Research on Gifted Services/Programs

ES-effect size

How much effect a service or program has in terms of the time required to complete the curriculum for that year.

Effect sizes of **.30** or higher have a substantial impact on a student's learning levels as three years down the road the student will be **one full year** ahead of a regular class.

non graded classrooms	ES = .38	
multigrade classrooms	ES = .19	
one-to-one mentoring tutoring	ES = .57	
curriculum compacting	ES = .83	science & math
	ES = .26	social studies
credit for prior learning	ES = .56	
full time ability grouping	ES = .49	elementary students
	ES - .33	secondary students
regrouping for specific instruction	ES = .34	generally
	ES = .79	math & reading for elementary students
cluster grouping of GT students	ES = .62	top 5-8 children in a class with a teacher who wants to work with them
pull-out grouping	ES = .65	direct extension of work in the regular classroom
	ES = .44	pullouts which focus on critical thinking skills
	ES = .32	pullout focusing on creativity grouping
within class ability grouping	ES = .34	
cross-graded classes	ES = .45	reading
	ES = .46	math
mixed ability co-operative groups	ES = 0	
like ability co-operative groups	ES = .28	
grade skipping	ES = .49	academics
	ES = .31	socialization
early entrance to school	ES = .49	
subject acceleration	ES = .57	most studies done in math

ES-effect size

grade telescoping	ES = .40	
concurrent enrollment	ES = .22	most done on students transferring to another building for a particular class

Research on Gifted Services/Programs

Effect sizes of **.30** or higher have a substantial impact on a student's learning levels as three years down the road the student will be one full year ahead of a regular class.

advanced placement courses	ES = .27
early admission to college	ES = .30
credit by examination	ES = .59

The learning rate of children above 130 IQ is approximately 8 times faster than for children below 70 IQ.

Gifted students are significantly more likely to retain science & math content accurately when taught 2-3 times faster than "normal" class pace.

Gifted students are significantly more likely to forget or mislearn science and math content when they must drill and review it more than 2-3 times.

Gifted students are decontextualists in their processing, rather than constructivists; therefore it is difficult to reconstruct "how" they came to an answer.

Gifted students tend to use more higher order thinking even without training, but benefit significantly from being trained in these skills.

Gifted students prefer a structured learning environment (desks, tables, etc.) but open-ended tasks and assignments.

Academically or intellectually GT students tend to be uncomfortable taking risks or dealing with ambiguity; therefore there is a need for teaching creative thinking and encouraging divergent production.

Gifted students perform significantly more highly when the majority of their time is spent in true peer interactions (academic core areas only).

Teachers who are extensively trained in gifted education produce significantly higher academic and self-esteem effects for gifted students.

Not one study has found acceleration to harm the social and emotional development of gifted students permanently or severely.

1/2 of all gifted students are underachievers. 20% of high school dropouts are gifted.

Fifty years of studies indicate that acceleration is the most effective curriculum strategy for gifted students both academically and socially.