



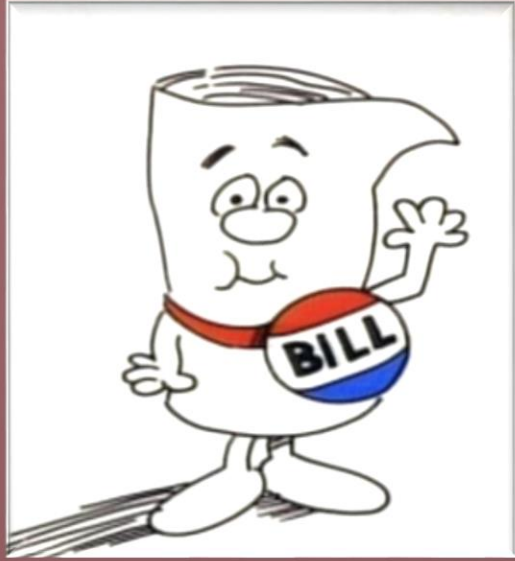
# Gifted Education Parent Meeting Spring 2019

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# Gifted Children Bill of Rights

by Del Siegle, NAGC President 2007-09

## *YOU HAVE THE RIGHT TO:*

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- Know about your giftedness.
- Learn something new every day.
- Be passionate about your talent area without apologies.
- Have an identity beyond your talent area.
- Feel good about your accomplishments.
- Make mistakes.
- Seek guidance in the development of your talent.
- Have multiple peer groups and a variety of friends.
- Choose which of your talent areas you wish to pursue.
- Not to be gifted at everything.

# Know and Teach the Difference

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## CONFLICT

- Both sides are aggressive.
- There is a disagreement.
- No obvious imbalance of power
- Neither side usually enjoys the interaction
- Often angry or frustrated the person

## BULLYING

- Aggression is one sided.
- No disagreement
- Imbalance of power
- One side enjoys interaction and the other doesn't
- Not angry at the person

# Is it Bullying? What is it?

## Teasing

- Everyone is having fun
- No one is getting hurt
- Everyone is participating

## Conflict

- No one is having fun
- There is a possible solution to the disagreement
- Equal balance of power

## Mean Moment

- Someone is being hurt on purpose
  - Reaction to a strong feeling or emotion
- An isolated event (does not happen regularly)

## Bullying

- Someone is being hurt on purpose
  - Repetitive (happens regularly)
  - Imbalance of power



# Emotional Abuse...Are you struggling in this area?

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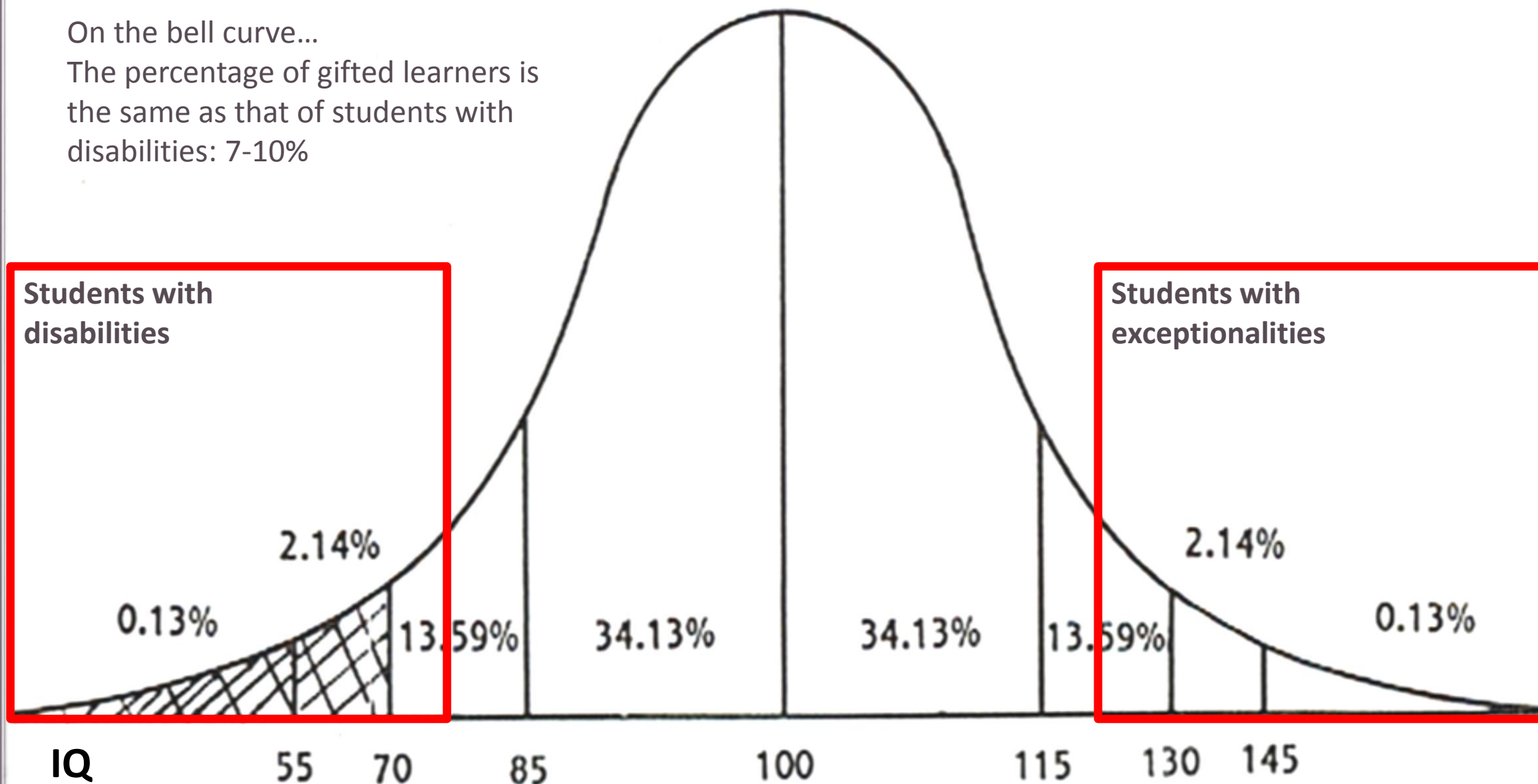
1. Constant criticism or attempts to manipulate and control
2. Shaming and blaming with hostile sarcasm or outright verbal assault
3. The use of shaming and belittling language
4. Verbal abuse — name-calling, yelling
5. Withholding affection as punishment
6. Punishment and threats of punishment
7. Making negative comparisons to others
8. Mind games, such as gas lighting, when it comes to accepting personal responsibility for her own happiness
9. Refusing to communicate at all
10. Isolating from supportive friends and family

# The State of Alabama's Gifted Programs

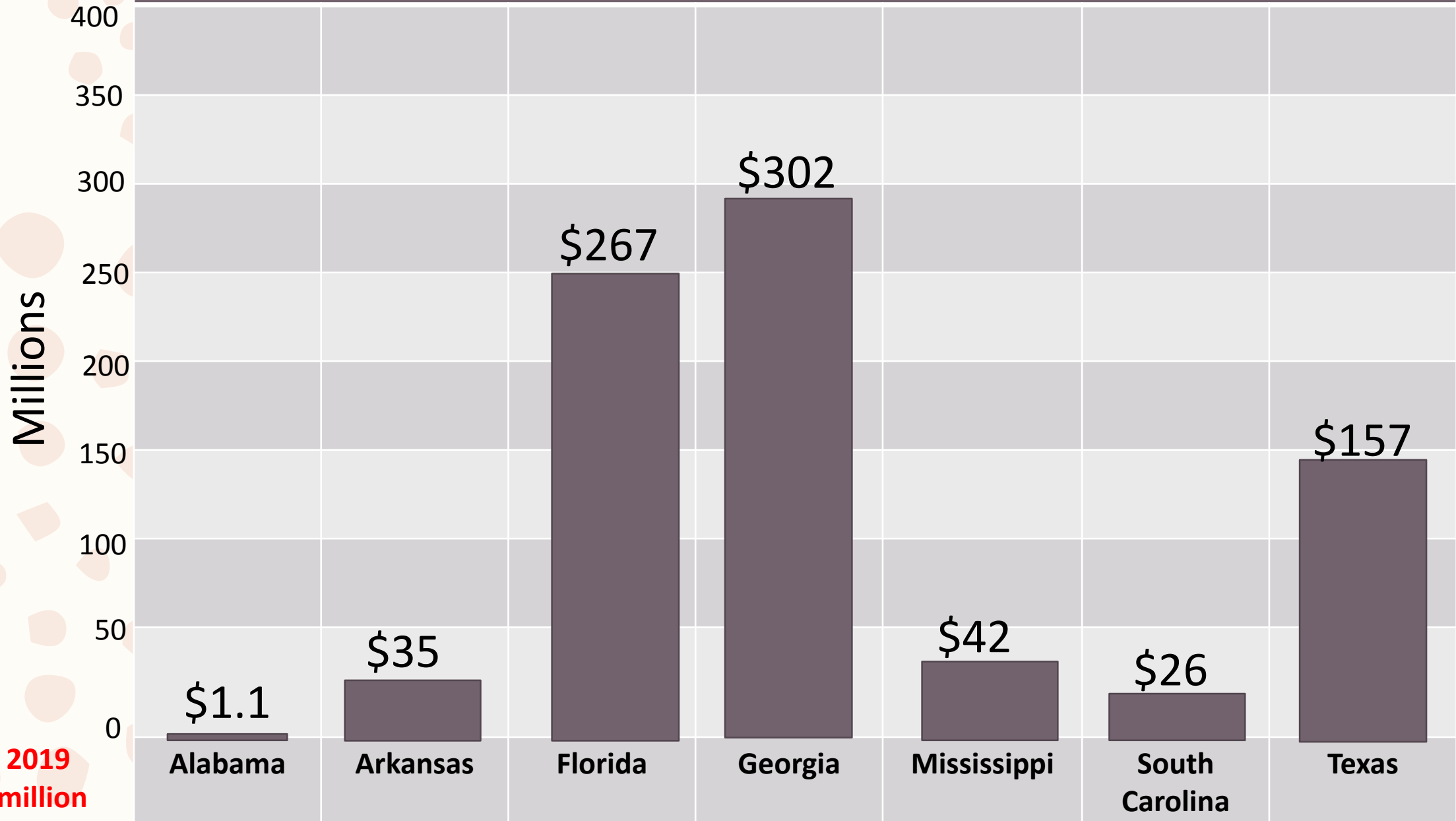
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We need your voice to make a difference!

On the bell curve...  
The percentage of gifted learners is  
the same as that of students with  
disabilities: 7-10%



# Gifted Funding 2014-15 U.S. Southeastern States



AL 2019  
2.5 million



# About your gifted child...

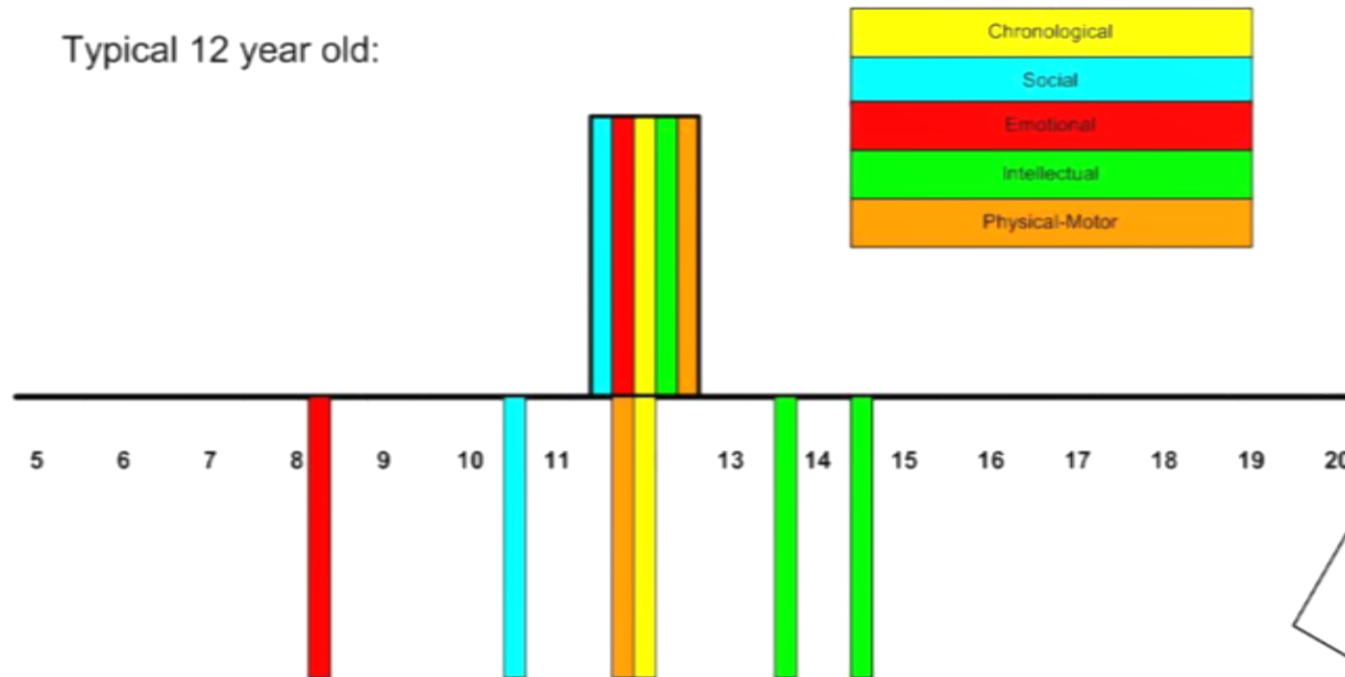
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Types, Quirks, and ...

# Asynchronous Development

Is a discrepancy between cognitive, emotional, social and physical development.

Typical 12 year old:



Atypical 12 year old = Asynchronous Gifted Child

Example: Researching Greek Mythology and fighting over the front seat.

If Gifted = Asynchronous  
Development,  
then  
 $2e = \text{Asynchrony Squared}$

# The gifted child is nothing short of a paradox, and each child is different.

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- Different learning styles
- Different strengths
- Different interests
- Different needs in the classroom

## How to Be Successful in Life



# The 6 Gifted Profiles

## #1 Successful

### Type One: Successful

- This student does well in school
- rarely gets in trouble
- may be a perfectionist, and is “eager for approval from teachers, parents and other adults.”
- is sometimes perceived as not needing anything special. If she is not challenged, however, she may learn to put forth minimal effort – and may not learn the skills and attitudes needed for future creativity and autonomy.

### Recommendations for Successful-type students include

- opportunities for challenge, risk-taking, mentorships, and independent learning, as well as time with intellectual peers.



# The 6 Gifted Profiles

## #2 Challenging/Creative

### Type Two: Challenging/Creative

- This student is creative, stands up for his convictions
- may question rules
- If not challenged and engaged, can exhibit inconsistent work habits, boredom, and impatience.
- May frustrate teachers/adults
- can have low self-esteem

*If abilities are not understood and supported, student “may be ‘at risk’ for dropping out of school, ‘drug addiction or delinquent behavior if appropriate interventions are not made by junior high.”*

### Recommendations for Challenging/Creative-type students include

- Creative students need tolerant adults, support for creativity and strengths, placement with appropriate teachers, in-depth studies, and opportunities to build self-esteem. In 2010, Betts and Neihart renamed the “Challenging” profile to “Creative,” reflecting these students’ potential.



# The 6 Gifted Profiles

## #3 Underground

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### Type Three: Underground

- An “Underground” student may start as Successful, but later conceals or denies abilities.
- looks for social acceptance
- may drop out of gifted program, resist challenges, struggle with insecurity, and allow grades to decline.
- may be a middle-school aged girl, may belong to a population facing added obstacles, or could be any student facing pressure not to achieve in school.

### Recommendations for Underground-type students include:

- require balancing
- Underground students “should not be permitted to abandon all projects or advanced classes,” but may benefit from permission to take a break from G/T classes. These students need to be “accepted as they are.”
- Adults can provide alternate ways to meet academic needs, the freedom to make choices, and help with college/career planning.



# The 6 Gifted Profiles

## #4 At-Risk

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### Type Four: At-Risk

- may feel angry, resentful, depressed, and/or explosive
- may have a poor self-concept, act out, and have poor attendance
- may have interests and strengths outside of school
- may feel “angry with adults and with [self] because the system has not met needs for many years.”
- School may feel irrelevant and hostile
- may feel rejected.

### Recommendations for At-Risk students include:

- counseling, family counseling, out-of-classroom learning experiences, mentorships, and a “close working relationship with an adult they can trust.”





# The 6 Gifted Profiles

## #5 Twice Exceptional (2E)

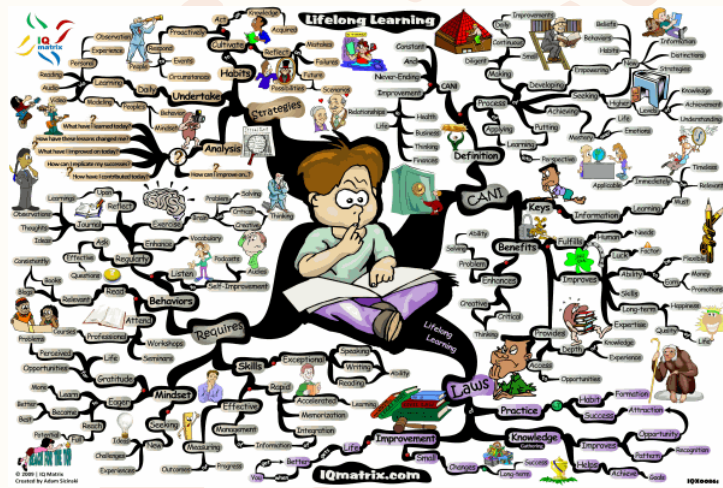
### Type Five: 2E

- is gifted, but also has other special needs
- may have a learning disability, autism, a processing disorder, ADHD, or another area of disability
- can feel powerless and frustrated, and may have inconsistent, average, or below-average school work
- often feels confused or upset about struggles
- others may see only disabilities, not strengths.

### Recommendations for 2E-type students include

- To avoid low self-esteem and achieve their potential, these students need emphasis on and challenge in their areas of strength.
- They also need advocacy from parents and teachers, risk-taking opportunities, and support for their disabilities.
- To meet gifted needs, they may further benefit from G/T support groups, opportunities for exploration and investigation, and alternate learning experiences.





# The 6 Gifted Profiles

## #6 Autonomous

## Type Six: Autonomous

- exhibits some Successful characteristics
- instead of performing only the work required, creates own opportunities
- Self-directed, independent, and generally confident
- is able to take appropriate academic risks
- may assume leadership roles, but can also suffer from isolation.

## Recommendations for Successful-type students include

- recommendations include opportunities related to the child's passions, development of a long-term plan of study, friends of all ages, mentorships, and when possible, removal of time and space restrictions for their studies.

Despite all these differences, gifted students do have needs in common: they need opportunities to pursue interests, challenging work, positive relationships, and understanding from adults.





# A Glimpse at Social-Emotional Needs of Gifted Students

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Perfectionism, Intensity, Cognitive Rigidity

# Faces of Perfectionism

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- Academic Achiever: 100% or the world ends
- Aggravated Accuracy Assessors: exactness and fixation on redos
- Risk Evaders: If I can't do it perfectly then I won't do it at all
- Controlling Image Managers: I could have it if I wanted it, but I am pretending I don't want it
- Procrastinating Perfectionist: a 0 for not turning it in is better than an 80 turned in

Sometimes  
the signs are  
**NOT** obvious.



# Consequences of Perfectionism

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*When you recognize the journey isn't healthy, you move to a healthier one! This is common sense; this is goal disengagement NOT quitting!*

## Unhealthy Perfectionism

- Underachievement
- Negative thinking
- Fear
- Decreased social acceptance
- Workaholic
- OCD/Anxiety/Depression
- Excellent is not ok, grades are the goal

## Adaptive perfectionism

- Receive pleasure from hard work
- Personal desire vs. imposed desire
- Can relax and let go
- Willing to take risks
- Embraces challenges
- Excellent IS good enough Mastery is the goal



## Ithaka

BY C. P. CAVAFY TRANSLATED BY EDMUND KEELEY

As you set out for Ithaka  
hope your road is a long one,  
full of adventure, full of discovery.

Laistrygonians, Cyclops,  
angry Poseidon—don't be afraid of them:  
you'll never find things like that on your way  
as long as you keep your thoughts raised high,  
as long as a rare excitement  
stirs your spirit and your body.

Laistrygonians, Cyclops,  
wild Poseidon—you won't encounter them  
unless you bring them along inside your soul,  
unless your soul sets them up in front of you.

Hope your road is a long one.  
May there be many summer mornings when,  
with what pleasure, what joy,  
you enter harbors you're seeing for the first time;  
may you stop at Phoenician trading stations  
to buy fine things,

mother of pearl and coral, amber and ebony,  
sensual perfume of every kind—  
as many sensual perfumes as you can;  
and may you visit many Egyptian cities  
to learn and go on learning from their scholars.

Keep Ithaka always in your mind.  
Arriving there is what you're destined for.  
But don't hurry the journey at all.  
Better if it lasts for years,  
so you're old by the time you reach the island,  
wealthy with all you've gained on the way,  
not expecting Ithaka to make you rich.

Ithaka gave you the marvelous journey.  
Without her you wouldn't have set out.  
She has nothing left to give you now.

And if you find her poor, Ithaka won't have fooled you.  
Wise as you will have become, so full of experience,  
you'll have understood by then what these Ithakas  
mean.



# 7 Ways to Develop Cognitive Flexibility

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1. Alter your everyday routine
2. Seek out new experiences
3. Practice thinking creatively
4. Don't always take the easy way.
5. Go out of your way to meet new people
6. Transfer your learning
7. Challenge your morals



# Cognitive Rigidity:

## *The 8-Ball from Hell*



### *"Externalizing Behaviors"*

- **Insistently repetitious behavior**
- **Difficulty with unmet expectations**
- **Perfectionism**
- **Compulsions**
- **Perseveration**
- **(Agitation, Aggression, SIB)**

- **Perfectionism**
- **Obsessions**
- **(Anxiety / Depression / Suicidality)**

### *"Internalizing Behaviors"*

A hard conversation  
that must take place...



Are you a life snatcher?



WHAT'S THE POINT OF LIVING THROUGH YOU IF YOU'RE GOING TO KEEP COMING IN SECOND

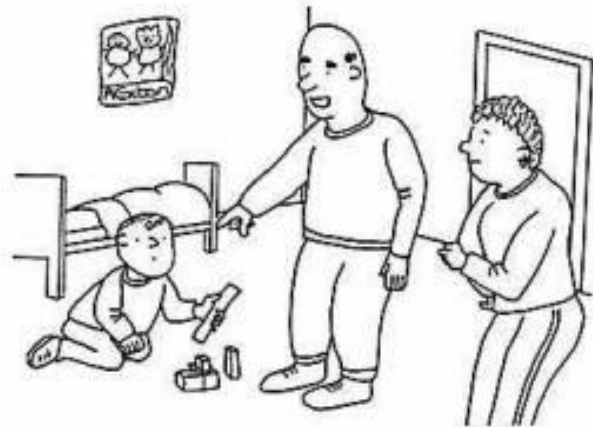


"Y'know, Dad, if you want to keep living vicariously through me, I'm gonna have to start charging you."



RON MOFAN

"I'm afraid these grades aren't giving me a very satisfying vicarious life."



"...And this is our spare son in case the first one doesn't live up to expectations"

It's its own form of ABUSE when we impose our goals on our children.

—  
Your child is NOT your avatar...NOT your trophy child.

You may  
never see  
this



Just get it done

1

2

3

4

Excellence =  
something at stake

5

# What can you do to help your child grow?

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- LISTEN
- Hone the art of questioning
- STOP worrying about their future and start helping them enjoy learning in the moment.
- Bring the stress back! It is normal and healthy to experience stress.
- Show them others who have done it!
- Avoid child-centric homes.
- Step AWAY from screens!
- Children NEED feedback to continue to reach greatness.
- STOP expecting your child to be GOOD at everything. (no one cares if M.J. can play the guitar, paint, or solve complex equations.)
- Expose them to as many interests and opportunities as possible so they can find their niche.

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