



Roaring Fork School District

Gifted and Talented

Parent Handbook

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PURPOSE STATEMENT

The purpose of PEAK (Program for Educationally Advanced Kids) is to advocate for, challenge, and inspire students who show exceptional potential by providing appropriate opportunities and support ensuring that they thrive both academically and socially-emotionally.

PREFACE

Like any field, the field of gifted and talented is always growing and changing with new discoveries and insights into the identification and education of gifted children. The following GT Parent Handbook is meant to be a guide. Programming options are flexible and may differ between schools, because each child is addressed as an individual and we do not use a one-size-fits-all model. For more specific information regarding the GT program at each building, contact the District PEAK Director, building administrator, and/or the individual school's GT coordinator.

HOW DO I KNOW IF MY CHILD IS GIFTED?

GIFTED DEFINED

In the **Roaring Fork School District**, we use the Colorado Department of Education's definition which states, "Gifted and talented children are those whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their needs, regardless of race, ethnicity, gender, sexual orientation, age, disability, or socioeconomic status." The Exceptional Children's Education Act (ECEA) Rules, revised in 2015, specify the areas for gifted identification in Colorado. (<https://www.cde.state.co.us/sites/default/files/documents/spedlaw/download/ecea-rules-march2013.pdf>). A student may be identified in one or more of these domains (areas):

- **General or Specific Intellectual Ability**-Intellectual ability is exceptional capability or potential recognized through cognitive processes (e.g., memory, reasoning, rate of learning, spatial reasoning, ability to find and solve problems, ability to manipulate abstract ideas and make connections).
- **Specific Academic Aptitude**-(Math, Language Arts, Science, Social Studies, World Language)-Specific academic aptitude is exceptional capability or potential in an academic content area(s) (e.g., a strong knowledge base or the ability to ask insightful, pertinent questions within the discipline).
- **Specific Talent Aptitude**-(Visual Arts, Performing Arts, Dance, Music, Psychomotor, Creativity, Leadership)-Visual arts, performing arts, musical, dance or psychomotor abilities are exceptional capabilities or potential in talent areas (e.g., art, drama, music, dance, body awareness, coordination, and physical skills). Creative or productive thinking is exceptional capability or

potential in mental processes (e.g., critical thinking, creative problem solving, humor, independent/original thinking, and/or products). Leadership is the exceptional capability or potential to influence and empower people (e.g., social perceptiveness, visionary ability, communication skills, problem solving, inter and intra-personal skills, and a sense of responsibility).

COMMON CHARACTERISTICS

Behavioral characteristics provide another way to identify a gifted child and are often more easily recognized by parents and teachers. Because gifted children are such a diverse group, not all of them will show all of these characteristics all of the time. They are indicators of possible giftedness. When evaluating your child to see if they are potentially gifted, you may use the following resources as a guide.

Many parents and teachers will confuse high achieving, bright children with gifted children. This resource may help you distinguish between the two.

The following list details characteristics of high achievers, gifted learners, and creative thinkers. These categories are not mutually exclusive; a gifted child may exhibit traits from one or all of the categories. This handbook concludes with a learning and behavioral characteristics chart which highlights both the possible strengths and possible challenges for the gifted child.

A High Achiever...

- Remembers the answer.
- Is interested.
- Is attentive.
- Generates advanced ideas.
- Works hard to achieve.
- Answers the questions in detail.
- Responds at the top of the group.
- Responds with interest and opinions.
- Learns with ease.
- Needs 6 to 8 repetitions to master.
- Comprehends at a high level.
- Enjoys the company of age peers.
- Understands complex, abstract humor.
- Grasps the meaning.
- Completes assignments on time.
- Is receptive.
- Is accurate and complete.
- Enjoys school often.
- Absorbs information.
- Is a technician with expertise in a field.
- Memorizes well.
- Is highly alert and observant.
- Is pleased with own learning.

- Get's A's.
- Is able.

A Gifted Learner...

- Poses unforeseen questions.
- Is curious.
- Is selectively mentally engaged. Generates complex, abstract ideas.
- Knows without working hard. Ponders with depth and multiple perspectives.
- Is beyond the group.
- Exhibits feelings and opinions from multiple perspectives.
- Already knows.
- Needs 1 to 3 repetitions.
- Comprehends in-depth, complex ideas.
- Prefers the company of intellectual peers.
- Creates complex, abstract humor.
- Infers and connects concepts. Initiates projects and extensions of assignments.
- Is intense.
- Is original and continually developing.
- Enjoys self-directed learning.
- Manipulates information.
- Is an expert, abstracting beyond the field.
- Guesses and infers well. Anticipates and relates observations.
- Is self-critical.
- May not be motivated by grades.
- Is intellectual.

A Creative Thinker...

- Sees exceptions. Wonders.
- Daydreams, may seem off task. Overflows with ideas, many of which will never be developed. Plays with ideas and concepts. Injects new possibilities.
- Is in own group.
- Shares bizarre, sometimes conflicting opinions.
- Questions: What if...
- Questions the need for mastery.
- Comprehends in-depth, complex ideas.
- Prefers the company of creative peers but often works alone.
- Relishes wild, off-the-wall humor.
- Makes mental leaps.
- Initiates more projects than will ever be completed.
- Is independent and unconventional.
- Is original and continually developing.
- Enjoys creating.
- Improvises.
- Is an inventor and idea generator.
- Creates and brainstorms well.
- Is intuitive.
- Is never finished with possibilities.
- May not be motivated by grades.
- Is idiosyncratic.

HOW ARE GIFTED STUDENTS IDENTIFIED?

The Roaring Fork School District follows the identification process recommended by the Colorado Office of Gifted Education.

HOW ARE STUDENTS REFERRED FOR GT IDENTIFICATION?

Referrals for PEAK Screening A student may enter into the PEAK screening process through many different entry points. RFSD seeks referrals from a variety of sources. Identification is not just a moment in time or the use of data from one assessment. At RFSD, referrals for gifted screening may come from Universal Screening, MTSS/RtI, Test Data, Performance and Observations, Checklists, and/or Anecdotal Records.

Universal Screening is one of the many different pathways from which a student may be referred. The intent of a universal screener is to find indicators of exceptionality in all student groups. At RFSD, universal screening is administered using the Naglieri Nonverbal Ability Test - 2nd Ed (NNAT2) with all second and sixth grade students.

WHAT HAPPENS AFTER A STUDENT IS REFERRED?

PEAK Review Team Process

Assessments data is reviewed by a team to identify gifted students. The team uses a body of evidence (BOE) upon which to base the determination. The evidence includes identification assessment results, parental input and multiple types of measures and data sources.

The review team examines the body of evidence and may make one or more of the following determinations:

- Move to formal gifted identification
- Identify student for a talent pool*
- Select new tools to collect additional data
- Determine data does not support identification at this time
- Determine a student may need to be referred for special education assessment in addition to his/her gifted identification (twice-exceptional students)

* **A talent pool** is defined as a group of students who demonstrate an advanced or even exceptional ability in a particular area, but at this time do not meet the criteria for gifted identification. Often students in a talent pool are provided advanced or gifted programming services. As students are presented with additional levels of challenge and rigor, increased achievement may occur. A student may meet the criteria for gifted identification at a later date.

WHAT IS A BODY OF EVIDENCE?

The gifted identification process focuses on research-based assessment practices to ensure that multiple pathways to identification are available. Therefore, educators select and use multiple assessments that measure diverse abilities, talents, and strengths that are based on current theories, models, and research.

Criteria are the rules for evaluating a level of exceptionality for identification assessment. The 95th percentile ranking and above describes the rule for demonstration of exceptionality on a norm-referenced standardized test.

Distinguished/advanced performance levels may describe exceptionality on qualitative tools, portfolios, performance assessments, and criterion-referenced tests. Criteria are not cut-off scores and if a single test result or score does not provide evidence at the exceptional level, the PEAK Review Team continues to explore additional data to reveal student strengths. Although the criteria for identification may be met by cognitive assessment data, a comprehensive body of evidence is still collected and examined to determine a student's strength area, affective needs and appropriate programming options.

A body of evidence should consist of quantitative and qualitative measures and may consist of the following assessments.

Tests of Cognitive Ability are designed to measure a student's general intellectual ability. Such tests do not measure specific academic aptitude in various content areas such as reading or math. Scores at the 95th percentile or higher on any sub tests on a cognitive abilities assessment meet criteria in a body of evidence. At RFSD, the following tests of cognitive abilities may be used to collect a body of evidence.

- **Cognitive Abilities Test 7 (CogAt 7)**
- **Naglieri Nonverbal Test, Second Edition (NNAT2)**
- **Kaufman Brief Intelligence Test, 2nd Edition (K-BIT2)**
- **Wechsler Intelligence Scale for Children, 5th Edition (WISC-V)**

Creativity Tests are used to determine if a student demonstrates gifted ability in the area of creativity. Creative aptitude is demonstrated by a student scoring 95th percentile or above on norm-referenced creativity tests. At RFSD, the Torrance Test of Creative Thinking (TTCT) may be used to collect a body of evidence.

Achievement Tests are utilized to determine if a student demonstrates gifted ability in a specific academic area. Specific academic and talent aptitude is demonstrated by a student scoring at the advanced/distinguished level on criterion-referenced assessments and/or 95th percentile or above on norm-referenced achievement tests. At RFSD, the following achievement tests are used to collect a body of evidence.

- Partnership for Assessment of Readiness for College and Career (PARCC)
- Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP)
- American College Test (ACT)
- Colorado Measures of Academic Success (CMAS)

Behavior Observation Scales are norm-referenced and can be used as a qualifying data point for gifted identification when a student scores 95% or above on any sub-area. Characteristics such as leadership, motivation, memory, reasoning, creativity and sense of humor become a focus along with specific academic aptitude. At RFSD, The Scales for Identifying Gifted Students (SIGS) are used to collect a body of evidence.

Performance Evaluation can be another form of assessment used for gifted identification. Identifying a student with exceptional abilities in a content area or a talent area such as art, music, dance, psychomotor, creativity or leadership requires an evaluation of performance. At RFSD, many types of performance data may be utilized to develop of body of evidence, including the following which can be measured using rubrics provided by The Colorado Department of Education.

- Juried Performance - Data from a valid and reliable juried performance may be considered as qualifying evidence if the jury consists of a team of experts in their field.
- Contest/Competition - Top placement in a regional, state, or national competition may be considered as a qualifying measurement for gifted identification.
- Portfolio - The advanced/distinguished rating of a portfolio may be considered as qualifying evidence for gifted identification if a valid and reliable rubric is used in the evaluation of a portfolio to ensure consistency and equal opportunity.

- Classroom Performance - As curriculum experts, teachers can identify those students working above their same-age peers. Evidence of above-grade level performance builds a student's profile.

UNUSUAL SITUATIONS

Students from underrepresented groups (ethnically and linguistically diverse, twice exceptional, low socioeconomic status, students with disabilities, etc.) may not demonstrate gifted abilities through the use of traditional achievement data. When only cognitive ability data meet the criteria (95th percentile or above), the review team may determine that the student is identified with general or specific intellectual ability. A review team must collect and review additional data (interviews, observations, performances beyond the academic content areas) for the body of evidence to develop the student's learning profile. A gifted determination based solely on a cognitive assessment score, without any other qualifying data, is the exception.

Twice exceptional students

Twice-exceptional students are:

1. Students who are identified as gifted and talented in one or more areas of exceptionality and are also identified with:
2. A disability defined by Federal/State eligibility criteria: specific learning disability, significant identifiable emotional disability, physical disabilities, sensory disabilities, autism, or ADHD. The disability qualifies the student for an Individual Education Plan (IEP) or a 504 Plan.

Twice-exceptional students are difficult to identify because they possess the characteristics of gifted students and the characteristics of students with disabilities. Gifted characteristics may mask disabilities or disabilities may mask gifted potential. Either the strengths, the disabilities, or both may not be identified. To be considered twice-exceptional, the student must be identified for gifted education and special education services or have a 504 Plan.

Identification of Disability

When gifted students begin to struggle in school, their identification for gifted services is sometimes questioned. Achievement that is not commensurate with ability should raise a red flag that there is possibly a disability impacting learning. Disabilities in gifted students can go unnoticed for years and valuable windows for effective interventions are missed. It is important to utilize a collaborative problem solving approach as early as possible to prevent the development of behavioral and social/emotional issues, identify student needs, implement targeted interventions, utilize data to measure student progress as a result of the interventions, and monitor intervention integrity. For more information, please see Response to Intervention

[RTI] A Practitioner's Guide To Implementation, Colorado Department of Education, 2008.

<https://www.cde.state.co.us/sites/default/files/documents/gt/download/pdf/twiceexceptionalresourcehandbook.pdf>.

MY CHILD IS IDENTIFIED AS GIFTED, NOW WHAT?

SUPPORTING YOUR CHILD'S NEEDS

Gifted students have a need to be involved in and pursue their passions/interests, but they also need time to reflect and ponder for no particular reason. Parents can better support their students with some of the following tips:

- Understand and appreciate what giftedness is and how these children are different and similar to others.
- Develop clear and explicit expectations and support the setting/writing of realistic goals
- Remember that gifted children's emotional and social developmental stages may not match their intellectual development.
- Encourage and praise their efforts often. Many times they feel no one values what they do.
- Encourage extra-curricular activities in or out of school (opportunities to be well-rounded) and to engage with students in their school setting that may not be in their classes).
- Volunteer in community service activities to support awareness of global issues, but also to develop their social skills, working with others who may not be on their learning level.
- Remind them that their contributions are noble and needed to support understanding world problems.
- Listen to their concerns without trying to fix them.
- Help them learn to navigate socially with diverse groups.
- Teach/model how to say 'no' to avoid being overwhelmed by taking on too much.
- Help them to understand they won't be perfect and that mistakes are a part of learning.
- Teach students how to advocate for themselves. Students need to be able to articulate their needs/goals for themselves by the time they're in middle school.
- Build into their lives time to ponder, daydream (doing nothing in particular).
- Encourage them to find a mentor (neutral person) to listen, support and model strategies of handling frustration, stress, etc
- Help them with their organizational skills

EFFECTIVE ADVOCACY

Learning to effectively advocate for your gifted child includes familiarizing yourself with the education system. We urge parents to start with their child, their child's teachers, and their school. Creating a working team based on respect will bring the best results for your child. Effective advocacy involves being flexible and creating avenues that will benefit your child. Parent involvement is a key component to student success, and RFSD encourages that involvement in order to create a team-approach to a child's education. Parent involvement can be fostered in several ways:

On the School Level

- Know your child and your child's needs.
- Know what programs and support your school provides. If you are not sure, ask.
- Work with teachers and staff as a team built of mutual respect where possible.
- Collaborate on supporting the unique needs of your child.
- Compromise and communication are inherent in this process.
- Consider various options and create unique alternatives.
- Complete annual parent surveys for continual RFSD PEAK Program evaluation

On the School District Level

- Attend programs about gifted education and parenting gifted children offered by the school, district, and region.
- Know the district's program offerings, policies and regulations; use them to obtain support for your child.
- Join forces with other parents to advocate for gifted education in RFSD.
- Participate in the District Accountability Committee and/or local School Accountability Committee(s) to ensure gifted student educational needs are recognized and understood.
- Work to elect Board of Education members who understand and appreciate gifted student needs.
- Understand the needs of other student groups and work for the mutual benefit of all groups.

Helping Students Become Their Own Best Advocate

The strongest voice for your gifted student is his or her own. The benefits are multiple for the student, the teachers, and for the parents. The students gain confidence, the teachers receive direct feedback, and together the student and teacher can problem solve. The parents can celebrate their student's initiative, monitor progress, and move out of their student's path to success. Here are some ideas for helping your students learn to be their own best advocates.

- When issues arise, role play a conversation between your child and his or

her teacher.

- Switch roles. Help your child clarify the issue and come up with possible solutions.
- Coach your child on how to use respectful and appropriate language.
- Encourage your child to do the talking, with or without you present.
- If your child has behavior issues resulting from not being challenged, encourage your child to self monitor and to reach for an activity before she or he becomes bored. Clear these activities with the teacher and then talk about why your student is bored.
- Encourage your student to learn about all the advanced options at school and to ask questions about them.
- Include your student in conversations with teachers and other school staff.
- Listen to your child and watch for any change in behavior.

Parent Involvement in Identification Process

Parents will be contacted during the formal identification process. Parents are encouraged to provide input that the identification team will use in collecting and evaluating the body of evidence. Parents may be asked to fill out a Scale for Identifying Gifted Students (SIGS), or another observation inventory. These inventories provide valuable information so that the team can get a whole picture of a child. This will allow us to make appropriate determinations of a child's strengths and needs.

ALP Meetings

Once a child has been formally identified for the gifted program, an Advanced Learning Plan (ALP) is initiated. Parents are included as part of the team when writing an ALP. The team creates goal(s) based on strength areas, programming options in order to meet the goal(s), and an accountability measure to assess the level to which a goal is obtained. Parents provide valuable input in the creation of goals. A parent component may also be part of the programming plan, offering the parent an opportunity to support their child in achieving goals. ALPs will be reviewed annually and parents are invited and encouraged to attend each meeting.

Appeals Process

Parents may appeal a decision by asking for the reconsideration of the body of evidence. Parents should submit a letter to the Principal outlining the nature of the concern, and with supporting documentation attached. The parent must provide evidence that the child's knowledge, skills, and abilities are superior to age and grade level peers. Testing from an outside source will be considered, but RFSB is not responsible for any costs incurred if a parent chooses to obtain information this way. The Principal and/or the Director of Gifted Education will convene a meeting with the parent/guardian, and the appeal committee to review the appeal request. The Principal will issue a written final decision within 30 days of the appeal. This written notice will include the reason(s) for the decision. The decision

of the appeal committee is final.

REGULATIONS AND THE LAW

The Exceptional Children's Education Act (ECEA) requires all administrative units (AUs) in Colorado to identify and serve students between the ages of five and twenty-one, and age four in administrative units with Early Access, whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Administrative units include: school districts, Charter School Institute (CSI), multi-district administrative units and Boards of Cooperative Educational Services (BOCES). Please refer to the CDE website for more specific information.

<https://www.cde.state.co.us/gt/lawsregs.htm>

BEYOND IDENTIFICATION

DIFFERENTIATION OF CURRICULUM, INSTRUCTION AND ENVIRONMENT

Differentiation of curriculum and instruction occurs regularly based upon data and ongoing assessment. Appropriate differentiation incorporates compacted curriculum, tiered lesson design, content extensions, acceleration, cluster grouping, and higher order thinking skills. Flexible instructional pacing is utilized in all schools and content areas and is based on a student's strength and needs. GT Coordinators collaborate with general education teachers to meet this need.

ELEMENTARY

Gifted and Talented (PEAK) Teachers, in collaboration with the classroom teachers, work with identified students, as well as those in the talent pool, in whole and small group situations to provide activities that challenge high ability students. The topics in these small groups evolve according to student needs and curriculum requirements. Activities may include (but are not limited to) math enrichment, biographical studies, high-level science units, world studies, advanced writing instruction, and inventive and/or creative thinking activities. Student involvement in these groups will change according to need.

Small Group Activities

In some instances, students have a demonstrated need for further academic challenge. These students can benefit from extensions of the state standards being addressed in the regular classroom. Inclusion in these groups is based on demonstrated classroom performance, observations, and pre-assessment. Students' needs change as the skills being taught revolve; therefore children may

move in and out of these small groups according to individual needs.

Collaborative Planning

The GT Coordinators at each building meet regularly with classroom teachers to plan instruction, gather resources, and evaluate lessons. The majority of the instruction for gifted students occurs in the regular education classroom, with support from the GT Coordinator. A collaborative planning model allows the classroom teacher to better meet the needs of the students and ensures that gifted children receive appropriate instruction all day long. Please contact GT coordinators at each elementary school for more specific information.

MIDDLE SCHOOL

In middle school, gifted and talented students are transitioning from an elementary environment that offers more direct, small group services, to an inclusion setting based on collaboration between students, teachers, GT coordinator, and parents. Middle school students develop an ownership of their learning by identifying their own academic and social emotional (affective) goals, learning to track these goals, and developing skills to appropriately self-advocate for their learning needs. In the middle school model, GT students:

- Receive instruction in the classroom, either in general education classes or advanced level courses (contact individual schools for more information on advanced courses offered at each school).
- Are challenged through differentiation within the classroom through pre-assessment for mastery of standards, curriculum compacting, and tiered lessons.
- With help from the GT coordinator, students learn to collaborate with teachers and parents to ensure their academic needs are met and their learning goals are understood by all involved. Goals are updated annually and monitored over the course of the year.
- Learn to self-advocate to ensure needs are met within the classroom, with assistance from GT coordinator when needed.
- Develop an ownership of their Advance Learning Plan (ALP) and learning needs.
- Identify specific social emotional needs, which are an additional focus of the ALP. With assistance from GT coordinator, students self-assess progress made towards social emotional goals.
- Prepare for high school and beyond by understanding how they learn best, what is needed to be challenged, and how to approach school staff to ensure they obtain a rigorous academic experience.

HIGH SCHOOL

At the high school level, students are ready to take on even more ownership of their academic and social-emotional growth. Each high school has a PEAK Liaison available to support students. PEAK Advisory groups meet regularly to address

student needs and support students as they navigate course offerings and extracurricular opportunities offered at each high school.

PROGRAMMING OPTIONS:

Research Based Intervention Strategies for Gifted students

- Acceleration of Content in strength area
- Accelerated Pacing – present information two-three times faster than the “normal” pace of instruction; plan extension or acceleration for freed-up time
- Compacting – (1) assess what a student knows about material to be studied and what the student still needs to master, (2) plan for learning what is not known and excuse student from what is known, and (3) plan for freed-up time to be spent in enriched or accelerated study that is standards-based and accountable
- Content Extensions – extend classroom curriculum for depth and complexity
- Differentiate Assignments or Homework – Match tasks to readiness levels or learning styles, increasing complexity and depth, not the amount of work. (ex. extension activities from teacher’s editions)
- Independent Projects – based on interest, student demonstrates ability to apply skills and knowledge to the problem or topic
- Learning Centers – Match tasks to readiness levels or learning styles of different students
- Tiered Content, Tiered Process and Tiered Products– use varied levels of activities to ensure that students explore ideas at a level that builds on their prior knowledge and prompts continued growth
- Contracts – plan with student alternate activities
- Provide fewer drill and practice activities when the material is learned
- High Level Problem Solving – encourage creative problem solving
- Open-Ended Tasks – these encourage students to organize their thinking to define the task
- Research and structured Independent Study
- Use of Six Dimensions of Thinking: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating (see Anderson’s Revised Taxonomy)
- Use of Six Types of Socratic Questions – Questions for clarification, Questions that probe assumptions, Questions that probe reasons and evidence, Questions about viewpoints and perspectives, Questions that probe implications and consequences, and Questions about the question
- Cluster grouping within general education classrooms
- Flexible or Higher Ability Grouping – Vary student groupings so that students are part of many different groups or work alone based on matching the task to student readiness, interest, or learning style
- Collaboration with Gifted Education Facilitator – use in-class differentiation, pull-out, and collaborative teaching flexibly, depending on the needs of the child.

ADVANCED LEARNING PLANS (ALPS)

Colorado Department of Education defines an Advanced Learning Plan as a written record of gifted and talented programming utilized with each gifted child and considered in educational planning and decision making. Advanced Learning Plans (ALPs) are mandated by CDE. ALP meetings typically involve the student, classroom teacher, parents, and the GT Coordinator at each building.

RESOURCES

The following resources may be helpful to facilitate understanding of the unique gifts and talents of the GT child.

Colorado Department of Education (CDE) This link within the larger Colorado Department of Education is provided to assist with questions that both educators and parents may have around working with gifted and talented students. <https://www.cde.state.co.us/gt>

Colorado Association for Gifted and Talented (CAGT) CAGT is a non-profit organization of parents, educators, and others interested in promoting suitable education, including creative stimulation, for gifted and talented children, while also seeking public recognition and aid for the special needs of these children. <https://www.nagc.org/>

National Association for Gifted Children (NAGC) NAGC is a non-profit organization of parents, teachers, educators, other professionals and community leaders who unite to address the unique needs of children and youth with demonstrated gifts and talents as well as those children who may be able to develop their talent potential with appropriate educational experiences. <https://www.nagc.org/>

The National Research Center on the Gifted and Talented (NRCG/T) NRCG/T promotes and publishes research on current and emerging issues in the education of gifted and talented students. <http://nrcgt.uconn.edu/>

Gifted Child Monthly This is an on-line newsletter for parents and teachers of gifted and talented children. <http://giftedmonthly.homestead.com/>

Hoagie's Kids and Teens Links to contests and awards, hot topics, internet investigations, lists of movies with gifted kids as the leading characters, and much, much more! <http://www.hoagiesgifted.org/>

GT World This site offers an on-line support for parents <http://gtworld.org/>

Pre-K Smarties Information in raising gifted infants and preschoolers.

<http://preksmarties.com/>

SENG (Social Emotional Needs of Gifted) SENG is dedicated to fostering the social emotional needs of gifted adults and children. At this site, current articles and conference information are available that serve to support social and emotional issues that affect the gifted population.

CDE Twice Exceptional Students Resource Book

<https://www.cde.state.co.us/sites/default/files/documents/gt/download/pdf/twicceexceptionalresourcehandbook.pdf>

Social/Emotional Resources

STRENGTHS (and associated problems) IN GIFTED CHILDREN

| Strengths | Possible Problems |
|--|---|
| Acquires and retains information quickly | Impatient with slowness of others; dislikes routine and drill; may resist mastering foundation skills; may make concepts unduly complex |
| Inquisitive attitude; intellectual curiosity; intrinsic motivation; searches for significance | Asks embarrassing questions; strong-willed; excessive in interests; expects same of others |
| Ability to conceptualize, abstract, synthesize; enjoys problem-solving and intellectual activity | Rejects or omits details; resists practice or drill; questions teaching procedures |
| Can see cause-effect relations | Difficulty accepting the illogical, such as feelings, traditions, matters to be taken on faith |
| Love of truth, equity, and fair play | Difficulty in being practical; worries about humanitarian concerns. |
| Enjoys organizing things and people into structure and order; seeks to systematize | Constructs complicated rules or systems; may be seen as bossy, rude, or domineering |
| Large vocabulary and facile verbal proficiency; broad information in advanced areas | May use words to escape or avoid situations; becomes bored with school and age peers; seen by others as a —know it all |
| Thinks critically; has high expectations; is self-critical and evaluates others | Critical or intolerant toward others; may become discouraged or depressed; perfectionistic |

| | |
|---|--|
| Keen observer; willing to consider the unusual; seeks new experiences | Overly intense focus; may be gullible |
| Creative and inventive; likes new ways of doing things | May disrupt plans or reject what is already known; seen by others as different and out-of-step |
| Intense concentrations; long attention span in areas of interest; goal-directed behavior; persistent | Resists interruption; neglects duties or people during periods of focused interest; seen as a stubborn |
| Sensitivity, empathy for others; desire to be accepted by others | Sensitivity to criticism or peer rejections; expects others to have similar values; need for success and recognition; may feel different and alienated |
| High energy, alertness, eagerness; periods of intense efforts | Frustration with inactivity; eagerness may disrupt others' schedules; needs continual stimulation; may be seen as hyperactive |
| Independent; prefers individualized work; reliant on self | May reject parent or peer input; nonconformist; may be unconventional |
| Diverse interests and abilities; versatile | May appear scattered and disorganized; becomes frustrated over lack of time; others may expect continual competence |
| Strong sense of humor | Sees absurdities of situations; humor may not be understood by peers; may become —class clown |
| Devries and Webb. (2007). <i>Gifted Parent Groups: The SENG Model</i> . Scottsdale, AZ: Great Potential | |

BOOKS:

Raisin Brains: Surviving My Smart Family by Karen L.J. Isaacson

Helping Gifted Children Soar: A Practical Guide for Parents and Teachers by Carol Ann Strip

Parenting Gifted Kids: Tips for Raising Happy and Successful Kids by James R. Delisle

The Survival Guide for Parents of Gifted Kids: How to Understand, Live With, and Stick up for Your Gifted Child by Sally Yahnke Walker

The Gifted Kids Survival Guide by Judy Galbraith (2 books are available: one for ages 10 & under, and one for teens)

