

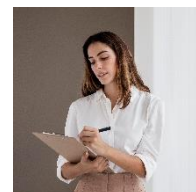
Gifted and Learning Difficulties

Curricular Needs and Strategies



1. Individual Education Plan (IEP)

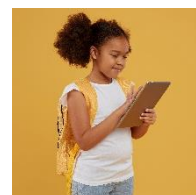
The IEP provides structure, goals, and plans to achieve the goals. A student's IEP is like a road map. One important aspect is the accountability provided when it is determined how far along the road the student has traveled.



2. Adaptations

Adaptations are essential for students who are Gifted/LD to retrieve information from reading and/or to express information and obtain marks for the knowledge they have. Adaptations retain the learning outcomes of the prescribed curriculum but there are many variations of this form.

- Adaptations are based on assessment information from diagnostic tests either given by district personnel such as school psychologists, and/or special education staff.



A student usually has a discrepancy of two or more years between the scores in their strong areas, and the scores in their problem areas. For example, a student could have a score in the 99th percentile for reading comprehension and the 5th percentile for reading speed. One of this student's adaptations would be a great deal of extra time and/or a reader, and/or audio books.

- Adaptations are also allowed by the British Columbia provincial government for Grade 12 provincial exams and are acquired through a process called Adjudication.

Adjudication is organized by special education or counselling staff at secondary schools.

3. Enrichment

Gifted programs need to include adaptations to accommodate the student who is Gifted/LD. Yet, it is important to provide enrichment opportunities within regular school programs.



Enrichment activities are an ideal, but they are not always practical within the regular school setting. Many students who are Gifted/LD are so uncomfortable within school that an enrichment activity, even though it might be something normally stimulating, in school it is seen as extra work and a burden. Opportunities which seem to help are the provision for in-depth discussions (with a critical thinking component) in which students who are Gifted/LD often excel. Provision of advanced reading, creative writing projects or allowing a child to make a movie rather than write can be beneficial.

Occasionally, students who are Gifted/LD are successful in acceleration courses such as advanced English or fast-track Math. It is crucial to consider the particular personality and interests of each student.

References:

Corinne Bees, recently retired, was a special education teacher who designed and taught a program called the "GOLD" Program. The program, at Prince of Wales Secondary School in Vancouver, B.C., is for students who are Gifted with Learning Difficulties (Gifted/LD).

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