



Case Scenarios: Subject-Based Acceleration Strategies

Subject-based acceleration options provide students with advanced learning needs the opportunity for exposure to advanced content and skills before an expected age or grade level. Some of the options supported by research include: early entrance, compacting, testing out, single-subject acceleration, concurrent enrollment, advanced placement, mentorship, post-secondary options.

Individual Student Case Scenarios:

The following case scenarios incorporate various strategies that match the subject-based strategies to the student's academic abilities. Determine if there are any conditions within the scenarios to which you can relate regarding individual students with whom you currently provide educational services.

Scroll down to the following page to view case scenarios that incorporate various strategies that match the curriculum and instruction to the student's academic abilities.

Case Scenarios – Subject-Based Acceleration Strategies

Click on an individual case study name
or
click [here](#) to scroll through all the scenarios.

Case Study Name	Suggested Strategies
Justin	Subject acceleration in Science and Math Compacting in Math and Reading
Terone	Early entrance Compacting Subject Acceleration Testing Out Concurrent Enrollment Advanced Placement Post Secondary Options Concurrent Enrollment Mentorship
Ming-Lee	Testing Out Compacting Single Subject Acceleration Concurrent Enrollment Mentorship Concurrent Enrollment Advanced Placement Post Secondary Options
Stephan	Testing Out Mentorship Compacting Single Subject Acceleration Concurrent Enrollment Correspondence Advanced Placement Post Secondary Options



Justin

Currently, Justin is a nine-year-old third grader whose physical build and coordination are fairly average for third grade. He is a science buff, and he has two close friends in his class who share his intense interest in science. His outside reading is advanced and revolves around exploration of new topics, particularly in the life sciences. His teacher is more than willing to encourage and enrich him in science, if only she knew what to do. Justin's math is also quite advanced (more than two years ahead of his age peers), as is his reading level. His written expression seems to be right at grade level, and his cursive handwriting attempts are very frustrating for both him and his teacher.

Outside of school, Justin's parents have enrolled him in regular science museum classes and have helped him set up a menagerie of small animals in his room. Justin is a keen observer of animal behavior and has attempted to replicate some of the behavioral experiments of Pavlov. *Lives of the Cell*, an adult science book by Lewis Thomas, has been Justin's favorite book for the past six months. In recent months, Justin has become increasingly less motivated to turn in assignments in all of his classes, including science. Both his teacher and his parents are concerned about beginning patterns of non-producing underachievement. Thinking that Justin may be bored with the basic third-grade curriculum and may need more advanced work, his parents asked the school whether he should be moved ahead a grade.

Justin's teacher and principal decided to put together a child study team to decide the best course for his future school. The first two meetings were spent discussing whether Justin should be skipped to fourth grade for the remainder of the current year or be skipped to fifth grade at the beginning of the next school year. It was ultimately decided that his overall achievement levels, particularly in written language skills, did not warrant a full grade-skip. Justin was a better candidate for subject-based acceleration, especially since the school was not organized for either multi-grade placement or non-graded classes, nor were there sufficient third graders at Justin's ability level to warrant grade telescoping.

At the third team meeting, several subject-based acceleration options were proposed as solutions for Justin's current educational needs, because testing in science, math, and reading (his strongest subjects) showed that he was several grade levels ahead of his third-grade classmates in these areas. Ultimately, a plan was developed that allowed Justin's curriculum to be advanced in these three subjects. The science test determined that Justin's current science knowledge was already at a sixth-grade level. As a result, the school's science specialist agreed to individually mentor Justin two times a week and help him progress through seventh-grade science by the end of the year. In the area of mathematics, Justin's regular third-grade teacher agreed to compact his curriculum by providing him with a more advanced level of math during the regular math time. Justin would work independently on his personal math assignments, but would check with his teacher twice a week for feedback and introduction of new concepts. The district reading specialist agreed to compile a list of high-level books in science for Justin, which would replace his regular reading curriculum whenever pre-testing showed mastery of third-grade reading skills.

The child study team also made plans for Justin to enroll in online advanced and accelerated classes in math and science when he entered fourth grade. Both Justin and his parents were pleased with this plan.



Subject-Based Options Proposed/Used with Justin

Subject acceleration in Science and Math

Compacting in Math and Reading

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Terone

Terone will turn five after the mandated time for kindergarten entry. He has an IQ of 145 and has been reading since age three. Terone is currently learning multiplication facts and has a strong reading interest in science. Although he has poor physical coordination, he has average fine-motor skills. His language abilities are unknown at this time.



Subject-Based Options Proposed/Used with Terone

Current Consideration	Early entrance	Compacting	Subject Acceleration			
Future Consideration	Testing Out	Concurrent Enrollment	Advanced Placement	Post Secondary Options	Concurrent Enrollment	Mentorship

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Ming-Lee

Ming-Lee is currently in the sixth grade and has an IQ of 140. She is at the eight-grade level in math and science and at the seventh-grade level in oral and written language achievement. Ming-Lee has a strong interest in reading and foreign language. As a side note, she has a sister in the seventh grade.



Subject-Based Options Proposed/Used with Ming-Lee

Current Consideration	Testing Out	Compacting	Single Subject Acceleration	Concurrent Enrollment
Future Consideration	Mentorship	Concurrent Enrollment	Advanced Placement	Post Secondary Options

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Stefan

Ming-Lee is currently in the sixth grade and has an IQ of 140. She is at the eight-grade level in math and science and at the seventh-grade level in oral and written language achievement. Ming-Lee has a strong interest in reading and foreign language. As a side note, she has a sister in the seventh grade.



Subject-Based Options Proposed/Used with Stefan

Current Consideration	Testing Out Mentorship	Compacting Correspondence	Single Subject Acceleration Advanced Placement	Concurrent Enrollment Post Secondary Options
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