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THE FUTURE; CONCLUSION; REFERENCES
UNDERREPRESENTATION OF AFRICAN AMERICAN AND HISPANIC STUDENTS IN GIFTED EDUCATION: IMPACT OF SOCIAL INEQUALITY, ELITISM, AND COLORBLINDNESSINTRODUCTION; NATIONAL GIFTED UNDERREPRESENTATION TRENDS FOR AFRICAN AMERICANS AND HISPANICS (1998-2006); A PERFECT STORM: SOCIAL INEQUALITY, ELITISM, AND COLORBLINDNESS; SUMMARY AND RECOMMENDATIONS; CONCLUSION; NOTES; REFERENCES; INCLUSION AND GIFTEDNESS; INTRODUCTION; GIFTEDNESS; DIFFERENTIATED INSTRUCTION; CURRICULAR MODELS AND INSTRUCTIONAL STRATEGIES; CONCLUSION; REFERENCES; MULTICULTURAL DIFFERENTIATED INSTRUCTION FOR GIFTED STUDENTS; INTRODUCTION
GIFTED EDUCATION CONTEXT BY RACECURRICULAR AND LEARNING CHALLENGES AND CONSIDERATIONS; DIFFERENTIATED SUPPORTS AND SERVICES; PUTTING THE BLOOM-BANKS MATRIX TO USE: PROS AND CONS OF QUADRANTS USING STEM FOCUS; CONCLUSION; REFERENCES; EFFECTIVE PRACTICES AND THE DEVELOPMENT OF TALENTS IN SCHOOLS AND CLASSROOMS; INTRODUCTION; FROM RESEARCH TO PRACTICE OR VICE VERSA: A CONTINUUM OF EVIDENCE; PROGRAMMING OPTIONS: NONNEGOTIABLES IN EFFECTIVE PRACTICE; CURRICULUM MODELS DIFFERENTIATED FOR TALENTED LEARNERS; EXEMPLARY CLASSROOM STRATEGIES AND PRACTICES
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Sommario/riassunto

This volume addresses the most current perspectives and issues related to giftedness and is written by leaders in the field. An excellent resource for special educators, administrators, mental health clinicians, school counselors, and psychologists, this volume addresses the different educational issues that impact this population.
