

Strategies for Diverse Learners Using the UDL Model Focus on Gifted Learners

General Guidelines

- Look for strengths in students particularly when exhibited in multiple areas such as academic knowledge, skills or applications and/or social/emotional skills.
- Find out the gifted student's areas of interest and preferred modes of learning. Gifted students may be highly focused on a specific aspect of a content area and may be extremely strong in one mode of learning.
- Consult with a gifted intervention specialist or gifted coordinator about the characteristics and behaviors of gifted learners.
- Consult with a gifted intervention specialist or gifted coordinator and share ideas on how to support the students' learning in both the content classroom and the gifted classroom.
- Collaborate with gifted staff to write a Written Education Plan (WEP) for the gifted student. The WEP specifies the setting in which the differentiation will take place. The WEP identifies yearly content, process or product goals for the gifted student. It also includes learning outcomes the student can expect to achieve and how the outcomes will be measured. A WEP is required in order to report gifted students as served in the Educational Management Information System (EMIS).

Multiple Means of Representation

To provide students various ways of acquiring information and knowledge.

Examples:

- Pre-assess student knowledge and skills for the lesson or unit.
- Give gifted students a choice of ways to approach acquiring information and knowledge. Gifted students are often able to work with abstract ideas and make connections easily.
- Provide options for resources in addition to textbooks. Gifted students often have broad knowledge and a desire to learn in great depth.
- Accommodate gifted students' needs for flexible grouping experiences. Gifted students may need to work individually or in a small group if they have an increased knowledge of a topic or need a faster learning pace.
- Work with the gifted intervention specialist or gifted coordinator to obtain additional resources or options.

Multiple Means of Action and Expression

To provide options for students to demonstrate what they have learned.

Examples:

- Offer layers of scaffolding so that gifted students with low need for additional supports have more flexibility. Tiered options, tic-tac-toe menus, compacting the curriculum and other differentiation tools can be used. Anchor activities or projects can assist with classroom management.
- Provide multiple ways for students to demonstrate what they know. Products may include visual, auditory and tactile/kinesthetic modalities.
- Provide models for superior products for the lesson or unit.
- Collaborate with the gifted intervention specialist or gifted coordinator to provide follow-up or extensions.

Multiple Means of Engagement

To tap individual learner's interests, challenge them appropriately and motivate them to learn.

Examples:

- Vary the pace at which content is delivered.
- Provide problem-solving activities to motivate gifted students. They often enjoy finding, solving and acting on problems.
- Allow for integration of issues, themes and concepts within the discipline and across content areas.

Resources

- **National Association for Gifted Children: 2010 Pre-K-Grade 12 Gifted Programming Standards**, http://www.nagc.org/uploadedFiles/Information_and_Resources/Gifted_Program_Standards/K-12%20programming%20standards.pdf

The [National Association for Gifted Children](http://www.nagc.org) (NAGC) defines a gifted person as *someone who shows, or has the potential for showing, an exceptional level of performance in one or more areas of expression*. This organization offers valuable information and research, develops gifted policies and practices, and serves as an advocate for gifted children.

- **Ohio Department of Education. Gifted Operating Standards**, <http://education.ohio.gov/>, search keywords *gifted operating standards*

Revised operating standards for identifying and serving gifted students, approved by the State Board of Education in 2008, significantly raised the bar for gifted education services provided by districts, while creating new flexibility in providing appropriate challenges and supports for gifted and talented students. Important changes included:

- More specific requirements for the development and implementation of written education plans for gifted students;
- Increased flexibility in class sizes and student caseloads at upper grade levels; and
- Specific contact time requirements for students in services provided by gifted intervention specialists.

- **Ohio Department of Education. Javits (I-GET-GTEd) Professional Development Modules**, <http://javits.etech.ohio.gov/>, login to *classroom teacher module*

The website features audience-specific modules for classroom teachers, school counselors, school psychologists, administrators and parents. Users will find strategies for differentiated instruction and information to help local educational agencies meet local, state and federal requirements for high-quality professional development. It is best to use the site with guidance from an educator trained in gifted education. However, anyone may use the modules as part of a professional development program or for self-directed learning. For more information, contact ODE's Office for Exceptional Children at gifted@ode.state.oh.us or (877) 644-6338.