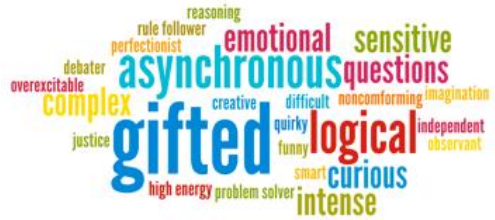


Keys to Understanding Your Gifted Child



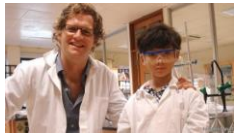
Patti Wood, PhD
 Samford University
 March 4, 2014

Gifted children are complex individuals who exhibit a wide range of characteristics.



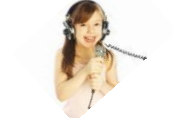
Four Types of Gifted Children

High Achievers: academically gifted



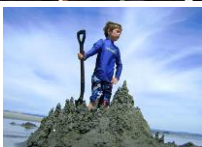
Four Types of Gifted Children

Creative/Artistic: talented in areas such as music, poetry, dance, visual arts, drama, or design



Four Types of Gifted Children

Social Leaders: leadership traits such as communication, motivation, social awareness



Four Types of Gifted Children

Nonconformists: passionate about personal interests (outside of school); bored, disinterested in academics except for areas of interest; underachiever or unmotivated learner



**Understanding Gifted Behaviors:
The Bright Side vs. the Dark Side**



A leader among his peers...



**yet he may be
bossy,
pushy, or
even a bully**



Although inquisitive and curious...



**may question
authority**

Intensely motivated...



**but may have a hard
time shifting gears or letting go**

**Sensitivity to
understand the
world around him...**



**but may over-react
react negatively in
certain situations**

Passionate about areas of interest...



but may become moody, anxious, or depressed when frustrated or discouraged



Common Concerns of Parents and Teachers of Gifted Children

- Intensity, perfectionism, and stress
- Idealism, unhappiness, and depression
- Lack of motivation and underachievement
- Sibling issues
- Peer relation difficulties
- Discipline and self-discipline



Gifted Learners in School

- Gifted learners may not be gifted in all academic areas.
- Teacher expectations for gifted learners may be the same as or different from expectations of other students, depending on the gifted learner's needs.
- Gifted learners need qualitatively differentiated curriculum....different tasks, not necessarily more tasks.
- Grouping gifted learners with similar-ability peers will increase achievement and enhance motivation for learning.

Keys to Successful Parenting of Gifted Children

- Develop healthy relationships and belonging within your family
- Nurture resilience and the development of values
- Accept and appreciate your child's uniqueness
- Help your child to like him/herself
- Teach your child self-motivation, self-discipline, and self-management



What Your Gifted Child Needs to Know

- I love everything about **YOU**...not just your gifts or talents.
- You are the child; I am the parent.
- I set boundaries for your behavior because I love you.
- While there may be situations in which you can make choices, there will be times when I must make the decision as your parent, a wise adult.
- Being your parent is not always easy, but you are **WORTH** the trouble!

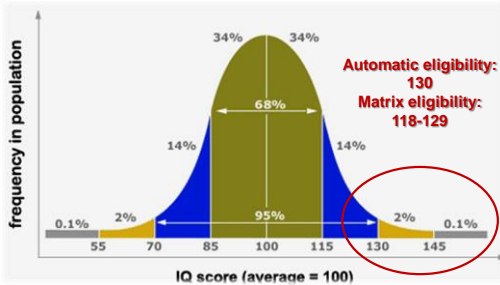
Identification of Gifted Children

In the past, schools used a conservative measure for identifying gifted children: the upper 1-3% on an individually administered IQ test.

Using multiple criteria to determine eligibility for gifted services, the upper 5-10% of students in Alabama may be identified.



Identification of Gifted Children



Gifted Services: A Right, Not a Privilege



- Gifted education is a legal right.
- Gifted services may not be changed, withheld, or withdrawn without the written consent of parents.
- Gifted education is a response to a special need.

Gifted children have special academic and social-emotional needs that cannot be met in the general education program.

Alabama Code Mandates Gifted Services

Placement and Service Delivery Options.

LEAs must utilize a variety of service delivery options that may include, but are not limited to, resource room pull-out, consultation, mentorships, advanced classes, and independent study.



-Alabama Admin Code 290-8-9.12(4)(a)

Gifted in the Regular Classroom

Accommodations may include strategies such as flexible skills grouping, cluster grouping with differentiation, curriculum compacting, subject and grade acceleration, dual enrollment, and advanced classes.

Gifted students' need for complexity and accelerated pacing must be accommodated for in the general education program.

-Alabama Admin Code 290-8-9.12(4)(a)

Accommodations in the general education classroom must be provided for the times that gifted students are in pull-out classes. The accommodations form must be completed if the following accommodations are not made:

- (i) Student will not be required to make up missed class work,
- (ii) If new material is introduced, student will be instructed by peer or teacher in a small group or one-on-one setting.
- (iii) If tests are administered, student will take the test when he or she returns to the classroom or at a mutually agreed upon time.

-Alabama Administrative Code 290-8-9.12(7)(e)(6)(i-iii)

How to Be an Effective Advocate

- Start with a positive attitude.
- Be non-confrontational and tactful as you approach the teacher.
- Ask for assistance from the gifted specialist in working with the general education teacher.
- Know your rights.
- Read, research, and go to conferences prepared.
- Be open to discussion and negotiation.

How to Be an Effective Advocate

Work with the school system whenever possible by following the chain of command:

- General Education Teacher
- Gifted Education Specialist
- Principal
- Gifted or Special Education Coordinator
- District Superintendent
- State Department

Websites

- National Association for Gifted Children
www.nagc.org
- Hoagies Gifted Education
www.hoagiesgifted.org
- Supporting Emotional Needs of the Gifted (SENG)
www.sengifted.org
- Facebook pages:
 - AAGC (Alabama Association for Gifted Children)
 - Central Alabama Association for Gifted Children

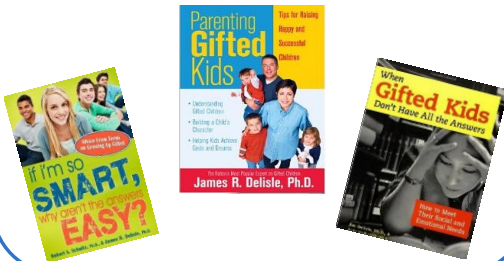
Experts on Giftedness: Sylvia Rimm



Experts on Giftedness: James Webb



Experts on Giftedness: Jim Delisle



Additional Resources

