



# Example SCHOOL

Name: [REDACTED]

Class:

Date of assessment: [REDACTED]

Assessment completed by [REDACTED]

Focus on Strengths	Strategies	Manage weaknesses	Strategies
Avoid repetition and use fast pace	<ul style="list-style-type: none"><li>- Allow self pacing</li><li>- Always knows the next task to move on to</li><li>- Pre-assessment</li><li>- Different starting, points, different ending points</li><li>- Curriculum compacting</li><li>- Provide scaffolds for managing self and organisation strategies to prevent him being overwhelmed.</li><li>- Cluster group/cross-group him with others who are working at the same pace and ability</li></ul>	Sometimes lacks the confidence and skills to approach genuinely challenging tasks	<ul style="list-style-type: none"><li>- teach about the <a href="#">Learning Pit</a> and about the Goldilocks Zone of learning</li><li>- Scaffold how to break down tasks into small pieces to make it manageable</li><li>- celebrate small bits of progress rather than the final product.</li><li>- allow Voice to Text to be used if his brain is working too quickly to write it down.</li></ul>
Cognitive ability	<ul style="list-style-type: none"><li>- Eligible to join Young Mensa with an Woodcock Johnson III score of 132. <a href="#">Article</a> on p.26</li></ul>	Strong desire to fit in socially with same aged peers	<ul style="list-style-type: none"><li>- acceleration may be an option in Secondary Schooling once confidence has developed more.</li><li>- give opportunities to work with older students as well as same aged peers to inspire and show that social skills can be transferred</li></ul>
Authentic tasks	<ul style="list-style-type: none"><li>- Explore topics of interest to him (give a choice)</li><li>- Choice may overwhelming so give two or three choices max</li><li>- <a href="#">Community problem solving</a></li><li>- <a href="#">Future problem solving</a></li><li>- Work with all students to identify the relevance in real life of what is being taught</li><li>- Include active enquiry around authentic topics</li></ul>	Perfectionism/ fear of failure	<ul style="list-style-type: none"><li>- Rube Goldberg machines</li><li>- Read 'What is so bad about being so good'</li><li>- Read 'when gifted kids don't have all the answers'</li><li>- model making mistakes</li></ul>

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Sophisticated use of language	<ul style="list-style-type: none"> <li>- Build new vocab e.g. <a href="#">Free Rice</a></li> <li>- Allow time for discussion with adults or older students</li> <li>- Consider a mentor from Middle School</li> <li>- <a href="#">ICAS/UNSW competitions</a></li> </ul>	Performance anxiety	<ul style="list-style-type: none"> <li>- Mindfulness</li> <li>- Gratitude journals</li> <li>- Teach breathing techniques and <a href="#">self regulation</a></li> <li>- support safe risk taking</li> <li>- <a href="#">Friends for Life</a></li> <li>- <a href="#">Bounce Back</a></li> <li>- <a href="#">Champions of Shenga</a></li> <li>- <a href="http://liftingthelid.weebly.com/">http://liftingthelid.weebly.com/</a></li> <li>- <a href="https://hellocalm.weebly.com/">https://hellocalm.weebly.com/</a></li> <li>- <a href="https://www.sengifted.org/post/overexcitability-and-the-gifted">https://www.sengifted.org/post/overexcitability-and-the-gifted</a></li> </ul>
Visual Spatial Learning style	<ul style="list-style-type: none"> <li>- Not step by step</li> <li>- Needs whole picture</li> <li>- <a href="#">More visual and practical tasks</a></li> <li>- use visual media to present content and for product development</li> <li>- provide visual cues (eg visual timetable) and written instructions</li> <li>- Give a visual overview of the topic (e.g concept map)</li> <li>- whole topic learning but going deeper and broader</li> </ul>	Sensitive to feedback	<ul style="list-style-type: none"> <li>- Feedback and feedforward is framed in Commend, Recommend, Commend.</li> <li>- It focuses on originality and quality rather than neatness</li> <li>- <a href="#">Learning how to learn coursera course</a></li> </ul>

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<p>Enjoys non-fiction reading, collecting things, intellectual problem solving and debate. Strong public speaker. Reading age - approx 16 years. Listening age - approx 20 years</p>	<p><a href="#">Newslea</a>, <a href="#">Readworks</a>; <a href="#">Beyond Penguins Science &amp; Literacy</a>; <a href="#">Smithsonian Education</a>; <a href="#">PBS Learning Media</a>; <a href="#">Buoyancy Brain Teasers</a>; <a href="#">Sink It! Density Experiment</a>; <a href="#">Mystery Science</a>; <a href="#">House of Science</a>; <a href="#">Science badges</a> <a href="#">NZ Spelling Bee</a>; teach debating skills; audible books - <a href="http://www.audible.com">www.audible.com</a></p> <p>Bob Seney Reading lists -  <a href="http://www.2enewsletter.com/topic_resources_SeneyBooklist-2017.html">http://www.2enewsletter.com/topic_resources_SeneyBooklist-2017.html</a>  <a href="http://iag-online.org/resources/2016-Conference-Handouts/Seney/IGA-Whats-New-Handout.pdf">http://iag-online.org/resources/2016-Conference-Handouts/Seney/IGA-Whats-New-Handout.pdf</a></p> <p><a href="https://www.bookdepository.com/Building-Strong-Writers-Middle-School-Jim-Delisle/9781575423708">https://www.bookdepository.com/Building-Strong-Writers-Middle-School-Jim-Delisle/9781575423708</a></p>	<p>Issues with timed tests/tasks and visual tracking/processing</p>	<ul style="list-style-type: none"> <li>- allow extra time or to go over time</li> <li>- use voice to text or allow him to record before writing anything down (limits multitasking)</li> <li>-</li> </ul>
<p>Significant strength in short term memory, working memory and phonemic awareness</p>	<ul style="list-style-type: none"> <li>- avoid repetition</li> <li>- Encourage looking for key words in questions and reflecting on work to ensure that the question is answered (often the reliance on the memory means that the answer is taken off on a tangent)</li> <li>- <a href="#">World Con (if he likes Science Fiction)</a></li> <li>- <a href="#">World Con NZ 2020 (looking for volunteers 2020)</a></li> <li>- <a href="#">Coursera</a></li> <li>- <a href="https://www.futurelearn.com">https://www.futurelearn.com</a></li> <li>- <a href="https://www.edx.org/">https://www.edx.org/</a></li> <li>-</li> </ul>	<p>Strength in working memory means that he does not always know the strategies used in maths problems</p>	<p>Nate needs to be taught to work backwards from the answer to show his working. Explain to him that full grades are given with the working whereas he will score lower if he just puts the answer.</p> <ul style="list-style-type: none"> <li>- <a href="#">Online Maths problem solving</a></li> <li>- Real life scenarios and problems with no correct answer</li> <li>- Practice timed tests</li> <li>- <a href="#">IXL Maths</a></li> <li>- <a href="#">Rich Maths tasks</a></li> </ul> <p>Needs to develop strategies to show working (may see the answer immediately but not know how he got there).</p> <ul style="list-style-type: none"> <li>- help him see the patterns and use of timetables</li> <li>- allow 3 dimensional aspects of maths.</li> </ul>

# Example SCHOOL

Likes sport	In high school and middle school, consider <a href="#">Sport in Education resources</a>	At times can be manipulative of others	- teach <a href="#">Smalley's Personality Types</a>
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