

GT Resources:

Books:

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

Genius Denied: How to Stop Wasting Our Brightest Young Minds by Jan and Bob Davidson.

Guiding the Gifted Child: A Practical Source for Parents and Teachers by James T. Webb, Elizabeth A. Meckstroth, and Stephanie S. Tolan.

Upside-Down Brilliance: The Visual-Spatial Learner by Linda Kreger Silverman.

A Parent's Guide to Gifted Children by James T. Webb, Janet L. Gore, Edward R. Amend, and Arlene R. DeVries

"Mellow out" They Say. If I Only Could: Intensities and Sensitivities of the Young and Bright by Michael M. Piechowski.

The Mislabeled Child: How Understanding Your Child's Unique Learning Style Can Open the Door to Success by Brock Eide and Fernette Eide.

Raising Topsy-Turvy Kids: Successfully Parenting Your Visual-Spatial Child by Alexandra Shires Golon

Right-Brained Children in a Left-Brained World: Unlocking the Potential of Your ADD Child by Jeffrey Freed and Laurie Parsons.

How the Gifted Brain Learns by David Sousa.

Websites:

Hoagies:
http://www.hoagiesgifted.org/gifted_101.htm

Davidson Institute's GT-Cybersource:
<http://www.gt-cybersource.org/>

Supporting Emotional Needs of the Gifted (SENG): <http://www.sengifted.org/>

Jefferson County Schools' Gifted/Talented Program:
http://www.jeffcopublicschools.org/programs/gifted_talented/index.html

Colorado Association for Gifted and Talented:
<http://www.coloradogifted.org/>

Jefferson County Association for Gifted Children

To get involved or for more information, see our website:

www.jeffcogifted.org

or contact us at:

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JEFFERSON COUNTY ASSOCIATION
FOR GIFTED CHILDREN

JAGC is a non-profit group of parents, teachers, administrators and community leaders who strive to advocate and provide resources for the educational and emotional needs of gifted children. The primary purposes of the organization are to:

- foster public awareness of the needs of gifted children
- present seminars and workshops in the field of GT education which will be of value to both parents and educators as well as inform members of enrichment experiences available within the community
- encourage individuals to advocate actively for the benefit of gifted and talented students
- provide opportunities for members to share experiences and exchange information
- maintain positive working relationship with the Jefferson County School District

***Promoting a Challenging
Education for All Students***

www.jeffcogifted.org



Thinking about having a gifted child might raise some questions:

How do I know if my child is gifted? What is giftedness? There is no universal definition of giftedness. In the past, scoring above a certain level (often the top 2.5%) on intelligence, or even achievement, tests had been the method of identification, but more recently additional information (examples of student work, parent and teacher observations, lists of traits, etc.) is often requested during assessments in order to share a fuller picture of a child, especially in the case of very creative but perhaps not academic GT kids, or those whose gifts might be masked by a learning disability.

But even this still considers only assessment, not the “experience” of giftedness—nor the full measure of concern that parents and educators have for gifted children. A group of respected GT professionals has suggested that *“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.”* The Columbus Group, *Understanding Our Gifted*, January 1992

Why would I want to have my child identified as gifted? Identifying gifted students is important so that their unique educational needs can be met. Gifted students do not “make it on their own” and require as much instructional time and energy as other

exceptional children. Identification is essentially a needs assessment, because gifted children often required instruction at a different level and pace than their age peers.

Sometimes my child seems gifted but sometimes not—why? It is usual for a child to have areas of strength (and passions) in giftedness, as well as spurts in intellectual growth. ***Asynchronous development*** is common in gifted children; unlike their age peers, sometimes their intellectual, physical and emotional abilities are “out of sync”. Additionally, many gifted children have psychomotor, sensual, emotional, intellectual, and/or imaginal intensities or ***overexcitabilities***, so what might be small behavior or experiential differences for most children can be magnified in a gifted child. Being a GT kid—or a GT parent or teacher—can feel overwhelming sometimes!

What does “Twice Exceptional” (2x) mean? “***Twice Exceptional***” is when a gifted person also has a learning disability (which could vary from ADD to dyslexia to autism spectrum to other difficulties). These disabilities, if unaddressed, can impact learning and keep a gifted child from reaching her or his potential.

Working together with your child’s school might bring some new terminology and questions:

What is an ALP? An ALP, or ***Advanced Learning Plan***, is “a written record of gifted and talented programming utilized with each gifted child and considered in educational planning and decision making.”* To be

reviewed annually, the ALP is a direct link to the profile created during the identification process and the implementation of programming services matched to the child’s strengths and interests. *Colorado Revised Statutes 22-20-103

What is RtI? “RtI” stands for “Response to Intervention.” The ***RtI Model*** is a three-tiered problem-solving process used to develop academic and behavior intervention strategies. It provides a structure for addressing academic and/or behavioral concerns identified by teachers or parents. The model emphasizes the importance of partnerships with family and community to support student success and can be used to address needs of ALL students, including the gifted.

What is differentiation? This is teaching to the needs of each student, rather than “to the middle” or only to the class as single unit. Depending on the situation, this can mean providing instruction in a variety of ways: ***Tiered assignments*** are designed to meet a number of abilities and learning styles. Flexible ***cluster grouping*** puts together students of similar ability. With ***curriculum compacting*** students are pre-tested for readiness/mastery, and if it is appropriate an area of study can be streamlined or even skipped. That time can be used instead for ***enrichment*** (in which the student or group can study a topic in more depth or in a special way) or ***acceleration*** (in which the student or group moves ahead at a faster pace) so each student’s time is spent expanding his or her understanding.