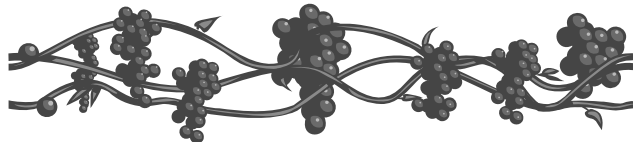




GATCA WA

The Gifted & Talented Children's Association of WA (Inc)

The Grapevine



GATCA

PO Box 1177

West Leederville, WA 6901

info@gatcawa.org www.gatcawa.org

GATCA HELPLINE – 94870122

The Grapevine December 2005

Committee Members

President

John Bailey
Ph: 93686466
irbailey@it.net.au

Vice President

-- position empty --

Treasurer

Michelle Clayton
clayton.michelle@cathednet.wa.edu.au

Secretary

Sue Moran
Darcy01@iprimus.com.au

Membership Secretary

Kriss Muskett
muskett@inet.net.au

AAEGT Rep

Derrin Cramer
derrin@thinkingahead.com.au

Early Learners Group

Nancy Miles-Tweedie
anm-t@it.net.au

Committee Members

Michael Loh
myml@optusnet.net.au

Peter Lewis

plewis@ccgs.wa.edu.au

Pam Quartermass

Pam.holt@posmc.com.au

Denise Brown

peekaydesign@bigpond.com

Contents

Presidents Report 1

Rural Parent workshops 17

Membership form 18

Publication deadlines **December Newsletter**

Advertising and articles must be received
no later than
MARCH 28th
for inclusion

*Please Note: the views expressed in this
publication are those of the authors, and do not
necessarily represent the opinions of GATCA.*

Advertising Rates

Current rates for advertising are as follows:
Full page \$100
Half page \$50
Quarter page (wide or tall) \$25
Insert A4 size \$100

All advertising must be received by the
publication deadline.

*You are invited to send your experiences,
children's stories, work samples or anything else
that you want to see in the Grapevine to
derrin@thinkingahead.com.au for consideration.*

President's Report

This newsletter is the final one for 2005 and so, on behalf of the committee of GATCA WA, I wish you all a Merry Christmas and a happy and successful New Year. We hope you have a lovely time with your children over the holidays and come back to a great year in 2006.

The committee (made up of new and old members) continues to be very busy behind the scenes dealing with all the administrative issues that managing an association demands – renegotiating insurance, preparing a new and updated constitution and developing the website. As well we continue to organise guest speakers, activities for children, psychometric assessments for children, and information sessions for parents and teachers. A major commitment this year and next is the organisation of the National Conference on Gifted Education to be held in Perth in September of 2006. We look forward to your interest or involvement (active or supportive) in the conference in the New Year.

Finally, on a personal note, I wish to pass on my thanks and best wishes to the committee for their support over the past years, and to those of you with whom I have worked or who know me. I have been on the executive of the Association for 10 years now and clearly GATCA has played a major role in my personal and professional life during that time.

However, in 2006, for the first time in 10 years, I will not be active in the Association. I will however, be challenging myself in other ways - by working and travelling overseas with my wife and two young daughters. It should be a great experience, and we are certainly looking forward to it with great excitement.

Some of you may wish to keep in touch or may feel you need my assistance. I am happy to make myself available – with today's technology that is certainly not difficult. Please do feel free to email me via my website at www.educatingthegifted.com . I will be able to respond via email or phone (as I am using internet telephony which is extremely cheap).

Once again, Merry Christmas and a Happy New Year from all of us at GATCA.

Some Chocolate Facts

The 17th-century French Cardinal Mazarin never travelled without his personal chocolate-maker.

King Louis XIV of France established the position of "Royal Chocolate Maker to the King."

Napoleon reportedly carried chocolate on all his military campaigns.

In 1973, Swedish confectionery salesman Roland Ohisson was buried in a coffin made entirely of chocolate.



New Resource

Library Update

221 Scarborough Bch Rd
Mt Hawthorn
Wednesday to Friday
10 to 4pm
Saturday
10 to 12.30 pm

Young Gifted Children – Their search for complexity and connection by Cathie Harrison.

A comprehensive research based resource for parents and educators that illuminates the intricate nature of giftedness in early childhood – from the first months through to the first years of school.

This portfolio of research provides invaluable, insightful and practical information on:

- The experiences of children, parents and educators;
- Developmental, play and learning of gifted children;
- Issues of identification and assessment;
- Characteristics, sensitivities and intensities of gifted children;
- Implications for families and educators;
- Educational responses to giftedness;
- Developing educational partnerships.

Dr Cathie Harrison has more than 25 years experience in early childhood and gifted education and related fields. She began her professional career as the director of community-based and government preschools in NSW. From 1990 to 2005, Cathie was a lecturer in early childhood at the University of Western Sydney. She has a Bachelor of Education (Early Childhood) degree, a Master of Education degree specialising in gifted education and a Doctorate of Education which combines her interests in the early childhood and gifted education. Cathie has written extensively. Her research has been published in journals in Australia and internationally and she is the author of the book *Giftedness in Early Childhood*. Cathie has particular expertise in the areas of play and learning and children's television. She now offers a range of consultancy and professional development services to community organisations, government and business sectors and to early childhood educators and families.

Book Review

Perfectionism – What's Bad About being too good by M Adderholdt-Elliot Ph.D

Are you a workaholic – a procrastinator – A straight “A” student – An overachiever – Hard on yourself - Worried about being good enough – Too good for your own good – Are you a perfectionist?

This book helps you find out if you are; it explores some possible reasons why you are; and gives you lots of useful strategies for doing something about it.

In Perfectionism you'll learn:

- What perfectionism does for your body and mind
- What perfectionism does to your relationships
- How to turn your problems into positives
- How to reward yourself and savour success
- The importance of who you are (vs what you do)

These books are now available for borrowing from the GATCA library.



“The main highlight of the FPS competition was being surrounded by young, intelligent, sometimes inspirational but ultimately like-minded people from so many different backgrounds. 300 teams staying on the University of Kentucky campus offered endless opportunities to meet other people.” This competition is very inclusive in having an alternate competition for the Reserves and an opportunity for coaches to also participate in the competition.

CHECKING IN AT PLC

Erica Walker & Debra Kempe (Directors of Learning Enrichment Centres PLC)

The school has established two Learning Enrichment Centres staffed by full time directors and support staff. These Centres aim to promote the best possible learning outcomes for all students in a flexible environment.

Junior School

Identification of giftedness is through early screening, checklists for parents and teachers, off level testing, standardised testing and talent identification by specialist staff (i.e. Music). The gifted education program consists of several elements, the majority of which occur within the classroom environments. Differentiation of programs include using Bloom, Gardner, Maker and Williams models and thinking skills scope and sequence progression.

Chit-Chat-Support for Affective Needs

‘Chitchat’ is an approach developed to support the affective needs of gifted

students. One to one mentoring is also offered particularly to gifted girls who have difficulty with organisation and study skills.

Enrichment provisions include: debating, specialist art activities, Tournament of Minds, Book Clubs and Readers Circles, iDVD-Media Club, Dance, Drama, Science Talent Search, Maths Olympiad, Inquiry based learning, Maths Age Group enrichment courses, competitions.

Middle and Senior School:

At the beginning of the year, all Year 7 and 8 students undertake a comprehensive assessment program which includes general ability testing. Within their subject areas, students have an opportunity to participate in various competitions for extension including: CSIRO Crest Awards, Australian Science Competition, Chemistry Titration and Australian Chemistry



Competitions, Science Talent search, Maths Challenge for Young Australian Enrichment, WESTPAC Australian Mathematics Competition, Young Writers Award, Commonwealth Essay Competition, Hammerskjold Trophy Competition, Sit Charles Court Young Leaders Program, United Nations Youth Association of Australia (UNYA)

Professional Development:

All staff attend approximately four professional development sessions a term. All new staff attend professional development on differentiation and the use of technology. In the Middle School core subjects are scheduled wherever possible, so that two classes run at the same time, allowing for co teaching. Teachers are expected to prepare lessons

at different levels to cater for individual needs. Tutorials can be filmed and uploaded to the school intranet. Students can then download these to their laptop and progress at their own pace through course content. Staff have access to a wide range of resources on the Intranet that provide assistance in developing differentiated lesson plans that allow for different learning needs.

INSPIRATIONAL PROGRAMS FOR YOUNG TAGS

Donna Wilson PEAC Teacher Swan Education District Department of Education and Training

A friend said to me recently-“You have a fun job!”. Dreaming up courses for gifted and talented students is a teacher’s heaven. I use a few strategies to come up with ideas:

1. Use a friend: borrowing knowledge and resources from someone you know who has an interesting hobby. Their enthusiasm is contagious a friend who built and launched rockets gave me the confidence to try **Reach For The Sky** model rocketry and space investigations.

2. Waltzing past: is when I’m out and about and I see something interesting and want to build a course around it. eg I was walking in town and noticed the Fire Safety Museum for the first time. I designed a Course **It’s An Emergency** where we looked at emergency services and heroes.

3. WA Ed section: This section of the West Australian every Tuesday is a great source of ideas. In April they printed one about caves; this was the basis of the **Caves are cool JETS** Course.

4. Passion: It’s about following my own interests. I have always loved snakes so I designed a course called **Rapscallious Reptiles**.

5. Novel adventure such as using **Thinking Stories** for Philosophy or **Being Famous- Night of the Notables**. Once the basic idea of the course is there, catchy title and higher order thinking skills, I look through the Progress Maps and decide on a focus

learning area strand. I select the values and list conceptual understandings I want students to acquire. I design focus questions to be answered and integrate with other learning areas. Guest speakers and excursions are critical elements in any course as well.

GIFTED DISCUSSION GROUP

Helen Deacon

ProAPT have initiated a new discussion group called “giftedwa” to encourage discussion and debate on issues related to Gifted and Talented education in WA. To join this group, simply send a BLANK email to joininggiftedwa@edna.edu.au. Remember to turn off your signature if you have one when joining. To send an email to the discussion group, simply write to giftedwa@edna.edu.au. If you have any difficulties or queries regarding registering, please contact helen.deacon@det.wa.edu.au.

ROBOCUP JUNIOR WA

Helen Deacon

Robots are devices which can automate something. Even as early as 270BC, an ancient Greek engineer named Ctesibus made organs and water clocks with movable figures. You might consider, even automatically operated devices like sensor doors could be considered to be robots.



So how does the Robocup Organisation fit into this? In the university world of research and development, there is an aim of creating fully autonomous humanoid robots which will compete in a game of soccer against the world soccer champions of the time and win! The target for this is the year 2050. (<http://www.robocup.org/>)

Robocup Junior focusses on education. There are a number of challenges such as Dance, Rescue and Soccer. These provide an opportunity for students to work cooperatively and competitively to

introduce them to the world of robotics. Having these challenges helps provide a motivating and stimulating environment where students learn to develop their skills in so many ways.

THE PARABLE OF THE BONSAI

by Virginia S. James, *Gifted Child Today* Nov/Dec. 1982.

"Once a gardener was given a handful of seeds which appeared to be beans of some sort. He planted the twenty seeds in pots of regular potting soil, in order to grow and care for them at home before they were to go outdoors. The pots were placed by a window where they all received good sunlight for a few hours every day. When the seeds sprouted, he tended them faithfully and tried to nurture them evenly so that the twenty young plants would grow just alike, as he wished. He had long years of training and experience in gardening.

It was not long, however, before something disturbed his attention. Nineteen of the young plants were growing in the expected way, but the twentieth plant was growing irregularly - fast at first, then more slowly than the others. And then, just as he had begun to think that there was something wrong with it, the plant had shown powerful new spurts of growth in different directions, and had quite a different appearance.

It seemed to be trying to reach the sun itself, so tall and strong did it now grow in its sunny window, although the vigour of its growth did make it a bit lopsided. It had thrust a stout tap root from the bottom of its pot, seeming to refuse the confines in which it had been placed, instead searching, reaching, stretching for more light, water, and nourishment than had been provided. Why was it so different?

The gardener studied its expanding leaves and the firm, brownish trunk which was so unlike a green and pliant bean stem. He considered its irrepressible growing tip. And the gardener realised that this was a tree seedling, not a bean plant. The little seeds had been so similar at the start that only by the unusual growth of this one had he learned the truth. He was nurturing nineteen beans which he wanted and could care for easily, and one tree!

But the gardener didn't really want a tree! To grow a tree properly would require adjustments of many kinds on his part, and it was a more long-term investment of money, planning, and care than he liked to anticipate. Furthermore, the value of a tree would not be evident for years, and the tree would surely outgrow the gardener's little pot one day soon. Couldn't he just take the easy way and keep the emerging tree right there in the flower pot, letting it do whatever it could? He could regularly snip any searching roots and outreaching branch tips in the ancient manner, and patiently train it to accept his sunlit window, pot of soil, and measured nutrients. He could make a bonsai tree, a perfect little well-pruned miniature!"

Further supporting material can be read at
<http://home.pacific.net.au/~greg.hub/disadvantage.html>

Home Schooling article

Janelle MacDonald is a Past President of GATCA WA now living in NSW where she home-schools her two daughters

We've made it to the end of the third year of home schooling! Even more exciting we are planning on continuing for the foreseeable future.

It has been an action packed three years. Emotionally the girls have had to cope with a breakdown in the family unit they knew, living in three states in three years and learning to adjust to a new lifestyle. I am happy to say that on the whole they have survived.

Socially they have had to make new friends after each move. They have been lucky enough to keep friends in WA, but also make some new 'true' friends here in NSW, as well as being able to participate in a variety of groups. The group dynamics in each activity are vastly different, yet they are capable of taking their place proudly in each one of these groups.

Educationally it has been an 'interesting' journey. I continually use the word journey, as that is what we are on. Each step brings a new set of problems, and a new set of occasions to celebrate. With a visit by the 'authorised person' looming early next year I have been forced to look back over our home schooling time, in particular the last two years, and assess the work they have completed.

As with all good plans we have been flexible, in fact very much like a piece of elastic. We were going to cover different periods in world history – instead we have studied Australia in depth. Living in WA, NT and NSW as well as research based 'holidays' to Qld and Vic has been the main focus of our SOSE.

We have been fairly slack on the amount of written science we have done over the period.

Although we have visited observatories, wind farms, dissected fish, done a few hands on experiments, watched a lot of documentaries, there is very little written work. I'll have to reassess that situation next year.

Maths has exceeded all of our expectations. At the beginning of 2004 the eldest, now 13, hated maths and we were arguing over yr 8 maths. She has now almost completed the 3 Unit Maths syllabus for year 12 and loves it. The youngest, now 8, does anything from year 3 to year 8 maths – depending on the day and how she feels. Overall we are all pleased with the progress in this subject.

English we have pretty well done as expected, although I had intended to do more book reviews and poetry. Oh well we'll try again next year.

It has not been an easy time. While my columns have been light hearted and look at the positive side of home schooling, there have been brief times over the last two years that I thought seriously of sending the girls back to school. I will not tell you of the nights I have cried wondering what is the best thing to do, the hours I spent trying to look into the crystal ball, or the days I have spent yelling out of sheer frustration. Nor will I tell you of the big blank patches in my record keeping, and in some cases my memory, because I just could not keep up. There have been days where the sheer weight of the responsibility of being a home schooling single parent, along with the other 'stuff' that was going on threatened to overwhelm me.

Yet through it all I have known deep in my heart that home schooling was the right thing to do. Home schooling is not for everyone, but it is an alternative that more parents are finding the answer to their child's educational

situation. It is the alternative that has best suited my two children.

While there are days I would willingly trade them in for a few hours to myself, I look at my children at the end of the day and realise that I am doing a good job, that my children are thriving in the environment, and we are building a strong and healthy family relationship. My daughters are growing into well-rounded individuals who will proudly take their place in society, whatever and wherever that may be.

The icing was really added to the cake when the local Member of Parliament came up to me at my eldest Guide B-P awards ceremony and congratulated me on her achievements, behaviour and attitude. She then picked out my other daughter and said 'she has to be

yours as well - they stand out from the other children. You must be very proud".

While I know we have many hiccups to go in our journey we will approach our fourth year of home schooling with the same excitement and zest as we approached our first. Home schooling for us is a bit like a rose. There are a lot of thorns and some smooth spots on the way but the end result is going to be a stunning flower.

I wish you all a safe holiday. Take the time to enjoy your children and your life. We are currently preparing for an eight week road trip back to Western Australia. We will be traveling through the southwest, and will be in Perth for a week or two before heading back to NSW. I can be contacted on 0408667583.

Some Tricky Riddles

What is broken when you name it?

What runs all around the yard without moving?

What is it that someone else has to take before you can get it?

What is one thing that all wise men, regardless of their politics or religion, agree is between heaven and earth?

If you were to put a coin into an empty bottle and then insert a cork into the neck, how could you remove the coin without taking out the cork or breaking the bottle?

Where is the only place that yesterday always follow today?

How would you rearrange the letters in the words "New Door" to make one word?

What do you throw out when you want to use it, but take in when you don't want to use it?

The answers can be found on...

<http://www.didyouknow.org/riddles/riddles.htm>

Preparing the Schools for Your Child

Tips for Parents

When asked to write a short article for *The Grapevine*, I thought about what would perhaps be a bit different and perhaps not thought of here in my new “home” of Australia. In reviewing previous issues, I found interesting articles on assessment, home schooling, and school provisions. Frankly, I have not read all previous issues, so perhaps this topic has been addressed, but I hope it will contain some new thoughts about educating gifted children in Western Australia. My premise is that parents must be the first line of gifted service provision and must not sit back and wait for the schools to take the initiative. If parents wait, they may find that a year or two has passed and still their child’s giftedness has not been addressed. There are just too many exigencies awaiting educators in their place of work!

To get those needs addressed, I would suggest that parents begin by collecting all the data they can find on their child’s abilities and performance. This would include test reports provided by the schools, old projects and products created in school, school marking reports, information on their child’s learning preferences, their motivation for learning, their interests both inside and outside of school, the categories of books their children read outside of school, and enrichment experiences in which they have engaged both inside and outside of school (from music lessons to visiting museums to holiday travels). My book, *Re-forming Gifted Education: Matching the Program to the Child*, has many instruments in its appendix that can help parents collect such information, as well as a sample “data collector”, whereby they can summarise all that information succinctly in preparing it to be shared with the school.

But, I also contend that providing the information to the school alone will not

guarantee that something will be done to address the child’s educational needs. It will also be necessary for the parents to outline a possible “education plan” that the school might consider. This plan can be constructed by trying to find the best matches between a child’s documented educational needs and the provisions a school might be able to offer. In the tables presented here, my best thinking about how to systematically make such matches is presented. Note that the school may not offer each of these options, but among the ones it does offer, the parents can ask for the best fit for their child. It is probably better to go into the school with 1-2 options from this plan as the best fits and then once a follow-up session has been scheduled to see how these options are working out, they may be able to ask for more.

In general, there are four priorities, which parents will ultimately wish to see incorporated –in some form -- into their child’s plan:

Priority 1: *Grouping inside the school and grouping outside the school.*

The grouping should be by ability or performance while in school and could include at least one of the following forms: (a) performance grouping for specific subject instruction, (b) within class grouping for specific units or topics, (c) a withdrawal or resource room program, (d) cluster grouped classroom, and/or (e) like-ability cooperative, differentiated learning tasks within the classroom for specific topics, units, or subject areas. (See *Re-forming Gifted Education* for the specifics of these choices.)

Grouping outside of school should include some of the following: (a) interest clubs, (b) academic competition teams, (c) non-academic competitions (Destination Imagination, chess, etc.), (d) talent clubs, (e)

talent performances/ exhibitions, and/or (f) extracurricular field trips. The opportunities with these should be to group with others of similar interests and passions as well as with others of varying ages.

Priority 2: Compacting the Regular Curriculum.

This can be done through the formal “compacting” process, by grade telescoping, picking up the pace of content presentation, credit for prior learning, and a variety of forms of subject-based and grade –based acceleration options. (See *Re-forming Gifted Education* for an exhaustive list of these options and their definitions.) In many, if not most, cases, the child may benefit greatly from being allowed to progress through 1/1/2 to 2 years’ curriculum each year, and without some form of compacting or acceleration, this will almost impossible to accomplish in the regular classroom.

Priority 3: Providing Opportunities for Individual Learning.

Suggested learning experiences for the child should be built upon the child’s preferences for self-paced learning, independent study, guided discovery, and higher order thinking whenever possible. This will require the gifted resource teacher (or a motivated classroom teacher) at school to identify appropriate studies and to teach the skills of self-directed learning, but the child’s own interests can dictate in which field or area the individual studies will occur. Supervision of the independent work must be continuous, with regular, corrective feedback

to the child about his or her progress in the individual study being undertaken.

Priority 4: Providing Appropriate Learning Experiences in School.

In the areas of the child’s talents, there are some “rules” to ensure that the learning is appropriate. For example, in math and science, the *spacing* of content and skills learning should be 2-3 times faster than the regular class pace and the *drill and practice* of mastered content and skills should be *reduced* considerably. Making social studies, reading, science and the humanities more appropriate, these disciplines must be taught by their big ideas and *concepts* and each concept should be taught in its entirety in a *whole-to-part* organization of the content. Learning *new content* must be a focus of learning in these areas, not just processing and thinking, and for the child’s talent area(s), the content must present a *daily, direct challenge*, not just be something that occurs sporadically. In general, no matter what the content area, the *content* itself must be modified to become more abstract, more intricate and complex, relate to human issues and social problems, teach about the methods used in the field under study, and make connections thematically across disciplines. The *processes* of learning and thinking must be modified so the child learns to see the value of some group products but also learns the skills of effective, independent self-directed learning. And, the *products* required of the child should be varied, not just another oral or written report (or diorama!).

When attempting to identify the “best” grouping option (Priority One), the following charts may help:

Matching for Ability Grouping

Data Source	Characteristics Necessary
Cognitive Functioning	Is processing/achieving well above most others at grade level
Learning Strengths	Learns easily and well in most subjects at school
Learning Preferences	Prefers to work at fast pace, though not necessarily alone
Personal Characteristics	Academically motivated, comfortable with

	competition, self-accepting
Interests and Attitudes	Likes academic work even outside of school
Books/Enrichment Experiences	Reads widely and at advanced levels

Matching for Performance Grouping

Data Source	Characteristics Necessary
Cognitive Functioning	Is achieving well above others at current grade level
Learning Strengths	Learns quickly and easily in most academic areas
Learning Preferences	Prefers fast-paced, challenging work, though not necessarily alone
Personal Characteristics	Academically motivated, accepting of others, self-accepting, independent
Interests and Attitudes	Likes academic work even outside of school
Books/Enrichment Experiences	Reads widely and at advanced levels

When matching for some form of curriculum compaction or acceleration (Priority Two), the following tables may help to guide your choices.

Matching for Compacting

Data Source	Characteristics Necessary
Cognitive Functioning	Is achieving at substantially higher level in <i>some</i> subjects than most classmates
Learning Strengths	Pre-assessment shows actual levels of mastery in subject or subjects
Learning Preferences	Willing to work alone or in small group on self-instructional tasks
Personal Characteristics	Motivated to learn, persistent, independent
Interests and Attitudes	Has high interest in area to be compacted, boredom with routine learning
Books/Enrichment Experiences	Reads deeply in specific area of strength

Matching for Grade-Based Acceleration

Data Source	Characteristics Necessary
Cognitive Functioning	Needs to learn more in a year than 1 year's curriculum in most subjects
Learning Strengths	Shows strengths in every academic area
Learning Preferences	Prefers to work alone and at own pace
Personal Characteristics	Is independent and persistent
Interests and Attitudes	Likes academic work, has wide-ranging interests
Books/Enrichment Experiences	Often reads books well beyond age and "appropriate developmental" level

Matching for Subject-Based Acceleration

Data Source	Characteristics Necessary
Cognitive Functioning	Is performing well above age peers in specific academic area or areas
Learning Strengths	More than 2 grades ahead in specific area or areas
Learning Preferences	Enjoys variety of delivery methods and challenges in that specific area
Personal Characteristics	Is self-directed, independent, and motivated to learn
Interests and Attitudes	Has strong passion in specific area(s) with little time to pursue this outside of school
Books/Enrichment Experiences	Reads extensively in specific passion area

When matching for some form of independent learning (Priority Three), the following table may help guide your choice.

Matching for Independent Learning

Data Source	Characteristics Necessary
Cognitive Functioning	Is processing, achieving well beyond grade level in specific academic area
Learning Strengths	Strong in planning and organisation skills, as well as in specific subject
Learning Preferences	Enjoys variety of delivery methods and challenge
Personal Characteristics	Is self-directed, independent, and motivated to learn
Interests and Attitudes	Has strong specific interests, time to supplement learning outside of school
Books/Enrichment Experiences	Reads deeply in specific interest, strength

When matching for “appropriate” learning experiences in curriculum areas (Priority Four), the following tables may help with specific subject areas for trying the instructional delivery strategies and curriculum modifications listed.

Matching Instructional Delivery With Subject Areas

Strategy	Subjects the Research Supports for Strategy	Other Possibilities
Fast pacing	Math, science, foreign	Target teaching of gaps

	language	
In-depth learning, Concept-based learning	Science, humanities, social studies	Language arts
Whole-to-part content organisation	Math, science	Literature, social studies
Elimination of drill and repetition	Math, science, spelling, geography	Language arts, social studies
Self-instructional learning	Math, spelling, geography	Some areas of social studies
Reflection and analysis	Science, humanities, literature	Language arts, social studies

Matching Content Differentiation with Disciplines

Strategy	Subjects the Research Supports for Strategy	Other Possibilities
Content Abstraction	Science, literature	History, humanities
Content Complexity	Science, literature	Social studies, math
Multi -disciplinarity	Literature, humanities, social studies	Science, math
Study of People	Science, social studies	Literature, humanities
Methods of Inquiry	Science, social studies	Humanities

Matching Process Differentiation with Disciplines

Strategy	Subjects the Research Supports for Strategy	Other Possibilities
Open-endedness	Literature, humanities, science	Social studies
Proof and Reasoning	Science, math	Literature, social studies
Higher order thinking	Literature, science	Social studies, language arts, humanities
Memory work	Math, science, history, literature	Language arts, social studies, perceptual tasks
Communication Skills Training	Language arts, humanities	Social studies
Planning, Research, Organisation, Test-taking	Science, social studies	Literature, humanities

Matching Curriculum Delivery Differentiation with Disciplines

Strategy	Subjects the Research Supports for Strategy	Other Possibilities
Real World Problems	Social studies, science	Literature, humanities, math
Transformational Products	Science, social studies	Literature, humanities
The “Classics”	Literature, humanities	Science
Social Issues, Ethics Discussions	Science, social studies	Literature, humanities
Problem-Based Tasks and Projects	Science, social studies, math	Literature, history
Service Learning	Social studies, science	Language arts
Arts-infused curriculum integration	History, foreign language, literature	Science, humanities

Once parents have identified the essential provisions their child needs, it is essential to put them in what they consider their order of priority. Take the top two provisions on your list, accompanied with the data collected on the child and talk with the school administrator about how these two could be implemented. Be sure that the focus begins with developing the easily recognised gifts or talents the child has and plan for daily challenge in those areas. Later requests or second level priorities will ask for development in high motivation areas or lesser talent areas and may only require 1 to 2 times a week challenge. No matter how carefully and systematically parents have set out this plan, however, getting it all implemented by the school will probably be difficult and ultimately will be a compromise reached among parent, student, and school.