

Country Springs **GATE** Parent Night

What do you need to know?

Gifted is more than just

SIVLART





Bright Child (Hermoine Granger)

Knows the answer

Is interested

Is attentive

Has good ideas

Works hard

Answers the questions

Top group

Listens with interest

Learns with ease

Needs 6-8 repetitions for mastery

Understands ideas

Enjoys peers

Grasps the meaning

Completes assignments

Is receptive

Copies accurately

Enjoys school

Absorbs information

Technician

Good memory

Is alert

Is pleased with own learning

Enjoys straightforward, sequential,

presentation



Gifted Learner (Harry Potter)

Asks the question

Is highly curious

Is mentally and physically involved

Has wild, silly ideas

Plays around yet tests well

Discusses in detail; elaborates

Beyond the top group

Shows strong feelings and opinions

Already knows

Understands ideas

Constructs abstractions

Prefers adults

Draws inferences

Initiates projects

Is intense

Creates a new design

Enjoys learning

Manipulates information

Inventor

Good guesser

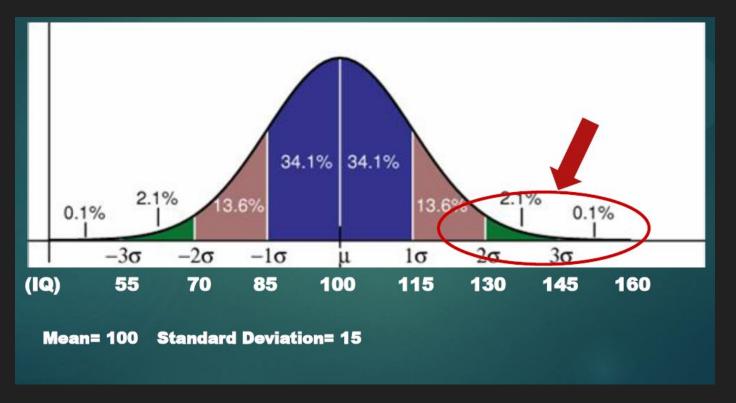
Is keenly observant

Is highly critical

Strives on complexity

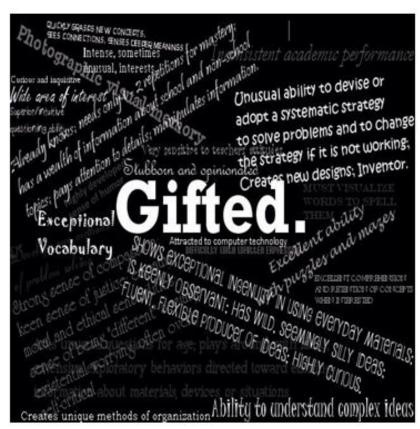


Nationally, we are looking at 10% of any population. 1.5 Standard Deviations from the mean rather than 2. Standard Deviations.



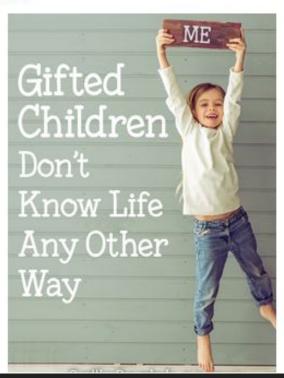
Most Typical Characteristic's of the Gifted

- · Strong verbal ability- early readers
- Unusually good memories
- Intense curiosity –WHY, WHY, WHY????
- Wide range of interests
- Interest in experimenting
- Passionate imagination, creativity
- · Remarkable sense of humor
- Desire for reasons and understanding



Most Typical Characteristic's of the Gifted

- · Impatience with others or themselves- perfectionist
- · Longer attention span
- Complex thinking
- Concern with social or political problems or injustices
- Sensitivity
- Intensity
- Daydreaming

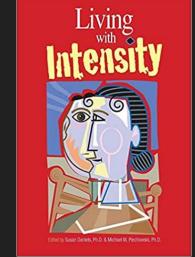


Dabrowski's Overexcitabilities

Intellectual - Avid reader, curiosity, asking probing questions concentration, problem solver, theoretical thinker

Imaginational - Fantasy Play, vivid visual recall, daydreaming

Emotional - Unusual sensitivity and responses, concern for others,



timidity, shyness, fear and anxiety, difficulty adjusting to new environs, intensity of feeling

Psychomotor - marked enthusiasm, rapid speech, compulsive chattering, surplus of energy, nervous habits, impulsivity

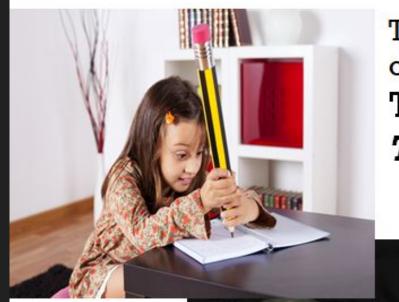
Sensual - heightened awareness of senses, sensory pleasures, apprehension of sensory aspects of experiences, avoidance of overstimulation



Many of these traits can be troublesome to parents, teachers and the gifted child! They can also be **beneficial** in certain situations.







Try not to get scold or be mad at your child for demonstrating these traits.

These traits are **Part Of Who They Are.**



You wouldn't scold a child for having brown hair or green eyes.

I am Gifted

https://youtu.be/VCGNGBGRmlA?list=PL8Fgt5nsYz8 YsL9V2qOn-MamuEM6zA0ik



What can you do to help support your gifted child?

Talk to them!

Our Gifted kids *know* that something's different!

Help them to understand...



- Understand and accept what it means to be gifted
- •Evaluate one's life relative to a different measure of success. (If I don't become a Doctor or a Lawyer will I be perceived as a failure?)
- •Recognize the difference between "better at" and "better than"
- Coping with the frustration of too many options
- Overcoming the barriers of others' expectations
- Understanding asynchronous development
- •Become an advocate for one's own self-interests
- Understanding the role of socialization

Eight Great Gripes of Gifted Kids

Jim Delisle Ph.D

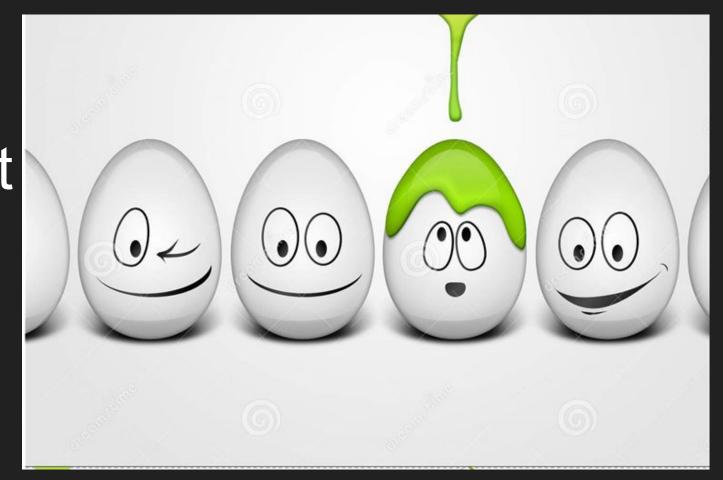
Judy Galbraith M.A.

- 1. No one explains what being gifted is all about.
- 2. School is too easy and too boring.

- 3. Parents, teachers, and friends expect us to be perfect all the time.
- 4. Friends who really understand us are few and far between.

- 5. Kids often tease us about being smart.
- 6. We feel overwhelmed by the number of things we can do in life.
- 7. We feel different and alienated.
- 8. We worry about world problems and feel helpless to do anything about them.

You're Different and that's ok!













Eight Great Gripes of Gifted Parents

When Gifted Kids Don't Have All the Answers

Jim Delisle Judy Galbraith 1.My Kid Isn't challenged in School

2. Teachers and Other Adults Just Don't Understand My Kid

3. Help! It's Hard Dealing with Gifted Intensity & Behavior at Home

4. Social Distortion: So Many Awkward Social Situations between My Kid and Other Kids, and Me and Other Parents!

- 5. Asynchronous Development: My Kid is 8 Going on 30!
- 6. What's the Remedy? My Son/Daughter Has Caught Perfectionism!

- 7. Struggles Squared: Does Twice-Exceptional Mean Twice the Challenge?
- 8. Time Keeps on Slipping...The School Day is So Ineffcient for my Kids Needs.

What Does CA Require?

- Does CA mandate identification for GATE?
- Does CA mandate GATE services or programs?
- Does CA require parent involvement in GATE Identification or services/programs?
- Does CA offer guidan students for GATE?
- Does CA require spec students?
- Does CA mandate the GATE?
- Are school districts re
- or uniform guidelines
- Does CA have a polic, gnize GATE status from other districts within the state or country?
- Does CA require classroom teachers to receive training on GATE students?
- Does CA require teachers of GATE students to have a Gifted Ed endorsement, certification, or specific training?
- Does CA authorize a Gifted Education teaching credential?

s of identifying

tify GATE

e identified for

tification process

"The differentiated curriculum focuses primarily on **DEPTH** and **COMPLEXITY** of content, advanced or ACCELERATION of content and **NOVELTY** (unique and original expressions of student understanding)." CDE

GATE Research based strategies:

- Thinking Prompts of Depth and Complexity
- Scholarly Traits
- Think Like a Disciplinarian
- Curriculum-Compacting/ Pretesting
- Independent study
- Inquiry









What can you do??

Join GATE Parent Groups

CVUSD ADVO GATE

Contact the district GATE office

Luke Hackney

- California Association for the Gifted www.cagifted.org
- National Association for the Gifted

www.nagc.org



What California Does Offer:

Local Control Accountability Plans- LCAP

Complicated Funding History

Historically-

Funds were distributed to participating school districts based on a complex formula:

Total CA State GATE Budget

Total K-12 ADA for participating districts

To get money, districts had to have a GATE Plan on file with CDE.

Currently

Districts receive money to their general fund at the same amount as 2007.

District LCAP plan may allocate funds to GATE if that has come out of the LCFF process.

Chino Valley Unified School District LCAP

CVUSD does include GATE into the LCAP!

However... Parents need to remain vigilant in order to ensure it stays an integral part of the plan.

That means:

- Become a part of the parent advisory committee
- Pay attention and attend the district LCAP meetings
- Join the district GATEDAC, ADVOGATE
 Committees
- Join the California Association for the Gifted
- Remind the School Board that we need to continue to make our GATE students a priority in CVUSD

Our gifted children need:

- Rigorous curriculum
- Challenge
- Higher order thinking
- Appropriate expectations
- Grouping with others of like ability
- Development of organizational and study skills
- Development of time management
- Development of social skills



www.cagifted.org

California Association for the Gifted EVERY CHILD DESERVES A FREE, PUBLIC, AND APPROPRIATE EDUCATION

Founded in 1961, the California Association for the Gifted is an organization of educators, parents, and community members who believe that just as gifted-ness is defined by diverse academic, social, and emotional traits and abilities, giftedness is also identified within the diverse Preschool – 12th grade student populations in our schools.

National Association for the Gifted- is the national organization serving the gifted community.

NAGC's mission is to support those who enhance the growth and development of gifted and talented children through education, advocacy, community building, and research. We aim to help parents and families, K-12 education professionals including support service personnel, and members of the research and higher education community who work to help gifted and talented children as they strive to achieve their personal best and contribute to their communities.

www.nagc.org



SENG- Supporting Emotional Needs of Gifted

SENG's mission is to empower families and communities to guide gifted and talented individuals to reach their goals: intellectually, physically, emotionally, socially, and spiritually.

SENG envisions a world where gifted, talented and creative individuals are supported to build gratifying, meaningful lives and contribute to the well-being of others. To this end, SENG reaches out to diverse communities that share our mission across the nation and the gl

www.sengifted.org



https://cty.jhu.edu/

The world leader in gifted education.

From our home at Johns Hopkins University in Baltimore, to our dynamic virtual classrooms and our sites across the globe, the Center for Talented Youth has been a nonprofit committed to nurturing extraordinary young minds since 1979.

Our core mission is to serve bright learners and their families through our renowned programs, research, counseling services, and advocacy. Because in identifying and developing the talents of advanced pre-university students to better our world today, we hope to improve it for generations to come.



Bridges Academy educates a diverse group of gifted students with a range of strengths, interests, and learning differences. We refer to these students as **twice-exceptional or 2e**. Our program is strength-based, student-centered, and life changing.

Bridges Academy

Gifted Adults: Their Characteristics & Emotions

Annemarie Roeper

1. Gifted adults differ intellectually from others -sophisticated, global thinkers with a penchant for complexity of thought

2. Gifted adults retain childlike emotions they bring a childlike delight to discoveries and life in general

3. Gifted adults' views of self differ from others' views of them - others may ignore them, elevate them, or disparage them

4. Gifted adults are often driven by their giftedness

- they have no choice but to think, explore, create, and survive

5. Gifted adults need time for solitude

- daydreaming and "alone time" are vital to their well-being

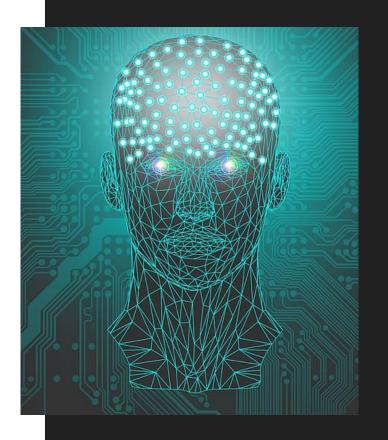
6. Gifted adults search for meaning and purpose - in themselves and others, they need to ask "why?"

7. Gifted adults have many diverse abilities and interests

- careers and hobbies are fleeting: "There is so much to learn and do!"

8. Gifted adults have strong senses of justice and morality

- they live to serve; they distinguish justice from equality





Giftedness is not what you do or how hard you work. It is who you are. Your think differently. You experience life intensely. You care about injustice. You seek meaning. You appreciate and strive for the exquisite. You are painfully sensitive. You are extremely complex. You cherish integrity. Your truth-telling has gotten you in trouble. Should 98% of the population find you odd, seek the company of those who love you just the way you are. You are not broken. You do not need to be fixed. You are utterly fascinating. Trust yourself.

Our Gifted Children need parents, teachers, schools that support them. Be that support!

Krista Landgraf