

Topic 11 Key Questions	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
How do the many different types of families and the challenges they face affect the development of the gifted student from special population groups?	Identify and describe the impact of non-traditional experiences, values, and cultural expectations on the development and educational experiences of gifted students. (GT1K6) Identify the unique characteristics and needs of gifted students from diverse family structures. (GT3K3; GT3K4) (continued)	Students should read Topic 11 HO 1 and 2 before class. As a large group, define the concepts of assimilation and cultural pluralism. Analyze the article (Topic 11 HO 1) and describe the pressures on diverse families in relation to the conflict between the ethnic or cultural back-ground and dominant culture. How are expectations, norms, and values different? How can teachers bridge these differences in the gifted program? In small groups, analyze article in Topic 11 HO 2, which must be retrieved from http://www.gifted.uconn.edu/NRCGT/reports/rm02168/rm02168.pdf. Develop a list of guidelines and resources that teachers can use to prevent gifted students from dropping out. This could be presented in a brochure or newsletter to teachers. This could also be modified as a list of guidelines for the parents of these high-risk gifted students. In small groups, brainstorm the many types of family structures, circumstances, and pressures that gifted students from diverse families experience, which may affect academic achievement. Compare this with the list in Topic 11 HO 3. Review the interview schedule in Topic 11 HO 4. (continued)	Effective participation in group discussion and activity. List of guidelines for teachers and/or parents on preventing dropouts of gifted students (brochure or newsletter). (continued)	Ford, D. (2004, Summer). A Challenge for Culturally Diverse Families of Gifted Children: Forced Choices between Achievement or Affiliation. <i>Multicultural</i>. (ERIC #EJ684152). In <i>Gifted Child Today</i> 27(3), 26–27, 67. Retrieved from http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1c/32/44.pdf (Topic 11 HO 1) Renzulli, J. S., & Park, S. (2002). <i>Giftedness and High School Dropouts: Personal, Family, and School-related Factors</i>. Research Monograph 02168. Storrs, CT: The National Research Center on the Gifted and Talented, University of Connecticut. Retrieved from http://www.gifted.uconn.edu/NRCGT/reports/rm02168/rm02168.pdf (Topic 11 HO 2) (continued)

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How do the many different types of families and the challenges they face affect the development of the gifted student from special population groups?	Identify strategies for stimulating personal growth of gifted students from diverse families. (GT4S6) Identify community support systems for diverse families of gifted students. (GT10S2)	Discuss the relevance of these questions in relation to understanding the gifted student, curriculum, and parent rights and responsibilities. Participants may use this list as a resource in parent conferencing and in identifying resources that can assist families with problems or crises. In a large group, review the state guidelines on the rights and role of the parents in the educational planning team for gifted students (See http://www.fl DOE.org/BII/Gifted_Ed). Discuss how to support those parents who may not be aware of these rights. Extended Activity: Develop a presentation for parents on the rights and roles of parents from diverse populations in the educational development of their gifted students. Extended Activity: Research services in the community that support the needs of diverse families and the gifted student, such as mental health services, medical services, social services, judicial system, and cultural associations. Develop this into a creative brochure that could be distributed to families from diverse structures and pressures.	A data collection instrument that provides a profile to use in parent conferences, instructional planning, and guidance recommendations. Presentation for parents on rights and responsibilities in the educational planning team. List identifying resources that can assist families with problems or crises. A brochure of services.	Diverse Family Structures and Circumstances that Impact Gifted Students. (Topic 11 HO 3) Structured Interview for Parents of the gifted child from a diverse family. (Topic 11 HO 4) Igoa, C. (1995). <i>The Inner World of the Immigrant Child</i>. New York: St. Martin's Press. Li, A. K. F. (1988). Self-perception and motivational orientation in gifted children. <i>Roeper Review</i>, 10(3), 175–180. Tober, J., & Carroll, L. (1999). <i>The Indigo Children: The New Kids Have Arrived</i>. Carlsbad, CA: Hay House, Inc. Slocumb, P. D., & Payne, R. K. (2000). <i>Removing the Mask: Giftedness in Poverty</i>. aha! Process, Inc.