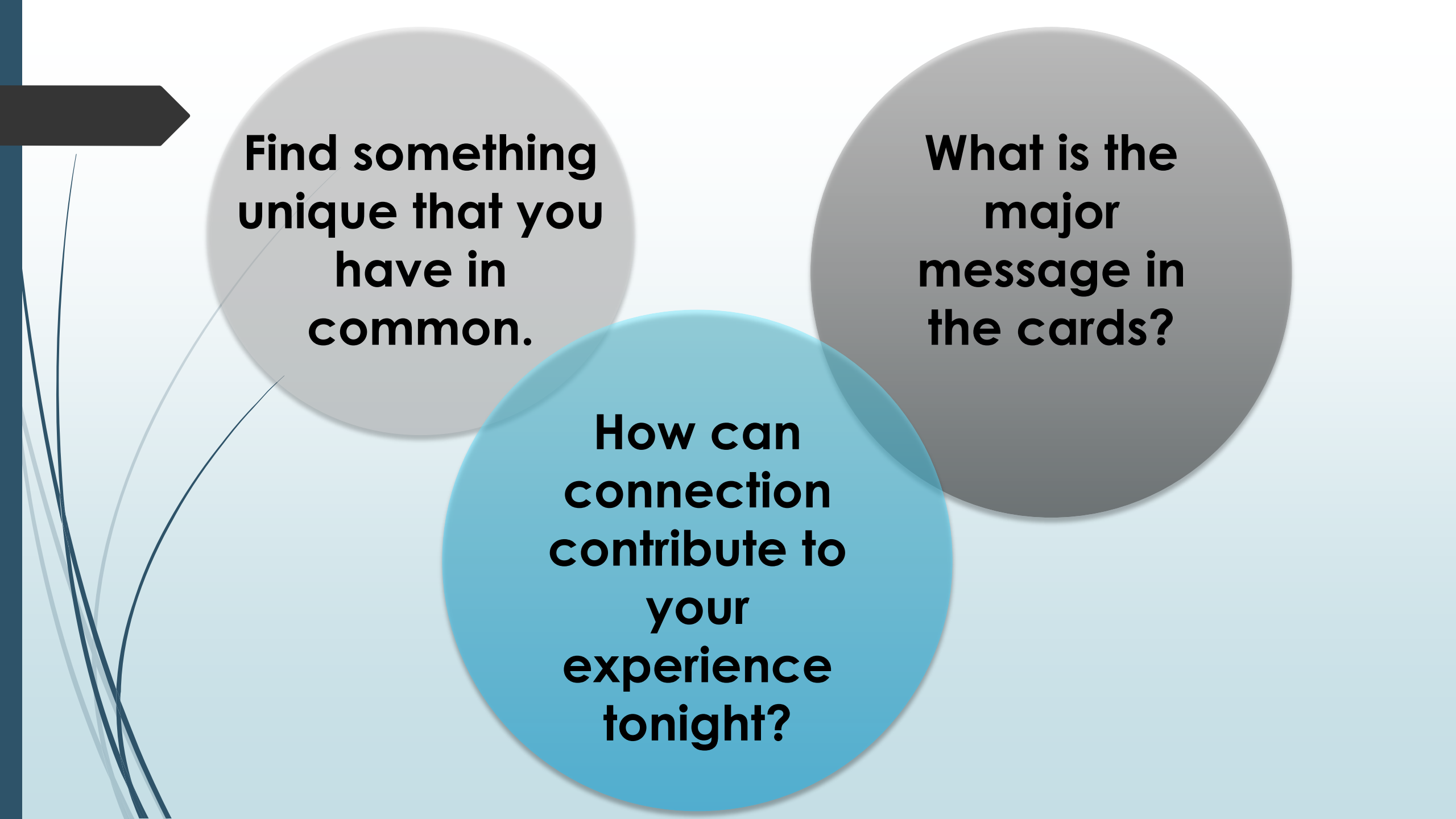




Welcome!

# Parenting Gifted Children

Marté J. Matthews, MA, MFT and Melissa Lawson, MA, NBCCT



**Find something  
unique that you  
have in  
common.**

**What is the  
major  
message in  
the cards?**

**How can  
connection  
contribute to  
your  
experience  
tonight?**

# Introduction and Disclaimer

- ▶ Melissa Lawson, M.A. NBCT, CAG Board Member, Capitol Region
  - ▶ National Board Certified Teacher with more than 15 years of experience in teaching gifted and talented middle school children. She is also the mother and stepmother of four gifted children
- ▶ Marté J. Matthews, licensed Marriage & Family Therapist, CAG Board Member, Santa Lucia Region
  - ▶ In private practice in Silicon Valley with a special interest in gifted, talented, twice-exceptional and other unique, quirky, interesting children and their families. She is also the mother of a gifted teen son and a certified SENG Model Parent Group facilitator.
- ▶ We hope the information about social & emotional differences that we share today will be helpful, but it may not all apply to your child and family.

# What is Giftedness?

## ► **What is giftedness?**

Columbus Group (1991) “Giftedness is *asynchronous* development in which *advanced cognitive abilities* and *heightened intensity* combine to create *inner experiences and awareness* that are qualitatively different from the norm. This asynchrony increases with higher intellectual capacity. The uniqueness of the gifted renders them particularly *vulnerable* and requires *modifications in parenting, teaching and counseling* in order for them to develop optimally.”

Bright Student	Gifted Learner
Knows the answers Is interested Is attentive	Asks the questions Is highly curious Is mentally/physically involved
Has good ideas Works hard Answers the questions In the top groups Listens with interest	Has wild and silly ideas Plays around, tests well Discusses with details Goes beyond top group Has strong feelings/ opinions
Learns with ease 6-8 repetitions for mastery Understands ideas Enjoys peers Grasps the meaning Complets assignments Is receptive to instruction Copies accurately Enjoys school Absorbs information Technician	Already knows 1-2 repetitions for mastery Constructs abstractions Prefers adults Draws inferences Initiates projects Is intense Creates a new design Enjoys learning Manipulates information Inventor
Good at memorizations Enjoys straightforward instruction Is alert Is pleased with own learning	Good at guessing Thrives on complexity  Is keenly observant Is highly self-critical

Research indicates that within a single biological family mothers, fathers, sisters and brothers will be within 6-10 IQ points of one another.

You may have one formally identified child and one who “missed the cut.” Labels are only ONE component. Parent and teacher awareness of this fact is KEY.





# Asynchronies at home

- ▶ Gifted kids are very different from one another
  - ▶ Globally gifted
  - ▶ Focal giftedness
  - ▶ Twice-exceptionality
- ▶ Subjective/Internal experiences of asynchronies
- ▶ How can parents help kids to cope with the social & emotional challenges of asynchronies?

# Asynchronies at school

- ▶ The more intellectually gifted the child, the greater the asynchronies
  - ▶ Math vs. writing
  - ▶ Giftedness is not equivalent to being multitalented
  - ▶ Intellectual ability vs. social and emotional development
  - ▶ Twice-Exceptional students
  - ▶ Advocacy focus \*strengths building\* \*Further development of weak areas\*
  - ▶ Children need to understand their own strengths, weaknesses and limitations to succeed at school
  - ▶ Chronological versus emotional or intellectual ages.





Pair and Share:

What asynchrony have you noticed in your child?

What does that look like at home?

At school?

# Super-sensitivities

- ▶ Difficult? Super-sensitive? Over-excitabile?
  - ▶ Columbus group...“heightened *intensity*”
  - ▶ Dabrowski’s 5 Over-excitabilities:
    - ▶ psychomotor, sensory, intellectual, imaginal & emotional
  - ▶ How can parents address sensitivity, intensity & excitability at home?
  - ▶ SENG ...[www.SENGGifted.org/](http://www.SENGGifted.org/)



# Supersensitivities at school

- ▶ Intensity: Emotional, Imaginational, Sensory, Intellectual, Psychomotor
  - ▶ Literature study
  - ▶ Science experiments
  - ▶ Historical events
  - ▶ Social dynamics
  - ▶ Imagination superseding the concrete, tangible, and real
  - ▶ Sense of fairness

Does your child have problems focusing if the tag on the inside of a shirt is bothersome?



Will s/he refuse to eat a certain food because of its texture?

Does s/he recoil from stories or TV shows with too much noise or graphic imagery?

Does s/he take things too seriously or too personally?

What other sensitivities and intensities does your child experience?



# Cognitive Abilities – Intensity and Perfectionism

- ▶ Columbus Group refers to *advanced cognitive abilities*...which come with high expectations, of themselves and others...
- ▶ Embrace the challenge? Or play it safe?
- ▶ How can parents address this at home?
  - ▶ Parents are powerful role-models
  - ▶ Praise & Encouragement

# Growth Mindset – Dr. Carol Dweck

- ▶ Dr. Carol Dweck's work focuses on the role of effort and motivation in achievement
- ▶ Praise is powerful but we must praise the right mindset and in the right way

*“Students who are mastery-oriented think about learning, not about proving how smart they are. When they experience a setback, they focus on effort and strategies instead of worrying that they are incompetent.” – Carol Dweck\**

\*Hopkins, G. “How can teachers develop students' motivation -- and success?” Education Week. Web. 2015.

A black arrow points to the right from the left edge of the slide. Several thin, curved lines in shades of blue and purple originate from the left side and sweep across the slide towards the right.

# Praise & Encouragement

- ▶ The secrets to effective *praise*...
  
  
  
  
  
  
  
  
  
  
- ▶ The power of *encouragement*...



Do you tend to praise effort/strategies or results?

Do you focus on the process of learning or its outcome?

Would you consider teaching the value of intellectual risk-taking and failure?





# Perseverance and passion

- ▶ “. . . as educators and parents, we should encourage children to work not only with intensity but also with stamina. In particular, we should prepare youth to anticipate failures and misfortunes and point out that excellence in any discipline requires years and years of time on task.”

(Duckworth, Peterson, Matthews & Kelly, 2007)



# Perseverance and passion

- ▶ “Drive and energy in childhood are more predictive of success, if not creativity, than is IQ or some other more domain-specific ability”  
-- Winner (1996)



Does your child know the habits of success?

How does failure factor in to success?

How can you you model the habits of success in your own life?



# Multi-potentiality

- ▶ Ian Byrd at his website [byrdseed.com](http://byrdseed.com) :  
*Multipotentiality pulls kids in opposing directions...academic abilities, nurture their talents? Pursuing that thing you love...saying no to many passions. Any path seems like a waste of the other three talents.*
- ▶ How can parents address this at home?



# Playing it Safe vs Risk-Taking

- ▶ Trying something, running into obstacles, maybe even failing and then changing your mind...*This is a valuable process in itself!*
- ▶ Allow room for risk-taking & failure

A decorative graphic on the left side of the slide. It features a dark grey arrow pointing right at the top. Below it, several thin, curved lines in shades of blue and grey sweep upwards and to the right, creating a sense of movement and design.

## Playing it Safe vs Risk-Taking in the Classroom

- Creating a safe environment for failure
- Opportunities for choice
- Forced exploration of the unfamiliar

# ESSA – Every Student Succeeds Act



- ▶ New federal education law
- ▶ Replaces NCLB
- ▶ Special provisions for gifted education!
  - ▶ Students – including advanced learners -- **must show growth yearly.**
  - ▶ Funding for teacher training specifically for gifted education
  - ▶ Title I funds can now be used for GATE identification of underserved populations

# What does gifted education (GATE) look like in practice?

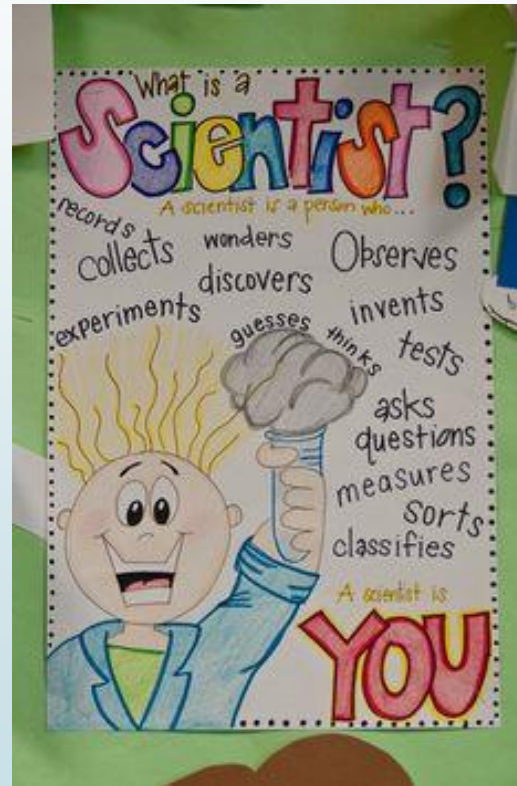
Novelty



Acceleration

INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE The Compactor		
NAME _____	AGE _____	TEACHER(S) _____
SCHOOL _____	GRADE _____	PARENT(S) _____
<small>CURRICULUM AREAS TO BE CONSIDERED FOR COMPACTING. Provide a brief description of basic material to be covered during this marking period and the assessment information or evidence that suggests the need for compacting.</small>	<small>PROCEDURES FOR COMPACTING BASIC MATERIAL. Describe activities that will be used to guarantee proficiency in basic curricular areas.</small>	<small>ACCELERATION AND/OR ENRICHMENT ACTIVITIES. Describe activities that will be used to provide advanced level learning experiences in each area of the regular curriculum.</small>
<b>Name it.</b>	<b>Prove it.</b>	<b>Change it.</b>
What material needs to be covered?	Exactly what material is to be excluded?	What enrichment and/or acceleration activities will be included?
What evidence shows a need for compacting?	How will you prove mastery?	Independent Study    Acceleration Mini-courses        Honors Courses College Courses    Mentorships Small Group Investigations Work Study
<input type="checkbox"/> Check here if additional information is recorded on the reverse side.		

Inquiry-based



Universal Generalization:  
"Exploration"

Depth . . .






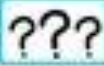


Depth & Complexity Non-Fiction Reading Response Choice Board		
<b>Across Disciplines</b>  How does the big idea from this selection relate to something from another subject?	<b>Patterns</b>  Describe one cause and effect relationship that occurs in this selection. Use specific evidence from the text.	<b>Details</b>  What 3 details from the text do you feel are MOST IMPORTANT in supporting the main idea? Include specific evidence from the text.
<b>Multiple Perspectives</b>  Describe the different points of view from the selection, including your own. Use specific examples from the text.	<b>Language of the Discipline</b>  Pick 3-4 vocabulary words that either you don't know the meaning of or are important to understanding the text.	<b>Big Idea</b>  After reading the selection, what do you feel is the big idea that the author is trying to convey? Give an example from the text.
<b>Unanswered Questions</b>  What information is missing or unclear in the selection? What question do you have for the author?	<b>Relationship Over Time</b>  How has your opinion or feelings changed after reading the selection? Give a specific example from the text.	<b>Ethics</b>  What rule or social norm was violated or challenged in this selection? Provide a specific example from the text to support your answer.
*Directions: *Choose 3 activities to complete by creating a tic-tac-toe and passing through the center. Cut out the templates, answer the questions in complete sentences, and glue them into your notebook.		

.... & Complexity



# Depth and Complexity

**Depth & Complexity**  
Non - Fiction Reading Response Choice Board

<p><i>Across Disciplines</i></p>  <p>How does the big idea from this selection relate to something from another subject?</p>	<p><i>Patterns</i></p>  <p>Describe one cause and effect relationship that occurs in this selection. Use specific evidence from the text.</p>	<p><i>Details</i></p>  <p>What 3 details from the text do you feel are MOST IMPORTANT in supporting the main idea? Include specific evidence from the text.</p>
<p><i>Multiple Perspectives</i></p>  <p>Describe the different points of view from the selection, including your own. Use specific examples from the text.</p>	<p><i>Language of the Discipline</i></p>  <p>Pick 3-4 vocabulary words that either you don't know the meaning of or are important to understanding the text.</p>	<p><i>Big Idea</i></p>  <p>After reading the selection, what do you feel is the big idea that the author is trying to convey? Give an example from the text.</p>
<p><i>Unanswered Questions</i></p>  <p>What information is missing or unclear in this selection? What question do you have for the author?</p>	<p><i>Relationship Over Time</i></p>  <p>How has your opinion or feelings changed after reading the selection? Give a specific example from the text.</p>	<p><i>Ethics</i></p>  <p>What rule or moral norm was violated or challenged in this selection? Provide a specific example from the text to support your answer.</p>

• Directions:  
 • Choose 3 activities to complete by creating a tic-tac-toe and passing through the center. Cut out the templates, answer the questions in complete sentences, and glue them into your notebook.

Use evidence from the text.

Deeper  
Content

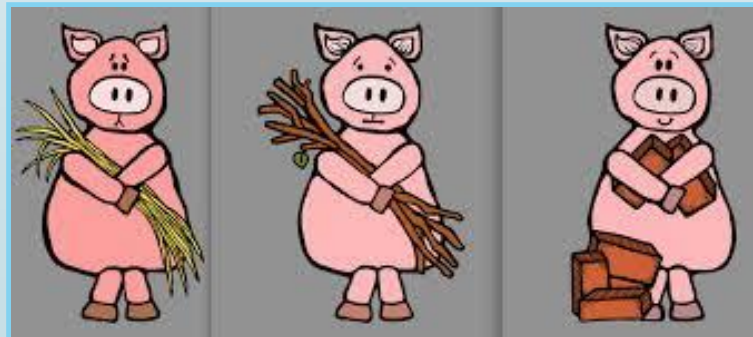
Open-Ended  
Questioning

Adding Layers

Inquiry-Driven

# The Three Little Pigs ( Depth and Complexity)

- ▶ What Patterns did you notice in the story?
- ▶ What if we looked at the story from the wolf's Perspective?
- ▶ What is the story's Big Idea?
- ▶ Was the wolf doing the right thing (Ethics) by trying to blow down the pigs' houses? Why or why not?
- ▶ What Rules do the pigs obey? What Rules are disobeyed?
- ▶ What role does Rule-following play in the outcome for the pigs?



# Acceleration

- ▶ Curriculum Compacting
- ▶ Most Difficult First
- ▶ Pre-testing



# Acceleration

## ► Curriculum Compacting

<b>INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE</b> <b>The Compactor</b>		
Prepared by: Joseph G. Renzulli Linda M. Smith		
NAME _____	AGE _____ TEACHER(S) _____	Individual Conference Dates And Persons Participating in Planning Of IEP _____
SCHOOL _____	GRADE _____ PARENT(S) _____	_____
<u>CURRICULUM AREAS TO BE CONSIDERED FOR COMPACTING</u> Provide a brief description of basic material to be covered during this marking period and the assessment information or evidence that suggests the need for compacting.	<u>PROCEDURES FOR COMPACTING BASIC MATERIAL</u> Describe activities that will be used to guarantee proficiency in basic curricular areas.	<u>ACCELERATION AND/OR ENRICHMENT ACTIVITIES</u> Describe activities that will be used to provide advanced level learning experiences in each area of the regular curriculum.
<b>Name it.</b>	<b>Prove it.</b>	<b>Change it.</b>
What material needs to be covered?	Exactly what material is to be excluded?	What enrichment and/or acceleration activities will be included?
What evidence shows a need for compacting?	How will you prove mastery?	Independent Study    Acceleration Mini-courses        Honors Courses College Courses    Mentorships Small Group Investigations Work Study
<input type="checkbox"/> Check here if additional information is recorded on the reverse side.		
<small>Copyright © 1978 by Creative Learning Press, Inc. P.O. Box 320 Mansfield Center, CT 06250. All rights reserved.</small>		

# Novelty

- ▶ Allow choice in process or product – learning contracts/passion projects
- ▶ Provide creative options to demonstrate mastery
- ▶ Project-based learning
- ▶ Learning Menus
- ▶ Must-Do/May Do Pairings



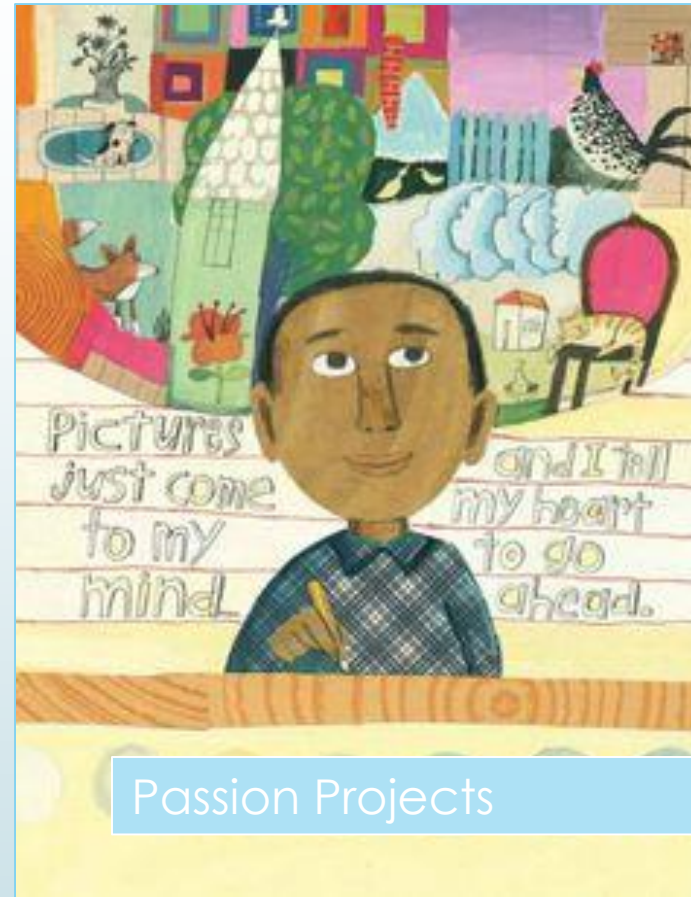
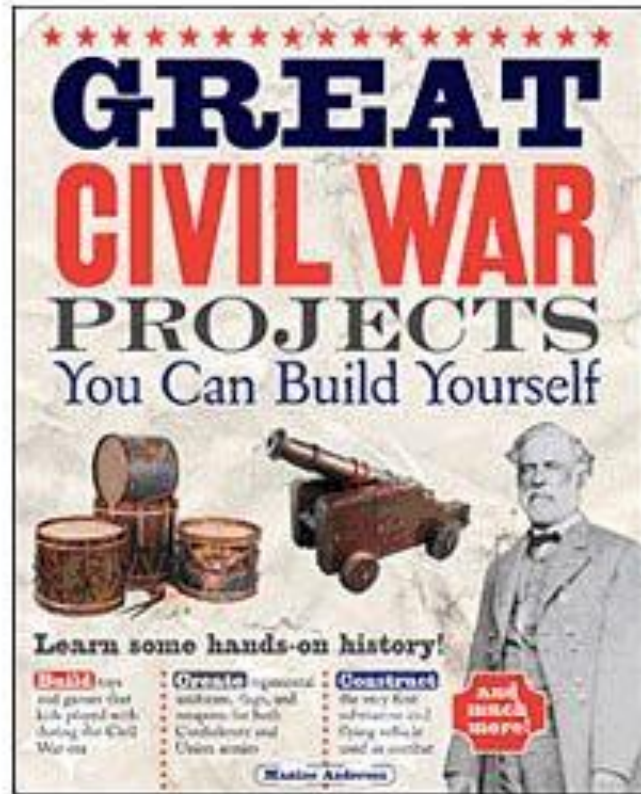
Name \_\_\_\_\_ Date \_\_\_\_\_

## Geometry Tic-Tac-Toe

Lines and Angles

<b>Assessment</b> Create an assessment to be used in class. Make sure that you include questions that involve identifying and describing lines and angles.	<b>Line Drawing</b> Create a drawing out of only straight lines. All of your drawing is to be made of right angle and all other angles are yellow and all other angles are orange. Count the number of each type of angle that you have in your drawing.	<b>Fortune Teller</b> With a partner, or on your own play the lines and angles fortune teller created by the teacher. All for you have played several rounds, create your own fortune teller using your own geometry and practice playing it.
<b>Line and Angle Collage</b> Divide a piece of paper into six even sections. Go through a magazine and find examples of acute, obtuse, and right angles, as well as parallel, perpendicular and intersecting lines. Sort these pictures onto your paper. Make sure that you have at least three of each.	<b>Free Choice</b> Create an activity about lines and angles to share with your teacher. Before you begin, talk to your teacher about your idea.	<b>Angle and Lines of the World</b> Research and find five different countries' flags. Sketch them on your paper and then label the lines and angles. Then, create your own flag and label its lines and angles.
<b>Tangram Creation</b> Create a pattern or picture out of pattern blocks. Trace your creation onto your paper and label the lines and angles involved.	<b>Teacher Time</b> Create a poster that you would use to explain the different types of lines and angles to someone that didn't know. Make sure to use your math vocabulary.	<b>Road Trip</b> Pick a destination outside of Texas and find a road map showing you how to get there. Trace your route with a ruler, to make your road straight, and then label the angle of your turns.







## What to look for . . .

- Depth and Complexity -- either with or without the prompts/icons shown in this presentation
- Novelty – Opportunities for student choices to creatively demonstrate mastery
- Acceleration – Pretesting determines students' existing knowledge and informs instructional choices to move the student forward. Providing most difficult tasks first will better challenge students or determine their need to go beyond grade level standards.

# How is instruction being differentiated?

- ▶ Look for modifications in:
  - ▶ **Process** – HOW must the work be completed?
  - ▶ **Product** – What FORM will the final assessment take – a test? A paper? A project? A creative work? A speech? A video?
  - ▶ **Environment** -- WITH WHOM will the work be completed? Or will it be completed alone?
  - ▶ **Content** – WHAT is being learned? What is the basic standard? How is that being extended, enriched, layered or deepened?



A decorative graphic on the left side of the slide. It features a dark grey arrow pointing to the right at the top. Below the arrow, several thin, curved lines in shades of blue and grey sweep upwards and to the right, creating a sense of movement and design.

# What gifted education is NOT:

- Packets of extra work stamped “GATE”
- Easy or busy work
- Work should be qualitatively different, not more
- More math problems just for the sake of doing more math problems
- Tutoring other students
- Helping the teacher with housekeeping tasks
- Enrichment without purpose or meaning
- Sitting in the back of the room reading while other kids are working hard and learning



## When in doubt . . .

- TALK to your child's teacher (or you might engage the GATE coordinator).
- It's likely that instruction **is** being differentiated for gifted learners, but this looks a bit different in each classroom.
- Be sure to acknowledge the hard work the teacher does.
  - Be a partner, not an adversary.
- Recognize that where gifted education is concerned, teachers may have different levels of training and awareness
- Most teachers want to do their best for your child.



# Next Steps – Learn More...

- ▶ California Association for the Gifted – [www.cagifted.org](http://www.cagifted.org)
- ▶ National Association of Gifted Children (NAGC)
- ▶ SENG – Social and Emotional Needs of the Gifted
- ▶ The Davidson Institute
- ▶ Books:
  - ▶ *Smart Boys* by Sanford Cohn and Barbara Kerr
  - ▶ *Smart Girls* by Barbara Kerr
  - ▶ *Guiding the Gifted Child* by James Webb
  - ▶ *The Gifted Kids' Survival Guide* by Judy Galbraith



# Summertime Opportunities Family Fun and Interaction

- ▶ Geocaching.com
- ▶ Jack London State Park
- ▶ Summer Enrichment – CAG student institute in Sacramento
- ▶ Fairfield Unified Options
- ▶ Michaels Summer Art Programs
- ▶ Art Camps at the Crocker
- ▶ Urban Adventure Quest
- ▶ Passion Projects - Day Trips
- ▶ Rancho Seco Recreation Area





# Conclusion

➤ To contact information

➤ Melissa Lawson

[melissalawson.gate@gmail.com](mailto:melissalawson.gate@gmail.com)

Twitter: @NerdUpNow

➤ Marté J. Matthews

[marte@childfamilygroup.com](mailto:marte@childfamilygroup.com)