CASES

General Social Emotion Skills

Category	Approaching	Beginning	Intermediate	Advanced
Leadership/Teamwork (See: *Preparing Student Leaders to Make a Difference: Adult Guides are Key*, by Julia Link Roberts and Tracy Inman, 2009, Gifted Education Communicator, page 34, http://www.giftededucationcommunicator.com/wp-content/uploads/2013/05/200901GECSpring.pdf)	*This student is still learning these skills and working towards the beginning level of achievement.*	Student: -can take turns being the leader of a group and following the lead of another with assistance. -shows conscientiousness toward others including sympathy, empathy, or altruism at times.	Student: -can identify leadership opportunities -shows rudimentary ability to motivate others -chooses his/her leader for classroom activities -participates as leader or team member, depending on group decision/need. -can set a goal and devise a plan (for self or group) to meet the goal.	Student: -identifies own and others' strengths to best choose leader for a given activity -shows ability to be flexible as needed and to motivate others -regularly uses sympathy, empathy and altruism as appropriate to understand others. -sets goals and assesses progress toward goals. -gives and accepts feedback on activity's success, communicating effectively -evaluates leadership and uses evaluation to help choose leaders in the future
Personal Communication (See: *Speaking and Listening: Key Components of a Complete Language Arts Program for the Gifted*, by Bonnie Cramond, Roeper Review, 1993, p. 44, http://www.tandfonline.com/doi/abs/10.1080/027	*This student is still learning these skills and working towards the beginning level of achievement.*	Student: -is beginning to use appropriate language and voice level to show others that he/she is listening, engaged, and participating.	Student: -uses appropriate language and voice level to demonstrate engagement -evaluates own participation in a group -can listen to commit information to memory. -expresses content area vocabulary skills.	Student: -uses appropriate language and voice level to demonstrate engagement and effective, thoughtful expression. -evaluates own (and others') participation in a group discussion or presentation -shows active listening

83199309553534#preview)				skills including processing information at deep levels through critical or creative thinking.
Self-Awareness/ Awareness of Others (See: *Development of the Emotional and Social Needs of Gifted Individuals*, by George T. Betts, 1984, Journal of Counseling and Development, p. 587, http://www.positivedisintegration.com/Betts1986.pdf)	*This student is still learning this/these skills and working towards the beginning level of achievement.*	With guidance, student: -recognizes that gifted traits such as asynchronous development, perfectionism, overexcite-abilities, etc. can impact interactions with others -uses coping strategies to understand him/herself -works with others appropriately, keeping gifted traits in mind	With guidance, student: - recognizes that gifted traits such as asynchronous development, perfectionism, overexcite-abilities, etc. can impact interactions with others -uses coping strategies effectively to better understand him/herself, and uses strategies to work appropriately with others.	Student: - recognizes that gifted traits such as asynchronous development, perfectionism, overexciteabilities, etc. can impact interactions with others -uses coping strategies effectively to help with self-understanding and ability to work with others appropriately.
Individual/Group Interaction (See: *Gifted Students and Cooperative Learning: A Study of Grouping Strategies*, by Nancy Armstrong Melser, 1999, Roeper Review, p. 315, http://www.tandfonline.com/doi/abs/10.1080/02783199909553983#preview)	*This student is still learning this/these skills and working towards the beginning level of achievement.*	With guidance, student: -works independently, or in small or large groups for different types of projects. -student begins to maintain positive interdependence with individual accountability.	With guidance, student: -begins to identify the appropriate level of partnership needed in order to accomplish different tasks -works independently, in small groups, and in large groups for differing projects -consistently maintains individual accountability.	Student: -chooses the appropriate level of teamwork or independence to complete a task -works independently, in small groups, or in large groups to complete a task -maintains positive interdependence and is individually accountable. -processes current functioning to improve the group or individual effectiveness.

Manners/Social Norms (See: *Nurturing Social-Emotional Development of Gifted Children*, James T. Webb, 1994, Council for Exceptional Children, http://www.gifted.uconn.edu/siegle/tag/Digests/e527.html)	*This student is still learning this/these skills and working towards the beginning level of achievement.*	Student begins to: -use classroom norms regarding listening while others are talking, taking turns, answering questions, and waiting his/her turn in order to function during whole group or small group instruction in the classroom	Student regularly: - uses classroom norms regarding listening while others are talking, taking turns, answering questions, and waiting his/her turn in order to function during whole group or small group instruction in the classroom	Student: -uses social norms as appropriate, while still exhibiting positive leadership traits such as questioning, evaluating fairness, and evaluating the expectations of others and consequences of their own actions.
Emotional Awareness/ Reflection/ Self-Management (See: *Socioemotional Vulnerabilities of Young Gifted Children*, Wendy C. Roedell, 2008, The Haworth Press, p. 17, http://www.tandfonline.com/doi/abs/10.1300/J274v18n03_03#preview)	*This student is still learning this/these skills and working towards the beginning level of achievement.*	Student: -accepts help when another recognizes that student is having a hard time expressing his/her emotions OR agrees to take time out to think about his/her emotional response to situations in which student has a strong emotional response	Student: -is able to recognize times when he/she is having a hard time expressing emotions and voluntarily takes a time out and spends that time considering his/her emotional response to the situation and coming up with a plan to respond in a manner appropriate for the situation and that allows for problem-solving as needed.	Student: -is able to recognize times when he/she is having a hard time expressing emotions -self-regulates response to strong feelings without needing to take a time out -allows for problem-solving measures as needed. -advocates for his/her self.

Logical/Sequential/Mathematical/Scientific Social Emotional Skills

Skill Category	Approaching	Beginning	Intermediate	Advanced
Spatial Awareness (See: *Identifying and Supporting Spatial Intelligence in Young Children*, Carmel Diezman and James Watters, 2000, Contemporary Issues in Early Childhood 1(3):299-313. http://www.learningdomain.com/MEdHOME2/BrainCognition/Spatial.Identify.pdf)	*This student is still learning this/these skills and working towards the beginning level of achievement.*	With guidance, student: -demonstrates spatial awareness in working with shapes and fractions. -can understand charts, maps, diagrams, drawings and models. -can manipulate simple puzzles.	Student: -uses spatial awareness in working with shapes and fractions using mental manipulation. -creates two and three dimensional objects of differing shapes and sizes. -understands symbol systems and symbolic designs.	Student: -uses spatial awareness in working with shapes and fractions in all subject areas as needed including art and math and science. -creates two and three dimensional objects of differing shapes and sizes and can move between the different representations. -varies methods of solving problems when dealing with two and three dimensional objects. -can see relationships between two or more objects.
Academic Problem Solving (See: *Problem Finding, Problem Solving, and Creativity*, by Mark A. Runco, 1994, Greenwood Publishing Group, http://books.google.com/books?hl=en&lr=&id=Jw6_N_fsHWoC&oi=fnd&pg=PR7&dq=Problem+Finding,+Problem+Sol	*This student is still learning this/these skills and working towards the beginning level of achievement.*	With guidance, student: -chooses a problem-solving skill appropriate to a particular problem -begins to understand how to use logic to discern steps toward a goal.	Student: -chooses a problem-solving skill appropriate to a particular problem -begins to understand how to use logic to discern steps toward a goal. -begins to recognize/find problems and identify the elements that impact the solution.	Student: -can recognize problems, break down the elements, and assess the value of collecting additional information. -creates a hypothesis and tests it. -chooses a problem-solving skill appropriate to a particular problem -begins to understand how to use logic to discern steps toward a

ving,+and+Creativity&o ts=wtsRDV6mjq&sig=e 8TCcG0QTP_BF8Wlty OjNMmgdWQ#v=onepa ge&q=Problem%20Find ing%2C%20Problem%2 0Solving%2C%20and% 20Creativity&f=false)				goal. -is able to change course when additional facts or challenges obviate a previously decided upon course of action. -can evaluate the success of the chosen solution.
Decision Making (See: *Caring and Sharing: Moral Development of Gifted Students*, by Dorothy A. Sisk, 1982, *The Elementary School Journal*, Vol. 82, No. 3, Special Issue: Gifted Education, p. 221-229, http://www.jstor.org/disc over/10.2307/1001572?s id=21105130263121&ui d=3739600&uid=70&ui d=4&uid=2129&uid=2 &uid=3739256)	*This student is still learning this/these skills and working towards the beginning level of achievement.*	With guidance, student: -identifies data needed to solve a moral or social problem. -can identify at least one possible solution.	Student: -identifies data needed to solve a moral or social problem. -exhibits safe decision-making skills in familiar situations. -can identify alternative actions and evaluate possible consequences of at least one course of action.	Student: -uses different approaches to solve moral or social problems, using personal knowledge and locating additional information as appropriate. -identifies possible consequences of each course of action. -can be trusted to use good judgment in unfamiliar situations. -can evaluate the success of their decision.
Motivation/Persistence/ Commitment/Integration of Knowledge and Personal Skills (See: *Understanding a Lack of Motivation to Excel*, by Joanne Rand Whitmore, 1986 vol. 30 no. 2 66-69, Gifted Child Quarterly, *http://gcq.sagepub.com/*	*This student is still learning this/these skills and working towards the beginning level of achievement.*	Student: -recognizes overlap in differing content areas and applies academic skills. -can explain in his/her own words how he/she arrived at a particular solution. -is motivated by external forces	Student: -recognizes overlap in differing content areas and applies academic skills. -can explain in his/her own words how he/she arrived at a particular solution. -works at an accelerated pace in academic content areas -finds internal	Student: -recognizes overlap in differing content areas and applies academic skills using prior knowledge and experiences. -can explain in his/her own words how he/she arrived at a particular solution. -works at an accelerated pace in academic content

content/30/2/66.abstract *)*			motivation/value in the task itself and/or the outcome of the task -student is beginning to set their own goals for achievement (not just those set by others)	areas. -is able to work independently on projects and complex assignments -is internally motivated by the value of the task itself and the outcome. -sets their own goals and seek role models who value their goals or have expertise in the specific area.

Creativity/Language Arts/Written Communication Social Emotional Skills

Skill Category	Approaching	Beginning	Intermediate	Advanced
Creativity Skills (See: *Assessing and Accessing Creativity: An Integrated Review of Theory, Research, and Development*, by John F. Fedlhusen and Ban Eng Goh, 1995, Creativity Research Journal, p. 231-247, http://www.tandfonline.com/doi/abs/10.1207/s15326934crj0803_3#preview)	*This student is still learning this/these skills and working towards the beginning level of achievement.*	Student: -understands that creativity can be emotionally or cognitively based. -understands that creativity may be spontaneous or deliberate. -can identify instances of the different types of creativity	Student: -can make connections between differing information sources to arrive at creative responses to topics or assignments. -can reflect on ideas and arrive at emotionally creative ideas. -can "sleep on" a problem to allow for spontaneous ideas to aid in solution.	Student: -applies past information or patterns, or applies new information/pattern combinations to new situations. -uses knowledge of different types of creativity to pick an appropriate approach to problem-solving. -implements different approaches on a regular basis. -can see gaps between knowledge and understanding and see opportunities for creating new products or behaviors.
Communication with Specific Audiences (See: *Integrating Oral Communication Skills into Everyday Learning*, by Sarah Jane Henderson, http://languageandliteracytheoryandpractice.wikispaces.com/Integrating+Oral+Communication+Skills+into+Everyday+Le	*This student is still learning this/these skills and working towards the beginning level of achievement.*	Student: -uses differing communication skills (including writing, speaking, art, etc.) to inform audiences of concerns, persuade others, and share information. -uses appropriate body language, pitch, facial expressions to inform. -uses limited content vocabulary. -volunteers brief	Student: - refines differing communication skills to inform audiences of concerns, persuade others, and share information. -is able to focus on media skills such as advertising strategies and the rhetorical elements of speech writing. -provides evidence for their opinions.	Student: -researches areas of personal concern in order to communicate concerns to authority figures in society. -uses persuasive skills, both oral and written, to participate in community discussion on a topic of choice. -possesses an extensive vocabulary. -initiates conversations or invites scrutiny and

		responses when questioned.	-uses content vocabulary adequately.	can respond appropriately.
Research/Understanding and Using Facts (See: *Information Literacy and Self-Regulation: A convergence of Disciplines*, by Sara Wolf, 2007, School Library Media Research, http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol10/SLMR_InformationLiteracy_V10.pdf)	*This student is still learning this/these skills and working towards the beginning level of achievement.*	With guidance, student: -recognizes that info is needed. -frames information needs into questions that can be answered. -begins to find information, summarizes findings, and shares results in written or spoken form.	Student: -can locate information on selected issues. -researches topics of his/her choice with or without teacher direction in order to practice finding information, summarizing, and sharing in written or spoken form. -compares and contrasts sources, categorizing information in new ways. -exhibits information retrieval skills. -is critical of how information is applied.	Student: -uses a variety of information resources to research topics of his/her choice in detail with or without teacher direction in order to practice finding relevant and pertinent information, integrate new information and existing body of knowledge, summarizing, and sharing in written or spoken form. -can explain why the topic is important, both to self and to others. -shows deep understanding of both topic and presentation strategies. -can integrate subject area/content area concepts as needed. -can evaluate the results of their research.
Technology as a Communication Tool (See: *Using Media & Technology with Gifted Learners*, by Frances A. Karnes, Kristen Stephens, and Del	*This student is still learning this/these skills and working towards the beginning level of achievement.*	With guidance, student: -uses a variety of technology tools to access information, communicate with others, and present information representing his/her thoughts, beliefs, or learning.	Student: -uses technology to access information, communicate with others, synthesize, evaluate, and present information representing his/her thoughts, beliefs, or learning.	Student: -demonstrates sound understanding of technology systems and their uses. -uses technology to access information, communicate with others, synthesize,

Siegle, 2005, Prufrock Press, https://books.google.com/books?id=viE8rv7Ke2kC&pg=PA8&lpg=PA8&dq=Using+Media+%26+Technology+with+Gifted+Learners&source=bl&ots=Xy5J3GwvzF&sig=UuRUM1OHDdrJ8CGGVKPpEPVyPEM&hl=en&sa=X&ei=CvDAVI30KLOKsQSP2IHgAg&ved=0CCoQ6AEwAg#v=onepage&q=Using%20Media%20%26%20Technology%20with%20Gifted%20Learners&f=false)			-understands what technology resources can be useful for specific purposes.	evaluate, and present information representing his/her thoughts, beliefs, or learning. -uses technology appropriate to a task, based on own judgment. -teachers others how to use technology tools. -creates new technology applications. -uses technology to solve complex problems.

Service Learning/Social Studies/History Skills

Skill Category	Approaching	Beginning	Intermediate	Advanced
Social Concern (See: *Identify Development in Gifted Children: Moral Sensitivity*, by Deirdre Lovecky, 1997 20(2) 90-94, SENGVine, Reprinted with permission from Roeper Review. https://sengifted.org/archives/articles/identity-development-in-gifted-children-moral-sensitivity)	*This student is still learning this/these skills and working towards the beginning level of achievement.*	Student: -understands the importance of historical events in specific time periods. -can explain why it is important to understand significant historical events. -questions rules or situations that they feel are unfair or unjust.	Student: -begins to identify paradigms related to justice issues. -understands the importance of historical events in and their impacts on the present. -can explain why it is important to understand significant historical events. -uses information to form own opinions about historical events. -demonstrates empathy and/or understanding for people in specific historical or present circumstances. -extends understanding of historical events to inform daily life.	Student: -understands the importance of historical events in specific time periods. -can explain why it is important to understand significant historical events. -uses information to form own opinions about historical events. -demonstrates empathy and/or understanding for people in historical circumstances, shows a sensitivity to others' needs and a wish to act with those needs in mind. -extends understanding of historical events to inform daily life. -uses learning to develop personal code of conduct and values that promote well-being of society. -recognizes conflicting moral issues. -can draw conclusions about what should be done to achieve justice/fairness. -uses knowledge and experience to express understanding and

				compassion.
Community Leadership (See: *Effects of Service Learning on Young, Gifted Adolescents and their Community*, by Alice W. Terry, 2003, Gifted Child Quarterly, http://www.sagepub.com/bjohnsonstudy/articles/Terry.pdf)	*This student is still learning this/these skills and working towards the beginning level of achievement.*	With guidance, student: -is aware of issues or studies the needs of a particular group or community. -engages occasionally in community services activities. -has an emerging awareness of goals for community. -asks "how" and "why" questions related to a particular service project. -participates in the development of action plans. -completes outlined tasks to a time schedule.	Student: -identifies goals that support community needs. -considers available resources and personal talents to help meet these needs. -develops a plan of action to address needs. -adheres to timelines for completion. -adjusts approach to increase effectiveness of plan. -identifies multiple opportunities for participation in community service activities within and outside of the classroom. -actively seeks out information about community events and activities and presents these to other students. -works with the community as an explorer with the goal of learning from the situation/service project so that there is shared benefit.	Student: -develops goals and creates projects that support the community. -inspires others to support a cause. -works with others to develop a comprehensive action plan. -delegates tasks and roles. -monitors progress and timelines though task completion. -listens, responds, and clarifies ideas and issues throughout duration of project. -reflects on empowerment opportunities and growth potential for mutual relationship with learning occurring by all parties (2-way impact).
Self-Reflection	*This student is still learning this/these skills and working towards the beginning level of*	Student: -self-reflects on involvement in project or activities at the	Student: -self-reflects on involvement in project or activities at the	Student: -uses multiple methods of reflection throughout a project.

(See: *Academic Self-concept and Self-efficacy: How Different are they Really?* By Mimi Bong, Einar M. Skaalvik, 2003, Educational Psychology Review, p. 1-40, http://link.springer.com/article/10.1023%2FA%3A1021302408382#page-1)	*achievement.*	completion of the project. -assesses own teamwork, use of skills, and impact of involvement on the greater community. -can identify areas of impact (both positively and negatively).	completion of the project. -assesses own teamwork, use of skills, and impact of involvement on the greater community. -develops a growing awareness of how his/her actions impact others. -evaluates what courses of action they used and the reasons for the actions, and how the process made them feel.	-finds appropriate opportunities to use differing forms of expression. -recognizes a broad spectrum of implications attendant upon his/her actions and involvement. -seeks feedback from a variety of sources. -shares the outcome of efforts with others. -assess personal growth and learning and integrates these into future efforts. -identifies areas where they could be more proactive or flexible and recognizes feelings related to successes. -reflects on how self-concept may impact their effectiveness and applies these reflections to improve motivation and task-completion and improve self-confidence.

RESOURCES FOR SKILL BUILDING AND SOCIAL EMOTIONAL DEVELOPMENT:

General Social Emotional Development Articles:

http://www.talentigniter.com/glog/teaching-social-skills-young-gifted-children-why-how. (Why gifted children have some of the social patterns that they demonstrate in school.)

http://www.iag-online.org/resource/2eGeneralResources/Professional/GenInfo/Social-and-Emotional-Needs-of-2e-Learnes.pdf. (Social and emotional needs to twice exceptional children.)

http://westdalemiddle.ebrschools.org/eduweb1/1000047/laylamilton/docs/culturally_diverse_gt.pdf (Providing Access to Culturally Diverse Gifted Students: From Deficit to Dynamic Thinking)

http://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/gifted/guidelines-on-school-based-gifted-development-programmes/schapter-two.html. (Hong Kong gifted education information—a comprehensive manual with numerous ideas for supporting gifted children.)

http://www.davidsongifted.org/db/Articles_id_10129.aspx (Highly Gifted Children and Peer Relationships)

http://www.specialneeds.com/children-and-parents/general-special-needs/special-needs-gifted-children (Special Needs of Gifted Children)

http://www.davidsongifted.org/db/Articles_id_10065.aspx (Vulnerabilities of Highly Gifted Children)

http://opi.mt.gov/pub/RTI/Resources/RTI_Gifted_Talented.pdf (Response to Intervention and Gifted and Talented Education)

http://www.giftedchildren.org.nz/apex/v12art06.php (Learning Characteristics of Gifted Students: Implications for Instruction and Guidance)

http://www.davidsongifted.org/db/Articles_id_10544.aspx (Stretching Young Gifted Children's Abilities: The Tiger Woods Approach)

Leadership/Teamwork Skill-building Articles:

http://files.eric.ed.gov/fulltext/EJ682651.pdf (Developing Leadership Skills in Young Gifted Students)

http://www.kidsource.com/kidsource/content/leadership_and_gifted.html (Leadership Development and Gifted Students)

Personal Communications and Manners/Social Norms Articles:

http://tip.duke.edu/node/868 (Listening for what Gifted Children Don't Say)

http://resources.prufrock.com/GiftedChildInformationBlog/tabid/57/articleType/ArticleView/articleId/134/Default.aspx (Direct Teaching of Social Skills to Gifted Children)

http://www.ncld.org/parents-child-disabilities/social-emotional-skills/tips-for-helping-your-child-build-social-skills (Tips for Helping your Child Build Social Skills, National Center for Learning Disabilities)

http://www.lauracandler.com/strategies/socialskills.php (Teaching Social Skills)

http://www.cccoe.net/social/skillslist.htm (Social Skills Lesson Plans for Middle School)

http://www.educationworld.com/a_admin/admin/admin364.shtml (Activities for Building Student Character, School Community)

Self-Awareness/Awareness of Others and Emotional Awareness, Reflection and Redirection Skills Articles:

http://www.sengifted.org/archives/articles/emotional-intensity-in-gifted-children (Emotional Intensity in Gifted Children)

http://www.psychologytoday.com/blog/attention-training/201011/parenting-gifted-children-self-awareness-dismantling-and-seeing-afres (Self-awareness, Dismantling and Seeing Afresh)

http://www.casenex.com/casenet/pages/virtualLibrary/mlandrum/infuseaffectcurr.htm (Integrating an Affective Component in the Curriculum for Gifted and Talented Students)

http://terrybradleygifted.com/gifted-articles-terry-bradley/gifted-discussion-groups/ (Beyond Academics: Gifted Discussion Groups)

http://www.criticalthinking.org/pages/teaching-critical-thinking-skills-to-fourth-grade-students-identified-as-gifted-and-talented/685 (Teaching Critical Thinking Skills to Fourth Grade Students Identified as Gifted and Talented)

http://www.freespirit.com/files/OTHER/WhenGiftedKids_emotional-dimensions.pdf (Emotional Dimensions of Giftedness)

Individual/Group Interaction Skills Articles:

http://www.ascd.org/publications/educational-leadership/oct92/vol50/num02/Gifted-Students-Talk-About-Cooperative-Learning.aspx (Gifted Students Talk about Cooperative Learning)

http://www.teachhub.com/6-awesome-cooperative-classroom-games (Six Awesome Cooperative Classroom Games)

http://www.hoagiesgifted.org/leadership.htm (Gifted Leadership links by Hoagies)

Responsibility and Managing Resources Articles:

http://tip.duke.edu/node/745 (Responsibility: Raising Children you can Count on)

http://www.tolerance.org/blog/give-kid-pencil?page=1 (Give the Kid a Pencil: Teaching Tolerance)

http://www.incredibleart.org/files/room.htm (Designing Your Art Room: Organization Ideas)

Academic Problem Solving Skill-building Articles:

http://files.eric.ed.gov/fulltext/EJ874023.pdf (Lift the Ceiling: Increase Rigor with Critical Thinking Skills)

http://www.bertiekingore.com/rigor.htm (Differentiating Instruction to Promote Rigor and Engagement for Advanced and Gifted Students)

http://www.ericdigests.org/1994/gifted.htm (Underachieving Gifted Students)

http://www.nsgt.org/problem-based-learning/ (Problem Based Learning)

http://www.noetic-learning.com/gifted/ (Challenge Math Online)

Spatial Awareness Articles:

http://www.giftedchildren.org.nz/national/article4.php (I think in Pictures, you Teach in Words: The Gifted Visual-Spatial Learner)

http://geri.education.purdue.edu/PDF%20Files/EyeToEye.pdf (Eye to Eye: Connecting with Gifted Visual-Spatial Learners)

http://education.jhu.edu/PD/newhorizons/Neurosciences/articles/Brains%20on%20Fire/ (Brains on Fire: The Multinodality of Gifted Thinkers)

Decision Making Skills Articles:

http://www.ericdigests.org/2004-2/self.html (Teaching Decision Making to a Child with Learning Disabilities)

http://tip.duke.edu/node/833 (Developing Personal Talent in Your Child)

Integration of Knowledge and Personal Skills Articles:

http://www.hoagiesgifted.org/individual_instruction_menu.htm (Individual Instruction Menu for Gifted Children)

http://tip.duke.edu/node/784 (Multipotentiality: Issues and Considerations for Career Planning)

http://www.davidsongifted.org/db/Articles_id_10342.aspx (Differentiating Instruction for Gifted Students)

Creativity:

http://www.ctd.northwestern.edu/resources/displayArticle/?id=126 (Emotional Intelligence and Creativity of their Gifted Children)

http://www.gifted.uconn.edu/nrcgt/hennesse.html (Developing Creativity in Gifted Children: The Central Importance of Motivation and Classroom Climate)

http://www.lausd.net/lausd/offices/GATE/CREATIVITY_IN_GIFTED_STUDENTS.pdf (Fostering Academic Creativity in Gifted Students)

http://www.brighthubeducation.com/teaching-gifted-students/117011-ideas-for-activities-for-gifted-students-in-elementary-school/ (The Perfect Activities for Young Gifted Students)

http://www.edutopia.org/blog/fueling-creativity-through-divergent-thinking-classroom-stacey-goodman (Fuel Creativity in the Classroom Through Divergent Thinking)

http://www.opb.org/programs/teachingcreativity/ (Teaching Creativity: Is Art the Answer?)

Research Skill-building Articles:

http://www.texaspsp.org/toolkit/GT_Teacher_Toolkit.html (Teaching Research Skills to Gifted Students)

http://www.eimacs.com/blog/2013/05/gifted-students-need-strong-study-habits-too/ (Gifted Students Need Strong Study Habits Too)

http://oagct.org/wp-content/uploads/JohnsenGoree.pdf (Teaching Gifted Students Through Independent Study)

Technology Skills Articles:

http://blogs.kqed.org/mindshift/2013/10/teach-kids-to-be-their-own-filter/ (Teach Kids to be their Own Internet Filters)

http://www.educationworld.com/a_curr/technology-gifted-students.shtml (Using Tech with Gifted Students)

Community Involvement Articles:

http://files.eric.ed.gov/fulltext/EJ682651.pdf (Developing Leadership Skills in Young Gifted Students)

http://www.megt.org/links/MegtPositionPaper%20Affected%20Needs.pdf (Responding to the Affective Needs of Gifted Learners, A Position Statement of the Minnesota Educators of the Gifted and Talented)

http://www.ctd.northwestern.edu/about/press/?NewsID=485 (Service Learning: A New Way for Academic Talent Development)

http://www.ascd.org/publications/educational-leadership/feb96/vol53/num05/Serving-Others-Hooks-Gifted-Students-on-Learning.aspx (Serving Others Hooks Gifted Students on Learning)

http://www.sw.wednet.edu/197210819172452207/lib/197210819172452207/_files/servicelearningresearch.pdf (The Effects of a Service-Learning Program on the Development of Civic Attitudes and Behaviors among Academically Talented Adolescents)

http://gei.sagepub.com/content/25/3/237.abstract (Creating Effective Citizens: Unique Opportunities for Gifted Education Through the Social Studies)

http://gcq.sagepub.com/content/52/2/170.abstract (Academically Talented Students' Attitudes toward Service in the Community)

Gifted Organizations and Additional Resources:

www.SENGifted.org (Supporting the Emotional Needs of the Gifted, national organization)

www.Hoagiesgifted.org (Hoagies Gifted, gifted resources)

www.NAGC.org (National Association of Gifted Children)