when I hear the dreadful, horrible-sounding noise of foolishly talking voices when no one is there.

Do not evaluate work on chart, evaluation should be confined to students ability to provide a sensible translation.

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Alphabet Antics

(Ken Vinton, (1996)

In Depth exploration of the Alphabet. Materials needed: A library with reference books.

Example: Find out about the letter 'F'

Fun Facts - 'F' is a note on a musical scale. 'F' is a chemical symbol for Fluorine...

Project: Fracture is a famous story. Re write Fitting yourself in.

Find out about:

People	Places	Potpouri
Robert Frost	Fiji	Fingerprinting

Words:
 Face/fad/fake

Challenge words:
 Façade/fastidious/flamboyant

History (where the letter comes from): Phoenician
Ancient Script: (phoenician, old hebrew, early greek, classical greek, etruscan, early latin, Modern roman
More 'F' alphabets (visual): (signing, braille, flag code, morse code, Nato,
Draw: a picture containing 20 items beginning with 'F'

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Tiling (Math)

(Marcy Cook)

Use: Whole class, pairs, individual, for use with multi ability classrooms, develops thinking, concentration. (could be homework as well?)

Materials: Two strips of paper, cut into squares, with the digits 0-9. Either teacher calls out instructions, one at a time, or gives instruction sheet.

Example: Using one sets of digits 0-9, build this number:

Smallest
 Even
 8-digit number
 Multiple of 5
 The digit 9 is in the ten thousand's place
 An odd digit is in the ten's place

Allowing more able students to work through to the more challenging end of problem.

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Tiling (2)

(up the challenge/math terms use)

- With a partner (and two sets of tiles numbered 0-9) build this number:
- Largest
- 7-digit
- Palindromic
- Even number
- More than 50% of the digits are even
- The digit in the thousand's place is less than the number of sides on a pentagon

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Web Quests

- www.webquest
- Use as activity, hundreds in many subjects on the web, individual or for group
- www.thinkquest
- Use as project, hundreds sites developed by students in hundreds of subjects.. Rich in content. Allows students to enter and learn how to make their own sites and submit for entry into contests.
- Both sites are examples of sites that can be used to extend and enrich able student learning

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Internet

- Cyber clustering
- Interschool Project clustering
- International Collaborative work
- **www.Cogito.org (J.Hopkins) Interactive, international, mentoring website for gifted math and science youth, gifted youth forum.**
- Many organisational, academic and social advantages
- Cyber Mentoring

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The question of homework

Forward Planning/know your students profiles/Invite parents knowledge/work with them

- Not More of the same
- Not longer, harder worksheets (unless child likes these)
- One or two intriguing, problem solving or thinking, questions may be more appropriate.
- Use of Internet to dig deeper (become an expert).

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A Scary word ACCELERATION EXPLAINED (briefly)

To move forward faster

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18 Types of Acceleration

- Early admission to Kindergarten
- Early Admission to 1st Year
- Grade-Skipping
- Continuous progress
- Self-Paced Instruction
- Subject-Matter Acceleration/Partial Acceleration
- Combined Classes
- Curriculum Compacting
- Telescoping Curriculum

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18 types of Acceleration

- Mentoring
- Extracurricular Programs
- Correspondence Courses
- Early Graduation
- Concurrent Dual Enrollment
- Advanced Placement
- Credit by Examination
- Acceleration in College
- Early Entrance into Middle School, High School, or College

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Reasons for successful vs non-successful accelerates

- Correct match/identification
- School readiness
- Family readiness
- Student readiness
- Peer preparedness
- Whole school attitude
- On going support structures in place to facilitate smooth inclusion. Flexibility, vigilance, interest and continuity
- Use of instruments such as the Iowa acceleration scale to determine student readiness.

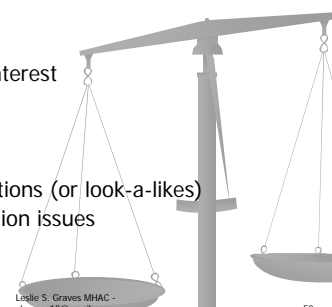
If these are missing, non-successful acceleration occurs (lack of planning and programming).



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Special Issues

- Sensitivity
- Naivety
- Hyper focused interest
- Frustration
- Energy/mobility
- Racing Minds
- Co morbid conditions (or look-a-likes)
- Sensory/Modulation issues
- Behavioural



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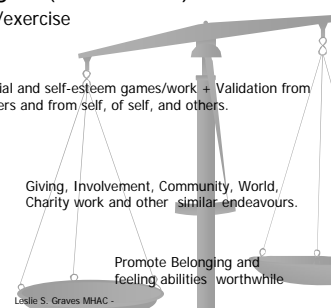
Issues/mobility/Frustration and sensitivities/social emotional coping strategies (Less stress).

- Move n sit cushions/exercise
- Ball chairs
- Artists rubbers
- Chew sticks
- Gum
- Blue tack
- Bendy hair curlers
- Paper clips
- Stress balls
- Music/earphones
- Weights/exercise

Social and self-esteem games/work + Validation from others and from self, of self, and others.

Giving, Involvement, Community, World, Charity work and other similar endeavours.


Promote Belonging and feeling abilities worthwhile



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The deficit Model


Inequality, integration and inclusion and degrees of exceptionality



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A need for Equality in SEN

- For Students
- For Teachers
- For Society

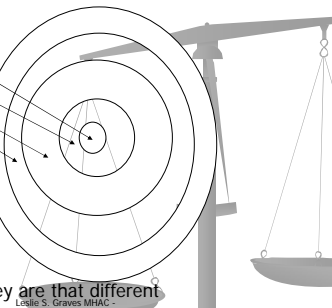


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'Special Needs'

- Norm
- 1 dev
- 2 dev
- 3 dev
- 4 dev
- 5 dev
- In any, many or all areas

They are that different



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The Teachers cart is Over- Loaded Suggested Counterweights for balance

- Book designers paid an incentive, or chosen for having extension material designed into their books, rather than teachers designing their own differentiation.
- ICT curricular extension units which can be easily and freely downloaded by teachers to aid differentiation for individual student(s)/groups (parallel curriculum)
STP's (student teacher partner's) gaining experience and giving a helping hand.
- Consultative facilitators assisting schools to become comfortable with using and designing programs from their own experiences and resources. Workshops
Biblioresources for schools
SENO experienced in both ends and their 'degrees of difference' able to advise schools
- Equal resource time/hours and allocation of appropriate extra resource material for their students

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Resources and Support in Ireland

- IAGC www.iagc.ie
- Giftedkids.ie www.giftedkids.ie
- CTYI www.ctyi.ie
- NCCA www.ncca.ie
- ICEPE www.icepe.eu
- SESS www.sess.ie
- NCTE www.ncte.ie
- UCD www.ucd.ie
- Outside the Box Learning www.outsidetheboxlearning.ie

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Resources and Support from abroad

- Hoagies Gifted and Talented Page- vast amount of resources for parents kids teachers
- NAGC - Information
- The Davison Institute - Articles and information
- Eric Clearing House - Articles and information on many areas of special need
- Belin/Blank Centre - Information and contact on Acceleration 'A nation deceived'- Nicolas Colangelo
- WCGTC - World Council for Gifted and Talented Children- Information and support/ research
- ECHA - European Council for High Ability /research.

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PARENTS

What lies beneath?????

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Parental Resourcefulness

- Skills to share/give
- Knowledge to share
- Libraries/resource material
- Time
- Access to services organisations, activities of benefit or relative to able students
- Often untapped, Mostly helpful

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A helping hand

www.Giftedkids.ie

Pointing in the right direction

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