

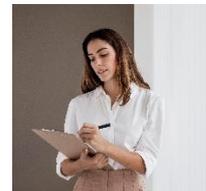
# Gifted and Learning Difficulties

## 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).*

*Adapted by Get into Neurodiversity for a global audience*