

TRANSITION PLANNING RESOURCE GUIDE GIFTED

INTRODUCTION

Students who are gifted comprise the second largest group of exceptional students in Ontario. Formal transition planning increases students' awareness of post-secondary program opportunities and requirements. It is equally important for the student who knows exactly what he/she wants to do as it is for the student who is unsure. Transition planning assists the student in productive decision-making through recognition of the consequences of his or her actions. Transition planning is an on-going process not a one-step procedure.

Whereas a Transition Plan is not a substitute for an Identification, Placement and Review Committee, or a special education placement or program or service, it is an essential aspect of an exceptional student's education.

TRANSITION PLANNING FOR GIFTED STUDENTS

Schools are required to develop transition plans for gifted students who are 14 years of age and older who have been identified with dual or multiple exceptionalities.

Schools may develop transition plans for gifted students who are 14 years of age and older for whom giftedness is the only exceptionality.

A boardwide special education coordinator for the gifted would serve as a resource for principals and teachers responsible for developing transition plans for gifted students. The central coordinator for the gifted would ensure consistency of approach to planning for gifted students within a school board and would facilitate sharing of information about specific opportunities and processes such as scholarships and bursaries.

THE TRANSITION TEAM

Members of the transition team must be knowledgeable about giftedness and at least one member of the team should have direct involvement with gifted students.

The team would include: principal, gifted resource teacher, special education teacher(s) (gifted, other exceptionality(ies)), classroom teacher(s), guidance, teacher advisor, student, parent, university/college contacts, outside agencies.

STUDENTS IDENTIFIED WITH DUAL OR MULTIPLE EXCEPTIONALITIES

The plan for a gifted student with more than one exceptionality would have to address all of the needs of the student arising from each of the exceptionalities. In developing the plan the principal or transition planning team leader would have to refer to the other relevant sections of *The Transition Planning Resource Guide*.

When the student has been identified with one or more additional exceptionalities, the team should also include a member who has direct involvement with the second exceptionality and a member who has direct involvement with the third exceptionality.

TRANSITION PLANNING PROCESS

Transition planning meetings could take place as part of the Individual Education Plan (IEP) meetings. The student's IEP, Transition Plan and Annual Education Plan should be harmonious.

Transition planning will help the student to maximize opportunities for post-secondary pursuits. The Transition Plan should incorporate information seeking and student profile/resume development.

INFORMATION

- university/college program entry requirements
- open houses
- university/college sponsored camps
- scholarships, bursaries and financial assistance requirements, application procedures and deadlines

STUDENT PROFILE/RESUME

- participation in extracurricular and community activities
- awards, honors and other forms of recognition
- prior learning assessment
- subject acceleration
- mentorship experience
- completion of courses leading to certification
- relevant part-time job experience

STAGES OF TRANSITION

The following are suggested focal points for transition planning for gifted students.

- elementary to secondary
- grade to grade
- school to school (moving within board)
- board to board
- out of province, out of country

- secondary to post-secondary

Two sample plans have been provided at the end of this section. One is for a gifted student preparing to make the transition from elementary to secondary school, and the second is for a gifted student preparing to make the transition from secondary school to a post-secondary institution.

Sample plan for a student identified gifted, entering Grade 9

Date: September, 1999

Long Term Goal: Post-Secondary College or University program

ACTIONS	Responsible	Date
<p>STEPS</p> <ul style="list-style-type: none"> • Identify areas of strength • Identify competitions & clubs in areas of interest • Identify appropriate alternative classes, placements, programmes • Assign for appropriate services, e.g. mentoring • Schedule mid/end of October meeting with Teacher Advisor, guidance, special ed., student, and parent. 	<ul style="list-style-type: none"> • SET, CT, Guidance, student, parent, principal, Gifted resource 	
<p>ACTIONS TO DATE</p> <ul style="list-style-type: none"> • Enrichment workshops • Attention to study skills and career goals • Lateral extension of research & debating skills • Compact mathematics program 	<ul style="list-style-type: none"> • SET, CT, student, parent, principal, Gifted resource 	
<p>ACTIONS – CURRENT</p> <ul style="list-style-type: none"> • Consider secondary subject acceleration/advanced placement • Work on preparation of prior learning assessment & recognition [PLAR] portfolio by listing relevant experience • Attention to organizational skills • Determine applicable scholarships available • Expand debating skills • Expand presentation and communication skills [Skills Canada] 	<ul style="list-style-type: none"> • SET, CT, Guidance, student, parent, principal, Gifted resource 	
<p>ACTIONS – NEXT YEAR</p> <ul style="list-style-type: none"> • Pursue advanced placement or PLARs in subject strengths after analyzing student readiness • Work on preparation of résumé & interview skills • Explore appropriate out-of-school conferences and workshop opportunities (Universities, Colleges, other school boards) • Streamline course choices to allow for co-op or mentorship possibilities at the university level • Leadership training sessions • Explore independent/autonomous courses of study • Prepare list for scholarship applications 	<ul style="list-style-type: none"> • Teacher Advisor, SET, Guidance, student, parent, principal, Gifted resource, outside agencies 	
<p>FUTURE RECOMMENDATIONS</p> <ul style="list-style-type: none"> • If course acceleration takes place, continue to expand learning opportunities rather than early graduation • Respect student’s personality & social issues • Adapt course load as necessary • Student participation in enrichment conferences/workshops 	<ul style="list-style-type: none"> • Teacher Advisor, SET, Guidance, student, parent, principal, Gifted resource, outside agencies, 	

<ul style="list-style-type: none"> • Re-assess student's strengths, abilities, attributes, and needs • Explore courses leading to Advanced Placement university credit in Calculus 	university/ college contact	
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Sample plan for a student identified gifted, graduating from secondary school & entering university/college program

Date: September, 1999

Long Term Goal: Attain undergraduate degree/diploma & pursue appropriate career goals
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ACTIONS	Responsible	Date
<p>STEPS TARGET & RESEARCH UNIVERSITIES AND COLLEGES THAT OFFER PROGRAMS THAT MATCH NEEDS AND STRENGTHS</p> <ul style="list-style-type: none"> • Fine-tune necessary study, research, & organizational skills in preparation for post-secondary studies • Schedule mid/end of October meeting with Teacher Advisor, guidance, special ed., student, and parent to discuss post-secondary program choices and options 	<ul style="list-style-type: none"> • Teacher Advisor, SET, CT, Guidance counsellor, student, parent, Gifted Resource, principal, university/college contacts 	
<p>ACTIONS TO DATE HAVE ALL PRE-REQUISITE COURSES COMPLETED OR SCHEDULED TO TAKE TO MEET REQUIREMENTS OF POST-SECONDARY PROGRAMS</p> <ul style="list-style-type: none"> • Attention to study skills and career goals has been given throughout the last 3 years • Have attended a variety of enrichment courses and workshops that were offered at Queen's University, McMaster University and the University of Waterloo • Worked with mentors, a university student and professor, to assist in understanding the university environment • Did research into scholarships to apply for in my final year of secondary school and upon entering university/college • Have written Scholastic Aptitude Test and have registered to write 2 subject specific SATs (English and History) 	<ul style="list-style-type: none"> • Teacher Advisor, SET, CTs, Guidance counsellor, student, parent, Gifted Resource, principal, university/college contacts 	
<p>ACTIONS – CURRENT WAS GIVEN ADVANCED PLACEMENT STATUS IN A COMPUTER COURSE AND A MATH COURSE BASED ON MY ABILITY TO HANDLE HIGHER CONCEPTS</p> <ul style="list-style-type: none"> • Attained two PLAR courses in French and English Media • Have the application form filled out for two secondary scholarships, one to ECOO for my computer work and one to my home school for high achievement • Researched university scholarships, using the internet and ScholarshipFinder, at three of the universities that have the program that I am interested in applying for. • Will compete at Skills Canada in the Internet Competition • Will work closely this year with a university mentor to assist in attaining necessary knowledge to facilitate the transition to university • Continue with my community work with the Alzheimer Society as a volunteer in the local office • Continue to augment my existing portfolio and résumé 	<ul style="list-style-type: none"> • Teacher Advisor, SET, CTs, Guidance counsellor, student, parent, Gifted Resource, principal, university/college contacts 	
<p>ACTIONS – NEXT YEAR DISCUSS WITH THE UNIVERSITY THE POSSIBILITY OF "TESTING-OUT" OF SOME OF THE FIRST-YEAR COURSES TO TAKE OTHER COURSES THAT MEET MY NEEDS AND INTERESTS</p> <ul style="list-style-type: none"> • Enroll in the Co-op program at the university • Apply for a summer job on campus with the professor who has been my mentor 	<ul style="list-style-type: none"> • Student, parent, university/ college contacts 	

<ul style="list-style-type: none"> • Research scholarships, bursaries and grants at the university 		
<p><i>FUTURE RECOMMENDATIONS</i> <i>ADAPT COURSE LOAD AS NECESSARY</i> <i>ATTEND CONFERENCES/WORKSHOPS IN MY AREA</i></p> <ul style="list-style-type: none"> • Re-assess individual strengths, abilities, attributes, and needs 	<ul style="list-style-type: none"> • Student, parent, university /college contacts 	

Resources

Reed Martin, J.D., Did you See Your Regular Ed Teacher at your IEP Meeting? found at www.ldonline.org/ld_indepth/iep/martin_iep1.html

Individualized Education Programs and Ideas found at www.ldonline.org/idea97.html

Barbara D. Bateman, Ph.D., J.D., Writing Individualized Education Programs (IEPs) for Success, LDA, 1995 found at www.ldonline.org/ld_indepth/iep/succes_ieps.html#anchor_1049572

Barbara Kerr, Career Planning for Gifted and Talented Youth, Eric Digest, #492

Susan Baum, Gifted but Learning Disabled: A Puzzling Paradox, Eric Digest, # 479

Sandra L. Berger, College Planning for Gifted and Talented Youth, Eric Digest, #490 found at www.cec.sped.org/ericec.htm

Shaun Hatley, Perfectionism and the Highly Gifted Child found at Hoagies Gifted Education Page, www.ocsc.com/hoagies/perfect.htm

Del Siegle, An Independent Study Model for Secondary Students found at www.ucc.uconn.edu:80/~wwwgt/spring987.html

Curriculum Strategies, Queensland Association for Gifted and Talented Children.

On the Right Track: Gifted Education. Assiniboine South for Students www.mbnet.mb.ca/~mstimson/text/righttrack.html

Pathways to School Improvement: Improving School to Work Transition for all Students. www.ncrel.org/sdrs/areas/swo.html.

General information on critical issues.

What Makes a Good Individual Education Plan for Your Child? www.pacer.org/parent/iep.htm

Guidelines for Student Reporting. British Columbia Ministry of Education. www.bced.bc.ca/reporting

Explanation of plans and who should be involved:

Carolyn Maddy-Bernstein and Esmeralda S. Cunanan, Improving Student Services in Secondary Schools. NCRVE, Office of Student Services BRIEF, Vol. 7, No. 2, November, 1995. found at http://ncrve-oss.ed.uiuc.edu/pubs/v7_2htm

Esmeralda S. Cunanan and Carolyn Maddy-Bernstein, Individualized Career Plan: Opening the Door for All Students. Vol, 7, No. 1, May, 1995. found at <http://vocserve.berkeley.edu/BRIEFS/Brief71.html>

James Alvino, Ph.D., Raising a Gifted Child. Toronto: Random House of Canada, 1985.

Support Organizations/Additional Resources

Educators of the Gifted - members may be contacted through Association for Bright Children

Association for Bright Children, 2 Bloor Street West, Box 156, Suite 100, Toronto, Ontario
M4W 2G7 416-925-6136.