



How the Gifted Brain Learns

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Identify, understand, and engage the full range of gifted learners with practical, brain-compatible classroom strategies!

The updated edition of Sousa's bestseller translates the latest neuroscientific findings into practical strategies for engaging gifted and talented learners. Individual chapters are dedicated to talents in language, math, and the arts, and offer instructional applications for both elementary and secondary classrooms. This reader-friendly guide uncovers:

- How the brains of gifted students are different
- How to gauge if gifted students are being adequately challenged
- How to identify students who are both gifted and learning disabled
- How to better identify gifted minority students



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Editorial Review

Review

"A great book to use to assist preservice teachers, inservice teachers, and administrators with ways to meet the needs of all types of gifted learners." (Thea H. Williams-Black, Assistant Professor of Elementary Education 2009-05-12)

"Each chapter offers the practitioner page after page of suggestions on how to apply the research discussed to educational practice. The applications sections are extremely intriguing and offer more than the traditional 'discovery learning' approach to teaching these remarkable children." (J. D. Neal 2010-02-16)

"I loved this book. It expands the reader's definition of what it means to be gifted. Many schools focus only on academic giftedness, but this book has very practical ways to help students gifted in the arts utilize their talents. Sousa provides enough information to help someone who has never developed a gifted program before get started, and yet challenges the reader's preconceived notions enough to help a school with a rich gifted program have discussions that will improve the existing program." (Kathy Tritz-Rhodes, Principal 2009-05-12)

"Pulls many areas of gifted research, knowledge, and applications together in a clear and concise manner. This is a one-stop book for teachers who have high-ability/gifted students in a classroom and need to understand how these students' brains work and how to plan effective instruction." (Mary Beth Cary, Teacher 2009-05-12)

"Brain research is changing the way teachers respond to student needs, and this book deals with the topic well. The biological descriptions of brain anatomy were simplified so that non-science educators could comprehend the research with the author's ideas on implications. While the book is intended to focus on identifying and educating gifted and talented students, it also provides insights for instruction of all students." (Debra K. Las, Science Teacher 2009-05-12)

About the Author

David A. Sousa, EdD, an international consultant in educational neuroscience, has written 16 books for educators and parents on ways of using brain research to improve teaching and learning. He has conducted workshops for more than two hundred thousand educators in hundreds of school districts on brain research and science education at the pre-K to Grade 12 and university levels. He has presented at national conventions of educational organizations and to regional and local school districts across the United States, Canada, Europe, Australia, New Zealand, and Asia.

Dr. Sousa has a bachelor of science degree in chemistry from Bridgewater (Massachusetts) State University, a master of arts degree in teaching science from Harvard University, and a doctorate from Rutgers University. His teaching experience covers all levels. He has taught high school science and has served as a K–12 director of science, a supervisor of instruction, and a district superintendent in New Jersey schools. He has been an adjunct professor of education at Seton Hall University and at Rutgers University. A past president of the National Staff Development Council (now called Learning Forward), Dr. Sousa has edited science books and published numerous articles in leading educational journals on staff development, science education, and brain research. He has received awards from professional associations, school districts, and Bridgewater State University (Distinguished Alumni Award), and several honorary doctorates for his

commitment and contributions to research, staff development, and science education. He has been interviewed on the NBC Today show and on National Public Radio about his work with schools using brain research. He makes his home in south Florida.

Users Review

From reader reviews:

Elvia Wirtz:

Information is provisions for those to get better life, information currently can get by anyone with everywhere. The information can be a understanding or any news even an issue. What people must be consider whenever those information which is inside former life are challenging to be find than now could be taking seriously which one is suitable to believe or which one the particular resource are convinced. If you find the unstable resource then you get it as your main information it will have huge disadvantage for you. All of those possibilities will not happen throughout you if you take How the Gifted Brain Learns as the daily resource information.

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Wendy Cort:

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