Concepts addressed in this course: *Understanding the influences of individual experiences, talents, and prior learning, as well as language, culture, family, and community values on students’ learning: cognitive patterns and differences*

**Students should refer to:**


**Specifically, students should review:**
I. Knowledge of influences regarding cognitive development
   a. Genetic impact
   b. Developmental delays
   c. Environmental factors
      i. Stimulation
      ii. Enriched vs. sterile environment
   d. Affects of gifted/advanced cognitive development
      i. Added stress
      ii. Emotional factors to balance out life and life expectations
      iii. Advanced curriculum seen as elitist, excluding children from diverse ethnic groups and those showing advanced cognitive development in only one area

II. Definition of giftedness
   a. No federal mandate like the mandate for cognitive delays
   b. Standard Definition from P.L. 95-561, Title IX
      “Youth who are identified at any level of education possessing abilities that give evidence of high performance capability in areas of intellectual, creative, specific academic, or leadership ability or in the performing or visual arts who by reason thereof require services or activities not ordinarily provided by the school” (Education Act Amendments, 1978).
   c. Between 3 – 5% of children in school are considered gifted
   d. IQ ranges
      i. 130 – 144 moderately gifted
      ii. 145 - 159 highly gifted
      iii. 160 – 179 exceptionally gifted
      iv. 180+ profoundly gifted
   e. Giftedness typically involves two processes
      i. Large information base
ii. Cognitive processing skills to control, organize, and execute information

f. Gifted vs. talented
   i. Gifted relates to advanced cognitive development across a number of areas
   ii. Talented related to advanced cognitive development within one particular area
   iii. Prodigy – extraordinary development in one particular area. Expressed in culturally evolved conditions

g. Assessment
   i. Children of a lower socio-economic level may not be identified as gifted because they may not have had the same learning opportunities as children from higher SES
   ii. Tests may be biased against children of minority ethnic backgrounds
   iii. Evaluations that focus on creativity of thinking are better than details/facts assessments
   iv. Static vs. dynamic approach to assessment

III. Cultural influences regarding giftedness
   a. What is “gifted” comes from what society values.
   b. Curriculum should be designed to meet the child’s needs, not shape what society values, yet this is not the case.
   c. Limited English proficiency compounds identifying children from diverse backgrounds as gifted.
   d. Assessment – multiple measures of intelligence and multiple sources (teachers, parents, peers) is needed
   e. Cultural identity conflict – achieving success in one culture may be a stressor in the other. “Too American to be __________ or too ________ to be American.”
   f. Helping to navigate the cultural differences is needed
   g. Connecting to others who are also gifted and from difference cultures

IV. Educational interventions
   a. Acceleration
   b. Cluster grouping
   c. Enrichment and extension

Helpful websites include:
Council for Exceptional Children – http://www.cec.sped.org
Gifted Child Society – http://www.gifted.org
National Association for Gifted Children – http://www.nagc.org
The National Foundation for Gifted and Creative Children – http://www.nfgcc.org