

Communication & Parenting Tips for Families of High Ability Students



**Johnston ELP
Mon. November 15, 2021
Johnston Middle School
7:00 pm-8:15 pm**

Presenter

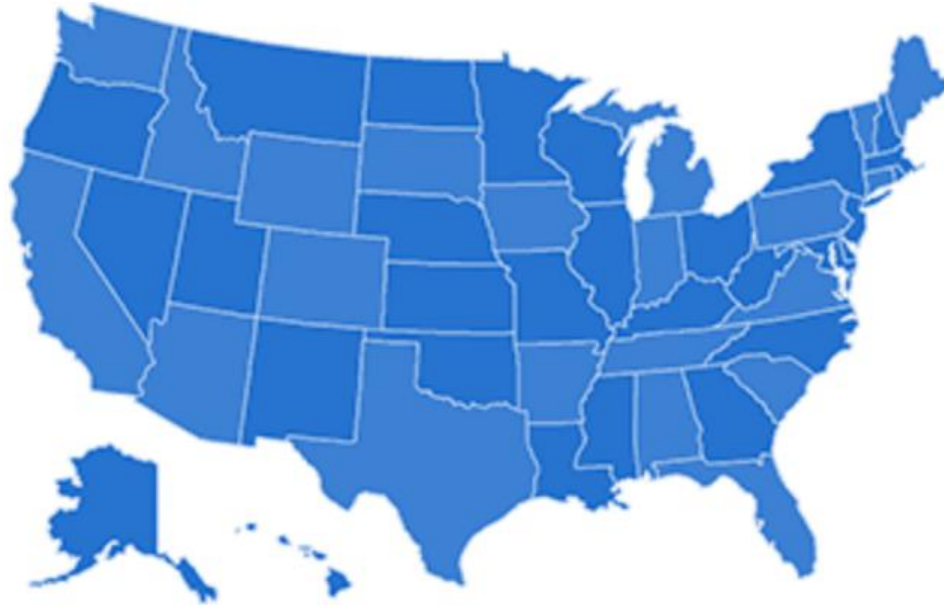
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State Gifted Education Policies



Find out how gifted-friendly your state is. Organized by state, this reference indicates to families how friendly their state is to education for the gifted. This includes: State Definition of "gifted & talented", contact information, statistics, legislation and other resources to help you advocate for your child.

<https://www.davidsongifted.org/Search-Database/entryType/3>



Session Handouts

1. **Early Childhood Assessment Tool**
2. **SENG Overexcitability and Gifted**
3. **GT Checklist for Parents**
4. **8 Myths from THP journal**
5. **Smart does Not Equal Easy**
6. **4-I-I for Parents/Caregivers of GT Children:
Answers to the Most Frequently Asked
Questions from PHP**
7. **Introversion: A Quiz**

Early Childhood Assessment Tool

The Early Childhood Assessment Tool

(Beisser, Moehring, Sullivan, 2017) is a research based identification tool of 10 observable traits of early childhood learners.

Asynchrony; Advanced Vocabulary; Early literacy/numeracy; Excellent Memory; Keen Observation and Retention; Intense Interests; Critical Thinking; Creativity; Understands Complex Concepts; Expressive Arts

See handout

SENG Overexcitability and Gifted

- **Psychomotor**
- **Sensual**
- **Intellectual**
- **Imaginational**
- **Emotional**

*See handout

GT Checklist for Parents

Checklist of **11 questions** on a sliding scale from 10 to 0.

☺ Examples include:

- 1. Has quick recall of information.**
- 2. Knows a lot more about some topics than do other children that age.**
- 3. Uses advanced vocabulary**
- 4. Began to read or write early**
- 5. Shows unusually intense interest and enjoyment when learning about new things**
- 6. Understands things well enough to teach others. BE WARY of THIS!**



8 Myths from THP journal

1. Parents think their child is better than others
2. Parents are overly involved
3. Parents are demanding of teachers
4. Parents push their child to excel
5. Their child was just born gifted
6. Parents want their child in GT programs
7. Parents of GT kids are from upper SES
8. Parents know how to "parent" their kids



SMART \neq easy

The G Word Quarterly: Autumn Edition ¶

<https://www.smartisnoteasy.com/blogs/post/12-Things> ¶

12 Things I Wish I Had Known About My Young Gifted Kids ¶

The 4-1-1 for Parents and Caregivers of Gifted Children: Answers to the Most Frequently Asked Questions

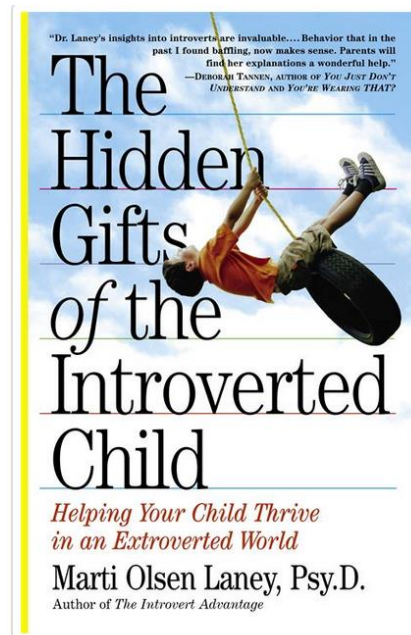
By Kathleen Nilles



Is Your Child Introverted? A Quiz

Researchers estimate that between 50 and 70% of all gifted children are Introverts! Only 25-30% of the general population is introverted.

See Handout



Communication Tips 101

Introversion vs extroversion (Jung, 1948)

- **Everyone** has both-one more dominant
- **Extroversion** - outgoing, talkative, energetic behavior,
- **Introversion** - more reflective and reserved behavior.
- GT kids more likely to express **introversion** behaviors

Communication Tips 101

- Listen-Listen-Listen
- Know their friends
- Don't micromanage
- Discuss age appropriate challenging topics

Topics of Discussion

- growing up
- sexuality
- sex and gender
- menstrual periods
- erections and emissions
- intercourse
- reproduction/pregnancy/birth control
- STDs
- eating disorders
- self harm
- drugs, alcohol, vaping, addictions
- pornography



Communication Tips 101

Self advocacy

- Understanding your own needs
- Knowing what kind of support might help
- Communicating these needs to others

Communication Tips 101

Self efficacy (Bandura, 1961)

- Social Learning theory- Stanford
Professor of Psychology
- Capacity to execute behaviors to
produce desired results
- Beliefs in one's power to affect situations
- Behavior is learned observationally
through modeling

Communication Tips 101

Perfectionism:

No research shows that GT children are more perfectionistic, but it seems like it.

Perfectionism is a rigid adherence to standards as well as the placement of irrational importance in attaining impossibly high standards. “**Perfectionism** is, at its heart, the postponement of joy.”

Three Types:

Self-Oriented - *Students' expectations on self*

Other-oriented - *Student expectations on others*

Socially-prescribed – *Expectations from others*

Communication Tips 101

Perfectionism (Neumeister, 2004)

"The only common reason that both self-oriented and socially prescribed perfectionists in Speirs Neumeister's (2004b) study gave for the development of their perfectionism, however, was a lack of challenge in their early academic experiences. All the participants in this study indicated that because their early schoolwork was beneath their ability level, they learned they could achieve perfection effortlessly. As a result, they began to expect that of themselves, regardless of the academic task.

LACK OF CHALLENGES in EARLY SCHOOLWORK...
Kids thought they could “achieve perfection effortlessly.”

Communication Tips 101

Healthy vs. Unhealthy Perfectionism: ? To Ask

Healthy (Answer yes to these questions)	Unhealthy (Answer yes to these questions)
<ul style="list-style-type: none">• Is the child setting his own standards?• Is the child capable of relaxing?• Is the child deriving pleasure from the work?• Are the child's feelings about the work not simply based on a grade?	<ul style="list-style-type: none">• Are the child's feelings based on external standards?• Is the child incapable of letting go?• Is the child unsatisfied even after a high level of effort?• Is the child motivated by low self-esteem?

TRYING TO DO WELL vs. PERFECTIONISM

Trying to Do Well	Perfectionism
Doing the research for a project, working hard, turning it in on time, feel good about what you learned.	Writing your report over three times, staying up two nights in a row, handing it in late because you had to get it right...still feeling bad about your report.
Studying for a test, taking it with confidence, feeling good about 90% or getting B+ not an A.	Cramming at the last minute, taking the test with sweaty palms and feeling bad about your 90% because someone else got 100%.
Choosing to work on group projects b/c you enjoy learning from different people's experiences and ways of doing things.	Always working alone because no one can do as good a job as you..and you're not about to let anyone slide by on you're A.
Accepting an award with pride, even though your name is misspelled. You can fix it later.	Being grumpy about the award because officials didn't get your name right.
Getting together with people who are interesting, likable, and fun to be with.	Refusing to be with people who aren't star athletes, smart, or popular.
Being willing to try new things, even then they're scary and learning from your experiences and mistakes.	Avoiding experiences because you are terrified of making mistakes, especially in public.
Keeping your room cleaner and neater; making your bed more often, putting clothes away.	Not being able to leave the room until the bed and room are just so.
Joining a soccer team-playing 2-3 times/week to have fun and compete with other teams.	Taking lessons as often as possible, practicing every day, not feeling satisfied until you can beat every team in the league.

5 Perfectionism Coping Mechanisms

1. Self awareness journal

Show progress of accomplishments

Create a “pride line” of what you’ve done

2. Reframe practice

Not...practice until perfect

People who are good at something work hard

3. Deal with failure

Make a list of “self soothe” steps

Skill acquisition...then go backwards

Teach the power of NOT YET



The Power of Not Yet

**”Not knowing....
is not the same
as not knowing yet.”**

**Eason Elementary: Laura Olson
4th gr Waukee Schools**



Perfectionism Coping Mechanisms

4. Build resilience

Family meals and stories

Model “getting back up again”

Ask...”Why is this so painful for you?”

5. Build coping skills

Teach kids what is happening and how to cope

Model how you handle stress

Peril of Praise (Dweck, 1999, 2006)

Carol Dweck, Stanford Professor

- The wrong kind of praise creates self-defeating behavior. The right kind motivates students to learn.
- Many believe that (1) *praising students' intelligence builds their confidence and motivation to learn* (NO) and (2) *students' inherent intelligence is the major cause of their achievement in school.* (NOT).

Myths: Early Childhood Gifted

1. All children are gifted.
2. Preschool is too early to differentiate for giftedness.
3. The gifted child is the one who is doing “the best” in class.
4. Gifted children display their talents immediately upon arriving to school.
5. Gifted kids should help others who don’t get it or be role models to others
6. GT Kids are gifted in every area

SIX PROFILES OF GIFTED®:

Successful, Creative, Underground

Revised Profiles of the Gifted & Talented

Type	Feelings & Attitudes	Behaviors	Needs	Adult/Peer Perceptions	Identification	Home Support	School Support
The Successful	<p>Complacent</p> <p>Dependent</p> <p>Good academic self-concept</p> <p>Fear of failure</p> <p>Extrinsic motivation</p> <p>Self-critical</p> <p>Works for the grade</p> <p>Unsure about the future</p> <p>Eager for approval</p> <p>Entity view of intelligence</p>	<p>Achieves</p> <p>Seeks teacher approval</p> <p>Avoids risks</p> <p>Doesn't go beyond the syllabus</p> <p>Accepts & conforms</p> <p>Chooses safe activities</p> <p>Gets good grades</p> <p>Becomes a consumer of knowledge</p>	<p>To be challenged</p> <p>To see deficiencies</p> <p>To take risks</p> <p>Assertiveness skills</p> <p>Creativity development</p> <p>Incremental view of intelligence</p> <p>Self knowledge</p> <p>Independent learning skills</p>	<p>Liked by teachers</p> <p>Admired by peers</p> <p>Generally liked & accepted by parents</p> <p>Overestimate their abilities</p> <p>Believe they will succeed on their own</p>	<p>Use many multiple criteria</p> <p>Grades</p> <p>Standardized test scores</p> <p>Individual IQ tests</p> <p>Teacher nominations</p> <p>Parent nominations</p> <p>Peer nominations</p>	<p>Parents need to let go</p> <p>Independence</p> <p>Freedom to make choices</p> <p>Risk-taking experiences</p> <p>Allow child to be distressed</p> <p>Affirm child's ability to cope with challenges</p>	<p>Subject & grade acceleration</p> <p>Needs more than AP, IB & Honors</p> <p>Time for personal curriculum</p> <p>Activities that push out of comfort zone</p> <p>Development of independent learning skills</p> <p>In-Depth Studies</p> <p>Mentorships</p> <p>Cognitive Coaching</p> <p>Time with Intellectual Peers</p>
The Creative	<p>Highly creative</p> <p>Bored & frustrated</p> <p>Fluctuating self-esteem</p> <p>Impatient & defensive</p> <p>Heightened sensitivity</p> <p>Uncertain about social roles</p> <p>More psychologically vulnerable</p> <p>Strong motivation to follow inner convictions</p> <p>Wants to right wrongs</p> <p>High tolerance for ambiguity</p> <p>High Energy</p>	<p>Expresses impulses</p> <p>Challenges teacher</p> <p>Questions rules, policies</p> <p>Is honest and direct</p> <p>Emotionally labile</p> <p>May have poor self-control</p> <p>Creative expression</p> <p>Perseveres in areas of interest (passions)</p> <p>Stands up for convictions</p> <p>May be in conflict with peers</p>	<p>To be connected with others</p> <p>To learn tact, flexibility, self awareness and self control</p> <p>Support for creativity</p> <p>Contractual systems</p> <p>Less pressure to conform</p> <p>Interpersonal skills to affirm others</p> <p>Strategies to cope with potential psychological vulnerabilities</p>	<p>Not liked by teachers</p> <p>Viewed as rebellious</p> <p>Engaged in power struggle</p> <p>Creative</p> <p>Discipline problems</p> <p>Peers see them as entertaining</p> <p>Want to change them</p> <p>Don't view them as gifted</p> <p>Underestimate their success</p> <p>Want them to conform</p>	<p>Ask: In what ways is this child creative?</p> <p>Use domain specific, objective measures</p> <p>Focus on creative potential rather than achievement</p>	<p>Respect for their goals</p> <p>Tolerate higher levels of deviance</p> <p>Allow them to pursue interests (passions)</p> <p>Model appropriate behavior</p> <p>Family projects</p> <p>Communicate confidence in their abilities</p> <p>Affirm their strengths</p> <p>Recognize psychological vulnerability & intervene when necessary</p>	<p>Tolerance</p> <p>Reward new thinking</p> <p>Placement with appropriate teachers</p> <p>Direct & clear communication</p> <p>Give permission for feelings</p> <p>Domain specific training</p> <p>Allow nonconformity</p> <p>Mentorships</p> <p>Direct instruction in interpersonal skills</p> <p>Coach for deliberate practice</p>
The Underground	<p>Desire to belong socially</p> <p>Feel Unsure & Pressured</p> <p>Conflicted, Guilty & Insecure</p> <p>Unsure of their right to their emotions</p> <p>Diminished sense of self</p> <p>Ambivalent about achievement</p> <p>Internalize & personalize societal ambiguities & conflicts</p> <p>View some achievement behaviors as betrayal of their social group</p>	<p>Devalue, discount or deny talent</p> <p>Drops out of GT & advanced classes</p> <p>Rejects challenges</p> <p>Moves from one peer group to the next</p> <p>Not connected to the teacher or the class</p> <p>Unsure of direction</p>	<p>Freedom to make choices</p> <p>Conflicts to be made explicit</p> <p>Learn to code switch</p> <p>Gifted peer group network</p> <p>Support for abilities</p> <p>Role models who cross cultures</p> <p>Self understanding & acceptance</p> <p>An audience to listen to what they have to say (to be heard)</p>	<p>Viewed as leaders or unrecognized</p> <p>Seen as average & successful</p> <p>Perceived to be compliant</p> <p>Seen as quiet/shy</p> <p>Seen as unwilling to risk</p> <p>Viewed as resistant</p>	<p>Interviews</p> <p>Parent nominations</p> <p>Teacher nominations</p> <p>Be cautious with peer nominations</p> <p>Demonstrated performance</p> <p>Measures of creative potential</p> <p>Nonverbal measures of intelligence</p>	<p>Cultural Brokering</p> <p>Normalize their dissonance</p> <p>College & career planning</p> <p>Provide gifted role models</p> <p>Model lifelong learning</p> <p>Give freedom to make choices</p> <p>Normalize the experience</p> <p>Don't compare with siblings</p> <p>Provide cultural brokering</p> <p>Build multicultural appreciation</p>	<p>Frame the concepts as societal phenomena</p> <p>Welcoming learning environments</p> <p>Provide role models</p> <p>Help develop support groups</p> <p>Open discussions about class, racism, sexism</p> <p>Cultural Brokering</p> <p>Direct instruction of social skills</p> <p>Teach the hidden curriculum</p> <p>Provide college planning</p> <p>Discuss costs of success</p>

At-risk, Twice/Multi, Autonomous

Type	Feelings & Attitudes	Behaviors	Needs	Adult/Peer Perceptions	Identification	Home Support	School Support
The At-Risk	Resentful & Angry Depressed Reckless & Manipulative Poor self-concept Defensive Unrealistic expectations Unaccepted Resistant to authority Not motivated for teacher driven rewards A subgroup is antisocial	Creates crises and causes disruptions Thrill seeking Will work for the relationship Intermittent attendance Pursues outside interests Low academic achievement May be self-isolating Often creative Criticizes self & others Produces inconsistent work	Safety and structure An "alternative" environment An Individualized program Confrontation and accountability Alternatives Professional Counseling Direction and short term goals	Adults may be angry with them Peers are judgmental Seen as troubled or irresponsible Seen as rebellious May be afraid of them May be afraid for them Adults feel powerless to help them	Individual IQ testing Achievement subtests Interviews Auditions Nonverbal measures of intelligence Parent nominations Teacher nominations	Seek counseling for family Avoid power struggles Involvement in extracurricular activities Assess for dangerous behavior Keep dialogue open Hold accountable Minimize punishments Communicate confidence in ability to overcome obstacles Preserve relationships	Don't lower expectations Diagnostic testing Non-traditional study skills In-depth Studies & Mentorships G.E.D. Academic coaching Home visits Promote resilience Discuss secondary options Aggressive advocacy
Twice/Multi Exceptional	Learned helplessness Intense frustration & anger Mood disorders Prone to discouragement Work to hang on Poor academic self-concept Don't see themselves as successful Poor academic self concept Don't know where to belong	Makes connections easily Demonstrates inconsistent work Seems average or below More similar to younger students in some aspects of social/emotional functioning May be disruptive or off-task Are good problem solvers Behavior problems Thinks conceptually Enjoys novelty & complexity Is disorganized Slow in information processing May not be able to cope with gifted peer group	Emphasis on strengths Coping strategies Skill development Monitoring for additional disorders especially ADHD To learn to persevere Environment that develops strengths To Learn to self-advocate	Requires too many modifications because of accommodation Seen as "weird" Underestimated for their potential Viewed as helpless Seen as not belonging in GT Perceived as requiring a great deal of structure Seen only for disability	Measure of current classroom functioning Achievement test scores Curriculum based assessment Examine performance over time Look for pattern of declining performance paired with evidence of superior ability Do not rely on IQ scatter analysis or test discrepancy analysis	Focus on strengths while accommodating disability Develop will to succeed Recognize & affirm gifted abilities Challenge in strength areas Provide risk-taking opportunities Assume college is a possibility Advocate at school Family Involvement Nurture self-control Teach how to set & reach realistic goals	Challenge in area of strength is first priority Acceleration in area of strengths Accommodations for disability Ask, "what will it take for this child to succeed here?" Direct instruction in self-regulation strategies Give time to be with GT peers Teach self-advocacy Teach SMART goal setting
Autonomous Learner	Self-confident Self-accepting Hold incremental view of ability Optimistic Intrinsically motivated Ambitious & excited May not view academics as one of their highest priorities Willing to fail and learn from it Shows tolerance and respect for others	Appropriate social skills Works independently Set SMART goals Seek challenge Strongly self directed Follows strong areas of passion Good self-regulators Stands up for convictions Resilient A producer of knowledge Possesses understanding & acceptance of self	More support not less Advocacy for new directions & increasing independence Feedback about strengths & possibilities Facilitation of continuing growth Support for risk-taking On-going, facilitative relationships Become more adept at managing themselves A support team	Admired & Accepted Seen as capable & responsible by parents Positive influences Successful in diverse environments Psychologically healthy Positive peer relationships	Demonstrated performance Products Nominations Portfolios Interviews Standardized Test scores Awards	Advocate for child at school & in the community Provide opportunities related to passion areas Allow friends of all ages Remove time & space restrictions for learning Help them build a support team Include in parent's passions Include in family decision making Listen Stay out of their way	Allow development of long-term, integrated plan of study Remove time & space restrictions Develop multiple, related in-depth studies, including mentorships Wide variety of accelerated options Mentors & cultural brokers Waive traditional school policies & regulations Stay out of their way Help them cope with psychological costs of success



Question/Answer