

GT Resources:

Books:

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

A Parent's Guide to Gifted Children by James Webb, Janet Gore, Edward Amend, and Arlene DeVries.

Emotional Intesity in Gifted Students by Christine Fonseca.

Parent's Guide to Gifted Teens by Lisa Rivero.

Living with Intensity by Susan Daniels and Michael Piechowski.

Visual-Spatial Learners by Alexandra Shires Golon

The Mislabeled Child by Brock Eide and Fernette Eide.

Giftedness 101(Psych 101) by Linda Silverman Phd.

Misdiagnosis and Dual Diagnosis by James Webb.

How the Gifted Brain Learns by David Sousa.

Genius Denied by Jan and Bob Davidson.

Academic Advocacy for Gifted Children by Barbara Gilman.

Gifted Kids Survival Guide by Judy Galbraith.

Some of My Best Friends are Books by Judith Halsted.

What to Do When you Worry Too Much: A Kid's Guide to Overcoming Anxiety by Dawn Huebner and Bonnie Matthews

Websites:

Hoagies: www.hoagiesgifted.org/gifted_101.htm

Davidson Institute's GT-Cybersource: www.gt-cybersource.org

Supporting Emotional Needs of the Gifted (SENG): www.sengifted.org

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

Colorado Association for Gifted and Talented: www.coloradogifted.org

Colorado Dept. of Education GT: www.cde.state.co.us/gt/

National Association for Gifted and Talented: www.nagc.org

Jefferson County Association for Gifted Children (JAGC)

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

www.jeffcogifted.org
<https://www.facebook.com/JeffcoGifted>

or contact us at:

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JEFFERSON COUNTY ASSOCIATION
FOR GIFTED CHILDREN

The Jefferson County Association for Gifted Children (**JAGC**) is a non-profit group providing leadership and support to families and educators of gifted young people in Jefferson County, Colorado. The primary purposes of the organization are to:

- foster public awareness of the needs of gifted children
- present GT resources and educational opportunities to families, educators and the community
- encourage advocacy and best practices for gifted and talented students
- encourage advocacy and best practices supporting gifted and talented students
- reach and connect the gifted and talented community with opportunities to share experiences and exchange information
- maintain positive working relationship with 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.

Even this new scope 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 or 2e) 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 present 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.