Nature and Needs of the Gifted and Talented

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INDICATORS OF GIFTEDNESS

1. Asks many questions
2. Possesses large amounts of information on specific things
3. Wants to know "why" or "how"
4. Concern about social and political issues
5. Has own idea about how something should be done
6. Enjoys debating
7. Has a better reason for not doing something than you have for doing it
8. Becomes impatient with work that is not "perfect"
9. Finds routine assignments unchallenging
10. Thinks deeper and longer about things and incidents
11. Thinks differently
12. Loves abstract ideas
13. Has a sense of humor
14. Shows unusual ability in a specific area
15. Has a vivid imagination
16. Has a long concentration in areas of own interest
17. Combines ideas
18. Has a high level of energy and activity
19. Sees relationships between ideas
20. Has a good memory
A ________________ gifted student.
High Achieving and Gifted Learners

- Characteristics and Behaviors*

by J. Juntune, 1997  adapted from J. Szabos, Challenge Magazine, 1989

High Achievers

Gifted

High Achievers

Gifted Learners

Knows the answers
Is receptive to new ideas
Is interested in learning
Copies accurately
Is attentive in class
Enjoys school
“Loves the teacher”
Absorbs information
Has good ideas
Is a technician of ideas
Answers the questions
Good memorizer
Loves to memorize
Completes assignments
Enjoys a straightforward, sequential presentation
Works hard
Is alert
A top group student
Is pleased with his/her own learning
Listens with interest
Likes an authority to be in charge
Loves rules
Learns with ease
Learns easily at the knowledge and comprehension level
6-8 repetitions for mastery
Wants the “rules” of the assignment spelled out
“What do I need to do to get an A?”
Understands ideas
Enjoys peers
Grasps the meaning
Is focused on the destination or end product

Gifted Learners

Asks the questions
Is intense about ideas
Is highly curious
Creates a new design or way of doing it
Is mentally and physically involved
Enjoys learning
Loves ideas
Manipulates information
Has wild, silly ideas
Is an inventor of ideas
Discusses in detail, elaborates
Good, informed guesser
Loves to think and ponder
Initiates projects
Thrives on complexity
Loves ambiguity
Plays around, yet tests well
Is keenly observant
Is beyond the group
Is highly self-critical
Shows strong feelings and opinions
Has own idea for how it should be done
Wants only basic guidelines
Already knows
Sees relationships and combines ideas
Sees the whole picture
1-2 repetitions for mastery
“I want to do it my way.”
Has a better way to do it.
“What is the purpose of this assignment?”
Constructs abstractions
Prefers older students or adults
Draws inferences
Is focused on the “journey”.


c

Nature & Needs of GT
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Federal Definitions of Giftedness

**Marland Report Definition (1972)**

Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas:

1. General intellectual aptitude
2. Specific academic aptitude
3. Creative or productive thinking
4. Leadership ability
5. Visual and performing arts

**Javits Bill Definition (1988)**

The term gifted and talented student means children and youth who:

1. Give evidence of *higher performance capability* in such areas as intellectual, creative, artistic, or leadership capacity or in specific academic fields; and who
2. Require services or activities *not ordinarily provided by the schools* in order to develop such capabilities fully.

**Updated Definition of Giftedness**

**The Columbus Group (1991)**

Giftedness is *asynchronous development* in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm. This asynchrony increases with higher intellectual capacity. The uniqueness of the gifted renders them particularly vulnerable and requires modifications in parenting, teaching and counseling in order for them to develop optimally.

**Annamarie Roepers (1982)**

Giftedness is a greater awareness, a greater sensitivity, and a greater ability to understand and transform perceptions into intellectual and emotional experiences.
Characteristics of Various Areas of Giftedness

compiled by Joyce Juntune, 1981

**General Intellectual Ability**
- formulates abstractions
- processes information in complex ways
  - observant
- excited about new ideas
- enjoys hypothesizing
- learns rapidly
  - uses a large vocabulary
- inquisitive
- self-starter

**Specific Academic Ability**
- high academic success in special interest area
- pursues special interests with enthusiasm & vigor
- acquires basic skill knowledge quickly
- widely read in special interest literature
- good memorization ability
- advanced comprehension in area

**Leadership**
- assumes responsibility
- high expectations for self & others
- fluent, concise self expression
- foresees consequences & implications of decisions
- good judgment in decision making
- likes structure
- well liked by peers
- self-confident
- organized

**Creative Thinking**
- independent thinker
- exhibits original thinking in oral & written expression
- generates several solutions to a given problem
- possesses a sense of humor
- creates & invents
- challenged by creative tasks
- improvises often
- does not mind being different from the crowd
- exhibits a sense of play

**Visual & Performing Arts**
- observant
- good motor coordination
- exhibits creative expression
- outstanding in sense of spatial relationships
- desire for producing "own product" (not content with mere copying)
- unusual ability for expressing self, feelings, moods, etc. through art, dance, drama, music, etc.

**Psychomotor**
- excels in motor skills
- well coordinated
- good manipulative skills
- high energy level
- exhibits precision in movement
- challenged by difficult athletic activities
- enjoys participation in various athletic opportunities
Their developmental pattern is asynchronous.

The way they replenish their energy.

The source of their motivation.

The level of their cognitive development.

compiled by Juntune (2002)—based on the work of L. Silverman
GLOSSARY

ACCELERATION
strategy of mastering knowledge and skills at rates faster or ages younger than the norm

AREA OF GIFTEDNESS
the specific set of abilities in which a student performs or shows potential to perform at a remarkably high level of accomplishment

ARRAY OF LEARNING EXPERIENCES
a menu of challenging activities or opportunities that fit the unique interests and abilities of advanced-level students

ARTISTICALLY GIFTED
possessing outstanding ability in the visual and/or performing arts

COMPLEXITY
extension of content in, between, and across disciplines through the study of themes, problems, and issues; seeing relationships between and among ideas in/within the topic, discipline, and disciplines; examining relationships in, between, and across disciplines over time and from multiple points of view

CONCURRENT ENROLLMENT
the practice of enrolling in a college or university to earn college or university credit while in high school

CONTINUUM OF LEARNING EXPERIENCES
articulated intellectual, artistic, creative, and/or leadership activities and opportunities that build upon one another each year a student is in school

CREATIVELY GIFTED
possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking

CREDIT BY EXAM (CBE)
method in which a student may receive credit for a subject/course or accelerate through a grade by taking one or more exams

DEPTH
exploration of content within a discipline to include analyzing from the concrete to the abstract, familiar to the unfamiliar, known to the unknown; exploring the discipline by going beyond facts and concepts into generalizations, principles, theories, laws; investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, and/or ethical considerations
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>DIFFERENTIATION</strong></td>
<td>Modification of curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom</td>
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<tr>
<td><strong>DISTINGUISHED ACHIEVEMENT PROGRAM (DAP)</strong></td>
<td>The most rigorous of three (3) Texas high school programs</td>
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<tr>
<td><strong>DIVERSITY</strong></td>
<td>The presence of difference between individuals and among groups including but not limited to age, socioeconomics, education, race and ethnicity, gender, culture, and religious beliefs</td>
</tr>
<tr>
<td><strong>DUAL CREDIT</strong></td>
<td>An opportunity for a student to earn high school credit for successful completion of a college course</td>
</tr>
<tr>
<td><strong>FOUNDATION CURRICULAR AREAS</strong></td>
<td>English language arts/reading, mathematics, science, and social studies</td>
</tr>
<tr>
<td><strong>FURLOUGH</strong></td>
<td>A leave of absence from program services</td>
</tr>
<tr>
<td><strong>GIFTED IN LEADERSHIP</strong></td>
<td>Possessing the natural ability to influence others; possessing skills in interpersonal relationships demonstrated, for example, by outstanding ability in such activities as student government</td>
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<tr>
<td><strong>GIFTED IN SPECIFIC ACADEMIC FIELDS</strong></td>
<td>Possessing superior ability or potential in a specific course of study such as English language arts/reading, mathematics, science, or social studies</td>
</tr>
<tr>
<td><strong>GIFTED/TALENTED SERVICES</strong></td>
<td>Services and activities not ordinarily provided by the school that are specifically designed to fully develop the capabilities of students who give evidence of high achievement or capability in areas such as intellectual, creative, artistic, or leadership capacity</td>
</tr>
<tr>
<td><strong>INDEPENDENT STUDY</strong></td>
<td>Self-directed learning strategy where the teacher acts as guide or facilitator, and the student plays a more active role in designing and managing his or her own learning</td>
</tr>
<tr>
<td><strong>INTELLECTUALLY GIFTED</strong></td>
<td>Possessing superior intelligence, with potential or demonstrated accomplishments in several fields of study; ability to perform complex mental tasks</td>
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</tbody>
</table>
high standards
opinionated
high level of intelligence
curious
sense of humor
sensitive
intense
multi-stimulus
active imagination
sees patterns and relationships
adds meaning
concerned with justice
in depth thinker
many interests
interested in moral and ethical concerns
<table>
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<tr>
<th>Trait/Characteristic:</th>
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<tr>
<td>Behaviors</td>
<td>Strategies to re-enforce</td>
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</table>
Kinds of Giftedness

successful
frustrated
camouflaged
drop out

Juntune, 1992
Models of Intelligence

Spearman - general & specific (1904)

Thurstone - Primary Mental Abilities (1938)

Spearman - general & specific (1904)

Cattell - fluid & crystallized (1971)

Sternberg Triarchic Theory of Intelligence (1985)

Gardner Multiple Intelligences (1983)

Guilford Structure of Intellect (1967)
Intelligence

**Fluid**
- general reasoning ability
- uses minimum of previously learned strategies
- uses minimum of verbal skills
- incidental learning
- intelligence that is not taught
- visual-spatial learners

**Crystallized**
- developed through education
- increases by practice
- verbal reasoning
- quantitative reasoning
- sequential memory
- vocabulary
- reading comprehension
- sequential-step thinking (logic)
- learning & applying rules

---

**High fluid**
- appear as average or below average
- do not seem to follow the rules
- get correct answer but do it their own way
- accused of cheating--do not know how they got the answer
- was not the "textbook" way

**Low crystallized**
Intelligence scores indicate one’s potential to learn--not their readiness to learn.

It is verbal intelligence that is related to achievement.

C. Reynolds

Intelligence is the ability to reason, plan, and solve problems.

Intelligence is the general ability to think abstractly, comprehend complex ideas, learn quickly, and learn from experience.

Intelligence is the ability to “catch on” and “make sense of things”.

L. Gottfredson

Intelligence is the ability to understand connections and our surroundings.

Intelligence is the process of having the “right” connections.

Intelligence is the ability to understand and use our understanding to predict.

[Understand = explaining the concept using different words.]

[Understand = apply the concept to a new situation.]

Intelligence is the ability to understand abstractions.

[Abstractions - general principles that apply across situations.]

[Understanding abstractions - being able to picture in the mind’s eye without the details.]

The ability to understand abstractions relates to the level of developed cognition.

D. Garlick
Building Verbal Intelligence: 
Background Reports

Reports:

**Achievement Gap**
How America is Failing Millions of High Achieving Students from Lower-Income Families
Joshua S. Wyner
John M. Bridgeland
John J. Drulio, Jr

A Report by the Jack Kent Cooke Foundation & Civic Enterprises with original research by Westat


**Mind the (Other) Gap!**
The Growing Excellence Gap in K-12 Education
Jonathan Plucker, Ph.D.
Nathan Burroughs, Ph.D.
Ruiting Song

A Report by the Center for Evaluation & Education Policy

Published February 4, 2010

Additional Information:

1. Verbal and Nonverbal Scores

Intelligence scores have meaning. (Gottfredson).

A nonverbal score does not predict a similar verbal score.

2. Verbal Nonverbal Gaps

Largest gaps most often found in children raised in poverty.

Gaps change very little across grade levels.

3. School/Classroom Implications

Both give us a window into understanding achievement.

Nonverbal - indicates ability and potential.

Verbal - mirrors what the teacher sees on classroom work.
SECTION 2

SERVICE DESIGN

A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.

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<tr>
<th>IN COMPLIANCE</th>
<th>RECOMMENDED</th>
<th>EXEMPLARY</th>
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<tr>
<td><strong>2.1C</strong></td>
<td><strong>2.1.1R</strong></td>
<td><strong>2.1E</strong></td>
</tr>
<tr>
<td>Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options (19 TAC §89.3(3)).</td>
<td>Information concerning special opportunities (contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members.</td>
<td>Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas, arts, leadership, and creativity.</td>
</tr>
<tr>
<td><strong>2.1.2R</strong></td>
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<tr>
<td>Specialists and advocates for gifted/talented students are consulted in the development of program policies and options.</td>
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<tr>
<td><strong>2.2C</strong></td>
<td><strong>2.2R</strong></td>
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<tr>
<td>Gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options (19 TAC §89.3(1)).</td>
<td>Flexible grouping patterns and independent investigations are employed in the four (4) foundation curricular areas.</td>
<td></td>
</tr>
<tr>
<td><strong>2.3C</strong></td>
<td><strong>2.3R</strong></td>
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</tr>
<tr>
<td>Out-of-school options relevant to the students’ areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)).</td>
<td>Options that meet the needs of gifted/talented students are available on a continuous basis outside the regular school day.</td>
<td></td>
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</table>

The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs (TEC §7.028).

Nature & Needs of GT

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Program Components

**Mini-Courses**
- opportunities to explore an area of interest (in-depth) with others who also share the interest

**Classroom Base**
- experiences for all students that expose students to thinking and research skills

**Independent Study**
- opportunities to explore a particular topic, of one’s own choosing, independently or with a partner

**Individualization**
- student profiles showing the strengths and weaknesses of an individual student in areas such as academics, socialization, creativity, information processing, emotional development, etc. become the base for future planning

**Significant Others (mentors)**
- building long term relationships with adults who share a similar interest with the student

**Specific Content Area Acceleration**
- opportunities to advance in specific units or courses of study -----
- movement to an advanced level course or grade level for a specific class

**Guided Discussion Groups**
- regularly scheduled times for small groups of gifted students to meet together, discuss their giftedness and support each other in working through problems or challenges they face

**Problem Solving Applications**
- using one’s thinking and problem solving skills in real life problems of self, home, school and community
Education of the Gifted is About NEED-----
Michael Clay Thompson, Editor of Our Gifted Children

Education should not be about age; it should be about need. Gifted children should receive professional educational treatment. The educational curricula and practices they receive should be the educational curricula and practices that they need.

Hollingworth did pioneering work showing that in an undifferentiated school setting, moderately gifted children wasted half their time, and highly gifted children wasted almost all their time.

What kinds of instructional differentiation do gifted children need?

1. They need instruction that responds to their extra curiosity, to their urgency for meaning, to their advanced vocabularies, to their interest in complexity, to their fast comprehensions, to their vast memories.

2. Gifted children need choice--individualized and self-regulating experiences that are appropriate to their self-motivated independence.

3. They need higher-order thinking activities that give their abstract minds a workout.

4. They need Socratic Inquiry, to satisfy the energies of their inherent, constant questioning.

5. They need advanced levels of subject matter because they can learn them and short instructions because they will understand them immediately and quick paces through difficult material because they don’t need many things repeated.

6. Gifted kids do need research; they don’t need many workbooks.

7. They do need a variety of learning experiences; they don’t need just more amounts of the problems in the textbook.

Everyone does not need these kinds of differentiation. Gifted kids do.

"Gifted children need educations that would defeat and obstruct many other students, and other students need educations that stop gifted students, leaving them bored and defeated."
<table>
<thead>
<tr>
<th></th>
<th>Service Design Guidelines for the Gifted</th>
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<tbody>
<tr>
<td>1.</td>
<td>Gifted students differ from other students in---</td>
</tr>
<tr>
<td></td>
<td>A. development</td>
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<td></td>
<td>B. energy source</td>
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<tr>
<td></td>
<td>C. type of motivation</td>
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<tr>
<td>2.</td>
<td>There is a variance in levels of intelligence within the gifted population.</td>
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<td></td>
<td>Some students receiving gifted services have verbal nonverbal intelligence gaps that impact their ability to achieve.</td>
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<tr>
<td></td>
<td>“Intelligence is the ability to “catch-on” and to “make sense of things.””</td>
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<tr>
<td></td>
<td>L. Gottfredson</td>
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<tr>
<td>3.</td>
<td>Gifted program include a range of students--</td>
</tr>
<tr>
<td></td>
<td>a. gifted who choose not to achieve</td>
</tr>
<tr>
<td></td>
<td>b. high achievers who are not gifted</td>
</tr>
<tr>
<td></td>
<td>c. gifted who choose to achieve</td>
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<tr>
<td></td>
<td>A variety and range of services are needed.</td>
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<tr>
<td>4.</td>
<td>There must be a match between identification and gifted program services.</td>
</tr>
<tr>
<td></td>
<td>We serve the abilities and strengths we identify.</td>
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<tr>
<td></td>
<td>We match the service to the student not the student to the service.</td>
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<tr>
<td></td>
<td>Identification needs a diagnostic element that points us in the direction of program services.</td>
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</tbody>
</table>
Non-negotiable Core Services for Gifted Students

1. Student Choice

2. Mini-studies and Independent Study

3. Pre-Assessments (daily and weekly “test-out”)

4. Acceleration (grade level and course)

5. Guided Discussion Groups

6. Interdisciplinary Instruction

7. Addressing verbal-nonverbal intelligence gaps.

Think ‘N Change

What service design changes will take the least effort for the most payoff????
Differentiated Learning Plan (DLP) Guidelines
© Joyce E. Juntune

1. List several areas of strength for the student.

2. Provide evidence (observation, assessment) for each area of strength listed.

3. List some of the student’s areas of interest
   (i.e. hobbies, extra curricular activities, areas of fascination).

4. List any additional information that would impact programming.
   (learning difficulties, type of learner, attention span)

5. Think of several (at least 12 – 15) program possibilities for the student.
   a. What ideas are suggested by combining areas of strength and interests?
   b. How might ideas need to be modified based on additional information that will
      impact programming? Caution—areas of difficulty only need attention if they are standing in
      the way of learning. The goal is NOT to develop a “well-rounded” student where all areas of
      difficulty match the level of areas of strength!!

6. Sort the program possibilities into two areas:
   a. Activities carried out under the supervision of the classroom teacher
   b. Activities which will be carried out outside of the classroom

   TIP: Ask the classroom teacher to look at the activities and decide which one s/he is
   able to supervise. Put these into the “within classroom” area. Parents are asked to
   choose activities second. All others are the responsibility of a resource teacher, the librarian, the parents, and/or volunteers.

7. Divide the activities by weeks according to which activities will occur inside the
   classroom and which will occur outside the classroom.

8. For each activity occurring outside the classroom, designate who is responsible for
   supervising the activity.

9. A copy of the DLP is given to the student, the classroom teacher, the principal, the
   librarian, the gifted program office, the parents, and all other people involved with
   supervision of the program.

   - Most DLP’s are for 6-9 weeks.
   - Start small and add months as you feel comfortable.
   - Anytime the DLP is changed—all people involved are notified.
DIFFERENTIATED LEARNING PLAN (DLP)
FOR

___________________________

TO COVER THE WEEKS OF

_________________

TO

________________

PREPARED BY ______________________________

© J. Juntune, 2012 pg. 24
<table>
<thead>
<tr>
<th>Student</th>
<th>Grade</th>
<th>School Year</th>
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<table>
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<tr>
<th>Areas of Strength</th>
<th>Evidence</th>
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<th>Nature &amp; Needs of GT</th>
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<table>
<thead>
<tr>
<th>Areas of interest</th>
<th>Additional information that impacts programming</th>
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© J. Juntune, 2012 pg. 25
<table>
<thead>
<tr>
<th>Week ____</th>
<th>In the classroom</th>
<th>Outside the classroom</th>
<th>Person Responsible</th>
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<tbody>
<tr>
<td>Dates--</td>
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<td>Week ____</td>
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<td>Dates--</td>
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<td>Week ____</td>
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<tr>
<td>Dates--</td>
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# Program Planning Reflections

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<table>
<thead>
<tr>
<th>Student ___________________________</th>
<th>Dates of Plan ___________________________</th>
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<table>
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<tr>
<th>Areas that Worked</th>
<th>Areas of Difficulty</th>
<th>New Information to Consider</th>
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<table>
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<tr>
<th>Nature &amp; Needs of GT</th>
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<tr>
<th>Suggestions for Next Plan</th>
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Nature & Needs of GT

Juntune, 2012 pg. 28
A COPY OF THE DIFFERENTIATED LEARNING PLAN SHOULD BE GIVEN TO:

___ principal
___ classroom teacher
___ librarian/media center specialist
___ parents of student
___ gifted/talented teacher(s)
# Program Planning Information

<table>
<thead>
<tr>
<th>Student _____________________________</th>
<th>Grade __________</th>
<th>School Year __________</th>
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<tr>
<th>Areas of Strength</th>
<th>Evidence</th>
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- Nature & Needs of GT

- Areas of interest

- Additional information that impacts programming
Program Possibilities

for content modification

for independent study

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Key Websites Related to Gifted Education------

**Journals**

*Gifted Child Quarterly*  [http://www.nagc.org](http://www.nagc.org)


**Organizations**

National Association for Gifted Children  [http://www.nagc.org](http://www.nagc.org)

Texas Association for the Gifted and Talented  [http://www.txgifted.org/](http://www.txgifted.org/)


**Publishers**


**Other Web Sites of Interest**


Texas Administrative Code for the Gifted  [http://www.tea.state.tx.us./gted/GifTal.html](http://www.tea.state.tx.us./gted/GifTal.html)

The National Research Center on Gifted and Talented  [http://www.gifted.uconn.edu](http://www.gifted.uconn.edu)

A Nation Deceived Report  [http://nationdeceived.org](http://nationdeceived.org)

GT World: Links to resources on gifted and talented.  [http://www.gtworld.org/links.html](http://www.gtworld.org/links.html)


The Davidson Institute  [http://www.ditd.org/public/](http://www.ditd.org/public/)


--- Points to Remember ---

Gifted students & their needs

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