Gifted Parent Seminar #1

My Child is Gifted... Now What?

Karen L. Brown
Director of Gifted and Accelerated Learning
Definition

"Gifted pupil" means a child who is of lawful school age, who due to superior intellect or advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs appropriate gifted education services, to achieve at levels commensurate with the child's intellect and ability.

Students shall be served who score at or above the 97th percentile on national norms in any one of three areas - verbal, nonverbal, or quantitative reasoning - on any test from the State Board approved list.

- Local Norming is utilized at our Title schools to provide equitable access for all learners.
High Ability Relates to...

• Making relationships between ideas and things
• Acquiring and retaining information quickly
• Learning advanced content more quickly than age peers
A Few Differences Between

**Bright Children**
- Know the answer
- Is interested
- Has good ideas
- Works hard
- Answers the questions
- Top of the group
- Learns with ease
- Understands ideas
- 6–8 Repetitions for mastery
- Enjoys age-level peers
- Grasps the meaning
- Completes assignments
- Is receptive
- Copies accurately
- Enjoys school
- Enjoys straightforward, sequential learning
- Is pleased with own learning

**Gifted Children**
- Asks the questions
- Is highly curious
- Has wild, silly ideas
- Plays around, yet tests well
- Discusses in detail, elaborates
- Beyond the group
- Already knows
- Constructs abstractions
- 1–2 Repetitions for mastery
- Prefers adults
- Draws inferences
- Initiates projects
- Is intense
- Creates a new design
- Enjoys learning
- Thrives on complexity
- Is highly critical
Who are the Gifted?

How does giftedness impact students’ social, emotional, & academic needs?

Figure 1
The Normal Distribution of IQ Scores

Scanned from: "SENSE AND NONSENSE ABOUT IQ"
Facts to Know

Gifted kids...

• do not always excel in school
• can and do have learning disabilities
• can have over excitabilities
• can struggle to find like-minded friends
• often share that they feel they don’t fit in
• are gifted 24/7 – that mean all day every day

Being gifted is not a net-positive situation.

Looking back at the above list, there are many facts about giftedness that demonstrate that being gifted is not an all-good-all-the-time situation.
Gifted children learn differently

They may not need to go through the same sequential steps that others must follow when learning new content.
Perfectionism
Intensity
Creative Thinking
Learning pace
Diverse
Under motivated
Twice Exceptional
Learning Butterflies

Working in Draft
Productive Struggle
Productive Struggle

A destructive struggle
- Leads to frustration.
- Makes learning goals feel hazy and out of reach.
- Feels fruitless.
- Leaves students feeling abandoned and on their own.
- Creates a sense of inadequacy.

A productive struggle
- Leads to understanding.
- Makes learning goals feel attainable and effort seem worthwhile.
- Yields results.
- Leads students to feelings of empowerment and efficacy.
- Creates a sense of hope.
Harness the “Power of Yet”

What do you not know how to do, YET?
What do you not do well, YET?

Build a “Yet” Board
Create a “Yet” List
Perception is everything

Tone or Words

Respect

Negative Self Talk
Self Talk: Talking is learning

Self talk is critical to managing mindsets.

Learn to recognize your Fixed Mindset Voice and your Growth Mindset Voice.

Work with your learners to create their Comeback list!

Not Yet!
I’ve Got This!

Taking this one item at a time!
One \textit{size} does not fit all

AND

One \textit{form of differentiation} does not meet all needs

AND

Neither does one model
Many Gifted Learners Have....

- A wide range of interests
- Highly developed curiosity and a limitless supply of questions
- Interest in experimenting and doing things differently
- Tendency to put ideas of things together in ways that are unusual and not obvious
- Unusual interest in justice, ethics, and morality
- Ability to retain a great deal of information

*These behaviors relate to learning in all content areas, all day.*
Differentiate, How?

- **Content**: Accelerate or Extend
  - Standard based, not confined

- **Process**: Presentation Method varied
  - Extends to critical thinking

- **Product**: Preferred learning styles
  - Creative options

- **Learning Environment**: Varied Expectations
  - Flexible time limits
  - Mentor/Coach model

- **Assessment**: Authentic
  - Mastery documentation
Multiple Service Models

**Elementary Level:**
- Cluster grouping
- Accelerated Math Program and Integrated Reading: Content Replacement
- Enrichment supports in cluster classrooms

**Middle School Level:**
- Cluster grouping: Ingleside ELA
- Honors courses
- Elective courses

**High School Level:**
- Honors
- AP classes
- International Baccalaureate
- Math and Science Academy

**Gifted Cluster PreK:** Kiva Elementary
Comprehensive Multiage Elem/ Gifted Program K-5
Comprehensive Middle School Program 6-8
- By Application
- Accelerated and Enriched Curriculum
- 1½ -2½ years above grade level
- Developmentally appropriate
- Currently offered at 3 Elem. and 3 Middle School sites
If they say it’s EASY, they haven’t done it!

It is our goal to meet the needs of these diverse learners. One student at a time.

Thank you for your time.

karenbrown@susd.org
480-484-5014