

GIFTED INTERVENTION MANUAL

Goals, Objectives, and Intervention Strategies

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Number

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Behavior

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I. Introduction

The *Gifted Intervention Manual* was designed to provide goals, objectives, and classroom instruction/intervention strategies for the development of students identified as gifted and talented. The manual is based on the characteristics of gifted and talented students identified by the *Gifted Evaluation Scale*.

The goals and objectives identified in this manual will serve as samples which may be used in program planning or writing IEPs for identified gifted students. Criteria for measuring the success of the student's attainment of the goals and objectives must be determined by those professional educators who are aware of the student's current abilities and program recommendations.

The classroom instruction/interventions listed under each characteristic/behavior should serve as a guide for program development or change for any student identified as gifted. Interventions may be chosen by a team of professionals, a special educator in a self-contained class or functioning

in a resource or consultant capacity, or a regular education teacher. Professional judgment should dictate the choice of interventions for any particular student. The student's age, gender, grade level, and local community standards should be considered in selecting appropriate intervention procedures. The interventions have been found appropriate for special classrooms, as well as regular education classroom environments.

Because gifted students tend to spend most of their school-related time in regular education classrooms, the classroom instruction/intervention strategies were developed primarily for implementation by regular classroom teachers when gifted students are in need of more appropriate programming in the regular education classroom. The *Gifted Intervention Manual* will be particularly useful to the regular education teacher when used in consultation with the teacher of gifted students to provide the most appropriate programming for the success of gifted students.

II. Using the *Gifted Intervention Manual* in conjunction with the companion evaluation scale

*NOTE: If the *Gifted Intervention Manual* is not being used in conjunction with the companion evaluation scale, the following procedural steps need not be followed.

- Step 1: The student is rated with the companion evaluation scale.
- Step 2: Conversions of raw scores on the evaluation scale are made. Subscale standard scores and the quotient and percentile are determined; and the companion evaluation scale *Profile Sheet* is completed.
- Step 3: Determine on which of the five characteristics (subscales) the student scores one or more standard deviations above the mean (subscale score at or above 13).
- Step 4: For each of the characteristics on which the student scored one standard deviation or more above the mean, determine which behaviors constitute primary strengths in the educational environment (the behaviors with the highest raw scores).
- Step 5: Find goals and objectives from the *Gifted Intervention Manual* which represent characteristics indicated as exceptional on the companion evaluation scale.
- Step 6: Determine those interventions from the *Gifted Intervention Manual* which are most appropriate in enriching the student's educational program and meeting the goals and objectives chosen in Step 5.
- Step 7: If there are any characteristics which are indicated as strengths on subscales other than those with scores one or more standard deviations above the mean; goals, objectives, and interventions should be selected for those characteristics.
- Step 8: Share those goals, objectives, and intervention strategies selected for the student with all personnel involved in the student's educational program.

1 Scores high on intelligence tests, achievement tests, etc.

Goals:

1. The student will be trained in the higher order thinking levels of analysis, synthesis and evaluation.
2. The student will be trained in process skills.
3. The student will develop problem solving skills.
4. The student will routinely and independently engage in exercises and use materials that require accurate and logical thinking.

Objectives:

1. The student will complete _____ tasks per week requiring analysis (i.e., to take apart, identify a problem, etc.).
2. The student will complete _____ tasks per week requiring synthesis (i.e., to create something new, unique or original).
3. The student will complete _____ tasks per week requiring evaluation (i.e., to judge, decide, choose, etc.).
4. The student will develop process skills by completing _____ activities per month that require independent investigation techniques (e.g., surveying, interviewing, researching, etc.).
5. The student will engage in the creative problem solving process (e.g., recognizing a problem, representing the problem in its parameters, devising a solution plan, executing the plan and evaluating the solution) _____ times per month.
6. The student will evaluate the differences between convergent and divergent questions with _____% accuracy (i.e., decide which questions call for a single correct answer and which are more open-ended by accepting many answers or opinions).
7. The student will develop flexible thinking by completing _____ activities per week that require fluency, flexibility, originality and elaboration (e.g., activities that call for a large number of responses, categorizing, uniqueness and/or detailed explanations).
8. The student will become more confident in his/her ability to think logically by independently engaging in exercises and using materials that require accurate logical thinking _____ times per week.
9. The student will choose an interest area for further independent study after exploring interest center options.

Interventions:

1. Require the student to investigate (by reading) historical, literary, scientific, and/or political leaders of the past to analyze personality traits common to leaders:

(a) Have the student make a chart to display information learned.

(b) Ask the student to judge which personality traits are most necessary for survival and/or success in today's society.

2. Introduce the student to great historical philosophers (e.g., Aristotle, Socrates, Thoreau, etc.) and more contemporary philosophers (e.g., Ghandi, Martin Luther King Jr., Isaac Asimov, etc.).

3. Frequently permit the student to answer riddles, brain twisters, picture puzzles, etc., that require logical thinking.

4. Have the student write and/or design riddles, brain twisters, picture puzzles, etc., that require logical thinking.

5. Reinforce creative thinking and creative answers intrinsically (e.g., with verbal praise, a smile, etc.) or with tangible rewards (e.g., choice of activity, free time, no homework, candy, etc.).

6. Encourage the student to join Mensa International if he/she desires corresponding with others who have a high level of intelligence, to promote self-understanding.

7. Encourage the student to join groups or clubs based on a single interest of the student (e.g., an after-school chess or computer club, etc.).