

CONTENTS

	Preface	<i>xi</i>
one	Giftedness: An Introduction	1
	<i>History of giftedness and gifted education, 3</i>	
	<i>Definitions of giftedness, 8</i>	
	<i>Do special programs make a difference?, 14</i>	
two	Characteristics of Gifted Students	17
	<i>The Terman studies, 18</i>	
	<i>Intellectual traits of gifted children, 21</i>	
	<i>Affective characteristics, 23</i>	
	<i>Characteristics of the creatively gifted, 27</i>	
	<i>The origins of high talent and extreme precocity, 31</i>	

three	Program Planning	37
	<i>Treffinger's individualized programming planning model, 37</i>	
	<i>Who, what, where, when, why questions, 38</i>	
	<i>Program planning: fifteen areas, 39</i>	
	<i>The view from the school board, 57</i>	
	<i>Perspectives of other teachers, 61</i>	
four	Identifying Gifted and Talented Students	66
	<i>Issues and problems, 67</i>	
	<i>Identification methods, 70</i>	
	<i>Kranz talent identification instrument, 79</i>	
	<i>The revolving door identification model:</i>	
	<i>Renzulli, 81</i>	
	<i>Political problems in identification, 82</i>	
five	Acceleration	94
	<i>Acceleration versus enrichment, 95</i>	
	<i>Acceleration strategies, 97</i>	
	<i>Talent search: study of mathematically precocious youth, 106</i>	
six	Grouping and Counseling	110
	<i>Full-time homogeneous grouping, 112</i>	
	<i>Full-time heterogeneous grouping, 115</i>	
	<i>Part-time and temporary grouping, 121</i>	
	<i>Counseling, 126</i>	
seven	Enrichment	134
	<i>Selecting worthwhile enrichment activities, 134</i>	
	<i>Independent study and research projects, 136</i>	
	<i>Learning centers, 139</i>	
	<i>Field trips, 139</i>	
	<i>Saturday programs, 140</i>	
	<i>Summer programs, 142</i>	
	<i>Mentors and mentorships, 146</i>	
	<i>Future problem solving, 148</i>	
	<i>Olympics of the mind, 150</i>	
eight	Curriculum Models	154
	<i>The enrichment triad model, 156</i>	
	<i>The revolving door identification model, 160</i>	

	<i>Feldhusen's three-stage enrichment model, 162</i>	
	<i>The Guilford/Meeker structure of intellect model, 163</i>	
	<i>Bloom's taxonomy of educational objectives, 168</i>	
	<i>Treffinger's model for increasing self-directedness, 172</i>	
	<i>The Williams model for developing thinking and feeling processes, 173</i>	
	<i>The Taylor multiple-talent totem pole model, 176</i>	
	<i>The U.S.O.E. definition as a curriculum guide, 177</i>	
nine	Affective Learning, Critical Thinking, and Leadership	183
	<i>Affective learning, 184</i>	
	<i>Critical thinking, 195</i>	
	<i>Leadership, 199</i>	
ten	Creativity I: The Creative Person, the Creative Process, and Creative Dramatics	207
	<i>Characteristics of creative students, 208</i>	
	<i>The creative process, 214</i>	
	<i>Creative dramatics, 221</i>	
eleven	Creativity II: Training Creative Thinking and Creative Teaching	230
	<i>Can creativity be taught?, 230</i>	
	<i>The model AUTA, 232</i>	
	<i>Personal creative thinking techniques, 233</i>	
	<i>Standard creative thinking techniques, 238</i>	
	<i>Creativity-stimulating activities and exercises, 245</i>	
	<i>Creative teaching and learning, 250</i>	
twelve	Culturally Different and Economically Disadvantaged Children: The Invisible Gifted	253
	<i>Special needs, 254</i>	
	<i>Identification, 259</i>	
	<i>Programming for culturally different gifted students, 267</i>	

thirteen	Underachievement: Diagnosis and Treatment	276
	<i>Definition and identification of underachievement,</i>	
	277	
	<i>Characteristics of underachieving gifted children,</i>	
	279	
	<i>Etiologies of underachievement,</i>	282
	<i>Family etiology,</i>	283
	<i>School etiology,</i>	289
	<i>The treatment of underachievement,</i>	293
fourteen	The Cultural Underachievement of Females	307
	<i>Present status of women: women in the work force,</i>	
	309	
	<i>Life satisfactions of women,</i>	311
	<i>Differences between the sexes,</i>	315
	<i>Differences in expectations, achievement</i>	
	<i>orientation, and aspirations,</i>	325
	<i>Educating gifted females,</i>	331
fifteen	The Handicapped Gifted Child	339
	<i>Needs of the handicapped gifted,</i>	340
	<i>Identification,</i>	341
	<i>Critical ingredients of programs for the gifted</i>	
	<i>handicapped,</i>	345
	<i>Reducing communication limitations,</i>	345
	<i>Self-concept development,</i>	347
	<i>High-level, abstract-thinking skills,</i>	349
	<i>Parenting,</i>	350
sixteen	Parenting the Gifted Child	356
	<i>The "Who's in charge?" problem,</i>	357
	<i>Parenting by positive expectations,</i>	358
	<i>Double messages and half-truths,</i>	358
	<i>Competition and pressure,</i>	365
	<i>Peer pressure,</i>	372
	<i>Parent support groups,</i>	374
	<i>Some special family concerns: prekindergarten</i>	
	<i>education,</i>	375

seventeen	Program Evaluation	385
	<i>Why must programs be evaluated?, 385</i>	
	<i>Evaluation design: begin at the beginning, 386</i>	
	<i>Evaluation models, 387</i>	
	<i>The Rimm model, 389</i>	
	<i>Evaluating the written plan versus actual activities, 392</i>	
	<i>Complexity of evaluation and audience: a hierarchy, 392</i>	
	<i>Instrument selection, 395</i>	
	<i>Test construction, 397</i>	
	<i>Daily logs, 401</i>	
	<i>Student self-evaluations, 402</i>	
	<i>Performance contracting, 403</i>	
	<i>Commitment to evaluation, 403</i>	
	References	413
	Author Index	436
	Subject Index	442