

## Test Bank

### Chapter 1

#### *Multiple Choice Questions:*

1. According to the Hierarchy Theory of Intelligence, what level would Gardner's Multiple Intelligences fit?
  - a) Top Level
  - b) Middle Level
  - c) Bottom Level
2. What does the "quiet crisis" refer to?
  - a) Gifted children being silent in the classroom
  - b) Gifted children becoming disengaged in school and dropping out
  - c) The lack of federal funding for gifted education
  - d) The social and emotional challenges of gifted children
3. Which ancient culture valued physical fitness and athleticism?
  - a) Sparta
  - b) Athens
  - c) China
  - d) Rome
4. What principles of gifted education did China anticipate?
  - a) Acceleration and Enrichment
  - b) Acceleration and Differentiation
  - c) Differentiation, Child Prodigies, and the importance of creativity
  - d) Enrichment and Child Prodigies
5. What are the reasons that interest in gifted education in America dwindled in the 1920s and 1930s?
  - a) The Great Depression and "the age of the common man"
  - b) The Great Depression and Prohibition
  - c) Prohibition and World War I
  - d) World War I and "the age of the common man"
6. Sir Francis Galton wrote which book?
  - a) *The Bell Curve*
  - b) *Successful Intelligence*
  - c) *Origin of Species*
  - d) *Hereditary Genius*
7. Alfred Binet's test was developed to:
  - a) identify gifted students
  - b) determine which students would (and would not) benefit from schooling
  - c) identify students for special education classes
  - d) find a genetic component of intelligence

8. Leta Stetter Hollingworth's classes for the gifted included

- a) only acceleration options
- b) only enrichment options
- c) an emphasis on cooperative learning
- d) both acceleration and enrichment during the school day

9. Which researcher's view of giftedness does *not* include a broader definition of intelligence?

- a) Sternberg
- b) Gardner
- c) Jensen
- d) Renzulli

10. Homogeneous grouping refers to:

- a) grouping students of similar abilities together
- b) grouping students of various ability levels together
- c) grouping students across grade levels
- d) the use of cooperative learning

11. What are the "three rings" of Renzulli's model?

- a) above-average ability, creativity, and task commitment
- b) artistic talent, leadership skills, and motivation
- c) practical, academic, and synthetic intelligences
- d) chance, gifts, and talents

12. In Gangé's model, gifts refer to:

- a) physical characteristics
- b) specific skills
- c) talents
- d) natural abilities

13. Which two of Gardner's multiple intelligences are typically measured in school and on IQ tests?

- a) Spatial and Linguistic
- b) Linguistic and Logical-Mathematical
- c) Spatial and Logical-Mathematical
- d) Linguistic and Interpersonal

14. Which theory of intelligence now includes wisdom?

- a) Tannenbaum
- b) Sternberg
- c) Gardner
- d) Taylor

15. Which is *not* a finding of recent research concerning gifted education?

- a) Grouping gifted students together for instruction increases achievement for gifted students.
- b) The use of acceleration results in higher achievement for gifted and talented learners.
- c) Gifted students do not need additional services to be successful in school.
- d) Some gifted students with learning disabilities who are not identified experience emotional difficulties and seek counseling.

*Essay Questions:*

1. What elements of our current system and philosophies of gifted education do you see in past cultures?
2. What effect did the Great Depression have on gifted programming?
3. How is England's reaction against social class distinctions like the US's resistance to gifted programming?
4. How has the work of Terman, Binet, and Hollingworth influenced gifted education today?
5. What are the central controversies surrounding the book, *The Bell Curve*?
6. What resources does the National Research Center for Gifted and Talented provide that could help educators? Parents? Administrators?
7. What are the arguments for and against homogeneous ability grouping?
8. What effects have *No Child Left Behind* and the *America Competes Act* had on gifted education?
9. What are the concerns when considering a definition of gifted education?
10. Compare and contrast the theories of Renzulli, Gardner, and Sternberg.

## Chapter 2

### *Multiple Choice Questions:*

1. The children in the Terman study:
  - a) Were generally well-adjusted
  - b) Showed signs of degeneration
  - c) Predominately weak, unattractive, and emotionally unstable
  - d) Were of average ability
  
2. Which of these is NOT considered a possible characteristic of intellectually gifted children?
  - a) logical thought
  - b) advanced motor skills
  - c) precocious language and thought
  - d) motivation, persistence, advanced interests
  
3. Which group of students may have the most difficulty with social adjustment?
  - a) moderately gifted students (IQ over 130)
  - b) average ability students (IQ around 100)
  - c) highly gifted students (IQ over 160)
  - d) popular students (varying IQ levels)
  
4. The Learning Styles Inventory (LSI; Dunn, Dunn, & Price, 1981) includes learning preferences in all of these areas EXCEPT:
  - a) environmental
  - b) physical
  - c) emotional
  - d) intellectual
  
5. The Threshold Concept applies to which relationship?
  - a) Intelligence and Empathy
  - b) Intelligence and Achievement
  - c) Creativity and Intelligence
  - d) Achievement and Ability
  
6. According to Simonton, which of the following statements is true?
  - a) The higher the IQ, the more likely a person is to become eminent.
  - b) Psychopathology is common among creatively eminent achievers.
  - c) First-born children are more likely to become great artists and writers.
  - d) To achieve eminence, one's childhood should be without hardship.
  
7. Which is a characteristic of a prodigy?
  - a) Ability is limited to a specific domain
  - b) Very high IQ
  - c) Creative
  - d) Risk-taking behavior

8. Feldhusen believes that preparation programs for teachers of the gifted should:

- a) focus on intellectually gifted teachers
- b) focus on competencies, skills and knowledge
- c) focus on personal traits of teachers
- d) involve creatively gifted teachers

9. According to the research of Griggs and Dunn (1984), gifted children prefer:

- a) structured tasks
- b) spectator approaches to learning
- c) working with students from varying ability levels
- d) flexible assignments

### *Essay Questions*

1. Why would highly gifted children have more social adjustment problems?
2. What factors could explain why gifted students tend to score higher on measures of overall self-concept?
3. What are the negative aspects of being gifted?
4. How could you use the Learning Styles Inventory in your classroom?
5. What are the four style preferences in Renzulli and Reis's model? Give examples of each one.
6. What examples of gifted people from history show high capacity of moral thought? What examples show "benign chicanery" develops into less moral behaviors?
7. What are the implications of the Threshold Concept for gifted programs?
8. What challenges to highly creative student pose to teachers? How could you meet those challenges?
9. The chapter states that "The great difficulty for parents and educators is determining when to set firm boundaries and when to facilitate gifted children's 'behaving out of the box.'" Give a concrete example of when each of these approaches would be necessary in the classroom and explain your reasoning.
10. Compare and contrast Bloom's findings about the development of talent with traditional school environments.
11. What role does the community play in the development of talent?
12. What are the three factors in Feldman's co-incidence of theory of child prodigies? Give an example of each.

## Chapter 3

### *Multiple Choice Questions:*

1. Which of the following is NOT a recommendation for identification for gifted programming?
  - a) Use clearly defined conceptions of giftedness
  - b) Use multiple, alternative criteria
  - c) Use a single cut-off score
  - d) Use early identification measures and continuous procedures
2. What are the four areas that Georgia used to identify gifted students?
  - a) mental ability, achievement, creativity, and leadership
  - b) artistic ability, leadership ability, intellectual ability, and mathematical ability
  - c) mental ability, achievement, artistic ability, and creativity
  - d) mental ability, achievement, creativity, and motivation
3. What is Davidson's three step solution?
  - a) Liberal selection criteria, accepting 90<sup>th</sup> percentile and above on tests, and increased use of nominations
  - b) Narrow selection criteria, use of creativity tests, and portfolio assessment
  - c) Use of peer nominations, accepting 98<sup>th</sup> percentile and above on ability tests, and use of portfolio assessments
  - d) Use of parent, teacher, and student nominations
4. What is the typical identification rate of a school using Renzulli's Talent Pool approach?
  - a) 3-5%
  - b) 1-2%
  - c) 15-20%
  - d) 25-30%
5. Which of the following is NOT a strategy used to identify a greater diversity of students for gifted and talented programs?
  - a) Multidimensional approaches
  - b) Standardized IQ and achievement tests
  - c) Quota systems
  - d) Local norms for subgroups
6. Which of these forms of reliability applies to how items on a scale measure the same characteristic?
  - a) Validity
  - b) Inter-rater reliability
  - c) Test-retest reliability
  - d) Internal reliability
7. For both reliability and validity, what is considered an acceptable coefficient?
  - a) 0.8
  - b) 0.6
  - c) 0.5
  - d) 0.3
8. What tests are considered the "gold-standard" in confirming high, general-intellectual abilities?
  - a) individual intelligence tests, such as the Wechsler Intelligence Scale for Children and the Stanford-Binet Intelligence Test
  - b) group administered intelligence tests, such as the Cognitive Abilities Test or the Otis-Lennon School Ability Test
  - c) state mandated achievement tests
  - d) subject-specific achievement tests, such as the Iowa Test of Basic Skills
9. Which of the following tests is most appropriate for identifying highly gifted students?
  - a) Wechsler Intelligence Scale for Children, normative scaled scores

- b) Cognitive Abilities Test
- c) Naglieri Nonverbal Ability Test
- d) Stanford-Binet Intelligence Scale Form L-M

10. Which of the following is NOT considered a measure of achievement?

- a) school grades
- b) Woodcock-Johnson
- c) Iowa Test of Basic Skills
- d) Stanford-Binet

11. If a fourth grade student has a grade equivalent score of eighth grade on a mathematics achievement test, this means that:

- a) the student has the skills to be successful in an eighth grade math class
- b) the student performs as well as an average eighth grader on the fourth grade math test
- c) the student would do well on an eighth grade math achievement test
- d) the student likely needs remediation in mathematics

12. Which of the following is NOT part of the principles underlying Renzulli's Talent Pool Identification Method:

- a) flexibility
- b) casting a wide net
- c) maintaining a 3-5% cutoff score
- d) self-selection of motivated students

### *Essay Questions*

1. Which of the statements about gifted education (found on page 118) do you find the most important? Why?
2. What are the advantages to using multiple criteria to identify gifted and talented students?
3. Describe Davidson's Three Step Solution for formal identification methods.
4. What are the differences between Renzulli's Talent Pool Strategies and traditional strategies for identification?
5. What are some of the strategies used to identify culturally diverse gifted and talented students? What are the advantages and disadvantages of each?
6. How do the principles outlined by the National Report on Identification relate to the concerns also presented in the report?
7. What are the advantages and disadvantages to using intelligence tests to identify gifted and talented students?
8. What methods currently exist to identify highly gifted students? What are the advantages and disadvantages of each?
9. What are the disadvantages of using a test of divergent thinking?
10. Of the four alternative methods of identification described in the chapter (Gardner's Multiple Intelligences, Triarchic Abilities Test, A Multidimensional Culture-Fair Assessment Strategy, and the Talent Pool Identification Plan), which would you prefer? Why? Provide support for your answer.
11. What special considerations are there for identifying preschool students for gifted and talented programs?
12. What special considerations are there for identifying secondary students for gifted and talented programs?
13. What are the two goals of identification procedures for gifted and talented programs?

## Chapter 4

### *Multiple Choice Questions:*

1. What are the three best sources of information when conducting a needs assessment?
  - a) Student Leaders, Underachieving Students, and School Counselors
  - b) School Counselors, Advanced Placement Teachers, and School Principals
  - c) School Psychologists, School Counselors, and Gifted and Talented Program Coordinators
  - d) Parents of Gifted Children, Gifted Students, and Teachers or Principals who have become gifted conscious
  
2. Which of the following is *not* typically included in a written plan for gifted education?
  - a) Screening and identification methods
  - b) Philosophy of gifted education
  - c) Staff development and training for teachers
  - d) Program evaluation
  
3. Which of the following programs shows internal consistency?
  - a) A gifted definition that includes creative students and a identification system based on achievement test scores.
  - b) Identification system that includes portfolio assessments, creativity tests, and affective characteristics and a program that emphasizes acceleration, particularly in the areas of mathematics and science.
  - c) A definition that includes creative students, leadership, the arts, as well as the intellectually and academically gifted, and a program with multiple options including advanced work in the core subject areas and the arts, leadership academies, and programming such as Odyssey of the Mind and Future Problem Solvers.
  - d) A philosophy that emphasizes the need to identify a diverse group of students from various cultural backgrounds, an identification process that relies heavily on standardized test scores, and a program that includes the top 1-2 percent of students.
  
4. Which groups should educators look for talented students?
  - a) Underachieving Students
  - b) Disabled Students
  - c) English Language Learners
  - d) All of the Above
  - e) None of the Above
  
5. Which group of gifted students may be the least visible to educators?
  - a) Underachieving Gifted Students
  - b) Culturally Diverse Gifted Students
  - c) Highly Gifted Students
  - d) Creatively Gifted Students
  
6. What should a school counselor emphasize and recommend for gifted students?
  - a) conformity and good grades
  - b) uniqueness and achievement in areas of talent
  - c) perfection and high test scores
  - d) social adjustment and equity for all students

7. Which group of students benefits from field trips?

- a) gifted students
- b) economically disadvantaged students
- c) culturally diverse students
- d) all of the above

8. On-going evaluation aiming for continuous growth and improvement of the program is referred to as:

- a) summative
- b) internal
- c) formative
- d) standardized

9. In general, teachers who do not support gifted programming...

- a) Care about all children
- b) Lack education about the special needs of gifted learners
- c) Believe that gifted education strategies are good for all students
- d) All of the Above
- e) None of the Above

10. Which is NOT a concept underlying program planning for gifted children?

- a) challenge
- b) choice
- c) interest
- d) assessment

*Essay Questions:*

1. What are the sixteen areas in program planning?

2. One school's program philosophy is "To foster high-level thinking and self-development processes, resulting in a more complete, productive individual who is challenged by the school environment" (Appendix 4.1). Describe a program that could be implemented that would have internal consistency with this program philosophy.

3. What are the five things that are usually included in a written program plan?

4. Why is flexibility important when considering "cut-off" scores for achievement tests?

5. Explain the difference between grouping and tracking.

6. Describe how a person could help to gain school board support for gifted programs?

7. What do you think is the most important of the rights listed in the "Gifted Children's Bill of Rights"? Why?

8. How do the concepts of challenge, choice, interest, enjoyment, and personal meaning interrelate? Provide examples of how these concepts might be met in a classroom.

## Chapter 5

### *Multiple Choice Questions:*

1. What do both enrichment and acceleration do?
  - a) move through the curriculum at a faster rate
  - b) provide greater depth to the curriculum
  - c) accommodate the high abilities of gifted students
  - d) provide explicitly for the affective needs of gifted students
  
2. What is the recommended IQ score for early entrance to kindergarten or first grade?
  - a) 120
  - b) 130
  - c) 160
  - d) 100
  
3. Which is NOT a consideration for early entrance to kindergarten or first grade?
  - a) intellectual precocity
  - b) reading readiness
  - c) social and emotional maturity
  - d) birth weight
  
4. What is an indication that a child should not be accelerated?
  - a) frequent health problems
  - b) gender
  - c) attending a school with a relatively low average IQ or achievement score
  - d) being shy
  
5. Subject-specific acceleration works best for
  - a) extremely precocious youth
  - b) children with talents in a specific area
  - c) students in schools with limited flexibility
  - d) creatively gifted students
  
6. What is an advantage of subject-specific acceleration?
  - a) low cost
  - b) requires flexibility
  - c) meets the needs of all gifted students
  - d) requires additional training for teachers
  
7. Which organization does NOT offer distance learning for gifted high school students?
  - a) Duke University Talent Identification Program
  - b) Renzulli Learning System
  - c) Education Program for Gifted Youth at Stanford
  - d) College Board

8. Which of the following is one of the groups of courses available in the International Baccalaureate Diploma Programme?

- a) Individuals and Society
- b) Social Sciences
- c) Service Learning
- d) Physical Education

9. What is the report on acceleration known as?

- a) No Child Left Behind
- b) A Nation At Risk
- c) National Excellence: A Case for Developing America's Talent
- d) A Nation Deceived

10. What is the best definition of acceleration?

- a) programs that do not generally provide potential for advanced placement or partial credit
- b) any strategy for gifted students that refers to richer and more varied educational experiences, usually modified to provide greater depth and breadth than is generally provided
- c) any strategy for gifted student that implies moving through the curriculum at a faster rate and results in advanced placement or potential credit
- d) when a high school student takes courses at a university and receives both high school and college credit for the coursework

11. Which of the following terms is synonymous with grade-skipping?

- a) telescoping
- b) double promotion
- c) partial acceleration
- d) dual enrollment

12. What is the term for acceleration that occurs when a student's curriculum is condensed into a shorter amount of time, for example, when 3 years of mathematics is covered in 2 years?

- a) enrichment
- b) dual enrollment
- c) telescoping
- d) early admission

13. Which of the following acceleration programs does NOT involve taking an exam to gain credit for coursework?

- a) CLEP
- b) AP
- c) IB
- d) dual enrollment

### *Essay Questions*

1. What is the difference between acceleration and enrichment?

2. What are the dangers of not providing acceleration options to students who are ready for advanced curriculum?

3. What criteria should professionals use when considering a child for early entrance to kindergarten or first grade?

4. What are the two major concerns of grade skipping, and how might they effect a child?
5. What are the distinct advantages for skipping the grade just before entrance to middle school or high school?
6. Which acceleration option is most appealing for you? Why? What are some possible disadvantages to this approach?
7. What are some of the indicators that a student may be a good candidate for early entrance to college?
8. Describe a hypothetical student who you would recommend for a residential school.
9. What are some of the benefits to Talent Search Programs?

## Chapter 6

### *Multiple Choice Questions:*

1. What is a major benefit of magnet schools?
  - a) lower drop-out rate
  - b) heterogeneous classes
  - c) social and affective benefits
  - d) additional help for twice exceptional students
  
2. A negative consequence of full-time special classes for the gifted is:
  - a) grade conscious students may avoid them
  - b) affective needs cannot be met
  - c) they provide only a part-time benefit
  - d) college credit may be given
  
3. Which is NOT one of Kaplan's 1974 necessities for planning a cluster group?
  - a) develop criteria for selecting students
  - b) clarify the teacher's responsibilities
  - c) plan the differentiated activities
  - d) be involved in extracurricular activities such as Future Problem Solvers
  
4. Cluster grouping...
  - a) ... benefits students of all ability levels
  - b) ... usually does not involve compacting curriculum
  - c) ... puts gifted students with above average students in the same class
  - d) ... puts gifted students with special education students in the same class
  
5. Which is NOT a principle of differentiation?
  - a) Learning takes place when students experience a moderate level of challenge
  - b) Students should generally remain in the same grouping arrangement throughout the school year
  - c) Students are motivated and engaged when activities are interesting to them
  - d) Students learn best when they feel safe, supported and valued.
  
6. The modifications made while differentiating respond to the students' differences in:
  - a) learning preferences, needs, abilities, and interests
  - b) interests, achievements, and curriculum content
  - c) interests, abilities, and mentors
  - d) learning preferences, content, and process
  
7. What are the elements that a teacher can modify when responding to learner differences?
  - a) readiness, interest, learning profile
  - b) content, process, product, and learning environment
  - c) curriculum, standards, and portfolios
  - d) science, social studies, language arts, and mathematics
  
8. Tiering modifies based on differences in
  - a) learning profile
  - b) interest

- c) readiness level
- d) learning outcomes

9. What is important for an independent study project?

- a) a product with an appropriate audience
- b) completed paper with at least ten resources
- c) use of the Internet
- d) research in the library

10. Governor's Schools do NOT usually

- a) focus on a content area (i.e., math, science, and technology; arts and entertainment; or humanities and social sciences)
- b) occur in the summer
- c) provide programming for elementary school students
- d) provide full or partial scholarships

11. What are three qualities of a good mentor?

- a) access to email, big personality, highly successful
- b) very busy, highly successful, strong interest in teaching young people
- c) high competence in field, strong interest in teaching young people, willingness to devote time to the mentorship
- d) high competence in field, highly successful, charismatic

12. What model does Future Problem Solving use in their Team Problem Solving Program?

- a) SEM-R
- b) CPS
- c) FPS
- d) OM

*Essay Questions:*

1. What are the differences between the three types of grouping options?
2. Explain the school-within-a-school concept.
3. What are some advantages of cluster grouping?
4. What are the critiques of a pull-out program for gifted students?
5. What are the four principles outlined by Reis et al. (1998) for enrichment teaching and learning?
6. What are the six principles of differentiation according to Tomlinson and Jarvis (2009)?
7. Describe one way that a teacher can modify for readiness? for interest? for learning profile?
8. What is the difference between scientific/authentic research and library research?
9. How can you make a field trip more effective for gifted learners?

10. What are two problems related to summer and Saturday programs for gifted students, as identified by Olszewski-Kubilius (2003)? How could they be addressed by the faculty at such programs or by school district gifted coordinators?

## Chapter 7

### Multiple Choice Questions:

1. What is NOT an example of a Type I activity in the Schoolwide Enrichment Model?
  - a) a guest speaker
  - b) a performance
  - c) teaching a specific skill
  - d) a field trip
2. In Type III activities in the Schoolwide Enrichment Model, students should act as the \_\_\_\_\_ of knowledge.
  - a) consumers
  - b) evaluators
  - c) experts
  - d) producers
3. With the Schoolwide Enrichment Model, what percentage of students are typically identified for the talent pool?
  - a) 1-2%
  - b) 5-10%
  - c) 15-20%
  - d) 50-75%
4. What are the major dimensions of the Autonomous Learner Model?
  - a) Type I, II, and III Enrichment Activities
  - b) Orientation, Individual Development, Enrichment Activities, Seminar, and In-Depth Study
  - c) Program Goals, Student Selection and Grouping, Trained Teachers, Curriculum, and Instruction
  - d) Advanced Concept, Process/Product, and Issues/Themes
5. The Levels of Service Approach is NOT concerned with
  - a) services for all students
  - b) the identification of gifted students
  - c) programming options appropriate for each student
  - d) creative and critical thinking
6. The Purdue Three-Stage Enrichment Model is appropriate for use in
  - a) Elementary Schools
  - b) Secondary Schools
  - c) Both a and b
  - d) Neither a nor b
7. Which is NOT one of the parallels in the Parallel Curriculum?
  - a) Core
  - b) Identity
  - c) Practice
  - d) Creative
8. Which is NOT part of the knowledge menu in the Multiple Menu Model?
  - a) knowledge tree
  - b) basic principles
  - c) functional concepts
  - d) information input processes
9. What is the goal of the Integrated Curriculum Model Advanced Content Dimension?
  - a) incorporate direct instruction with higher order thinking skills
  - b) organize curriculum around themes
  - c) provide content earlier and faster than same age peers
  - d) provide opportunities for in-depth exploration for all students at the school

10. The Mentoring Mathematical Minds Model would be most appropriate for which group of students?
- mathematically gifted elementary school students
  - mathematically gifted secondary school students
  - creatively gifted elementary school students
  - creatively gifted secondary school students
11. Which element in Kaplan's grid is both a vehicle for learning and verification that learning took place?
- process
  - content
  - product
  - affective component
12. Which is NOT a major category of activity in the Talents Unlimited Model?
- introductory activities
  - modeling and demonstration of talents
  - classroom practice
  - advanced content
13. When considering a curriculum model to adopt, thoughtful program planners should
- adopt one curriculum model
  - use components (ideas and strategies) from more than one compatible model
  - focus on the acquisition of thinking skills
  - adopt a curriculum model that focuses on one subject or content area

*Essay Questions:*

- Which model would you prefer to use? Why?
- Describe the role of the teacher in the Schoolwide Enrichment Model.
- What are the three levels of curricular offerings proposed by Betts (2004)?
- Compare Renzulli's Type III Enrichment Activities with Bett's In-Depth Studies.
- Compare and Contrast Stage 1 of Purdue's Three-Stage Enrichment Model with Type I from the Schoolwide Enrichment Model.
- Why should students be taught Taylor's totem pole model for talents?
- What are some common themes among the curriculum models?

## Chapter 8

### Multiple Choice Questions:

1. Which is one of the levels of creativity that is only accessible to the highly gifted?
  - a) intuitive expressive level
  - b) academic and technical level
  - c) inventive level
  - d) innovative level
  
2. Which theory of creativity explains the higher levels of mental health issues among highly creative people?
  - a) Piirto's Four Core Attitudes
  - b) Csikszentmihalyi's list of characteristics of creative people
  - c) Dabrowski's Theory of Positive Disintegration
  - d) Csikszentmihalyi's "big C" and "little c" creativity
  
3. According to Piirto's research, what are the four characteristics of highly creative people?
  - a) independence, high energy, low self-esteem, and stubbornness
  - b) naïveté, self-discipline, risk taking, and group trust
  - c) stubbornness, self-discipline, procrastination, and high IQ
  - d) high energy, group trust, procrastination, and high IQ
  
4. What are the four creative abilities developed by Guilford and Torrance and tested on the *Torrance Test of Creative Abilities*?
  - a) fluency, flexibility, elaboration, and visualization
  - b) flexibility, synthesis, fluency, and elaboration
  - c) elaboration, flexibility, fluency, and intuition
  - d) elaboration, flexibility, fluency, and originality
  
5. What are the three ways to view the creative process?
  - a) fluency, flexibility, and elaboration
  - b) stages, change in perception, and examining techniques
  - c) incubation, illumination, and verification
  - d) aesthetic thinking, logical thinking, and intuition
  
6. Who is responsible for the description of creativity as an ability?
  - a) Piirto
  - b) Torrance
  - c) Guilford
  - d) Osborn
  
7. In which level of creative expression does the creator express primitively, intuitively, and directly for the joy of creativity?
  - a) intuitive expression
  - b) inventive expression
  - c) innovative expression
  - d) genius level

8. Who first described “big C” and “little c” creativity?

- a) Torrance
- b) Guilford
- c) Csikszentmihalyi
- d) Osborn

9. Which is not a characteristic of creative persons?

- a) uses both divergent and convergent thinking
- b) playful and self-discipline
- c) rebellious and iconoclastic
- d) all of the above
- e) none of the above

10. Which is NOT a creative ability?

- a) visualization
- b) elaboration
- c) transformation
- d) embrace premature closure

11. What is the first stage of the Wallas Model?

- a) Incubation
- b) Illumination
- c) Mess-Finding
- d) Preparation

12. Who developed the original Creative Problem Solving Model?

- a) Treffinger
- b) Osborn
- c) Csikszentmihalyi
- d) Piirto

13. In which stage of Creative Problem Solving would a student use an evaluation matrix?

- a) Idea-finding
- b) Mess-finding
- c) Solution finding
- d) Acceptance finding

14. Which is NOT one of the seven “I’s” of the creative process in Piirto’s Creative Process?

- a) Inspiration
- b) Individualism
- c) Imagination
- d) Intuition

15. The Creative Dramatics game “Robot Walk” is an example of what type of activity?

- a) Warm-ups
- b) Movement Exercises
- c) Sensory and Body Awareness
- d) Pantomime

*Essay Questions:*

1. What is the difference between “big C” and “little c” creativity according to Csikszentmihalyi?
2. How does Dabrowski’s Theory of Positive Disintegration explain higher levels of mental health issues among highly creative people?
3. How can lists of traits of creative people help teachers?
4. What three creative abilities are most important to your area of teaching?
5. Explain each of the steps of Creative Problem Solving.

## Chapter 9

### *Multiple Choice Questions:*

1. What are the three types of blocks to creativity?
  - a) administrative, personal, and societal
  - b) teachers, students, and parents
  - c) psychological, societal, and cultural
  - d) perceptual, cultural, and emotional
  
2. Which is NOT a principle of creativity?
  - a) creativity will help you live a more interesting, successful and enjoyable life
  - b) some people are creative and others are not
  - c) creative people are not non-conformers all of the time
  - d) creative people play with ideas, consider lots of possibilities, use techniques, think analogically, evaluate ideas, and get their ideas into action
  
3. What is the single most common and important creative technique used by creative productive people?
  - a) fluency
  - b) problem defining
  - c) analogical thinking
  - d) elaboration
  
4. Which activity can help students resist premature closure?
  - a) analogical thinking
  - b) brainstorming
  - c) SCAMPER
  - d) visualization
  
5. Who famously used “mental experiments” as part of their creative thinking techniques?
  - a) Joseph Renzulli
  - b) Albert Einstein
  - c) Paul Torrance
  - d) Thomas Edison
  
6. Which type of brainstorming has students brainstorm for short periods of time interspersed with short periods of evaluation?
  - a) Reverse Brainstorming
  - b) Stop-and-go Brainstorming
  - c) Phillips 66 Brainstorming
  - d) Brainwriting
  
7. What is the purpose of brainstorming?
  - a) generate a long list of possible solutions
  - b) find the correct answer
  - c) evaluate the quality of ideas
  - d) determine who is the most creative

8. Which technique uses compressed conflicts?

- a) direct analogy
- b) personal analogy
- c) fantasy analogy
- d) symbolic analogy

9. Which is *not* a sign that creative learning is taking place?

- a) improved motivation
- b) curiosity
- c) interdisciplinary studies across content areas
- d) quiet classroom

10. Which is a prerequisite for a creative atmosphere?

- a) silence
- b) intelligence
- c) psychological safety
- d) high levels of achievement

11. Asking students to look for things from different perspectives will likely strengthen which creative ability?

- a) fluency
- b) flexibility
- c) originality
- d) elaboration

12. Which is NOT a rule of brainstorming?

- a) Criticism is ruled out
- b) Quantity is wanted
- c) Combination and improvement are sought
- d) The emphasis is on ideas that are correct

13. What does the "P" in SCAMPER represent?

- a) Perception
- b) Perspective
- c) Put to other uses
- d) Pull in a new direction

14. Which is an example of Syntetics?

- a) Personal Analogy
- b) Brainstorming
- c) Attribute Listing
- d) Morphological Synthesis

15. Which is NOT an example of a recommendation for creative teaching (Torrance, 1995)?

- a) accept individual differences
- b) support peer conformity
- c) permit differences in the curriculum for different purposes
- d) encourage divergent ideas

*Essay Questions:*

1. Why is it important to teach creative attitudes?
2. Give an example of when an emotional block to creativity might hinder creativity in a classroom. How might a teacher help the student overcome?
3. Give an example of an activity that would develop a student's fluency, another activity to develop flexibility, and finally one to develop elaboration.
4. How could you use brainstorming in the classroom?
5. Choose one of the standard creative thinking techniques and explain how you could use it in your classroom or in your content area of teaching.
6. How does implementation charting fit in to the Creative Problem Solving Method?

## Chapter 10

### *Multiple Choice Questions:*

1. What term does Arthur Costa (2003) use interchangeably with “Thinking Skills”?
  - a) Divergent Thinking
  - b) Intelligent Behavior
  - c) Talent Development
  - d) Gifted Education
  
2. What is the first step of Problem Based Learning?
  - a) Map problem-finding activities and prioritize a problem
  - b) Ask questions about what is interesting, puzzling, or important to find out in relation to the problem
  - c) Encounter an ill-defined problem, characterized as unclear, and raise questions about what is known, what needs to be known, and how the answer can be found
  - d) Conduct self-assessment
  
3. What is metacognition?
  - a) self-monitoring and self-reflection
  - b) divergent thinking
  - c) convergent thinking
  - d) intelligence
  
4. What is epistemic cognition?
  - a) convergent thinking
  - b) divergent thinking
  - c) the conscious understanding of problem solving
  - d) the study of how knowledge is produced
  
5. According to Budmen (1967), students should learn that problems \_\_\_\_\_.
  - a) are very specific
  - b) have more than one solution
  - c) have one correct answer
  - d) are challenging
  
6. Who created the CoRT?
  - a) Joseph Renzulli
  - b) Benjamin Bloom
  - c) Paul Torrance
  - d) Edward de Bono
  
7. Which is NOT a principle of PMI?
  - a) some ideas are neither good, nor bad, just interesting and relevant
  - b) with PMI, you make judgment on an idea after it is explored
  - c) the first step is to evaluate an idea
  - d) without using a PMI, one’s emotions may interfere with good judgment

8. Which thinking skills program utilizes stories of fictional children to teach examples of good thinking and bad thinking?

- a) CoRT
- b) Philosophy for Children
- c) Bloom's Taxonomy of Educational Objectives
- d) Project IMPACT

9. What are the steps in Project IMPACT?

- a) knowledge, comprehension, application
- b) analysis, synthesis, evaluation
- c) fluency, flexibility, originality
- d) enabling skills, process skills, operations

10. What cognitive functions are taught in Instrumental Enrichment?

- a) input, elaboration, and output
- b) fluency, flexibility, originality, and elaboration
- c) knowledge, comprehension, analysis, synthesis, and evaluation
- d) verbal, nonverbal, and creative

11. What types of feelings will help a student think effectively?

- a) confidence and belonging
- b) rejection
- c) perfectionism
- d) accountability

*Essay Questions:*

1. What is one example of how a teacher could teach thinking skills indirectly?
2. Give one example of how a teacher could directly teach thinking skills.
3. What is an example of how a teacher could use Metacognition in the classroom?
4. Discuss the differences between internal and external locus-of-control.
5. Which approach to thinking skills most aligns with your perspective as a teacher? Why?
6. Summarize the principles of PMI.
7. What are the critiques of Philosophy of Children?
8. What are the four stages of the Teacher's Guide for Explicit Teaching of Thinking Skills?
9. What are some obstacles to effective thinking?

## Chapter 11

### *Multiple Choice Questions:*

1. What does social capital refer to?
  - a) valuing freedom, justice, civic participation, and diverse populations
  - b) governmental agencies
  - c) self-concepts of students
  - d) the leadership ability of a student
  
2. Which is not a core topic of Operation Houndstooth?
  - a) optimism
  - b) courage
  - c) creativity
  - d) romance with a topic
  
3. Sternberg believes that leadership qualities are \_\_\_\_\_.
  - a) innate
  - b) categorical
  - c) decisions
  - d) largely linked to inspiration
  
4. Sisk defines a leader as \_\_\_\_\_.
  - a) one who posses vision, power, authority, and dynamic personal attributes
  - b) one who helps others lead themselves
  - c) the person who is in power
  - d) one who can help a group reach its goals while bettering the human relations within the group
  
5. Which is NOT a recommended activity for leadership training by Magoon (1980)?
  - a) monitorships
  - b) simulations
  - c) community projects
  - d) science fairs
  
6. What are the steps of Karnes and Chauvin's Leadership Skills Development Program?
  - a) Leadership Skills Inventory, Leadership Skills Activity Handbook, Leadership Plan
  - b) Classroom Monitorship, School Leadership Projects, Community Leadership Projects
  - c) Critical Thinking, Persuading, Planning
  - d) Practice in Leading, Teaching Component Skills, Teaching Responsibility
  
7. Which is *not* a characteristic of a good leader according to Richardson and Feldhusen?
  - a) confident and high self-esteem
  - b) risk-taking
  - c) empathetic
  - d) passive

8. Which is NOT true about self-concept?
- a) developing self-concept is not an educational goal in itself
  - b) in adolescence, it is common for a gifted child to have a higher academic self-concept than social self-concept
  - c) a person may not like his or her self-concept
  - d) students are motivated to protect their self-concepts
9. Which is NOT a defense mechanism used by gifted students motivated by a strong fear of failure?
- a) deliberate underachievement
  - b) subconscious underachievement
  - c) excuses
  - d) finding “flow”
10. What is the typical age for Kohlberg’s conventional level of moralistic thinking?
- a) 0-9 years
  - b) 9-15 years
  - c) 15-21 years
  - d) adults- only 10-15% of adults reach this level
11. Typically, when schools take bullying seriously, bullying is reduced by
- a) 10%
  - b) 25%
  - c) 50%
  - d) 75%
12. How many students should participate in a Magic Circle?
- a) 1-3
  - b) 7-12
  - c) 15-20
  - d) 20-30
13. What are the 6 pillars of Michael Josephson’s Character Counts Foundation?
- a) Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship
  - b) Trustworthiness, Respect, Fairness, Charisma, Happiness, and Citizenship
  - c) Trustworthiness, Respect, Responsibilities, Self-Control, Patriotism, and Fairness
  - d) Trustworthiness, Respect, Fairness, Happiness, Self-Control, Charisma, and Patriotism
14. Which is NOT a characteristic of a self-actualized, humanistic teacher?
- a) has a good self-concept
  - b) is honest and genuine
  - c) is sensitive and responsive
  - d) has limited control over his or her life and environment

*Essay Questions:*

1. What is the connection between leadership and affective learning?
2. Explain each of the six aspects of leadership itemized by Plowmen.
3. Which definition of leadership is closest to your personal belief about leadership? Why?

4. Of the recommendations for strategies of leadership training whose philosophies do you prefer: Magoon, Plowmen, Parker, Maker, or Thompson? Why?
5. Explain the WICS Model of leadership.
6. Why might a gifted child, in particular, have a low self-esteem?
7. How can individualized instruction help a fear-of-failure student?
8. Describe the self-actualized, humanistic teacher.

## Chapter 12

### *Multiple Choice Questions:*

1. What is the chief index of actual ability used by schools?
  - a) test scores
  - b) classroom observations
  - c) teacher recommendations
  - d) grades
  
2. What statistical concepts could be used to compare a student's actual school performance to his or her expected performance?
  - a) stanines
  - b) grade equivalent scores
  - c) mental age
  - d) all of the above
  - e) none of the above
  
3. A pattern of continuous decline in achievement test scores is a sign of
  - a) creative giftedness
  - b) underachievement
  - c) profound giftedness
  - d) precocity
  
4. Which group of student's is most likely to be underachieving?
  - a) highly intelligent students
  - b) highly athletic students
  - c) highly verbal students
  - d) highly creative students
  
5. Which is *not* a test developed to identify underachievers?
  - a) AIM
  - b) GAIM
  - c) AIM-TO
  - d) CoGAT
  
6. What characteristic is found most frequently and consistently among underachieving gifted children?
  - a) low self-esteem
  - b) high extrinsic motivation for school
  - c) highly intelligent
  - d) all of the above
  - e) none of the above

7. Underachievers tend to \_\_\_\_\_.
- a) attribute success to ability.
  - b) attribute failure to bad luck.
  - c) attribute failure to lack of ability.
  - d) attribute both success and failure to luck or fate.
8. Which is NOT a characteristic of behaviors used by gifted underachievers?
- a) avoidance behaviors
  - b) creative productivity
  - c) extreme rebellion
  - d) fixed mindset
9. When in a competition, underachievers
- a) rarely exhibit resilience to recover from losses
  - b) engage whole-heartedly in all aspects of their life
  - c) are generally good sports whether they win or lose
  - d) seldom lose their tempers when facing a loss
10. What are the two directions of avoidance behaviors described by Kaufmann (1986)?
- a) withdrawal and achievement
  - b) achievement and hostile
  - c) hostile and withdrawal
  - d) hostile and emotional
11. The Siegle McCoach model is derived from:
- a) clinical research
  - b) school research
  - c) antidotal evidence
  - d) longitudinal research
12. Underachievement is .....
- a) ...genetic
  - b) ...a learned behavior
  - c) ...uncontrollable
  - d) ...biological
13. What classroom environments may contribute to underachievement?
- a) emphasis on outside evaluation
  - b) emphasis on intrinsic motivation
  - c) flexibility in routines
  - d) nurturing individual children
14. What is the danger of a highly competitive classroom environment for an underachieving child?
- a) It increases the reliance on intrinsic rewards
  - b) It emphasizes external rewards as measures of "true" competence
  - c) It allows for greater achievement for a gifted children
  - d) It fosters ranking of students within the classroom

15. Which is NOT a typical result of negative teacher expectations for a gifted underachiever?

- a) confirmation of an already low self-esteem
- b) a climate of underachievement
- c) the child will increase achievement to “prove the teacher wrong”
- d) learned helplessness

16. Which type of IQ test is most appropriate for assessing a gifted underachiever?

- a) individual
- b) group
- c) non-verbal
- d) timed

*Essay Questions:*

1. What are the factors that make it difficult to estimate the scope of the problem of underachievement in America?
2. Why shouldn't test scores be the only indicator used for the identification of ability?
3. What is the problem of using a fixed number of months or years below grade level as a criterion of underachievement?
4. What are some of the problems surrounding the use of test scores for underachieving students?
5. How does a student's ability in one subject area (i.e., math) affect his or her self-concept in other areas (i.e., Language Arts)?
6. Give an example of an avoidance behavior that a gifted underachiever may use.
7. What is the link between underachievement and perfectionism?
8. Describe the four major components of the Siegle and McCoach model for achievement-orientation.
9. Describe the characteristics of underachieving children.
10. Describe the problem of an inflexible classroom may pose for a gifted child, in regard to underachievement.

## Chapter 13

### *Multiple Choice Questions:*

1. Which is NOT an underrepresented population in gifted programs?
  - a) economically disadvantaged students
  - b) minority students
  - c) Caucasian students living in urban centers
  - d) all of the above
  - e) none of the above
  
2. In Werner's 1989 study, which factor was NOT associated with resilience?
  - a) informal support networks
  - b) role models
  - c) afterschool activities
  - d) chronic poverty
  
3. Culturally diverse gifted students who have demonstrated resilience tend to:
  - a) fear "Acting White"
  - b) value peer relationships higher than family relationships
  - c) have strong family or community support systems
  - d) use negative behaviors to maintain a belief in themselves
  
4. According to Frasier, Garcia, and Passow (1995), which is *not* a reason for the underrepresentation of minority students in gifted programming?
  - a) test bias
  - b) reliance on deficit-based paradigms
  - c) selective referrals
  - d) focus on identification of potential rather than ability
  
5. Which is NOT an example of a nonverbal (perceptual) IQ measure?
  - a) the composite score on the Wechsler
  - b) UNIT
  - c) NNAT
  - d) Raven's Progressive Matrices Test
  
6. Which should be interpreted with caution?
  - a) high IQ scores of youth from underrepresented populations
  - b) low IQ scores of youth from underrepresented populations
  - c) high creativity scores of youth from underrepresented populations
  - d) high nonverbal IQ scores of youth from underrepresented populations
  
7. Who is most likely to be identified for gifted programs, in general?
  - a) middle class students with good verbal skills
  - b) creatively gifted children
  - c) minority students with limited English skills
  - d) students who consistently underachieve

8. Who are teachers more likely to identify for gifted programming?
- a) a boy who reads voraciously
  - b) a girl who is disorganized
  - c) a boy who is interested in building with Legos
  - d) a girl who struggles with handwriting
9. Among economically deprived or culturally different children, where might one look for gifted children?
- a) out-of-school leaders
  - b) outsiders
  - c) students with talents in extracurricular activities
  - d) all of the above
  - e) none of the above
10. Which is NOT a part of dynamic assessment?
- a) teaching test taking skills
  - b) re-assessment
  - c) initial testing
  - d) self-nominations
11. Which is NOT a strategy recommended by Ford to build resilience among African-American youth?
- a) improving family-school-community relations
  - b) self-concept enhancement
  - c) increase assimilation into predominant culture
  - d) improving social and emotional relations
12. Which is a factor that has been shown to contribute to the academic achievement in low-economic students of color?
- a) school-wide commitment to reversing underachievement in this group
  - b) curriculum that emphasizes the predominant culture
  - c) problem-based learning paradigms
  - d) implementation of creativity training
13. A career education program for minority gifted students should include
- a) careers suitable for predominant or majority culture
  - b) a focus on blue collar careers
  - c) involvement of suitable mentors
  - d) none of the above
14. Which is important for college counseling for disadvantaged youth?
- a) financial planning
  - b) assistance with schools
  - c) counseling about college choices
  - d) none of the above
  - e) all of the above

15. Which was NOT a method of identification of talented minority children in the ABC program?

- a) strong sense of self
- b) independent mind
- c) willingness to take risks and persevere
- d) solely top IQ scores

16. What are the four types of rural communities?

- a) farming areas, fishing villages, logging towns, and reservations and small towns
- b) farming areas, fishing villages, suburban areas, and reservations and small towns
- c) farming areas, fishing villages, mining towns, and reservations and small towns
- d) farming areas, fishing villages, suburban areas, and reservations and small towns

*Essay Questions:*

1. Describe the factors influencing achievement for children from disadvantaged backgrounds.
2. Why would IQ tests that rely heavily on verbal ability be less likely to identify culturally diverse students as gifted?
3. Why is it not recommended that achievement tests be the primary indicator for the identification of underrepresented gifted students?
4. What barriers might prevent underrepresented populations from performing well in school, despite giftedness?
5. What do you think is the most effective strategy to identify underrepresented populations for gifted programming? Why? Be sure to support your answer.
6. What additional components should be given special considerations when designing a gifted program for culturally diverse and socioeconomically disadvantaged children?
7. Why might minority parents be resistant to gifted programming?
8. What are some of the special problem in providing gifted education for rural students? What are some of the advantages?

## Chapter 14

### *Multiple Choice Questions:*

1. According to Reis (1987), what is a measure that documents the underachievement of girls?
  - a) High school grades
  - b) GPA
  - c) attainment of life goals
  - d) IQ scores
  
2. In history, which was an oasis in which women were encouraged to pursue scientific endeavors?
  - a) 18<sup>th</sup> century Bologna, Italy
  - b) 17<sup>th</sup> century United States
  - c) 14<sup>th</sup> century Paris, France
  - d) 16<sup>th</sup> century China
  
3. Which country has the top gender equity for economic participation and opportunity, educational attainment, political empowerment, and health and survival?
  - a) Norway
  - b) United States
  - c) China
  - d) Brazil
  
4. Which career field has seen a decline of proportion of women in recent years?
  - a) mathematical science
  - b) engineering
  - c) medical colleges
  - d) biology
  
5. Which is NOT a commonly cited satisfying aspect of career among successful women?
  - a) challenge
  - b) creativity
  - c) fulfillment
  - d) prestige
  
6. Girls of working mothers tend to....
  - a) have greater behavioral problems
  - b) have lower social adjustments
  - c) have higher academic outcomes
  - d) have lower levels of independence
  
7. Which is an indicator of greatest productivity among women in science?
  - a) single
  - b) marriage to a scientist
  - c) motherhood
  - d) starting the “mommy track” early

8. Sex differences (as opposed to gender differences)
- a) are biologically determined
  - b) are related to sociocultural norms
  - c) involve stereotypes, bias, and discrimination
  - d) can be changed as the correction of these problems may be seen as freeing women to achieve equally as men
9. The research conducted on differences in the brain between males and females...
- a) ...is conclusive
  - b) ...is contradictory
  - c) ...indicates that male brains have more cells
  - d) ...indicates clear differences in the amygdala
10. Research on gender differences in mathematics abilities show...
- a) differences narrow over the years, as students mature
  - b) differences widen over the years, as students mature
  - c) boys show superiority by age 5
  - d) girls see math as complementary to their peer's expectations of their roles
11. What variable differentiated women in medicine from those who selected nursing?
- a) greater verbal skills
  - b) enjoyment of math
  - c) creativity
  - d) computer skills
12. Which countries had the highest levels of female mathematics achievement as compared with males?
- a) developing countries
  - b) Western countries
  - c) countries with the highest levels of emancipation of women
  - d) democratic countries
13. Which scores showed the greatest gender disparities?
- a) LSAT
  - b) verbal GRE scores
  - c) Spanish Literature AP tests
  - d) Mathematics ACT
14. Which is NOT a critical disadvantage for girls in public school (as identified by AAUW)?
- a) girls receive less attention than boys in the classroom
  - b) girls included less in textbooks
  - c) the decrease in girl's self-esteem is three times greater than for boys
  - d) the majority of girls take pride in their schoolwork
15. Assouline and colleagues (2006) found in a study of over 4,000 gifted students grades 3 through 11 that
- a) boys attributed successes to hard work
  - b) girls attributed successes to ability
  - c) girls attributed successes to hard work
  - d) no gender differences

16. What is a source to find role models for gifted achieving women?

- a) AAUW
- b) National Organization for Women
- c) Biographies
- d) all of the above
- e) none of the above

17. What contributes to perfectionism in gifted females?

- a) society's expectations
- b) father's expectations
- c) teacher's expectations
- d) all of the above
- e) none of the above

18. Emphasis on appearance for gifted girls

- a) increases self-esteem
- b) decreases importance of intelligence and creativity
- c) increases achievement
- d) encourages math abilities

*Essay Questions:*

1. Describe the "disappearance of giftedness in girls" and give an example.
2. Do you see the deficit or difference model as a better explanation of the gender inequities in our society? Why?
3. What scientific research supports a biological differences between boys and girls?
4. Describe the four factors that seem to be linked to lower self-expectations and aspirations of females.
5. How can a de-emphasis on appearance affect gifted boys?
6. What recommendations can help reverse the underachievement of gifted girls?

## Chapter 15

### *Multiple Choice Questions:*

1. Zirkel (2004) found that case law about twice-exceptional students typically
  - a) favors the defendant schools
  - b) favors the teachers of twice exceptional students
  - c) favors the twice exceptional student
  - d) favors the parents of twice exceptional students
  
2. The label of “learning disabled” leads
  - a) immediately to the teacher raising expectations for the student
  - b) immediately to the teacher lowering expectations for the student
  - c) increasing creative activity
  - d) increasing achievement in all areas
  
3. Which test is *not* appropriate to use for children with hearing impairments?
  - a) Naglieri Nonverbal Abilities Test
  - b) Leiter International Performance Scale- Revised
  - c) Wechsler Intelligence Scale- full scale
  - d) Raven’s Progressive Matrices
  
4. Special Education Teachers most often identify which type of students for gifted programs?
  - a) conforming
  - b) highly energetic
  - c) highly active
  - d) disruptive
  
5. To help with identification of gifted students with disabilities:
  - a) more weight should be given to areas of disability
  - b) students should be compared with students with no disabilities
  - c) characteristics that enable a child to compensate for disability should be weighted more heavily
  - d) only scores at the top 1-2% should be considered
  
6. Which is NOT true for a child with Learning Disabilities?
  - a) child asks for explanations in particular subjects that are difficult
  - b) child asks for explanations of instructions when given in one instruction style (auditory or visual) but not both
  - c) child works only when an adult is nearby at school and/or at home
  - d) child works independently once process is clearly explained
  
7. ADHD
  - a) can co-occur with giftedness
  - b) can mask giftedness
  - c) can be hidden by giftedness
  - d) all of the above
  - e) none of the above
  
8. Which is NOT a recommendation of NEA (2006) to identify twice exceptional gifted children?
  - a) combine multiple pieces of data into a single source
  - b) use multiple data sources for gifted program identification

- c) reduce the qualifying cutoff scores for gifted program to account for depression of scores due to disabilities
- d) compare expected performance on statewide standardized testing

9. The primary emphasis in a program for twice-exceptional students should be...

- a) disabilities
- b) strengthening areas of weakness
- c) facilitation of strengths
- d) development of creative pursuits

10. Which characteristic is NOT associated with success as an adult with twice exceptionality?

- a) persistence
- b) creativity
- c) learned helplessness
- d) personal support

11. To encourage independent learning, twice-exceptional students should....

- a) ...be paired with an adult for one-on-one attention
- b) ...develop intrinsic motivation
- c) ...be discouraged from working in small groups
- d) ...have continuous positive feedback for learning

12. Which group of twice exceptional students is most likely to have a weakness in abstract and higher level thinking skills?

- a) Learning Disabled
- b) Attention Deficit Hyperactivity Disorder
- c) Autistic
- d) Sensory Impaired

13. Which is NOT true about ADHD?

- a) There is a biological test for diagnosis.
- b) Many characteristics overlap with gifted behaviors.
- c) A child can be gifted and have ADHD.
- d) Incidence of diagnosis has increased.

*Essay Questions:*

1. What does the research say regarding emotional disturbance among the gifted?
2. What are the differences and similarities between dependent underachievers and gifted students with learning disabilities?
3. Describe the controversy surrounding ADHD and the gifted.
4. What considerations should be made when considering between gifted and ADHD?
5. What types of adaptive materials are available to twice exceptional students?
6. Summarize the best practices for classroom instruction for twice exceptional students.

7. Explain how counteridentification and manipulation may be used by a twice-exceptional child as maladaptive behaviors.

## Chapter 16

### *Multiple Choice Questions:*

1. Families with successful children most often:
  - a) rely on punishment
  - b) pressure children to succeed
  - c) set high expectations that show that the parents believe in their children
  - d) the voice of the parents are judges, rather than coaches
  
2. Parents should be aware that the advanced language of many gifted children ....
  - a) leads to advanced emotional maturity
  - b) indicates that they are capable of making complex decisions
  - c) may be deceptive of the level of maturity a child actually possesses
  - d) means that they should always be well-behaved
  
3. Some of the benefits of competition include:
  - a) increased resilience
  - b) increased stress
  - c) lower presentation skills
  - d) less reliance on rules
  
4. Comments from parents of gifted students involved in competitions should:
  - a) emphasize being first
  - b) address effort
  - c) use terms such as “genius”
  - d) use terms such as “most talented”
  
5. Which group of gifted children is most likely to use competitiveness in a functional way?
  - a) high achievers
  - b) underachievers
  - c) creatively gifted students
  - d) twice-exceptional students
  
6. Parents of gifted children should:
  - a) treat all siblings the same
  - b) accommodate differences in siblings
  - c) find activities that all siblings can participate in
  - d) ignore opportunities for gifted siblings to be fair to all siblings
  
7. Which factor increases rivalry between gifted and nongifted siblings?
  - a) closeness of age
  - b) level of giftedness
  - c) income level of the family
  - d) educational attainment
  
8. What can parents do to create a “whole smart family”?
  - a) encourage labeling

- b) de-emphasize education
- c) consider both parents as intelligent
- d) encourage competition

9. Which is *not* a typical characteristic of boys that may hinder school achievement?

- a) slower development
- b) more likely to have dyslexia
- c) more likely to stutter
- d) lower spatial abilities

10. When are peer pressures at the highest?

- a) preschool
- b) elementary school
- c) middle school
- d) university and college

11. What is NOT a social coping strategy used by gifted adolescents?

- a) denial of giftedness
- b) downplaying grades
- c) socialization
- d) reliance on test scores

12. What activity is most likely to develop small muscle coordination, spatial abilities and concentration skills in preschool children?

- a) reading aloud and rhyming games
- b) frequent trips to the library
- c) puzzles and blocks
- d) watching educational TV shows, such as Dora the Explorer and Sesame Street

13. Parents of gifted preschoolers are generally NOT:

- a) bad at identifying a child's giftedness
- b) more likely to overestimate the abilities of their child
- c) more likely to underestimate the abilities of their child
- d) identify the giftedness of children after the age of 4

14. Children from single-parent families...

- a) ...tend to have higher levels of imaginativeness
- b) ...tend to have fewer imaginary friends
- c) ...always suffer negative effects from their family situation
- d) ...always feel different from their peers

15. Effective advocacy for the gifted should start....

- a) ...with an adversary approach
- b) ...with the school district
- c) ...with the classroom teacher
- d) ...with a lawsuit

*Essay Questions:*

1. What are some of the indicators that there is a family pattern that may be maladaptive?
2. What are some symptoms of an overcompetitive child?
3. What is the problem with girls striving to be “good little girls”?
4. What are some suggestions for parents of gifted boys?
5. What recommendations can you make for parents of preschoolers?
6. What should a parent look for in a child care facility or preschool?
7. What are some possible goals for a parent support group?

## Chapter 17

### *Multiple Choice Questions:*

1. Which is NOT a factor that contributed to dropping out of high school students?
  - a) poor high school counseling
  - b) inadequate communication with parents
  - c) unstable homes
  - d) high achievement
  
2. Which is NOT a frequently occurring problem among gifted children?
  - a) anxiety and depression
  - b) nonconformity and resistance to authority
  - c) ease in accepting criticism
  - d) difficulty in selecting a satisfying vocation
  
3. Which is NOT among Landrum's (1987) itemized goals for counseling programs for the gifted?
  - a) personal-social
  - b) bodily-kinesthetic
  - c) career-vocational
  - d) academic needs
  
4. Which is a guiding principle for counseling the gifted from Van Tassel-Baska?
  - a) counselors should focus solely on the affective needs of the gifted
  - b) counselors should refrain from sharing information about outside resources for the gifted
  - c) counselors should aid students in decision-making skills and planning
  - d) counselors should limit discussions with psychologists and others who influence students with regards to underachievement, social adjustment, or personal crisis
  
5. Which is NOT an organization that is focused on the counseling needs of the gifted?
  - a) SENG
  - b) GIFTS
  - c) Belin-Blank Center
  - d) TIP
  
6. Which may be true of gifted children's development?
  - a) they may exhibit increased verbal skills early
  - b) they may be delayed in talking
  - c) they may have average fine motor skills
  - d) all of the above
  - e) none of the above
  
7. The label of "gifted" ....
  - a) ...is always seen as positive
  - b) ...may become troublesome as children enter "conformity-conscious tweens"
  - c) ...is most effective in convincing students to join gifted programs
  - d) ...never adversely effects the social status of students
  
8. Which is NOT one of the five types of risk taking outlined by Neihart (1999)?
  - a) social

- b) intellectual
- c) spiritual
- d) creative

9. What are two types of perfectionism?

- a) neurotic and maladaptive
- b) maladaptive and unhealthy
- c) healthy and normal
- d) neurotic and normal

10. What are the five areas in Dabrowski's overexcitabilities?

- a) psychological, psychomotor, intellectual, imaginal, and sociological
- b) psychomotor, sociological, intellectual, imaginal, and logical
- c) psychological, intellectual, imaginal, sensual, and emotional
- d) psychomotor, intellectual, imaginal, sensual, and emotional

11. What is the ability to excel in many different areas that makes it difficult to make career choices called?

- a) asynchronous development
- b) multipotentiality
- c) twice-exceptionality
- d) overexcitabilities

12. The use of reading material to help students cope with emotional and social problems is called....

- a) ...group therapy
- b) ...family therapy
- c) ...personal essay writing
- d) ...bibliotherapy

13. Group Counseling can be used

- a) to prevent problems
- b) to correct problems
- c) to encourage healthy discussion
- d) all of the above
- e) none of the above

14. Which is NOT a strategy used to reduce stress

- a) Creative Problem Solving
- b) positive self-talk
- c) managing yourself
- d) compartmentalization

15. Which approach to counseling the gifted has the primary and ongoing goal of creating a school environment and home circumstances that support the educational growth of the gifted?

- a) remedial
- b) group
- c) developmental
- d) family

*Essay Questions:*

1. Why myth did Terman's study refute? What myth did it perpetuate? Explain how his study accomplished this.
2. What are the differences in academic and social self-concepts for gifted students. What are some of the possible consequences of this?
3. What is Joseph Renzulli's solution to the "problem" of labeling a child as gifted? Do you agree or disagree with this approach? Why?
4. What counseling need of the gifted do you think is the most important to consider? Why?

## Chapter 18

### *Multiple Choice Questions:*

1. Where does evaluation belong?
  - a) at the beginning of program planning
  - b) at the end of program planning
  - c) at the end of the year
  - d) before providing services
  
2. What is NOT a stage in Provus's discrepancy model?
  - a) Process
  - b) Installation
  - c) Product Comparison
  - d) Evaluation
  
3. What are the three considerations in Eash's model?
  - a) effort, effectiveness, efficiency
  - b) effort, integration, efficiency
  - c) effort, effectiveness, integration
  - d) effort, effectiveness, developmental
  
4. Who designed the DESDEG Model?
  - a) Reis and Renzulli
  - b) Renzulli and Ward
  - c) Borland
  - d) Eash
  
5. The William and Mary Eclectic Model of Gifted Program Evaluation
  - a) does not use a case study approach
  - b) uses a broad view of evaluation in how the program impacts the community on an ethical and moral level
  - c) includes a step in which national program standards are used a bar against which to assess the program
  - d) includes original material that is out of print.
  
6. The Practitioner's Guide to Program Evaluation (PGPE; Callahan, 2009) is designed for use by:
  - a) practitioners of gifted programs
  - b) psychometricians
  - c) primarily for outside evaluation teams
  - d) national gifted education boards
  
7. Which is NOT an aspect monitored by the Rimm Model?
  - a) Inputs/Resources
  - b) Processes/Activities
  - c) Outcomes/Goals/Objectives
  - d) Students

8. In which step of the Rimm Model is a comprehensive picture of the successes and impact of the gifted program?

- a) Input
- b) Processes
- c) Outcomes
- d) Evaluation

9. Evaluation that is on-going and provides immediate and continuous feedback to the staff regarding program strengths and weaknesses is called

- a) summative
- b) informal
- c) formative
- d) program

10. Standardized test scores may be especially inappropriate evaluations of programs that are designated for which group?

- a) adolescents
- b) gifted students
- c) culturally diverse students
- d) boys

11. When an evaluator tries out a test with a few children to decide if it is appropriate for the desired purpose, it is called

- a) regression toward the mean
- b) formative assessment
- c) a pilot
- d) norm-referenced assessment

12. The phenomenon in which given a set of first scores that are extremely high, by chance alone, the next set of scores are likely to be lower, is called

- a) the ceiling effect
- b) regression toward the mean
- c) pilot test
- d) norm-referenced test

13. Who will probably be needed if an instrument must be developed?

- a) a gifted coordinator
- b) an evaluation expert at a university
- c) a classroom teacher
- d) superintendent

14. Which is NOT an example of an objective item that could be included as part of a questionnaire?

- a) checklist
- b) multiple choice statements
- c) rating scales
- d) open-ended questions

15. The data collection procedure that consists of 6-12 people and a moderator who facilitates a group discussion is called:

- a) informal interviews
- b) semi-structured interviews
- c) formal interviews
- d) focus groups

16. Which is an example of a qualitative evaluation technique?

- a) achievement tests
- b) criterion –referenced tests
- c) creativity tests
- d) behavior journals

*Essay Questions:*

1. Why must programs be evaluated?
2. How is Borland' view of program evaluation unique?
3. Which model of evaluation do you think is the most effective? Why?
4. Why is it important to think about program evaluation while planning the program?
5. Why is it important for the objectives of program activities be aligned with the purposes and contents of the tests and inventories?
6. What purposes are served by a daily log?

## Answer Key

### Chapter 1

#### *Multiple Choice*

1. b
2. b
3. a
4. c
5. a
6. d
7. b
8. d
9. c
10. a
11. a
12. d
13. b
14. b
15. c

#### *Essay Questions*

1. Answers will vary. Students may highlight similarities in availability of programs to variety of social classes and/or gender, philosophies concerning child prodigies, differentiation, creativity, or leadership. Students should connect a current practice in gifted education with an occurrence in the past.
2. Students should indicate that the Great Depression had a negative effect on gifted programming.
3. Answers will vary, but should include a reference to the fact that both England and America include a strong sense of equality or appreciation for the “common man.”
4. Answers will vary. Students should reference specific facts about Terman, Binet, and Hollingworth’s contributions to the field and connect those contributions with contemporary practices in gifted education.
5. Answers should include several of the following points: a) limited definition of intelligence, b) correlations are not causations, c) emphasis on group differences in IQ, d) the modifiability of IQ scores, and e) the political, rather than scientific, motivation of the book.
6. Answers will vary. Possible answers could include the “consumer-oriented” research, website, and/or print publications from the center.
7. Arguments against homogeneously grouping students include a concern for equality and avoidance of discrimination. Arguments for ability grouping include improved achievement and self-esteem. Other answers are also acceptable.
8. Answers will vary, but should include the negative effects of No Child Left Behind and the positive effects of the America Competes Act.
9. The concerns include: the definition guides the identification process; the danger of discriminatory practices; the definition also guides programming options; and the effects on the social and emotional well-being of children being labeled.
10. Answers will vary. Similarities between the three theories may include a broad definition of intelligence or giftedness and an emphasis on intelligence outside of academic areas. Differences should indicate specific facts

about each theory to distinguish it from the others. For example, Gardner includes eight types of intelligence, while Sternberg only includes three.

## Chapter 2

### *Multiple Choice*

1. a
2. b
3. c
4. d
5. c
6. b
7. a
8. b
9. d

### *Essay Questions*

1. Answers will vary, but should include some reference to difficulty relating to and/or finding a suitable intellectual peer group.
2. Answers will vary, but all answers should include a reference to the fact that gifted students score significantly higher only on the academic measures of self-concept.
3. Answers will vary, but should include some of the social and emotional challenges that can occur (i.e., perfectionism, underachievement, difficulty in social adjustment) as well as challenges to the classroom (i.e., frustrations, superior humor, emotional sensitivity).
4. Answers will vary. Students should indicate the LSI as a diagnostic tool to guide instructional practices.
5. Instructional style preferences include lecture, discussion, demonstration, projects, and independent study (among others). Learning environment preferences include interpersonal (self-, peer-, adult-oriented) and physical conditions (i.e., light, heat, sound, time of day, etc.). Expression styles preferences include written, oral, discussion, graphical, or other types of demonstration of learning. Finally, thinking style preferences include analytic, synthetic, practical, legislative, executive, and judicial.
6. Answers will vary. Students should include examples of people in history who used their gifts to help others (such as Jonas Salk, inventor of the Polio vaccine) and those who used their gifts to take advantage of other people (such as Bernard Madoff, sentenced to prison for conceptualizing a Ponzi scheme that lost investors millions of dollars).
7. Answers may vary, but should include the importance of distinguishing between creatively and intellectually gifted students. This is important both in the examination of test scores and the recommendations from teachers.
8. Answers will vary. Students should include some of the negative characteristics of creative persons (such as temperamental, emotional, stubborn, rebellious, arrogant, impatient, or absentminded). They should also supply some classroom techniques that would scaffold success for these types of behaviors.
9. Answers will vary. Students should explain their thought process behind each example. Each example should demonstrate understanding of pedagogy appropriate for gifted children.

10. Answers may vary, but should include details of Bloom's findings including: informal instruction at home; individualized instruction with individualized objectives, standards, and feedback; one specialized area; and clear methods and purposes to inspire hard work.

11. Answers will vary, but students should mention the work of Sosniak and the development of communities of practice outside the home (i.e., piano teachers, swim lessons at the "Y", scientists, clubs, summer camps, etc.)

12. Individual, environmental, and historical forces. Examples given will vary.

## Chapter 3

### *Multiple Choice*

1. c
2. d
3. a
4. c
5. b
6. d
7. b
8. a
9. d
10. d
11. b
12. c

### *Essay Questions*

1. Answers will vary, although students should support their choice.
2. Answers will vary, but should include some of the following reasons: it can guide program and curriculum development, it can identify more minority and economically disadvantaged students, and it is inclusive of a variety of types and expressions of giftedness.
3. Answers should include the three steps: setting a liberal selection quota, automatic inclusion of students who score in the 90<sup>th</sup> percentile or above in intelligence, achievement, or creativity tests, and increased use of parent and teacher nominations.
4. Answers will vary, but should allude to more flexible identification, a greater percentage of students identified, and identification based on both test and non-test criterion.
5. Answers will vary, but some possibilities for identification include: multidimensional approaches, quota systems, local norms by subgroup, self-nominations, and case study information. Students should also provide advantages and disadvantages for each strategy.
6. Answers will vary, but should draw connections between the principles and concerns. For example, concern 1 concerning narrow identification systems relates to the principle of pluralism.
7. Answers will vary. Possible advantages include: the identification of underachievers, standard measures, and relatively low cost for group administered tests. Possible disadvantages include: low ceilings on many tests, narrow definitions of intelligence, and cultural biases.
8. The methods include: the Stanford-Binet LM, Ratio-based metrics with current tests, and Extended-norms. Advantages of the Stanford-Binet LM are that it differentiates well with students with IQ above 140. Disadvantages include that some of the items are noticeably dated, scarcity of perceptual reasoning items, and that it is not currently for sale. Advantages of ratio-based metrics with current tests include a way to differentiate between student whose normative scores are in the 140's using currently available tests. Disadvantages include the need for careful interpretation. Finally, advantages of the use of extended-norms are that they better estimate the IQ scores of students who have achieved ceiling effects, but they are only in experimental use at this time.
9. Answers will vary. Some possible disadvantages are: low correlation between verbal and figural tests, low validity coefficients, expense, time-consuming to score, and they typically do not measure all types of creativity.

10. Answers will vary, but students should include details about the method that they chose and support for why this is an appropriate method for identification.

11. Answers may vary, but should include a reference to the unreliability of IQ tests for preschoolers and that they tend to underestimate abilities. Students may also discuss the need for providing information to parents in the community and the need for multiple stages in the screening process.

12. Answers may vary, but the primary concern in identification for secondary students is the need for identification in various talent areas and the differentiation of talent that occurs as students grow older.

13. The two goals are to be inclusive and to provide appropriate programming for all students who have already developed gifted skills.

## Chapter 4

### *Multiple Choice*

1. d
2. c
3. c
4. d
5. a
6. d
7. d
8. c
9. d
10. d

### *Essay Questions*

1. Needs assessment; preliminary staff education; philosophy, rationale, goals, and a written program plan; types of gifts and talents to be provided for and estimated enrollment; identification measures and specific criteria; specific provisions for identifying underachieving, disables, culturally different, and economically disadvantaged students; staff responsibilities and assignments; school psychologists, counselors, and other support staff; concerns about tracking and acceleration and enrichment plans; organizational and administrative design; transportation needs; community resources; in-service workshops, trainings, and visits; budgetary needs and allocations; developing social capital; and program evaluation.
2. Answers will vary, but should include an emphasis on thinking skills and individual learning. Challenge, rigor, or difficulty of the curriculum should also be an element of the program. The student should draw connections between the philosophy of the program and the implementation of the program.
3. A definition of gifts and talents; philosophy and goals; screening and identification measures; instructional programming strategies; and program evaluation and modifications.
4. Answers may vary, but should include the fact that there is random score variability and that scores close to the cut-off should be considered flexibly.
5. Answers may vary, but should include the idea that grouping is flexible and typically students move between groups as instructional goals change. Tracking, on the other hand, is rigid and there is little movement to different tracks during the year, or from year to year.
6. Answers will vary, but should include some of the following aspects: keep board members educated, aware, and involved; help members remain accountable, encourage a written policy, be patient, do not be too patient, and get all member's support.
7. Answers will vary, but should be one of the rights of the gifted child, listed in Box 4.6 in the text and be supported by specific examples or reasoning for why it may be the most important.

8. Answers will vary, but should provide evidence from classrooms that support how the concepts are interrelated. For example, a student may discuss learning centers that give students choice in topics to study, which in turn creates enjoyment for the student, and ultimately, personal meaning.

## Chapter 5

### *Multiple Choice*

1. c
2. b
3. d
4. a
5. b
6. a
7. d
8. a
9. d
10. c
11. b
12. c
13. d

### *Essay Questions*

1. Answers will vary, but should include that acceleration is moving through the curriculum at a faster rate and enrichment is exploring the curriculum with greater depth. In addition, the student should include that acceleration implies a potential to receive additional credit or advanced placement in coursework.
2. Answers will vary, but should include references to underachievement and low motivation.
3. Answers will vary, but should include items from this list: Intellectual Precocity, Reading and Arithmetic Readiness, Social and Emotional Maturity, Health, Gender, School of Entrance, Receiving Teacher, Family Values, and Asynchronous Development.
4. The two major concerns are missing critical basic skills and social adjustment. Missing critical skills could result in lower motivation and self-concept. Social adjustment problems could result in the loss of friends. Answers may vary.
5. Students should mention both academic and social benefits.
6. Answers will vary, but students should clearly express both advantages and disadvantages to the acceleration option that they choose.
7. Answers may vary, but should include some from the following list: socioemotional maturity, good self-concept, ability to relate well to adults, above a 150 on an IQ test, above a 650 on SAT verbal or math sections, frustration with the pace of instruction in high school, independence, motivation, self-confidence, competitiveness, preference for fast-paced challenge, preference for working with self-instructional materials, lecture, individual projects and discussion, no regrets about losing the social life of high school, a strong interest in a least one academic subject area, and a history of involvement in out-of-school activities.
8. Answers will vary, but should include references to maturity and a strong academic background.

9. Answers could include: increased zest for learning, reduced boredom in school, better school attitudes, enhanced feelings of self-worth, reduced egotism, better educational preparation, improved qualification for selective colleges, early college and graduate school admission, better graduate school and fellowship opportunities, and increased satisfaction with school.

## Chapter 6

### *Multiple Choice:*

1. a
2. a
3. d
4. a
5. b
6. a
7. b
8. c
9. a
10. c
11. c
12. b

### *Essay Questions:*

1. Answers will vary, but should include details about each type of programming. Full-time homogeneous grouping allows gifted students to be grouped together for the majority of instructional time. Part-time grouping is when gifted students are grouped together for part of the time (day, week, or semester). Full-time heterogeneous grouping occurs when gifted students receive differentiated instruction in the context of mixed-ability classrooms.

2. Students should explain the concept. For part of the day, gifted students attend special advanced and enriched classes. They mix with other students for nonacademic subjects, such as physical education, study hall, manual arts, and home economics as well as for sports and social events.

3. Answers will vary. May include the following advantages. The cluster group teacher is trained in teaching gifted students. Teaching 5 to 10 gifted students, instead of 1 or 2, is a better use of the teacher's time. Students associate with intellectual peers. New academic leaders emerge in classrooms without identified gifted students. Nonclustered classrooms have more homogeneity of ability. Cluster teachers are better able to compact the curriculum and provide challenging learning experiences.

4. Answers will vary. They may include: students are gifted full-time; additional expenses; make-up work; visible separation from nongifted peers; and too much emphasis on "fun and games."

5. Each learner is different. Learning is more effective when students enjoy what they do. Learning is more meaningful when content and process are learned while solving a real problem. While some formal instruction is necessary, a major goal is constructing students' own meaningfulness.

6. Learning takes place when students experience a moderate level of challenge. Since students differ in their skills and knowledge, activities must also differ. Students are motivated and engaged when activities are interesting to them. Students have the right to develop and explore their areas of interest. Students have multi-faceted learning profiles. Students learn best when they feel safe, supported and valued.

7. Answers will vary, but students should provide specific classroom examples of how a teacher might change a lesson in response to student differences in each area.

8. The primary difference between the two is that scientific research investigates problems that do not have a predetermined solution.

9. Answers will vary, but should include some of the following ideas: give students a specific problem to solve; give students a post-trip project or presentation to prepare; plan in advance; allow students to touch, respond, and question during the tour; work with the guide to stimulate learning; respond and remain open to spontaneous twists in the children's interests; and encourage discussion and evaluation of the program.

10. The two problems are continuity issues and access problems. Students should elaborate on each of these problems and provide solutions, or ways to address the issues.

## Chapter 7

### *Multiple Choice:*

1. c
2. d
3. c
4. b
5. b
6. c
7. d
8. d
9. c
10. b
11. c
12. d
13. b

### *Essay Questions:*

1. Answers will vary, but students should provide a rationale for choosing a specific model and supply details to support their decision.
2. The teacher is the “guide on the side.” The teacher should help with clarifying the problem, designing the project, locating the materials and equipment, recommending information sources or community experts, and helping to find an authentic audience.
3. They are: prescribed curriculum and instruction; teacher-differentiated curriculum according to content, process, and product based on individual differences; and learner-differentiated options that are self-directed and provide opportunities for students to be in charge of their own learning.
4. Answers will vary, but may include examples such as, student choice of topics and products, authentic audiences, and a Schoolwide focus, beyond those specifically identified as gifted or talented.
5. Answers will vary. They both have the same goal, to motivate students for further exploration of a topic. However the activities take different formats.
6. Answers will vary. A sample answer might include that they can become actively involved in improving their thinking skills.
7. Answers will vary, but should include variations of the following themes: tasks are often differentiated to accommodate different skill levels and learning styles; content is often presented above grade level; a variety of creative and critical thinking skills are explicitly taught; the emotional needs of the gifted are addressed through group and individual options; curriculum is often built around general themes or ‘big ideas’ which assists differentiation; interdisciplinary curriculum provides for depth and complexity of thought; authentic methodologies and products enhance student learning and motivation.

## Chapter 8

### *Multiple Choice*

1. d
2. c
3. b
4. d
5. b
6. b
7. a
8. c
9. d
10. d
11. d
12. b
13. c
14. b
15. b

### *Essay Questions*

1. Answers should include a reference that “big C” creativity refers to creativity expressed by eminent people and “little c” creativity refers to creativity expressed in everyday life.
2. Dabrowski argues that intense negative emotions, moods, and overexcitabilities set the stage for advanced development, precisely because they are disintegrating. Coping or reintegrating these negative emotions allow creators to achieve more advanced emotional development and their creative products may be part of that developmental struggle.
3. Answers may include ideas about using the lists to help identify creative students in their classrooms or improve a teacher’s patience with the obnoxious student who shows too many of the negative traits.
4. Answers will vary, but should reflect application level of thinking to their content area and classroom experiences.
5. Mess finding involves the location of the challenge, opportunity, need, or problem. Fact finding is gathering the facts and listing all that you know about the problem. Idea-finding involves brainstorming ways in which ideas are listed. Solution finding is the evaluation of the ideas formulated during idea finding. Acceptance finding involves the implementation of the solution finding.

## Chapter 9

### *Multiple Choice Questions:*

1. d
2. b
3. c
4. b
5. b
6. b
7. a
8. d
9. d
10. c
11. b
12. c
13. c
14. a
15. b

### *Essay Questions*

1. Answers will vary. Students may indicate that you can increase creativity by increasing appreciation for creativity and change behaviors. Creativity is a conscious decision.
2. Answers will vary, but the example should pertain to an insecurity or anxiety that interferes with a student's ability for creative thought or production.
3. Answers will vary, but fluency activities typically ask students to list things, flexibility activities ask students to look at things from different perspectives, and elaboration activities require students to build upon basic ideas.
4. Answers will vary, but could include: teaching brainstorming as an effective creative thinking technique, practicing creative thinking to strengthen attitudes and abilities, and solving some pressing school problem.
5. Answers will vary, but should include reference to one of the standard creative thinking techniques (brainstorming, attribute listing, morphological synthesis, idea checklists, synetics methods, or implementation charting) and direct applications to classroom practice and/or activities.
6. Implementation charting is similar or analogous to the final steps of Creative Problem Solving (solution finding and acceptance finding)

## Chapter 10

### *Multiple Choice*

1. b
2. c
3. a
4. d
5. b
6. d
7. c
8. b
9. d
10. a
11. a

### *Essay Questions*

1. Answers will vary, but could include examples such as Problem Based Learning, analogical thinking, or think alouds from the teacher.
2. Answers will vary, but could mention examples such as Creative Problem Solving or Cognitive Research Trust Thinking Program.
3. Answers will vary, but should make the students aware of their own thinking (planning, predicting, setting goals, questioning, evaluating, rehearsing, selecting actions and strategies, using existing knowledge to create ideas, and selectively connecting new information to existing knowledge. Some examples might include written daily journals, summaries, expectations, and self-evaluations, debriefing and closure sessions.
4. Internal locus-of-control implies that a person feels responsible for his or her successes, failures, and destiny in life. External locus-of-control implies that a person blames others for failures, attributes successes to luck, and generally does not feel responsible for his or her destiny in life.
5. Answers will vary, but should include an understanding of the approach to thinking skills and a rationale for choosing that perspective as it relates to the student's experiences teaching and with gifted children.
6. Answers should include avoiding hasty judgments about ideas, avoiding letting emotion interfere with good decision making, and that some ideas are not good or bad, just interesting.
7. Answers will vary, but may include that: inner-city children may have trouble identifying with middle-class story characters and that poor readers or students of low abilities may have trouble dealing with the program.
8. Phase One is when the unit is introduced to the students. In Phase Two, the guided practice lesson is taught with familiar content. In Phase Three, there is guided practice with a single skill in a new and real-world content area. Finally, there is prompted transfer of the skill to current academic curriculum.
9. Answers may vary, but should include personal, home, and school factors, perfectionism, death or divorce in the family, family pressures, feelings of rejection, mismatch between the student's learning style and the teacher's teaching style, and the emotional environment of the classroom.

## Chapter 11

### *Multiple Choice*

1. a
2. c
3. c
4. b
5. d
6. a
7. d
8. a
9. d
10. b
11. c
12. b
13. a
14. d

### *Essay Questions*

1. As stated by Joseph Renzulli (2003), instead of just helping bright students to become educated, affluent, and high-consumption professionals, gifted education should promote a strong concern for less fortunate individuals plus leadership capability—which includes a predisposition to take actions and correct problems. Students may also mention service learning, which may combine leadership activities with community service and the development of moral character.
2. Charismatic refers to an almost mystical ability to instill others with a sense of mission and energize them. Intuitive includes the ability to sense what is about to happen via an extrapolation of current events or a keen sensitivity to subtle cues. Generative refers to creativeness. Analytic refers to seeing component parts of systems and analyzing individual contributions. Evaluative involves judging the effectiveness or efficiency of activities or programs. Synergistic aspects are “those which make the unbelievable happen.”
3. Answers will vary, but should demonstrate an understanding of the definitions of leadership and their application to the student’s personal definitions of leadership.
4. Answers will vary, but should include an understanding of the theory of Magoon, Plowman, Parker, Maker, or Thompson. Students should justify their choice.
5. The WICS Model explains that leadership is the synthesis of creativity, intelligence, and wisdom.
6. Self-esteem is a function of the ratio of expectations to successes. If a gifted child sets goals too high, or achieves too few successes, then they could develop low self-esteem. If they expect too much of themselves, then they may have low self-esteem.
7. By engaging fear-of-failure students in independent-learning assignments, success is redefined in terms of meeting or exceeding one’s own standards, not publicly competing with others for classroom rewards and recognition. When students are not forced to compete they will set reachable, realistic goals, and these provide both the best challenge and the best condition for a satisfying success (Covington & Beery, 1979).

8. Answers may vary, but could include the following characteristics: has a good self-concept; is honest and genuine; likes and accepts others; lives by humanistic values; is sensitive and responsive to the needs and feelings of others; is open to the viewpoints of others; exercises control over his or her life and environment; and initiates needed changes.

## Chapter 12

### *Multiple Choice*

1. a
2. d
3. c
4. d
5. d
6. a
7. c
8. b
9. a
10. c
11. b
12. a
13. b
14. c
15. c
16. a

### *Essay Questions*

1. Answers will vary, but could include possible reasons about rough estimates of high school drop-outs, figures do not include gifted underachievers who were never identified because of underachievement on IQ tests and that after years of underachievement, giftedness may be difficult to identify.
2. High test scores are important indicators of ability, but they are not the only indices. Early observations are also very important. Test scores provide only snapshots of student ability, but other measures may be able to give a more complete picture of ability.
3. Using a consistent number of months in younger children with underachievement problems will likely not identify them because the discrepancy between actual and expected achievement does not appear to be large enough in terms of actual months, even though the problem is quite serious.
4. Students may underperform on tests due to poor-test taking skills, low motivation to do well, answering questions randomly due to a fear of making mistakes, or creative students may try to answer questions in a different way as possible.
5. In general, when a student has a greater achievement or ability in one domain, the self-concept in other domains will be lower.
6. Answers will vary, but may include the use of excuses or rebellion.
7. There are several links between underachievement and perfectionism. The unrealistic standards of perfectionism can be used as an excuse to avoid achievement. The excuse of the inability to achieve perfection, leads them to not try. When, in early years, they are able to achieve perfect scores on work without trying, it can lead to later underachievement, due to a pattern of unchallenging work.

8. There are four components: self-efficacy (confidence in one's ability to perform the task); expecting to succeed (internal locus of control and functioning in competition); valuing the task; and setting realistic expectations.

9. Answers will vary, but could include: deficient academic skills, poor study habits, peer acceptance problems, poor school concentration, and home and school discipline problems.

10. The inflexibility and rigidity that demonstrate lack of respect for the individual child provides a strong reinforcement for gifted underachievers. When a teacher gives more busy work for gifted children who finish early, then it is quickly learned to not try to achieve at greater levels.

## Chapter 13

### *Multiple Choice*

1. d
2. d
3. c
4. d
5. a
6. b
7. a
8. a
9. d
10. d
11. c
12. a
13. c
14. e
15. d
16. a

### *Essay Questions*

1. Answers will vary, but should include: belief in self; personal characteristics; support systems; participation in special programs, extracurricular activities, and summer enrichment programs; appropriately challenging classes; and realistic aspirations.
2. The verbal tests are heavily based upon middle-class English. The problem is that subcultural languages (such as African American English, Hawaiian pidgin, or Navajo or other Native American languages) are different, and so the person's linguistic structures, categories, and associations are also different.
3. In culturally different populations, gifted children may not score high on achievement tests, despite their giftedness. Achievement tests alone, then, are not sufficient measures for the identification of gifted minority and poor children.
4. Answers will vary, but may include factors such as socioeconomic, language, motivational, personal, or cultural differences.
5. Answers will vary, but students should support their choice of strategy with evidence from the chapter.
6. Answers will vary, but might include such components as: maintaining ethnic identity, extracurricular cultural enrichment; learning style differences; counseling; parent support groups; development of significant models; accelerated and enriched curriculum; and career education.
7. Answers may vary, but could include that minority parents may see the program as elitist, or the program will psychologically separate them from other children, or the fear of being alienated from their child with greater education.
8. Answers may vary, but may include: teachers in rural secondary schools have more preparations across several different subjects, making it difficult for them to keep up with newer, specialized information; there are fewer counselors, school psychologists, and curriculum specialists to assist the faculty in building programs for the gifted; there is a trend to heterogeneous grouping; there may be more confusion about acceleration; there will be fewer

gifted peers. Advantages may include small class sizes means greater student-teacher interactions; there is greater rapport between teachers and administration; there are strong family ties and family support of educational activities.

## Chapter 14

### *Multiple Choice*

1. c
2. a
3. a
4. a
5. d
6. c
7. b
8. a
9. b
10. b
11. b
12. c
13. d
14. d
15. c
16. d
17. d
18. b

### *Essay Questions*

1. The “disappearance of giftedness in girls” is the discrepancy between the giftedness observed in girls’ school achievement and their talent development in adulthood. The examples will vary.
2. Answers will vary, but should supply support for either the difference model or the deficit model.
3. Answers will vary, but could include research that has shown that girls with greater androgen hormones display greater male characteristics, such as physical activity, preference for boy’s toys and clothing, and preference for a professional career. The brain research is inconclusive, but students could point to studies that indicate that male brains have strong right-hemisphere dominance or other research that indicates greater bilateral development in males.
4. The four factors that seem to be linked to lower self-expectations and aspirations of females are: a lower sense of competence; a tendency to attribute failures to oneself and successes to external factors; lower achievement motivation; and the “fear of success” syndrome.
5. The de-emphasis on appearance or the “pretty girl” message to boys will make for better self-actualization of the boys, and encourage them to develop relationships with females of their intellectual ability, rather than feel the pressure to befriend girls on the basis of their appearance or be threatened by the intellectual ability of bright girls.
6. Answers will vary, but could include references to the TRIFOCAL model to reverse underachievement.

## Chapter 15

### *Multiple Choice*

1. a
2. b
3. c
4. a
5. c
6. c
7. d
8. a
9. c
10. c
11. b
12. d
13. a

### *Essay Questions*

1. A review of the research literature on emotional disturbance (anxiety problems, depression, self-concept, and social adjustment) and found no increased emotional problems associated with giftedness.
2. Answers will vary. Differences could include the reliance on adult support for attention in the dependent underachiever, as opposed the use of adult support to assist with learning for students with learning disabilities. Similarities could include a basic reliance on additional assistance from adults.
3. Answers will vary, could include the possible overdiagnosis of ADHD among gifted students, the co-occurrence of many of the behavioral patterns, the lack of a biological test for ADHD, or the serious peer pressure effects of a diagnosis.
4. Parents should look for a psychologist who is familiar with gifted behaviors to help distinguish between characteristics of giftedness and ADHD. Possible steps could include taking a detailed history to look for signs of early precociousness, evaluation of the current school situation and environment, careful consideration of when the “problem” behaviors occur, and evaluation of the extent of the impairment of the behaviors.
5. Answers will vary, but could include: computers, *Ovation*, technology, and communication aides.
6. Answers will vary, but should include some of the following best practices: use interdisciplinary practices; provide opportunities for student inquiry; address areas of passion in student instruction; rely on student strengths to hook student interest; offer alternate ways to demonstrate understanding; provide opportunities for acceleration or compacting when appropriate; explore multiple avenues to meet student needs; avoid using gifted education services as an incentive for addressing problem behaviors; allow students to participate in enrichment activities.
7. Counteridentification on the part of the parent, may cause the parent to do *too* much for a twice exceptional student and rob the student the opportunity to work independently. Manipulation on the part of the child may be the result of the parents’ anxieties about the child. The child may learn (subconsciously perhaps) that he or she can easily control the parent into doing the work for him or her.

## Chapter 16

### *Multiple Choice*

1. c
2. c
3. a
4. b
5. a
6. b
7. a
8. c
9. d
10. c
11. d
12. c
13. c
14. a
15. c

### *Essay Questions*

1. Answers may vary, but could include: the children appear to be under stress; the children are not achieving well and responsibly; the children have serious social problems; and the children have unusually difficult family relationships.
2. Answers may vary, but could include signs of increased stress, such as: nail biting, bed-wetting, extreme sibling rivalry, loss of appetite, bullying, irritability, stomach pains, headaches, or nightmares.
3. There are some long-term achievement problems related to being “good little girls.” Overcompliance, fear of being assertive, and fear of failure may cause girls to set their life goals below their abilities.
4. Answers will vary, but could include: keeping fathers involved and introducing positive male mentors; parents of preschool boys to encourage them to draw, color, write, cut, and paste; teaching boys concentration skills; being sensitive to helping boys through their competitive feelings of an older and “perfect” sibling; and being clear that being “manly” includes sensitive expression of one’s feelings through verbal, written, or artistic modalities.
5. Answers will vary, but may include: the use of public library; read to children; increase availability of books in the home and the child’s bedroom; early concentrated involvement with the child for the full development of the child’s language; talking to children; puzzles and blocks to develop spatial skills; and playing games to help children learn to follow directions.
6. Answers will vary, but should include: the quality of the nursery school; sensitivity to the needs of very bright children; and the encouragement of language and creative expression.
7. Answers will vary, but could include support for parents of gifted children with specific issues, advocacy for gifted children at the local, state, or national level, dissemination of information about gifted children, or the organization of enrichment activities for youth.

## Chapter 17

### *Multiple Choice*

1. d
2. c
3. b
4. c
5. d
6. d
7. b
8. d
9. d
10. d
11. b
12. d
13. d
14. a
15. c

### *Essay Questions*

1. Terman's study refuted the myth that gifted children were more feeble than their average counterparts. However, it perpetuated the myth that gifted students are clearly well-adjusted and do not need counseling services. He accomplished this by identifying students with high IQ scores and following them through longitudinal analysis throughout adulthood.
2. Gifted children often have higher academic self-concepts than social self-concepts. Many gifted children believe that nongifted peers have negative opinions of them, due to their academic abilities. Therefore, many gifted children hide their giftedness in order to be accepted by nongifted peers.
3. Joseph Renzulli (1994) solves this problem by adopting the concept of talent development, instead of giftedness. The focus is on strengthening the talents of all students, including highly capable ones. The strategy also circumvents social problems created by labeling a few students as "gifted" and the rest, by exclusion, "not gifted."
4. Answers will vary, but students should support their choice with valid arguments.

## Chapter 18

### *Multiple Choice*

1. a
2. d
3. a
4. b
5. c
6. a
7. d
8. d
9. c
10. c
11. c
12. b
13. b
14. d
15. d
16. d

### *Essay Questions*

1. Program evaluation can serve to demonstrate the successes of the program to school officials, parents, and state and federal funding organizations. Program evaluation also serves as a way to identify ways in which the program can continue to improve and better serve the students and children in the area.
2. Borland takes a broader view of program evaluation, including the social, political, moral, and ethical impact on other populations in the school and community.
3. Answers will vary, but students should support their choice with specific references to the aspects of the model that they find most effective.
4. It is analogous to beginning teaching in a classroom without a curricular plan. It makes evaluation more difficult when program activities are not aligned with program goals and objectives, which are aligned with evaluation measures.
5. Answers may vary. Program objectives should be aligned to program activities, or the objectives will not likely be met. In addition, program objectives should be aligned to program evaluation tools, or the tools will be unlikely to measure an effect of the program.
6. Answers will vary, but could include: a description of activities; preparation of activities; number of participants; perceived effectiveness of the activities; modifications of the future; any data collected; any anecdotal material. It can provide a description of the activities and successes of the students, assure administration that the staff has made crucial contributions of the program, and it will serve to remind the teacher of the quantity and quality of his or her own contribution to the program.