



Gifted Education in PA



By Todd McIntyre
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
Gifted – One Child

Chapter 16

Two Functions: Identify and Plan

- GIEP = Plan, not a Program
- Districts Recommend,
Parents Decide

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
Gifted – One Child

Refocus the Conversation:

N Equals One

- *Great, in the meantime*

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
Gifted – One Child 

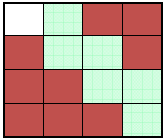
Key Question:


Is the Regular Ed Program meeting your child's needs?

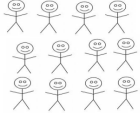
If Not, Why Not?

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
Know the Focus 



N = 1 




N > 1 

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N = 1 

Student Self-Reporting Worksheet

Question: Learning? Each Class


Zero / Not at All   

1 - 5 Minutes


6 - 10 Minutes

11 – 20 Minutes

21 – 35 Minutes

35+ Minutes 

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N = 1 **H.E.A.T – Half Equals a Third** 

Student –

Hours in Class _____

Multiplied by 1 – (70%) _____

Less Hours Spent in Unnecessary Review _____


Less Hours Spent in Unnecessary Repetition _____

Gifted Child's *Net Opportunity to Learn* _____

Amount of 'Down Time' to Account For: _____

Per Class

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N = 1 **H.E.A.T – Half Equals a Third** 

'Highly Gifted' Student – IQ 145ish
70% on CBA

Hours in Class 160

Multiplied by 1 – (70%) 48

Less Hours Spent in Unnecessary Review 5


Less Hours Spent in Unnecessary Repetition 5

Gifted Child's *Net Opportunity to Learn* 38 Hours

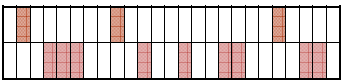
Amount of 'Down Time' to Account For: 122 Hours

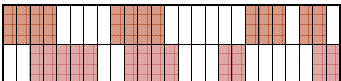
Per Class

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N = 1 

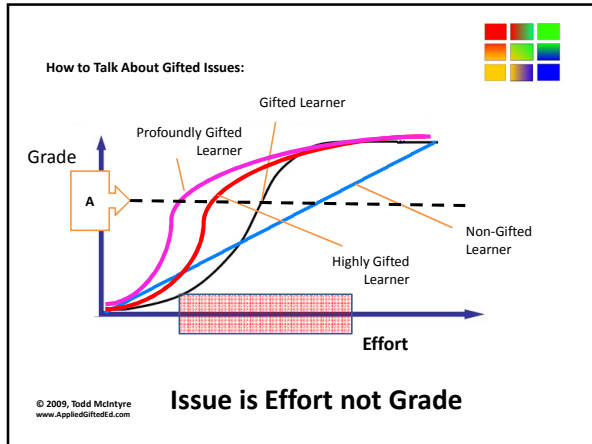
Intermittent Down Time

Typical 

Half 

2x 4x

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How to Use What You Know -

Techniques

3D:

- Describe
- Discuss
- Do

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How to Use What You Know -

**Do Not Defend Your Child –
All Purpose Response:**

I'm not surprised,
He or She is gifted.

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