Chapter 15

1. Explore the website at [www.surfaquarium.com](http://www.surfaquarium.com) to gain information about the theory of multiple intelligences. Carefully study the descriptions of each of the multiple intelligence domains, each of the nine intelligences, and the Immersion page of the site. Then, complete the following activities.
2. Complete the Multiple Intelligence Survey and score it according to the instructions provided at the end of the survey.
3. In a brief essay, describe what you learned about yourself and your preferred intelligence. How would such information about your students assist you in differentiating instruction for gifted and talented students?

Chapter 15 Objective

 Summarize the various instructional strategies used by educators to teach pupils who are gifted and talented.

 Describe educational opportunities for young children and adolescents who are gifted and talented.

CEC Standard(s): Standard 1: Learner Development and Individual Learning Differences

 Standard 1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

PRAXIS II: Education of Exceptional Students: Core Content Knowledge

* Topic III: Delivery of Services to Students with Disabilities

B. Curriculum and instruction and their implementation across the continuum of educational placements

 2. Instructional development and implementation

 3. Teaching strategies and methods

1. Read the following articles about the “twice-exceptional child.” Write a brief summary of each article which includes a discussion of the perspective from which the article was written. Identify the defining characteristics of the “twice-exceptional child” and provide a list of the recommended strategies or instructional methods included in your reading.

 “Ensuring Gifted Children with Disabilities Receive Appropriate Services: Call for Comprehensive Assessment”

 <http://www.nagc.org/index2.aspx?id=10834>

 “Studies Shed Light on ‘Twice Exceptional’ Students”

 <http://www.edweek.org/ew/articles/2012/05/08/30gifted.h31.html?tkn=PVWFDRZv62bLKAdNRPRfGOfkavzwUOCHZ0Zw&cmp=ENL-EU-NEWS1>

 “Gifted but Learning Disabled: A Puzzling Paradox”

 <http://www.wrightslaw.com/info/2e.gifted.le.eric.pdf>

Chapter 15 Objective

 Define twice-gifted.

 Describe educational opportunities for individuals who are twice-gifted.

CEC Standard(s): Standard 1: Learner Development and Individual Learning Differences

 Standard 1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

PRAXIS II: Education of Exceptional Students: Core Content Knowledge

* Topic I: Understanding Exceptionalities

C. Basic concepts in special education

D. The influence of (an) exceptional condition(s) throughout an individual’s life span