

### Tier 3: Intensive Targeted Intervention

#### Focusing on a few High Ability/High Potential Students

**Tier 3** refers to evidence-based intensive **targeted interventions** for students whose academic and intellectual needs are not being met by **Tier 1** or **Tier 2** supplemental and/or targeted instruction.

Generally, children and adolescents who need this **intervention** are highly or exceptionally gifted (IQ of 145 or greater). Early speech, reading, and other developmental **skills** are indicators of a highly gifted child. This small percentage of students require radical **acceleration, dual enrollment**, early entrance, specialized counseling, long-term mentorships, or participation in a specialized classroom or school for gifted students. They require a curriculum that differs **significantly** in pace, level, complexity, and **abstraction** from age-level peers. Tier 3 instruction may take place in addition to Tier 1 instruction or it may replace it entirely. If **progress monitoring** and diagnostic assessments indicate that a student is not making adequate progress, a student may need a replacement of the core program (Tier 1 instruction) or be referred for further evaluation.

<b>Individuals with an IQ of:</b>	<b>Appear in the population at a ratio of (or fewer than):</b>	<b>And will require these educational interventions</b>
110 +	12 in 100	Differentiated Classroom Instruction
120 +	6 in 100	Differentiated Classroom Instruction
130 +	3 in 100	Strategic Targeted Intervention
140 +	2 in 1,000	Strategic Targeted Intervention
145 +	1 in 1,000	Intensive Targeted Intervention
160 +	1 in 10,000	Intensive Targeted Intervention
180 +	1 in 1,000,000	Intensive Targeted Intervention

The highly gifted child needs an **individual learning plan** that will make provisions for alternative learning opportunities that may include **grade skipping/telescoping** or curriculum compacting. In addition, early identification of these individuals will help to ensure that programming may be planned for them to allow for continued growth at each student’s level of potential. For some students, regular differentiation and instructional management/delivery are not enough. The higher the IQ or ability of the student, the more acceleration and **modifications** must be put in place to maintain the balance between the student and his or her curriculum.

### Voices on Acceleration: A Student’s View

What is acceleration really like from the inside? Alexis Hanson, who grew up in the small town of Hudson, Iowa, tells her story. Today, she is a pre-med student at The University of Iowa.

Describe your experience with acceleration.

*“I was grade-skipped in 6th grade, and I was subject-matter-accelerated in math from 3rd through 8th grade. I took AP Calculus, and it was a small school district so it was the only AP they had, and I entered college one year early. I feel I’ve been really lucky to have been able to participate in all these experiences.”*

Was acceleration hard for you?

*“My acceleration into 7th grade—in terms of the subject matter, I really had no problem with it. College presented more of a problem for me. My study skills were . . . kind of rusty, from not having to use them.*

*“That is probably quite a bit magnified for students who haven’t had the opportunity to accelerate and who were bored for more years. Emotionally and psychologically—well, I have not had too many issues there.”*

~A Nation Deceived: How Schools Hold Back America’s Brightest Students. The Templeton National Report on Acceleration, The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development, 2004. P. 45.

**NOTES ON EXCEPTIONALLY GIFTED STUDENTS**

From *“The use of radical acceleration in cases of extreme intellectual precocity”* Miraca U.M. Gross, National Association for Gifted Children (NAGC), Gifted Child Quarterly 1992.

Exceptionally gifted children appear in the population at a ratio of fewer than one in 10,000. Research has repeatedly found that these children differ quite significantly from moderately gifted age-peers on many cognitive and affective variables. Because of this, *it is not enough to place them in part-time programs, such as a resource room or pull-out, which are designed for moderately gifted students; they require full-time grouping with children closer to their own mental age and levels of socio-affective development.* Research suggests that exceptionally and profoundly gifted students are best served by a program of radical incorporating grade-skips appropriately spaced through the student's school career, supplemented with subject acceleration where it is required. It is important that the student is also provided with lateral enrichment at each stage. Radical acceleration provides the extremely gifted child with the intellectual and social companionship of children at similar stages of cognitive and affective development. Exceptionally gifted children retained with age-peers, or accelerated by only one year, are at serious risk of peer rejection and social isolation.

It is now generally understood and accepted that a child's level of social and emotional development is more highly correlated with his mental age than with his chronological age (Callahan & Kauffman, 1982; Tannenbaum, 1983; Janos & Robinson, 1985). The significance of this is immense when dealing with the extremely gifted since the higher the IQ, the greater the discrepancy between chronological and mental age, and thus the wider the gap between the psychosocial development of the gifted child and that of his age-peers.

**NOTES ON ASYNCHRONOUS DEVELOPMENT of HIGH ABILITY/HIGH POTENTIAL STUDENTS**

From “Asynchronous Development” by Carol Bainbridge at About Parenting.

In average children, intellectual, physical, and emotional development progress at about the same rate. That is, the development is in “sync.” An average 3-year-old has intellectual and physical abilities as well as emotional maturity similar to that of most other 3-year-olds. However, in many high ability/high potential children, development is out of “sync.” They do not progress at the same rate. A high ability/high potential 3-year-old child's developmental profile could look like the table below or any other combination. The higher a child's IQ is, the more out of “sync” his or her development is likely to be.

<i>Intellectual ability</i>	<i>Physical ability</i>	<i>Emotional maturity</i>
6	3	2
7	3	4
6	4	3

The common perception of the extremely gifted as eager, academically successful young people who display high levels of task commitment has been refuted by research which demonstrates that *many highly gifted children underachieve seriously in the regular classroom, and that, by the end of elementary school, many have almost completely lost the motivation to excel.*

(Pringle, 1970; Painter, 1976; Whitmore, 1980; Gross & Feldhusen, 1990).

**An important note on acceleration**  
*“The Acceleration of Students: What We Do vs. What We Know”*

**by Karen B. Rogers and Richard D. Kimpston**

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*Teachers and administrators have a research-supported menu of accelerative practices to select from that result in substantial academic achievement gains for students. Very few options, however, appear to directly affect students' social skills and self-concept. If teachers have avoided offering these practices to bright students out of a concern for the social and emotional effects, such misgivings should be laid to rest. Those who wish to enhance outcomes in affective areas for accelerated students, however, might consider the assistance of a school counselor or a support group.*

*With careful attention to the cognitive, social, and emotional needs of prospective accelerated students, teachers and administrators can recommend from an array of practices with the confidence that the child will not only survive but will thrive in a more challenging learning environment.*

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## Types of Acceleration for Tier 3 high ability/high potential students

These **interventions** move a student through an educational program faster than the usual rate or at an age younger than the typical age.

<i>Intervention</i>	<i>Description</i>	<i>Research Gains</i>
<b>Single subject acceleration</b>	A student bypasses the usual progression of <b>skills</b> and content mastery in one subject where great advancement or proficiency has been observed. The learner will progress at the regular instructional pace through the remaining subject areas.	Research-based gains: a student is likely to have 1.57 years' academic growth in one year of time. Subject <b>acceleration</b> in mathematics resulted in significant positive academic increases for both elementary and secondary students. Socialization was neither harmed nor enhanced; the psychological effects were unclear. It seems logical that since this form of acceleration accounts for only a small-time change in the regular routine, no significant differences in emotional and social well-being would be noted.
<b>Whole-grade skipping</b>	A learner is double promoted to bypass one or more grade levels.	Research-based gains: a student is likely to have 1.49 years' academic growth in one year of time, and 1.31 years' social growth in one year of time. Grade skipping for bright children appears to be beneficial. Its greatest research-supported academic and social effects appear to be in Grades 3 through 6.
<b>Early entrance to school</b>	A gifted child who shows readiness to perform schoolwork enters kindergarten or first grade one to two years earlier than the usual beginning age.	Research-based gains: a student is likely to have 1.49 years' academic growth in one year of time. Early entrance to school appears to be a relatively safe accelerative option for bright children. Social and psychological adjustment were neither enhanced nor threatened by this practice. If this were the only option offered a gifted child, it would capitalize on a child's natural intelligence as early as possible and would allow the child to establish a peer group early. As a result, the challenge of making new friends would be encountered only once instead of with each decision to accelerate.
Nongraded classroom	A learner is placed in a classroom undifferentiated by grade levels where he or she works through the curricular materials at a pace appropriate to individual ability and motivational level.	Bright students in a nongraded or multigrade classroom environment showed substantial, positive academic gains at the elementary grade levels. Although no research on social outcomes could be located, it seems likely that bright children who move through the curriculum at a comfortable but accelerated pace cannot find social rejection as readily as when they stand out as significantly different at one grade level.
Curriculum compacting	The regular curriculum of any or all subjects is tailored to the specific gaps, deficiencies, and strengths of an individual student. The learner tests out or bypasses previously mastered skills and content, focusing only on mastery of deficient areas, thus moving more rapidly through the curriculum.	Research based gains: a student is likely to have 1.83 years' academic growth in one year of time. Curriculum compacting: whereby the student begins each school year at his or her actual level of performance in each subject result in significantly positive academic effects, especially in mathematics. The single study of social outcomes suggested no differences in socialization, and the psychological impact of this option was unclear.
<b>Grade telescoping</b>	A student's progress is reorganized through junior high or high school to shorten the time by one year. Hence, junior high may require two years instead of three, or high school may require three years instead of four.	Research based gains: a student is likely to have 1.4 years' academic growth in one year of time. Another implication from our analysis is that allowing children to progress through three years' curriculum in two years' time, or <b>grade telescoping</b> , showed very positive academic outcomes for both junior and senior high students. The option neither enhanced nor harmed socialization or psychological adjustment.
<b>Concurrent enrollment</b>	A student attends classes in more than one building level during the school year—for example, high school for part of the day and junior high for the remainder.	Research based gains: a student is likely to have 1.22 years' academic growth in one year of time.
<b>Advanced Placement® courses</b>	A student takes courses with advanced or accelerated content (usually at the secondary level) in order to test out or receive credit for completion of college level	Research based gains: a student is likely to have 1.27 years' academic growth in one year of time. The research on Advanced Placement® did not support significant outcome changes for students <i>once they entered college full time</i> . Social and psychological outcomes were unclear. This does not

	course work. (Although one such program—the College Board’s AP® and Pre-AP® classes—is designated Advanced Placement®, several such programs exist, for example, <b>International Baccalaureate</b> .)	mean, however, that Advanced Placement® is not a viable accelerative option for bright high school students. If nothing else, the research clarifies that participants are not harmed at the college level by having been credited for some courses. Also worth mentioning are the potential, positive effects of students having been adequately challenged and having been given more time to enroll in courses better suited to their interests and ability levels.
Mentorship	A student is placed with a subject matter expert or professional to further a specific interest or proficiency, which cannot be provided within the regular educational setting.	Research based gains: a student is likely to have 1.57 years’ academic growth in one year of time, 1.47 years’ social growth in one year of time, and 1.42 years’ self-esteem growth in one year of time.
<b>Early admission to college</b>	Student skips some of high school and attends college.	Research based gains: a student is likely to have 1.3 years’ academic growth in one year of time. Allowing bright students to bypass at least one year of high school to enter college full-time resulted in significantly positive academic outcomes. Socialization and psychological adjustment showed no change. There must be some concern, however, for the high school student who opts for early admission: not completing a high school diploma. Financial constraints, poor health, family crises, or any combination of circumstances could keep the student from completing college, in which case he or she has no educational certification.
<b>Credit by examination</b>	Through successful completion of tests, a student can receive a specified number of college credits upon entrance to college. (Advanced Placement® and the College Level Examination Program are two examples.)	Research based gains: a student is likely to have 1.59 years’ academic growth in one year of time. There appeared to be a strong relationship between testing, out of college courses (credit by examination), and subsequent college performance in those subject areas.
<b>Distance learning</b>	Enrollment in college or other challenging courses while still enrolled with age peers (Stanford University’s EPGY, for example).	Like subject <b>acceleration</b> .
Extra-curricular programs	<ul style="list-style-type: none"> <li>• Johns Hopkins Center for Talented Youth</li> <li>• Duke University Talent Identification Program</li> <li>• Center for Talent Development</li> <li>• (CTD) Northwestern University</li> </ul>	For additional resources: <a href="http://www.hoagiesgifted.org/">http://www.hoagiesgifted.org/</a>
Special schools for the gifted	For example, <a href="#"><i>Davidson Academy</i></a>	

Adapted from Re-Forming Gifted Education: How Parents and Teachers Can Match the Program to the Child, by Karen B. Rogers, Ph.D. Reproduced by permission of [\*Great Potential Press\*](#).