

REVISED, EXPANDED, UPDATED EDITION

Teaching Gifted Kids in the Regular Classroom

**Strategies and Techniques
Every Teacher Can Use
to Meet the Academic Needs
of the Gifted and Talented**

Susan Winebrenner

**Foreword by Sylvia Rimm, Ph.D.
Edited by Pamela Espeland**

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DEDICATION

To my late husband, Neil Winebrenner, who always saw my potential before I did.

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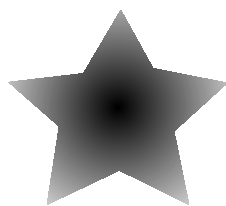
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FOREWORD

by **Sylvia B. Rimm, Ph.D.**

Excellent teachers understand that gifted students require challenge in the classroom. However, incorporating planning and continuity within the teaching responsibilities of the classroom has never been easy. Susan Winebrenner has gathered together her own classroom experiences as well as those of many creative teachers to provide a blueprint for teachers who wish to involve, excite, and entice gifted students in a manner that encourages them to be learners. This book provides answers to teachers who recognize that their students have been unchallenged in the regular classroom, but aren't certain how to provide them with appropriately interesting and in-depth curriculum.

This book also provides the rationale for the need for special curriculum for gifted children. As a psychologist who specializes in gifted underachievement, I can assure you that when gifted children lack motivation, it is not genetic but taught. Underachievement is unconsciously taught to children at home and in the classroom by family, peers, and teachers. The competitive pressures that gifted children internalize to be "smartest," "perfect," and "most popular" can be converted to motivation to achieve, learn, and contribute if parents and schools set high but realistic goals for their gifted children.

If gifted children are not challenged by curriculum early in their school lives, they will equate smart with easy, and challenge and hard work will feel threatening to their self-esteem. They will either become perfectionistic and avoid challenge, or they will search for easy-way-out solutions, such as avoiding handing in assignments, procrastination, and disorganization for fear conscientious work may reveal that they are not as smart as they are assumed to be.

The yearning for learning is stifled for children who sit in classrooms surrounded by lessons they could easily teach the rest of the class. Instead, these gifted children become defensive, angry, passive, bored, and resentful. They blame their parents, teachers, peers, and siblings, but hardly ever will they understand what has gone wrong for them. It takes concerned teachers and parents who are willing to lead gifted children to the excitement of challenging learning. This book is an excellent vehicle for guiding gifted children on the road to lifelong learning and achievement.

Teaching Gifted Kids in the Regular Classroom is a perfect complement to my own clinical experiences described in my book, *Why Bright Kids Get Poor Grades and What You Can Do About It*. Challenging gifted children in the regular classroom is critical to both the prevention and reversal of underachievement among gifted children. In my latest book, *See Jane Win*, successful women describe their need for challenge as an adventure in learning that permitted them to be resilient enough to break through glass ceilings and rise from sticky floors. For gifted children to be achievers, they must experience the relationship between their efforts and results, and the classroom must provide those appropriate learning experiences.

I predict that your copy of *Teaching Gifted Kids in the Regular Classroom* will soon be dog-eared from use, and your gifted students will be much more likely to have a great year in your classroom.

Sylvia B. Rimm, Ph.D.



INTRODUCTION

Of all the students you are teaching in a given class, which group do you think will probably learn the least this year? It may surprise you to find that in a class that has a range of abilities (and which class doesn't?), it is the *most* able, rather than the least able, who will learn less new material than any other group.

How does this happen? Mostly it's because of something with which we are all too familiar: the scope-and-sequence monster. Each year, we are given a certain slice of a student's entire school curriculum to teach, and we feel intense pressure and responsibility to teach everything assigned to our grade or subject to all of our students. This problem is compounded by the expectations of state standards and the public's concern about test scores.

As part of school reform, most states have created state tests based on standards all students are expected to achieve. During the time when the class is preparing for these tests, the plight of gifted students is just as dramatic as that of students who struggle to learn the material. Each year, you probably have students who could take the state tests in September and score at or above the 95th percentile. These kids don't need to prepare for the tests. They need to be excused from doing work that is unnecessary for them to do. This book will help you identify those students and others who need similar attention and give them alternatives to re-learning what they already know.

TEACHING VS. LEARNING

Gifted kids and their parents become frustrated when educators confuse the meanings of the words "teach" and "learn." A teacher's responsibility is not to teach the content. A teacher's responsibility is to teach the *students*, and to make sure that all students learn new content every day. Gifted students already know much of what we are planning to teach, and they can learn new material in much less time than their age peers.

When gifted students discover during elementary school that they can get high praise for tasks or projects they complete with little or no effort, they may conclude that being smart means doing things easily. The longer they are allowed to believe this, the harder it is to rise to the challenge when they finally encounter one.

The students I worry about most are those who bring home perfect report cards starting in first grade. They sail from grade school through high school, concluding along the way that smart people must always give the impression that they don't have to work hard. Often, we send these students to fine colleges, where everyone in the freshman class was in the top five percent of their high-school graduating class. Suddenly the competition for A's is fierce and learning takes serious study skills, not to mention time and real effort. Where do we want these kids to be when they realize they aren't perfect students? Surely not alone in a freshman dorm far from home.

A fourth-grade teacher who attended one of my two-day workshops had an interesting experience you may relate to. After the first day of the workshop, she started thinking about how happy she had felt the day before, when all of her most capable readers got A's on the end-of-the-unit test. She now wondered whether their grades actually reflected what they had learned from her. Was it possible that these students knew the material before the unit began?

Since there were two weeks between each workshop day, she decided to find the answer to her question. The next day, with no advance warning, she gave these same students the end-of-the-unit test for the following unit. They were tested on the skills and the vocabulary, but not on the content of the stories, which, of course, they had not yet read. Again, they got all A's. This experience was one of the most startling of the teacher's career. She began to consider alternate methods of teaching her most capable readers.

When gifted students realize that they already know a lot of the subject matter the teacher will be teaching, they have little choice but to dutifully go through the assigned curriculum, waiting and hoping for the rare times when there will be something new or challenging for them to learn. This book will help you make those times happen more frequently for your gifted students.

THE MYSTERY OF THE GIFTED UNDERACHIEVER

About 22 years ago, when I first became interested in teaching gifted students, one thing that perplexed me was the existence of the so-called "gifted underachiever." I could not comprehend how children with so much intelligence could get into a situation in school in which they were not doing their work. These kids were easy to label—"lazy," "not working up to potential," "poor attitude," "unproductive"—but hard to understand.

When I took a course many years later from Dr. Sylvia Rimm on preventing underachievement, I realized that the problem belonged to me as a teacher. Dr. Rimm expressed this eloquently when she said:

The surest path to high self-esteem is to be successful at something you perceived would be difficult. Each time we steal our students' struggle by insisting they do work that is too easy for them, we steal their

opportunity to have an esteem-building experience. Unless kids are consistently engaged in challenging work, they will lose their motivation to work hard.

Do you know any kids who don't turn in a stitch of work, yet dominate class discussions and ace unit tests? Or kids who can do the performance assessment before they have done the activities related to learning that content? These situations may lead to what I call the "empty grade book syndrome."

I have rarely met gifted kids who won't do their work, but I have met scores who won't do the *teacher's* work. This is the basis of most power struggles between gifted kids, their parents, and their teachers. When gifted students are forced to do work related to content they have already mastered, they resist, and the power struggle is on. This book will help you give your students their own work to do—work that is challenging and meaningful to them.

THE MYTH OF ELITISM

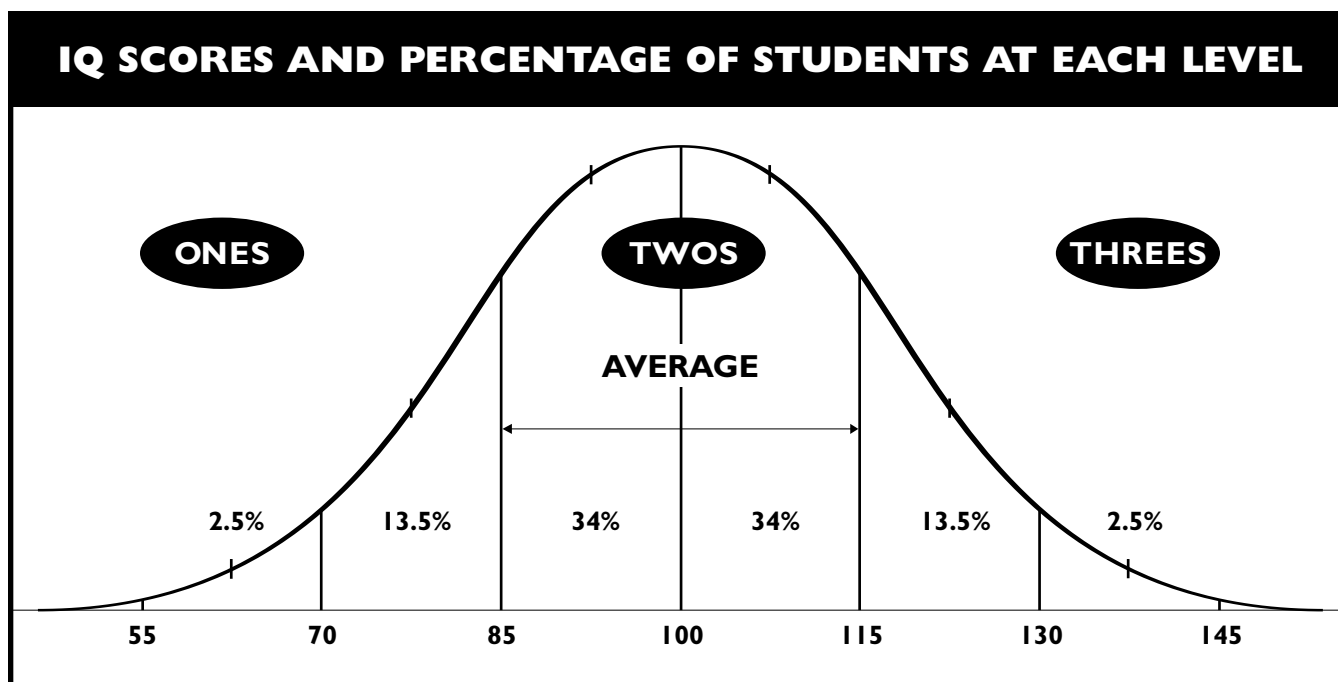
Many teachers and parents believe there is no need to do anything special for gifted kids. "After all," they reason, "most gifted students get good grades. They do just fine without extra help or attention." Some do (and some don't), but that's not the point. To understand why, let's look at the bell curve on page 3.

When we teach a class of students, we usually plan content, pacing, amount, and activities based on what we know about typical students at that age. Let's call those kids the Twos because they are in the middle of a heterogeneous group. On the bell curve, they're the students of average IQ.

Increasingly, more and more students enter a grade level missing many of the basic understandings they were supposed to acquire in earlier grades. Those kids are to the left on the bell curve; let's call them the Ones. We also have some kids who seem to be ahead of their age peers in what they know and can do. Those kids are to the right on the bell curve; we'll call them the Threes.

Now ask yourself, "What do I do differently for students who are having trouble keeping up to the grade-level standards?" Your answer might include these ideas:

- You adjust the amount of work they have to do.
- You change the pacing and adjust the amount of time they have to work.



- You change the content in order to teach them what they are missing.
- You try to teach to their learning style strengths, and you adjust the ways they can express what they have learned.
- You try to find topics that interest them strongly, so you can entice them to learn some of the standards through their areas of interest.
- You change the peer interactions they have with their classmates, taking special care to pair them with students who can understand and help them.
- You seek out their parents and former teachers to get information that might empower you to help them learn more successfully.

Many of us make most or all of these adjustments daily for the benefit of the Ones in our classes. Do you feel guilty when you do these things? Do you fear that you will be accused of elitism because you're giving those students "special treatment"? Probably not.

Now visualize the bell curve folded in half, with the left side touching the right. Notice again that the Threes—those students we call gifted—are as far removed from average as the Ones. *By virtue of that fact alone, they are entitled to similar "special treatment."* Not because they are gifted, but because they are not average. The level, pacing, amount, and type of learning activities that benefit average learners are as inappropriate for them as they are for students

who are working significantly below grade-level expectations.

It's been fashionable in American education to worry that providing accommodations for gifted students is elitist. We tell ourselves that America's public schools don't condone or practice elitism. I've worked with school districts in at least 40 states, and they all maintain an elitist system. Everywhere I go, there is a group of students who receive elitist treatment openly. They get to wear special clothing so even strangers can pick them out of a crowd in a hallway. Special teachers get special pay to help make these kids even more special. Sometimes these kids and their teachers get to take special field trips during academic learning time on transportation supplied by the district so they can travel far and wide to show how special they are. Any forms of recognition they get from these outings are prominently displayed in ways that make them highly visible to anyone in the school. And when other kids ask, "Can't we be part of this special group?" they are told they are not good enough to qualify.

Of course, you know I'm talking about athletics. You should also know that I was born and raised in Wisconsin. My Green Bay Packers were Vince Lombardi's Packers. My Milwaukee Braves won the World Series in the late 1950s. So rest assured that I'm not bashing athletics. I'm simply asking for equal consideration for academics.

GIFTED EDUCATION BENEFITS EVERYONE

Gifted education has significantly improved learning experiences for all students in heterogeneous classes. Every pedagogical method we've used with gifted kids over the years is now considered state-of-the-art for all kids. Project work, providing meaningful choices for students, self-directed learning, literature-based reading, problem-based curriculum—all were born in gifted education programs. Many of these components are now available as part of the regular learning program.

This doesn't mean that gifted kids' learning needs are being met in heterogeneous classrooms. It means that when we provide what gifted kids need, all other students are likely to benefit as well.

Why, then, are so few meaningful learning opportunities available for gifted students in heterogeneous classes? Perhaps because we worry that these opportunities will be considered elitist, or that other students and parents will think they're "not fair." Yet these worries don't prevent us from making sure the Ones on the bell curve get whatever they need to succeed as learners. Nor do they stop us from providing for kids whose differences are socioeconomic or culturally based.

Do you believe that all students you teach should learn something new on a regular basis? Let's define learning as "forward progress from what

you know to what you don't yet know." When you put it in these terms, it's undeniable that of all the kids you teach in heterogeneous classes, those at most risk of learning the least today, tomorrow, and all year are the Threes.

Do you want all of your students to enjoy high self-esteem as part of their learning experience? Many gifted kids experience low self-esteem—partly because high intelligence is not always respected in school, and partly because they fear that one day people will see them working hard to learn and will perceive that they aren't really very smart after all.

Dr. Sylvia Rimm's work can help us understand how some gifted kids lose their motivation to learn. The figure below illustrates her theory of the conditions that create achievement or underachievement.*

One more important point about self-esteem: It is well-documented that many gifted kids are working significantly below their potential. At any time in a gifted child's school experience, she may have to decide whether to let the people in school know how intelligent she really is. When she perceives that being true to her intellectual abilities will lead to loss of peer approval, she may opt to act less capable.

I can't think of any situation more likely to diminish self-esteem than coming to school each

* Adapted from Gary Davis and Sylvia Rimm, *Education of the Gifted and Talented*, 4th ed. (Needham Heights, MA: Allyn and Bacon, 1998), p. 298. Used with permission of Sylvia Rimm.

CONDITIONS THAT CREATE ACHIEVEMENT OR UNDERACHIEVEMENT

QUADRANT 1

These are the high achievers. They perceive that when they work hard, they get good results. The curriculum is slightly beyond their grasp and requires significant effort to master.

All learners, whether below average, average, or above average, should be in this quadrant.

QUADRANT 2

These are the kids who get high grades with little or no effort. They have learned to resist challenging work. They fear that others will think they're not so smart if they have to work hard to get good results.

Many gifted kids are in this quadrant. They assume from experience that smart means easy.

QUADRANT 3

These are the students who may work hard but rarely achieve success. They don't realize that if they used the appropriate learning strategies, their success in learning would noticeably improve.

Students in this quadrant may become discouraged and move into quadrant 4.

QUADRANT 4

These are the classic underachievers—students who have stopped putting forth any effort because nothing they do leads to any measurable success or satisfaction.

Our goal as educators is to prevent any student from moving into this quadrant.

day and pretending to be someone different from who you are. Only in classrooms where individual differences in learning behaviors are recognized and accepted will gifted students' self-esteem truly flourish.

WHAT GIFTED STUDENTS NEED

To make forward progress from what they know to what they don't yet know, gifted students need *compacting* and *differentiation*. Compacting means condensing a semester or year's worth of learning into a shorter time period. Differentiation means providing gifted students with different tasks and activities than their age peers—tasks that lead to real learning for them.

There are five elements of differentiation: *content*, *process*, *product*, *environment*, and *assessment*.

1. Content. You are responsible for making sure that all kids learn the content they are expected to know. You are not responsible for teaching that content to all kids. Students who demonstrate that they already know some content, or who can learn required content in much less time than their age peers, are candidates for differentiation.

Content is differentiated through the use of more advanced, complex texts and resource materials, compacting, learning contracts, interdisciplinary learning, accelerated pacing, learning centers, and working with mentors. Content is sometimes changed to center around futuristic problems and challenges. The focus of differentiated content should be on understanding more than just the information. The focus should be on how a body of information is organized, the important questions and issues that are raised, and the way in which research in a particular field of study is carried out, sometimes referred to as depth and complexity. (For more on depth and complexity, see page 129.)

2. Process. This defines the methods students use to make sense of concepts, generalizations, and/or the required standards. It encompasses learning style considerations, creative and productive thinking and conceptualizing, focus on open-ended and problem-solving tasks, opportunities for meaningful research, and the skills to share what they have learned.

Gifted students should spend most of their learning time on tasks that are more complex and abstract than those their age peers could handle.

They should gather information and data as though they were actually professionals in the field, assuming an attitude of inquiry rather than pursuing a goal of finding information. They should be expected to support their findings with evidence.

Process is differentiated through flexible grouping, using a learning styles or multiple intelligences approach, opportunities for learning at more complex levels, and sophisticated research. Flexible time limits are essential.

3. Product. This describes the ways in which students choose to illustrate and demonstrate their understanding of the content and process.

Many gifted students resist assignments that require a written product, since their brain usually moves so much faster than their hands can write or type. They are often more willing to produce an actual product—an exhibition, independent study, or performance. Gifted students should be guided to produce what Dr. Joseph Renzulli calls “real-life products for appropriate audiences.” These go beyond the typical research paper or report to alternatives that develop individual students' talents and curiosities.

Product is differentiated by steering kids to exciting and unusual resources, and to people who can help locate those resources and demonstrate ways to use them.

4. Environment. This describes the actual physical setting where learning takes place, as well as the conditions under which a student is working.

Gifted students typically spend more time in independent study than their classmates, and they often work outside the classroom or school as part of their differentiated work. They thrive in a challenging atmosphere in which individual differences are valued and nurtured.

Learning environment is differentiated by changing the actual place where students work, altering the teacher's expectations, allowing flexible time limits, providing opportunities for in-depth research, and letting students work with mentors.

5. Assessment. This describes the method used to document mastery of curriculum. Gifted learners should experience consistent opportunities to demonstrate previous mastery before a particular unit of work is taught. They should also be encouraged to develop their own rubrics and other methods to assess their independent study projects.

Because of my own experience—first as a classroom teacher, now as a teacher trainer—I can identify with and completely understand the uncertainty and even terror you might be feeling as you contemplate finding out what your gifted students already know, giving them credit for it, and providing alternate activities. How will you gather the materials and resources you need? Won't differentiation take a lot of time and add more to your teaching load? Will you lose control of your classroom? This book will ease your doubts and fears—and make your efforts to teach gifted kids more successful and rewarding.

NOTE: Gifted students *do not* need extra credit work, nor do they need to become peer tutors. Extra credit work stifles motivation. Gifted kids wonder, “Why should I let the teacher know about my expertise if my ‘prize’ will be more work?” Gifted kids of any age have very adult-like preferences for learning opportunities. Would you like it if your principal asked you to work on more committees for “extra credit”?

In peer tutoring, highly capable students are expected to help less successful students. If gifted kids want to tutor other students, this should be limited to one class period per week. Or peer tutoring might be part of a schoolwide service project. Although many gifted kids appear to enjoy tutoring, it postpones their own opportunities to learn and work at their personal challenge levels.

ABOUT THIS BOOK

Teaching Gifted Kids in the Regular Classroom is written for teachers of all grades. Each chapter presents proven, practical, easy-to-use teaching/management strategies. Scenarios profile students* with whom the strategies have been used—either by me, or by a teacher I have trained—so you'll be able to notice similar characteristics, needs, and responses in your own students. The strategies are described in step-by-step detail. Frequently asked questions about the strategies are answered, and chapter summaries review the main points. Each chapter ends with a list of references and resources.

Several strategies make use of special forms, which are included here as reproducibles. Please feel free to photocopy these forms for use in your class-

room. I often customize basic forms to meet the needs of specific students (my customized forms are shown as examples throughout the book), and I hope you'll do the same.** Instructions and tips for using the forms are given in the chapters.

Chapter 1 describes the learning and behavioral characteristics of gifted students. Special attention is given to populations that have been underserved in the past, including gifted children from multicultural and low socioeconomic populations and those considered “twice exceptional” (gifted and learning disabled or otherwise challenged).

The strategies in chapters 2 and 3 are designed to be used with content that is more skill-based and lends itself to pretesting, because it's likely that some of your students will already know much of what you plan to teach. These strategies will help you meet the needs of your gifted students in any skill work related to reading, math, language arts, handwriting, and vocabulary or any other subject area.

The strategies in Chapter 4 are designed to be used with subject areas that represent new learning for students, such as science, social studies, problem-based learning, and interdisciplinary and/or thematic units. Methods other than pretests are usually necessary for these types of curriculum. Chapter 5 covers appropriate reading and writing instruction for gifted students, and Chapter 6 explains how you can plan curriculum for all students at the same time and still create differentiated activities. Chapters 4 through 6 use many of the same principles and methods, so you may want to read and use these chapters together.

Chapter 7 shows you how to help gifted kids manage independent study. Chapter 8 describes issues that should be considered when grouping gifted students for instruction and learning. Strategies for making cooperative learning fair for gifted students, and methods for grouping gifted students in homerooms or self-contained classes, are presented in detail.

Chapter 9 discusses miscellaneous issues such as acceleration and grade-skipping, qualities needed by teachers of gifted kids, record-keeping for differentiation experiences, and how to deal

* Names and some details have been changed to protect students' privacy.

** All of the reproducible forms in this book, plus many additional extensions menus, are also on CD-ROM so you can easily print them out and customize them for your students. The CD-ROM is available from Free Spirit Publishing, (800) 735-7323 (www.freespirit.com).

with parents, administrators, and colleagues. Chapter 10 is for parents of gifted kids. Teachers should read it, too, so they can anticipate parents' questions and expectations.

Appendix A at the end of the book includes games, puzzles, and other challenges gifted kids love; I know, because I have used them in my own classes. Appendix B is a directory of additional resources including publishers of gifted education materials, magazines and journals, videos, organizations, and Web sites.



This book will help you meet the learning needs of the gifted kids in your classroom. As noted earlier, gifted education techniques benefit everyone, so you'll probably find that these strategies and techniques are good for many other students besides those who are formally identified as gifted.

However, teaching gifted kids in the regular classroom is certainly not meant to replace other gifted education opportunities available in your district, or to serve as a reason for eliminating such opportunities. Gifted kids are gifted 24 hours a day, not just during those times they spend in separate classes or on challenging projects or activities. When other elements of gifted programs are combined with differentiation in the regular classroom, gifted kids can experience consistent opportunities to enjoy learning and to be as challenged and productive as possible.

With that in mind, enjoy this book. It's written for you to use without much fuss. All methods have been field-tested with teachers like yourself who have found them to work very well. Many of these teachers have told me, "I wish I had known about these methods before now—I would have always used them." I hope you'll feel the same.

I promise you that the strategies presented here will work with your heterogeneous classes. I promise you that there will be no resentment on the part of the other students as they see the gifted students "doing their own thing." I promise you that you won't have to spend very much time preparing extra materials. Finally, I promise you the following results for your gifted students:

- They will be more motivated.
- They will be more productive—they will actually get their work done.
- They will have more positive feelings about school.

- Their parents will be very pleased with what's happening in your class.
- Their teacher (you) will be very pleased with their attitude and productivity, and with the professionally satisfying results your efforts produce.

Teaching gifted kids is really very simple. Just remember to never ask anything of them you wouldn't want someone to ask of you. Picture yourself at the last in-service you attended in which you knew your precious learning time was being wasted. Connect with your frustration, impatience, and hostility about being forced to sit there. And vow that as a teacher you will avoid imposing the "Jesse James syndrome" on any of your students.

When asked what it was like to be gifted in a regular classroom, a gifted student adapted some words from Richard Brautigan's poem, "The Memoirs of Jesse James," to create a metaphor for his school experiences:*

*All the time I just sat there...waiting,
Waiting for something new to learn.
My teachers should have ridden with Jesse James
For all the learning time they have stolen from me!*

To make sure your students never feel this way about you, just use the strategies presented in this book. Watch what happens as gifted students become more motivated to work, less sullen and hostile, and more likely to enjoy school and your teaching. Watch how other kids don't object when some of their classmates are engaged in alternate activities. Listen to what the parents of gifted students say as they thank you for making their children's school experience so enjoyable and rewarding. Notice the positive feelings you experience as you realize you are truly meeting the special learning needs of your gifted students.

Don't waste any time or energy feeling guilty about what you should have done differently in the past. If you had known what to do, you would have done it. This book will help you learn how to teach gifted kids well, starting now. So: No looking back. Time to move ahead. Let's get started.

Susan Winebrenner

* Adapted from "The Memoirs of Jesse James" from the book *Rommel Drives on Deep into Egypt* by Richard Brautigan. Copyright © 1970, copyright renewed by Ianthe Brautigan Swensen, 1998. All rights reserved. Used with permission of Ianthe Brautigan Swensen.

- ★ The revised, expanded, updated edition of a perennial best-seller
- ★ Powerful, practical strategies and techniques, field-tested in thousands of classrooms
- ★ User-friendly step-by-step instructions
- ★ Over 50 reproducible forms and handouts

Teaching Gifted Kids in the Regular Classroom

Tyler daydreams in class, doesn't do his homework, yet always aces the tests. Ashley reads eight books a day in school. Samuel's constant refrain is, "I'm done! Now what can I do?" Danika has a learning disability, yet she's two grades ahead of her class in math.

What can you do with students who already know much of what you're about to teach? How can you make sure that everyone learns something new every day? How can you motivate kids who think that being smart means never having to struggle? What can you do for gifted underachievers? For twice-exceptional kids? For perfectionists? How can you ensure that attention to state standards doesn't rob gifted kids of their own forward progress? How can you meet your gifted students' learning needs without losing control, causing resentment, or spending hours preparing additional materials?

After years in the classroom and in the field, Susan Winebrenner has the answers. This new edition of her much-loved, widely-used "orange bible" is packed with strategies and techniques that will transform your teaching, your classroom, and your students' learning. Designed to support gifted education opportunities already available in your district, it can be used by teachers of all grades and any level of experience, in schools with or without gifted programs, or where gifted programs have been eliminated or significantly reduced.

PRAISE FOR THE ORIGINAL EDITION

"This book should be required reading for all teachers before they set foot in the classroom."
The Gifted Education Association of Reading, Pennsylvania

"This book deserves a permanent place in every curricular library.... It is destined to be a classic."
Roeper Review

"An excellent guide to modifying curriculum for gifted elementary and middle school students in the regular classroom."
Hoagies Gifted Education Page (www.hoagiesgifted.org)

Susan Winebrenner has an M.S. in Curriculum and Instruction and a B.S. in Education. She has been a classroom teacher, a program coordinator and teacher in gifted education programs, and a consultant in staff development. She is also the author of *Teaching Kids with Learning Difficulties in the Regular Classroom*. Susan is president of Education Consulting Service, a speakers' bureau that provides qualified professionals to speak to audiences about the topics included in her books.

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