



Frequently Asked Questions (FAQs)

Are gifted students considered special education students and therefore entitled to the same protections as special education students?

No. When Chapter 16 was created, the State Board of Education (Board) deleted the gifted education provisions of 22 Pa. Code Chapters 14 and 342 (relating to special education services and programs) and added the new Chapter 16 (relating to gifted education.) In its stated purpose for this change, the Board acknowledged that students who are gifted and therefore need specially designed instruction are considered to be children with exceptionalities under section 1371(1) of the School Code. 30 Pa. B. 633. It further stated, however, that the Board's intent in creating Chapter 16, and deleting the gifted provisions of Chapter 14 and 342, was "to draw a clear distinction between gifted education as required in this Commonwealth and special education as required by Federal law." To that end, the Board removed or changed references to terms and concepts which were clearly linked to special education as prescribed under the Individuals with Disabilities Education Act (20 U.S.C.A. §§ 1400--1485). However, gifted students are entitled to all the protections of the Pennsylvania School Code of 1949, as well as those contained in Chapter 16.

If a child is identified gifted is he/she automatically entitled to services?

No. The Gifted Multi-disciplinary Team makes the determination of eligibility for gifted education services. The team comprises the student's parents, a school psychologist, one or more current teachers, persons trained in evaluation techniques and persons familiar with the child's cultural background, when applicable. Students will qualify as eligible for gifted education services when they meet the definition of mentally gifted and require specially designed instruction to meet their individual educational needs.

What if a district does not administer all the sections of an IQ or Achievement test?

All assessments administered by the district are required to be done by appropriately qualified personnel as determined by the qualifications designated by the test manufacturers. Many tests often have prorated, short forms, of the long test as well to be used at the discretion of the assessor. If you wish for the full version of the test to be administered, it is best to ask the assessor in writing.

What is the evaluation process in PA?

The following is an outline of the evaluation process in PA:

1. PA 16.22 (b) a referral for an evaluation is made by the teacher or parents when a student is suspected of being gifted and not receiving appropriate education under Chapter 4 or 16. 22 (b)(2), the student is thought to be gifted because of the district's screening tool or (c) when parents suspect their child is gifted.
2. Often, in a parent request, the district will administer a gifted screener and notify the parents of the results and their recommendations.
3. If the student passes the gifted screener, then a permission to evaluate (PTE) is sent home to parents by the district. If the student does not pass the screener, the parent may still request a full evaluation via a letter to the district.
4. Once the district receives the signed PTE, then the district has 60 calendar days to evaluate the student and have the report in the parent's hand.
 - The 60 calendar days stop at the end of the school year for the psychologist but not for the teacher to hold the GIEP meeting. The clock keeps ticking once the GWR is issued.
5. The evaluation results are written into a gifted written report (GWR) and notes if the student is gifted and in need of specially designed instruction. Some districts will hold a meeting to present the results to parents and others will mail home the GWR. The parent may request a draft copy of the report prior to the meeting.
6. If a student is found to be gifted and in need of specially designed instruction, then an Invitation to a GIEP Meeting to review the GWR and develop a Gifted Individualized Education Plan (GIEP) is provided to parents along with a copy of the parental rights. A GIEP meeting must be held and a GIEP developed within 30 calendar days of receiving the GWR. See Chapter 16.32 for details of GIEP team participants and content to be included.
7. A copy of the draft GIEP is written and then provided to parents at the meeting or mailed home along with the parental rights prior to the GIEP meeting. A copy of the Parental Rights should accompany the Invitation and parent input form. The parent should initial their receipt of the Invitation where indicated on the Invitation. It is not necessary to provide another copy of the Parental Rights at the time of the GIEP meeting, but having a copy on hand is a good idea just in case the parent did not read or acknowledge receipt on the Invitation.
8. The GIEP is implemented no more than 10 school days after the Notice of Recommended Education Assignment (NORA) is signed or at the start of the

following school year if completed less than 30 days before the last day of scheduled classes.

9. The GIEP team is reconvened at least annually or more as conditions warrant. A parent or school personnel may request the GIEP team be convened at any time.

RtII and Gifted Support Services

Tier III

- Individualized change of pace, content, task, or environment that may be out of grade level or even school depending on age of student
- Acceleration in multiple classes
- Advanced course material
- In addition to differentiated instruction in Tier I

Role of the Gifted Support Teacher: Advocates for students to ensure accelerated learning opportunities are afforded to students evidencing an instructional level outside of the grade level's capacity; writes Gifted Individualized Education Plan.

Tier II

- Individualized change of pace, content, task or environment that might be outside of the classroom
- Acceleration in one content area while sustaining current grade level placement
- Advanced course material typically one year above grade level
- Advanced Skill group instruction
- In addition to differentiated instruction in Tier I

Tier III

- Individualized change of pace, content, task, or environment that may be out of grade level or even school depending on age of student
- Acceleration in multiple classes
- Advanced course material
- In addition to differentiated instruction in Tier I

Role of the Gifted Support Teacher: Advocates for students to ensure accelerated learning opportunities are afforded to students evidencing an instructional level outside of the grade level's capacity; writes Gifted Individualized Education Plan.

What can the Pennsylvania Value Added Assessment System (PVAAS) data tell me about students with GIEPs?

See PAGE Bulletin - PVAAS: What is it and what can it tell me about my students with GIEPs, January 2013. (Tanya Morret)

<http://www.giftedpage.org/docs/PVAAS%20Bulletin.pdf>

Is the GIEP a strength-based document? Yes. Read the PENNLink below issued by the Pennsylvania Department of Education:

From: ED, Special Ed Resource Acct

Sent: Thursday, September 12, 2013 1:57 PM

To: all-sd@lists.cas.psu.edu; all-iu@lists.cas.psu.edu; all-iuse@lists.cas.psu.edu

Cc: all-pattan@lists.cas.psu.edu; PW, OCDEL-Early Intervention

Subject: Meeting the Academic Needs of the Gifted Learner

PENNSYLVANIA DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

Sept. 12, 2013

Penn*Link

TO: School District Superintendents
School District Special Education Directors
Intermediate Unit Executive Directors
Intermediate Unit Special Education Directors

FROM: John J. Tommasini, Director
Bureau of Special Education

SUBJECT: Meeting the Academic Needs of the Gifted Learner

The September 5, 2013, Penn*Link is being reissued with edits.

It is the intent of this Penn*Link to clarify the processes afforded to parents and districts to answer when and where teachers should be adjusting instruction for gifted learners. More specifically, the intent of this Penn*Link is to clarify the purposes of a Gifted Individualized Education Plan, including that modifications and accommodations as defined in 34 CFR § 300.320(a)(4) should not be included in a student's Gifted Individualized Education Plan only if the student is a student with a disability identified as eligible under 34 CFR § 300.8. If a student is identified as a student with a disability then all goals, short term learning outcomes, specially designed instruction, and support services to support the child's gifted need(s) must be included in an Individualized Education Program as defined in Chapter 14.

The Gifted Individualized Education Plan is a strength-based document. If a child meets the multiple criteria to be identified as gifted and is in need of services, he or she qualifies for specially designed instruction under Chapter 16 of the Pennsylvania Code. If a child does not have an academic strength in a particular domain area (general academic ability or specific academic ability) then the needs of the child would/should be met according to criteria determined in Chapter 4.

When a gifted student demonstrates a need for specially designed instruction related to his/her academic strength, it should be noted in the Gifted Individualized Education Plan with the following information: a statement of the student's present levels of educational performance, a statement of annual goals and short-term learning outcomes, a description of the specially designed instruction, a projected date for initiation, the anticipated frequency, location and anticipated duration, and objective criteria, procedures and timelines for determining whether stated goals and learning outcomes are being achieved. An example of this could be curriculum compaction for a student who has a strength in math and requires an accelerated pace.

A gifted student may demonstrate a need for support services related to his/her giftedness. For example, a gifted student's social and/or emotional development may lag behind his/her intellectual development resulting in the need for counseling by the psychologist, the guidance counselor, the teacher of the gifted or the general education teacher. Counseling services can be addressed on the grid for support services in the student's Gifted Individualized Education Plan. This grid requires that the support services, projected date of initiation, frequency, location, service provide and anticipated duration of services be included.

If a gifted student has a need based on a deficiency, it should be noted in the Present Levels of Educational Performance. However, a goal or short-term learning outcome should only be developed to address progress in an area of strength for the student, not an area of weakness. If the Gifted Individualized Education Plan team feels that there are intervening factors (see 22 Pa. Code § 16.21 (e) (5)) such as English as a second language, gender or race bias, socio/cultural deprivation or disabilities defined in 34 CFR § 300.8 (relating to a child with a disability) that mask giftedness, the team should consider the regulations governing the factor.

Gifted Educators

Is there training available to help new gifted teachers understand the paperwork?

In most of the 29 Intermediate Units (IU) across the state, there is a designated Gifted Liaison who is offering professional development in a variety of ways. To determine which region you are part of you can access the PAIU map [here](#). Each regional Intermediate Unit has an identified Gifted Liaison that can assist parents and educators in writing appropriate and measurable GIEP goals and objectives. For a list of Gifted Liaisons go to: <http://www.giftedpage.org/gifted-liaison-network/>

The Gifted Liaisons in each IU attend quarterly meetings to disseminate information for professional development. Many of them have started regular Gifted Network meetings and maintain a distribution list of teachers and administrators for announcements regarding upcoming training opportunities both in their IU and throughout the state. Topics that have recently been shared include: Gifted Boot Camp Day 1 (an overview of Chapter 16 and the updated forms), Gifted Boot Camp Day 2 (varies based on learner needs but has focused on the instructional needs of gifted students), and PVAAS for Advanced/GIEP Learners. Coming soon we will be sharing the Teacher Evaluation rubric with the possible examples that are specific to gifted support teachers.

The Standards Aligned System ([SAS](#)) website is also continually evolving as a source of information for teachers who serve gifted students. Once you have created a free log

in, there is a Professional Learning Community called [Gifted Education and Accelerated Learning](#). Membership is limited to educators, but questions are posed and answered by practitioners in the field. Coming soon there will be a digital repository of podcasts focusing on the advanced learner. Also in the works are differentiated lesson plans created by teachers that have gone through an extensive review process. Once completed, they will be posted in the [Materials and Resources](#) section of SAS. Currently there are already several very good lessons using the framework of the [Literacy Design Collaborative](#) to help teachers implement with rigor the new PA Common Core State Standards in Literacy.

Additional resources:

- SAS Portal - <http://www.pdesas.org>
- Ch. 16 Gifted Guidelines - http://www.education.state.pa.us/portal/server.pt/gateway/PTARGS_0_0_25_2_0_0_47/http;/pubcontent.state.pa.us/publishedcontent/publish/cop_hhs/pde/single_web/programs/programs_d_g/gifted_education/gifted_guidelines_august_2010/images/2_gifted_guidelines__august_20102.pdf

- Parent/Teacher Handbooks

Understanding and Challenging the Gifted: An Introduction for Teachers

<http://www.giftedpage.org/docs/PAGE%20PSEA%20booklet%20for%20teachers%20-%205-30-13.pdf>

A Parent's Guide to Gifted Education in Pennsylvania

<http://www.giftedpage.org/docs/ParentsGuide.pdf>

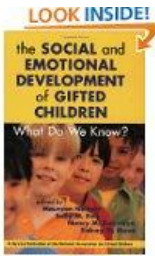
- Sample GIEPs Developed by PAIU Gifted Liaisons - <http://www.ittybittyurl.com/V5s>

What are some strategies and goals to address students who are gifted in music, athletics, art, etc.

A GIEP is for goals that apply to academic strengths and not goals for areas of talent such as music, athletics, art, etc.

What are some resources to help with the social/emotional needs of gifted students?

The following are some of the resources available that address the social/emotional needs of gifted students:



[*Social and Emotional Development of Gifted Children: What Do We Know?*](#) by Maureen Neihart, Sally Reis, Nancy Robinson and Sidney Moon (Oct 1, 2001)

[*Understanding the Social and Emotional Lives of Gifted*](#) by [Thomas Paul Hébert](#) (Nov 1, 2010)

[*When Gifted Kids Don't Have All the Answers: How to Meet Their Social and Emotional Needs*](#) by Ph.D. Jim Delisle and Judy Galbraith M.A. (May 15, 2002)

[*A Parent's Guide to Gifted Children*](#) by [James T. Webb](#), Janet L. Gore, Edward R. Amend and Arlene R. DeVries (Mar 1, 2007)

[*Social/Emotional Issues, Underachievement, and Counseling of Gifted and Talented Students \(Essential Readings ...\)*](#) by Sidney M. Moon and Sally M. Reis (Mar 23, 2004)

What assessments can be used in the PLEPs section for above level testing?

Districts may use a variety of assessments to use in the PLEP, thus assessments will vary from district to district. A balanced approach should include data points from all four assessment types: formative, summative, benchmark, and diagnostic (if needed). For example, the result of the SCAT, an out-of-level diagnostic assessment may be included in the PLEP as one of the data points for making a decision regarding grade level acceleration in math. Additional assessments may include, but are not limited to:

- the End Of Year (EOY) math test for the grade that the student is going to be accelerated to, along with his/her achievement levels in his/her current grade
- Subject area standard diagnostic assessments located in the SAS Portal
- IOWA Acceleration Scale, an instrument often used when considering whole grade level acceleration*

*Multiple data points should be used in making a decision regarding acceleration

Parental and Student Rights

How does mediation with a district work?

Mediation is a process in which parents and agencies involved in a dispute regarding special education for gifted students agree to obtain the assistance of an impartial mediator in attempting to reach a mutually agreeable settlement. There is no cost to the parents.

1. Discussions occurring during the mediation session are confidential, and no part of the mediation conference is to be recorded.
2. During a mediation conference the mediator will meet with the parties together in a joint session and individually in private sessions.
3. The designated agency involved in the dispute must send a representative who has the authority to commit resources to the resolution agreed upon.
4. Any agreement reached by the parties during the mediation process must be converted into writing and placed in the student's educational record.
5. The written mediation agreement is not a confidential document, shall be incorporated into the student's GIEP, and is binding on the parties.
6. The mediation agreement shall be enforceable by the Department of Education.
7. A GIEP team shall be convened within 10 school days following the mediation agreement, to incorporate the mediation agreement into the GIEP where necessary.
8. When the mediation conference results in a resolution of the dispute, each party shall receive an executed copy of the agreement at the conclusion of the mediation conference.
9. Mediation may not be used to deny or delay a party's right to an impartial due process hearing.

What are my rights as a parent during mediation?

See above.

What if my district's gifted program is changing and I feel it is not meeting my child's needs?

You may request a GIEP team meeting as per §16.32

(3) GIEP team meetings shall be convened at least annually or more frequently if conditions warrant.

(4) A GIEP team meeting shall also be convened at the request of a GIEP team member, the parent, the student or the school district.

Are there any advocates that can go with me to a meeting?

PAGE supports all stakeholders; therefore we do not recommend or endorse any one gifted advocate. You may find information about gifted advocates in your area by contacting your local county bar association.

Are there any lawyers that I can contact?

PAGE supports all stakeholders; therefore we do not recommend or endorse any one gifted advocate. You may find information about gifted advocates in your area by contacting your local county bar association.

What are my rights if the district does not want to evaluate my student for the gifted program because s/he has a disability such as ADHD?

A district may not discriminate when making decisions regarding requests to evaluate a student. A parent may request a multidisciplinary evaluation as per section 16.22(b)(c) above (page 2).

What is the best way to encourage my district to update gifted programming options and educate teachers about gifted students, etc.?

The best way to encourage your district to update gifted programming options is to get involved at the ground level. Work with your child's teacher and if that does not yield the results you were hoping for then consider moving up the ladder of authority. In many district it can look like this: gifted support teacher, supervisor/coordinator of gifted education, principal, director of curriculum, and ultimately the superintendent. (Your district may differ, be sure to ask the gifted support teacher who fulfills each of these job responsibilities as one person may serve many roles). Approach each meeting with a clear articulation of the issue and be prepared to offer possible solutions. Through collaboration and shared problem-solving you should be able to work with the district to best meet the needs of your gifted child.

What if a school says they are not pulling out and the push in is not meeting my child's needs?

According to §1641. (b)(3) There are three types of placement for gifted students: enrichment, acceleration, or both. The first question regarding the student should be which type of placement best meets the needs of the child and how can that placement best be serviced through specially designed instruction. "Pulling out" and "pushing in" are only two examples of specially designed instruction that can be considered when looking at the needs of the child.

Be sure to clearly articulate the problem to the teacher and principal in writing. Request a meeting to resolve the issue(s) as per §16.32g (3)(4).

If that meeting is unsuccessful, the following formal systems are available for dispute resolution: Mediation and Due Process. In order to facilitate a request for Mediation and/or Due Process, a parent must contact The Office for Dispute Resolution with the appropriate documentation. A parent may electronically submit their request for mediation by visiting the following webpage: <http://odr-pa.org/mediation/overview/>

- A parent may electronically submit their request for a Due Process Hearing by visiting the following webpage: <http://odr-pa.org/due-process/overview/>

- A parent may file for Mediation and Due Process at the same time. If this is the case, Mediation will occur first and if the issue is unresolved, the parent can proceed with Due Process.

What if acceleration is only offered in one building and not another? (The one my child attends?)

Current Chapter 4 - <http://www.pacode.com/secure/data/022/chapter4/chap4toc.html>

Pending Chapter 4 -

http://www.portal.state.pa.us/portal/server.pt/community/state_board_of_education/8830

Current Chapter 12 - <http://www.pacode.com/secure/data/022/chapter12/chap12toc.html>

Can a student attend a GIEP meeting?

Yes, §16.32(b)(2) Each GIEP team must include persons who meet the following qualifications:

- (2) The student, if the parents choose to have the student participate.

If my child is accelerated in a subject, does the GIEP need to include a goal related to the subject acceleration?

If the student's needs can be met within the accelerated course (i.e. a 5th grader taking a 7th grade Algebra class), then a GIEP goal is not required. However, if the student needs specially designed instruction such as alternative schedules, curriculum compaction, or any other service beyond what the regular education accelerated math class offers, then a goal should be included within the GIEP.

What can I do if a school is not following the GIEP?

See above question, ***“What if a school says they are not pulling out and the push in is not meeting my child's needs?”***

What can I do if a school wants to change a GIEP mid-year and I don't want it changed?

The following is an outline of the process and the guidelines established by PDE for a GIEP meeting:

1. Pennsylvania Department of Education (PDE) 16.61(a)(2) “A school district shall document the provision of written notice to the parents of a gifted student at least 10 school days prior to one or more of the following events: The school district proposes or refuses to initiate or change the identification, evaluation or educational placement of the student, or proposes or refuses to make any significant changes in the GIEP.”

2. 2.§16.62(4) “When completed, the GIEP provided for in §16.32 (relating to GIEP) shall be presented to the parents, along with a notice of recommended assignment signed by the school district superintendent provided for in §16.61 (relating to notice) and a notice of parental right to an impartial due process hearing under §16.63 (relating to impartial due process hearing). The notice shall be presented to the parents in person at the conclusion of the GIEP conference or by certified mail within 5-calendar days after the completion of the GIEP conference.”
3. § 16.62(5) “The parents shall have 10-calendar days to respond to a notice of recommended assignment sent by mail or 5 calendar days to respond to a notice presented in person at the conclusion of a GIEP conference. If the parents receive the notice in person and approve the recommended assignment within 5-calendar days, the school district may not implement the GIEP for at least 5-calendar days, to give the parents an opportunity to notify the district within the 5-day period of a decision to revoke the previous approval of the recommended assignment.”
4. When parents disagree with the school district's proposal, they have the following formal systems available to them for dispute resolution: Mediation and Due Process.

What are the components of a quality gifted services?

In its simplest form, quality gifted services continually provide the student with enriching and/or accelerated learning experiences in his/her strength area(s). The Gifted Facilitated Self-Assessment, which is part of the Bureau of Special Education’s Compliance Monitoring Process, is an excellent resource for evaluating appropriate gifted programming options offered by a district. A continuum of service delivery options should be available to best meet the individual needs of a variety of gifted students.

The National Association for Gifted Children has developed key standards and components of gifted programming. This information can be found at the following website: <http://www.nagc.org/index.aspx?id=2027>

See Ch. 16 Guidelines -

http://www.education.state.pa.us/portal/server.pt/gateway/PTARGS_0_0_252_0_0_47/http;/pubcontent.state.pa.us/publishedcontent/publish/cop_hhs/pde/single_web/programs/programs_d_g/gifted_education/gifted_guidelines_august_2010/images/2_gifted_guidelines_august_20102.pdf

Understanding and Challenging the Gifted: An Introduction for Teachers -

<http://www.giftedpage.org/docs/joint%20PAGE%20PSEA%20booklet%20for%20teachers%20-%20new%20logo%20-%20final%20-%202010%2020%2009.pdf>

How can we do acceleration while keeping costs low?

Although Chapter 16 specifies that gifted education “must be provided for gifted students which enables them to participate in acceleration or enrichment programs, or both... and to receive services according to their intellectual and academic abilities

and needs” data from a survey (Maguire, 2008) of Pennsylvania school districts indicates that:

- 70% do not have formal acceleration policies and more than 50% report never having accelerated any students.
- 68% do not provide professional development on differentiation for advanced or gifted students in the regular education classroom.
- 93% do not pre-assess students before beginning learning units to determine student mastery levels.
- 87% do not provide pre-AP programs or have AP vertical teams.

While resources for advanced and gifted students have been available at the state level and new resources are under development, the Pennsylvania Department of Education has recommitted to ensuring that Pennsylvania educators have a full and explicit understanding of the availability and applicability of these resources for their advanced and gifted students.

Foundational to the Department’s renewed emphasis on meeting the educational needs of advanced and gifted students are concerns about equity and access for all students. In keeping with these concerns, efforts made by the department will be designed to:

- afford all students the opportunity to demonstrate mastery of grade level work;
- be excused from this work if it has been mastered;
- be engaged in more advanced lessons whether or not their school districts provide pull-out enrichment classes, and whether or not the students have been formally identified as gifted.

Link to continuum of acceleration options and resources in Standard Aligned System (SAS) -<http://www.ittybittyurl.com/V5s>

There are many ways to provide acceleration to a gifted student while keeping costs low. The most common form of acceleration is advancing the student by an entire grade level. While this method may be a potential way of obtaining acceleration for the student, it may not meet the individual student’s academic, social, and emotional needs. Acceleration through curriculum adjustments can be delivered to the student based upon his/her needs. If, for example, there is a 5th grade student working on a 7th grade math level, the student may be delivered the 7th grade math curriculum within his or her 5th grade classroom or may physically attend a 7th grade math class. Other means of acceleration that utilize resources that are currently in place, thus keeping costs low, include: Advanced Placement (A.P.) courses, dual enrollment (allowing the student to take college courses while completing his/her secondary education), early entrance to kindergarten, and early graduation.

Some of the key resources concerning acceleration are:

- A Nation Deceived (Volumes I and II): <http://www.nationdeceived.org/>

- The Iowa Acceleration Scale: <http://www.accelerationinstitute.org/Resources/IAS.aspx>
- Developing Math Talent: A Guide for Educating Gifted And Advanced Learners in Math (Susan Assouline & Dr. Ann Lupkowski-Shoplik, Prufrock Press)
- Guidelines for Developing an Academic Acceleration Policy: http://www.accelerationinstitute.org/Resources/Policy_Guidelines/
- PAGE Bulletin - Academic Acceleration (Dr. Mary Ann Swiatek) - <http://www.giftedpage.org/docs/bulletins/PageBulletinAcceleration.pdf>
- PAGE Bulletin - Acceleration: An Overview (Dr. Ann Lupkowski-Shoplik and Dr. Mary Ann Swiatek) - <http://www.giftedpage.org/docs/bulletins/October2010Bulletin.pdf>

Are there outside evaluators who specialize in testing gifted students?

There are psychologists and school psychologists who specialize in evaluating gifted students; however, these evaluators are utilizing the same tools of measurement that are utilized by other evaluators. If you are searching for an outside evaluation for the purpose of having your child identified as gifted within his or her school, it is important to note that you may request an evaluation to be conducted for free by your school district.

Additionally, if you decide to have an outside evaluation conducted and you share the results of the evaluation with your school district, per Chapter 16, the district is required to consider the outside evaluation, but is under no obligation to accept the evaluation results for identification purposes. It is wise to check with your district prior to testing to learn whether or not they have any policy or process regarding outside evaluations (i.e. specific assessment and/or evaluator(s)).

Are there psychologists or counselors who specialize in counseling gifted kids?

There are psychologists and counselors who specialize in counseling gifted students. However, due to the low number of gifted students and/or parents seeking counseling, there may not be a psychologist or counselor near you who is specifically identified as a counselor to the gifted population. As a parent looking for counseling services for the gifted student, one should be mindful that the gifted population is a unique one, and finding the most appropriate match for your student is essential for a positive therapeutic process. If you are seeking counseling for you gifted child, you should look for a psychologist or counselor who has a strong knowledge base of the

characteristics of the gifted population, knowledge of specific counseling models most commonly used for gifted individuals, and is able to provide the client and family with additional resources to be used as supports outside of the counseling sessions.

Additional Resources:

A Parent's Guide to Gifted Education in Pennsylvania -

<http://www.giftedpage.org/docs/Parents%20Guide%20FINAL%201-14-10-%20One%20page.pdf>

Understanding and Challenging the Gifted: An Introduction for Teachers -

<http://www.giftedpage.org/docs/joint%20PAGE%20PSEA%20booklet%20for%20teachers%20-%20new%20logo%20-%20final%20-%2010%2020%2009.pdf>