OTHER PUBLICATIONS

Although certainly not as numerous as ATDP’s peer-reviewed output, a handful of articles by have appeared in other publications. Where our journal publications were aimed at an academic audience, these tend to be far more accessible. Several discuss some of the particular philosophies that ATDP tries to embody—as well as its policies—from a more personal standpoint.

  This reflective article documents some of ATDP’s attempts to increase diversity within the program as well the opportunities that ATDP presents—and has presented—for its students to exist outside of their comfort zones and interact with others of different backgrounds.

  The author describes ATDP’s Study Labs as a means of addressing unequal educational opportunities among its students by providing its participants supplemental instruction outside of normal class time. The Labs’ emphases on collaborative learning, student reflection on learning, and targeted skill development are discussed in detail.

  Secondary school-age ATDP students were surveyed on their study behaviors; their responses were compared with their ATDP course grades. Three characteristics in particular were found in common among students earning high course grades—they were reflective (especially toward their learning), self-motivated, and perseverant.

  Klein, then ATDP research consultant, discusses the Program’s transition from its origins as the UC Berkeley Gifted Program (founded in 1981). Administrators adopted an area-specific and developmental view of giftedness and moved away from a view of giftedness as static and innate. The new philosophy necessitated important changes. As a result, the application and identification process became more holistic in considering non-standard measures of talent (i.e. measures other than standardized tests), while enrollment became both larger and more diverse.