

Basic Needs of Gifted/Talented Students

- Maximum achievement of basic skills and concepts
- Learning activities at appropriate level and pace
- Experiences in creative thinking and problem solving
- Stimulation of imagery, imagination, spatial abilities
- Development of self-awareness and acceptance of their own capacities, interests and needs
- Stimulation to pursue higher-level goals and aspirations
- Development of independence, self-direction and discipline in learning
- Interaction with others like themselves

Common Characteristics of Gifted/Talented Students

- Asks many questions, needs to know the why
- Prefers talking about ideas and problems in a deep manner
- Has much energy and a focused attention span
- Feels strongly about many things and often expresses these feelings
- Shows unusual capacity for originality, concentration, and hard work on special projects
- Prefers the company of intellectual peers

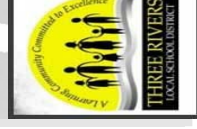
Websites on Gifted

- National Association for Gifted Children (NAGC) <http://www.nagc.org>
- Ohio Association of Gifted Children (OAGC) <http://www.oagc.com>
- Ohio Department of Education (ODE) <http://www.ode.state.oh.us> search: gifted
- National Research Center on the Gifted and the Talented (NRC/GT) <http://www.ucc.uconn.edu/~wwwwg/>
- The Association for the Gifted (TAG) <http://www.cec.sped.org>

For More Information

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Gifted Coordinator

Three Rivers
Local School District



Academic Program
for the Talented
(Grades 3 - 7)

Academic Program for the Talented

The Three Rivers Local School District is committed to providing learning opportunities, which will enable each student to achieve maximum personal growth and development. Gifted students possess unique learning abilities and talents that require special program services. Giftedness is not a single dimension of ability, but is a multi-dimensional concept; gifted students need direction to recognize their specific abilities and attain maximum development of their talents. Varied teaching strategies and program options in APT will foster a zest for learning through the development of thinking skills, research skills, creativity, and affective skills. Educational experiences will be provided which offer opportunities for gifted students to work with intellectual peers.

APT Placement Criterion

Placement in APT is made for students in grades 3-7 who meet state guidelines for superior cognitive ability along with advanced achievement and ability scores set by the District. No subjective data (grades, teacher recommendations, or checklists) is used in the decision-making process. The following objective criteria is used for APT placement:

- 1) Total battery achievement scores at or above the 95th percentile on an approved achievement test and an ability index at or above 123, or
- 2) A qualifying score on an approved cognitive ability test and a total battery achievement score at or above the 90th percentile.

APT Education Plans

Students participating in the APT Program will have a Written Education Plan (WEP) that includes learning and affective goals. Parents will receive a copy of the WEP in the fall. APT students are encouraged to be self-directed learners who stretch to reach their maximum potential, thus APT work is informally evaluated by self, peers, and teachers. At the end of each semester, APT progress reports will be sent home summarizing learning towards goals.

APT Program Goals

1. Develop higher-level thinking skill of application, analysis, syntheses, and evaluation.
2. Develop the ability to think logically and critically.
3. Develop a variety of problem-solving skills and processes.
4. Develop creative thinking skills and processes.
5. Develop required skills to conduct various types of research resulting in a variety of end products.
6. Develop a variety of technology resources to enhance communication.
7. Develop affective skills related to self and others.
8. Develop a sense of responsibility and pursuit

APT Student Objectives

- Analyzing information presented
- Evaluating information using various sets of criteria
- Distinguishing between facts and inference
- Identifying relationships that are cause and effect
- Brainstorming a variety of possible solutions to a given problem
- Evaluating possible solutions using a set of criteria
- Accepting creative and unusual thought processes
- Developing skills of fluency, flexibility, originality, and elaboration
- Using a variety of methods and resources to locate information for research purposes
- Creating a variety of end products, which result from the research process
- Developing and maintaining healthy self esteem
- Evaluating personal progress and performance on an ongoing basis

Additional goals and objectives are outlined in the Three Rivers APT Course or Study.

Homework in the Regular Classroom

On the day students are in APT and missing regular classes, it is expected that they will complete only those assignments which the classroom teacher feels are necessary for understanding a new concept and/or assignments which are basic to continuing a skill development. One extra day will be granted before such work is due. Students are not required to do every assignment given the class on APT day. It is redundant for students to drill on skills already mastered. Long term assignments generally are of the depth and magnitude and would be beneficial to all students. APT students will be expected to complete all such assignments. Careful consideration is given as to what legitimately constitutes a pertinent assignment for the APT student. When possible, tests and quizzes will be scheduled on non-APT days.

APT Format and Operation

Academic Program for the Talented in the Three Rivers Local School District is a pullout program; the children in APT leave their regular classrooms to participate in appropriate enrichment activities in the APT classroom. Students in grades 3-5 attend APT for a minimum of 225 minutes/weekly and students in grades 6-7 attend for a minimum of 240 minutes/weekly.

APT Invitation and Withdrawal

APT is an enrichment and extension program designed for students; therefore, this program is an optional program. Through parent permission slips, students are invited to attend at the beginning of each school year. Students may elect to attend and/or if a student wishes to withdraw from the program, parents must request the withdrawal in writing to the central office administrator. All withdrawals are valid for one school year and students will become eligible for and invited to APT the following year.