

# GIFTED RESEARCH SYNTHESIS

**Compiled by 2021 Bexley Gifted Review Team**

# GENERAL GIFTED APPROACHES

- Meeting the needs of gifted learners (**5 themes**): daily challenges, independent work in areas of interest, opportunities for acceleration, opportunities for socialization, differentiation, organization of content
- Concept of **differentiation**: need for appropriate materials, instructional approaches, and teacher training
- **Regrouping** seems to be key; hard for GenEd teacher to meet all needs. Regrouping needs to be focused and supported in order to be effective.
- Flexible Grouping - different time spans for ELA and Math/science. **Type of assessment** is an important issue (show what you know rather than MCQ)
- Will there be **continuity** in what is offered across all three schools? Is the provision of an array of services appropriate in order to make better use of teacher resources/availability?

# UNDERREPRESENTED POPULATIONS

- A National View of Promising Programs
  - Categories: modified identification procedures, curriculum changes, program evaluation, parent connection, front loading
  - These categories collectively helped increase the representation of CLED students.
- Going Beyond Lip Service
  - GATE programs should not be dismantled, just reworked.
  - Understanding the barriers that are not the program itself is essential.
  - Work needs to be challenging and culturally relevant.
- Through a Different Lens
  - Shifting from a deficit-based approach, to a strength/talent-based approach.
  - Asset-based approach had a positive impact on twice-exceptional students.

# SOCIAL-EMOTIONAL NEEDS

- Cross-cultural study - we were just curious about the U.S. study's racial makeup - Jessica noted that there may be more complex emotional needs for students of color.
- Stigma against high achievers
  - Rejection, called names
  - Students react by hiding - lying or purposefully underperforming
  - Study had wide differences in gifted service percentage - what is different if served - if anything.
  - All countries, all grade levels had issues with rejection of peers, awareness of visibility and jealousy.
  - Ways to help - article brought up explicitly teaching about what being gifted is, how not to brag - SEL needs to be included in cohorts of gifted students
  - Sports - opportunity to be a team - was a way to connect w/ others - also theater (we think). In general, they just need to be able to follow a passion/have choices.
  - Study pointed out that students mentioned having few friends
- Cross article - the world is terrible and kids face terrible experiences that we as teachers/parents need to be more aware of.
- There was mention of "anti-intellectual environment" - we felt Bexley doesn't really have this dynamic - there is a desire to be gifted
- We wanted more about twice exceptional kids