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Behavior"; "Influence of Demographics and Schooling Levels";
"Bridging the Cultural Divide"
"Administrator Responsibilities"; "Parent Involvement Opportunities";
"Teacher and Administrator Responsibilities"; "Integrating Culture
Into the Curriculum"; "Districtwide Responsibilities"; "Understanding
Parents' Motives to Learn or Not Learn English"; "Maintaining the
Native Language"; "Why Is It Important to Maintain the Native
Language?"; "CHAPTER 4: RECOGNIZING TALENTS, ABILITIES, AND
CREATIVITY IN YOUR SPANISH-SPEAKING STUDENTS"; "From Average
Student and Daydreamer to World-Famous Author"; "Difficult First
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"Lessons Learned: Four Guideposts"; "The Einstein Experience";
"Broadening Concepts of Intelligence: Gardner and Torrance";
"Torrance's Creative Positives in Disadvantaged Youth";
"Motivation Is Key to Teaching ELLs"; "Enrique and the Creative
Positives"; "Tools of the Trade"; "Interest Inventories"; "Portfolios";
"Parental Input"; "Torrance Tests of Creative Thinking"; "Next
Steps"; "CHAPTER 5: IDENTIFYING GIFTED HISPANIC STUDENTS";
"What Is a 'Gifted' Anyway?"; "Characteristics of Gifted
Individuals"; "Three Broad Characteristics of Giftedness"
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Categories"; "Importance of Early Identification"; "Gifted
Characteristics of Child Interpreters"; "Recommending Students for
Your School's Gifted Program"; "Potential Roadblocks and Issues";
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WITH SPANISH-SPEAKING PARENTS"; "Establishing a Team: Parent,
Teacher, and Student"; "Explaining Giftedness and Gifted Education to
Parents"; "Hosting Successful Parent Meetings"; "Staying in Touch
With Parents About Their Children's Progress"
"Working With Overburdened and Resistant Parents"
