

### BASIC NEEDS OF GIFTED/TALENTED STUDENTS

- Maximum achievement of basic skills and concepts
- Learning activities at appropriate level and pace
- Experiences in creative thinking and problem solving
- Stimulation of imagery, imagination and spatial abilities
- Development of self-awareness and acceptance of their own capabilities, interests and needs
- Stimulation to pursue higher-level goals and aspirations
- Development of independence, self-direction and discipline in learning
- Interaction with others like themselves

### COMMON CHARACTERISTICS OF GIFTED/TALENTED STUDENTS

- Asks many questions, needs to know the why
- Prefers talking about ideas and problems in a deep manner
- Has much energy and a focused attention span
- Feels strongly about many things and often expresses these feelings
- Shows unusual capacity for originality, concentration, and hard work on special projects
- Prefers the company of intellectual peers

### WEBSITES ON GIFTED

- National Association for Gifted Children (NAGC) <http://www.nagc.org>
- Ohio Association of Gifted Children (OACG) <http://www.oacg.com>
- Ohio Department of Education (ODE) <http://www.ode.state.oh.us> Search-gifted
- The Association for the Gifted (TAG) <http://www.cec.sped.org>



## THREE RIVERS LOCAL SCHOOL DISTRICT

# Gifted Resources

## Grades 2-6

Academic Program  
for the Talented  
(APT Grades 3-6)

Learning Enrichment  
Academic Program  
(LEAP Grades 2- 6)

### For More Information

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## Gifted Resources

The Three Rivers Local School District is committed to providing learning opportunities, which will enable each student to achieve maximum personal growth and development. Gifted students possess unique learning abilities and talents that require special program services. Giftedness is not a single dimension of ability, but is a multi-dimensional concept; gifted students need direction to recognize their specific abilities and attain maximum development of their talents. Varied teaching strategies and program options within our gifted services will foster a zest for learning through the development of thinking skills, research skills, creativity, and affective skills. Educational experiences and collaboration with intellectual peers will be provided in the classrooms and gifted resource rooms.

## Placement Criterion

- Students in grades 3-6 are placed in APT who meet state guidelines for gifted superior cognitive ability. \*
- Students in grades 2-6 are placed in LEAP who meet state guidelines for gifted Reading, Math, and/or Creative Thinking ability. \*

\*Qualifying scores on ability and/or achievement tests will determine superior cognitive ability and/or specific academic ability gifted identification by the Ohio Department of Education.

## Written Education Plans

Students identified as gifted in any area will have a Written Education Plan (WEP) that includes learning and affective goals. Parents will receive a copy of the WEP in the fall. Students are encouraged to be self-directed learners who stretch to reach their maximum potential, thus APT and LEAP is informally evaluated by self, peers, and teachers. At the end of each semester, students in APT will receive progress reports summarizing learning towards goals.

## Gifted Program Goals

1. Develop higher-level thinking skill of application, analysis, syntheses, and evaluation.
2. Develop the ability to think logically and critically
3. Develop a variety of problem-solving skills and processes.
4. Develop creative thinking skills and processes.
5. Develop required skills to conduct various types of research resulting in a variety of end problems.
6. Develop a variety of technology resources to enhance communication.
7. Develop affective skills related to self and others.
8. Develop a sense of responsibility and pursuit.

## Gifted Student Objectives

- Analyzing information presented
- Evaluating information using various sets of criteria
- Distinguishing between facts and inference
- Identifying relationships that are cause and effect
- Brainstorming a variety of possible solutions to a given problem
- Evaluating possible solutions using a set of criteria
- Accepting creative and unusual thought processes
- Developing skills of fluency, flexibility, originality, and elaboration
- Using a variety of methods and resources to locate information for research purposes
- Creating a variety of end products, which result from the research process
- Developing and maintaining healthy self esteem
- Evaluating personal progress and performance on an ongoing basis

Additional goals and objectives are outlined in the Three Rivers APT Course of Study.

## Homework in the Regular Classroom for APT students

On the day APT students miss their regular classes, it is expected that they will complete only those assignments which the classroom teacher feels are necessary for understanding a new concept and/or assignments which are basic to continuing a skill development. One extra day will be granted before such work is due. Students are not required to do every assignment given the class on APT day. Long term assignments generally are of the depth and magnitude and would be beneficial to all students. APT students will be expected to complete all such assignments. When possible, tests and quizzes will

## Gifted Resources Format and Operation

Academic Program for the Talented in the Three Rivers Local School District is a pullout program. The children in APT leave their regular classrooms once a week to participate in appropriate enrichment activities in the APT classroom. Students who are identified in superior cognitive ability in grades 3-6 attend APT in a resource room setting.

Learning Enrichment Academic Program (LEAP) is also a pullout program for students identified gifted in specific academic areas. The students in LEAP participate in enrichment activities once a week in a pullout resource room.

## APT/LEAP Invitation and Withdrawal

APT/LEAP are enrichment and extension programs designed for students; therefore, these programs are an optional program. Through parent permission slips, students are invited to attend at the beginning of each school year. Students may elect to attend and/or if a student wishes to withdraw from the program, parents must request the withdrawal in writing to the gifted specialists. All withdrawals are valid for one school year and student will become eligible for and invited to APT/LEAP the following year.