** Specially Designed Instruction Options for Gifted Students **

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| Modify content, process, product, and/or learning environment | Consider acceleration options district-wide |
| Use a variety of grouping procedures such as cluster grouping, flexible grouping, and ability grouping | Use of Six Hats® and/or Socratic Method for instruction. |
| Offer accelerated instruction (by lesson, unit) through effective use of (pre and post)assessment(s) | Integrate technology and the curriculum |
| Provide for participation in advanced courses or college placement with differentiation for the students who are gifted | Communicate homework differentiation and expectations to parents |
| Offer opportunities to advance through levels | Assign homework that is challenging and reflective, not lengthy |
| Provide internship or shadowing experiences (This is an example of SDI that may not align with a particular subject or teacher.) | Identify student’s interest for compacting  and substituting work |
| Offer enriched curriculum courses (tasks offering rigor and are more complex, independent, abstract and multifaceted) | Provide opportunities for alternative assignments |
| Allow for rapid pacing and acquisition | Provide managerial assistance for students to reach goals |
| Provide content challenge and require complex responses (rigor) | Provide methodological mentoring for research and investigation |
| Employ self-evaluation and professional standards for end products | Provide learning opportunities with other talented and gifted peers |
| Utilize basic skill and content area curriculum compacting | Investigate real problems and solutions (relevance) |
| Study major issues, themes, and concepts | Provide opportunities to emphasize leadership abilities |
| Provide learning seminars and enrichment programs (multi-thematic units) | Provide credit for prior learning/acquisition of information or skills. |
| Provide independent study opportunities through learning contracts with clearly defined outcomes. | Provide student choice with clearly defined outcomes |
| Provide opportunities for service learning/community projects | Provide student with a variety of presentation options |
| Offer advanced placement or honors course with differentiation for gifted students | Provide opportunities for on-line or distance learning |
| Facilitate problems-based or inquiry learning | Pair direct instruction with coaching to promote self-directed learning |
| Provide for opportunities to test out of an entire course for credit. | Provide student with a variety of presentation options, i.e. Product Pouches |
| Consider elements of rigor, relevance, reflection and relationships in curriculum development | Facilitate learning in a variety of settings (museums, etc.) |

SDI may be implemented in a variety of settings such as the regular education classroom, the gifted support classroom, the guidance office, or the community. SDI extends above and beyond the regular education classroom curriculum that is ordinarily provided. This does not mean that the regular education curriculum cannot be differentiated to meet the needs of gifted students.

Students who are gifted require modifications in content, process, and/or product.

Content modifications might be: abstractions, complexity, and subject-based acceleration. Process modifications might be: critical thinking skills, creative problem solving, open- ended questions, pacing, and flexibility.

Product modifications might be: choices from various sources such as the 122 products from Product Pouches by Engine-U-ity or solving real world problems with real audiences to demonstrate what the students have learned.