**Since many gifted students are taught in general education classes, how do you perceive such models as RTI or similar approaches supporting the educational needs of such students?**

RTI, and other similar approaches, are created with multiple tiers designed to support students at differing levels of needed interventions. Often, students start at the lowest interventions, and if those approaches don’t appear to providing enough support, students move up the ladder to more intense interventions.

A differentiated curriculum in the general education classroom can be used as an intervention for gifted students at the lowest tier. The *Response to Intervention for Gifted Children* states that “RTI for gifted students differentiates the depth and breadth, pacing and complexity of content for students within each Tier through acceleration and enrichment opportunities.” RTI can be effective for gifted students if general education teachers recognize and assess students who may be gifted and provide differentiated instruction as a tier 1 intervention. Differentiations that could be made for gifted students within the general education classroom could include individualized instruction, gifted clusters, resource rooms, the use of mentors, independent study projects and the use of contracts (Clark 405). When tier 1 approaches don’t seem to be able to provide enough challenge for gifted students, students can be moved up the ladder to tier 2 or tier 3 interventions. Clark writes, “Programs build on each other, and as the students climb, the demands of higher intelligence and more advanced knowledge and skills create the necessity for more specialized programs” (404). Teachers, administrators, counselors, and parents can work together to match a student to available programs or find programs outside of the school that may be better suited to meet the academic needs of the student. The RTI approach can be very useful in schools where many of the gifted students are taught in general education classes because it can be a starting point that may later lead into more intense interventions.

**Select a specific content area or theme, e.g. mathematics or change, what are effective strategies or models for moving a student from "gifted to brilliant" as described by Dr. Gallagher?**

Clark writes that, “The learners in the upper 2% of the intelligence scale need special instruction to continue their intellectual and academic growth, as do the students at the lower end” (403). Clearly, teachers of gifted students in all content areas need professional development regarding strategies that can be used in the classroom to challenge gifted students and help them continue to grow intellectually. Even though I teach an advanced language arts class, the variety of levels of writers in my class is staggering; much more varied then the level of readers.

Dr. Shelagh Gallagher reminded listeners that gifted students need a meaningful challenge where they can apply their knowledge. In language arts, teachers can provide gifted students with writing assignments that have real world applications. In my classes, I encourage gifted writers to publish their writing on online student websites, write book reviews for websites, and continue their work on novels that they may be working on at home. During 3rd trimester, in which I am required to teach argumentative/persuasive writing skills, students are required to write letters to their senators regarding a chosen public service issue (as part of a public service campaign).

Additionally, Gallagher recommended the use of mentors and experts to help gifted students advance their skill set in a certain area. Although it may be challenging to find available adults, professional writers (journalists, bloggers, authors, etc.) could be brought into the classroom to discuss their experience as a writer and/or provide individualized support for students who are gifted in the area of writing.