

Christ Church School

Gifted Resource Handbook



Dear Parents,

Thank you for inquiring about gifted education at Christ Church School. I understand the joys and challenges of having a gifted child, and I value the unique qualities and viewpoints that gifted children bring to the classroom.

For this reason, I have made meeting the needs of gifted children a priority at our school. The majority of our teachers and assistants have participated in five graduate level classes and earned their gifted endorsement. These classes have equipped our teachers with a deeper understanding of the unique needs of gifted students as well as techniques on developing appropriate curriculum, instruction, and assessment activities. Our teachers have a comprehensive understanding of the development of gifted individuals over the lifespan from a cognitive, psychosocial, and physiological perspective.

This Handbook is meant to serve as a resource and starting point as you begin to explore what it means to have a gifted child. As you conduct your research on what is best for your child in terms of gifted education, please feel free to contact me to discuss how our teachers and curriculum can meet the unique needs of your child. I look forward to hearing from you!

In His Service,
Tane Bonham
Principal

Definitions of Gifted and Talented

There is much debate about how to best define giftedness in children. Giftedness, intelligence, and talent are fluid concepts and may look different in different contexts and cultures. Even within schools you will find a range of personal beliefs about the word "gifted," which has become a term with multiple meanings and much nuance. At Christ Church School, we look at a variety of definitions and recognize that each child has God-given talents and gifts. Some of the definitions we recognize are:

National Association For Gifted Children (NAGC)

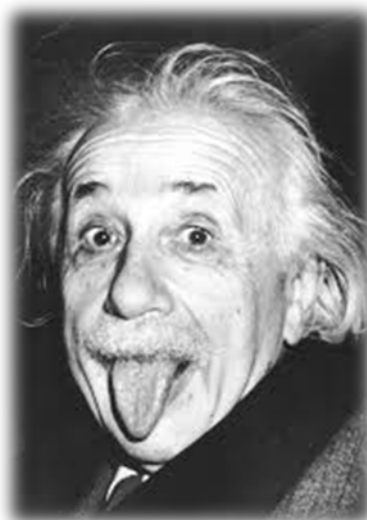
Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, sports).

Federal Definition

This definition is taken from the Javits Act, which provides grants for education programs serving bright children from low-income families: "The term gifted and talented student means children and youths who give evidence of higher performance capability in such areas as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the schools in order to develop such capabilities fully."

Renzulli

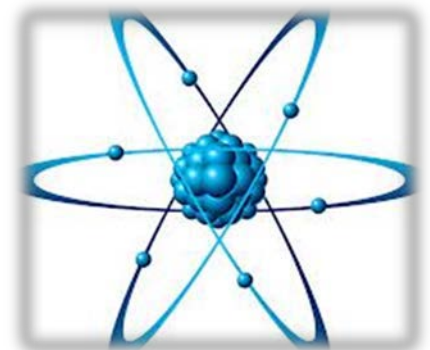
Gifted behavior occurs when there is an interaction among three basic clusters of human traits: above-average general and/or specific abilities, high levels of task commitment (motivation), and high levels of creativity. Gifted and talented children are those who possess or are capable of developing this composite of traits and applying them to any potentially valuable area of human performance. As noted in the Schoolwide Enrichment Model, gifted behaviors can be found "in certain people (not all people), at certain times (not all the time), and under certain circumstances (not all circumstances)."



Characteristics of Giftedness

- Reasons well (good thinker)
- Learns rapidly
- Has extensive vocabulary
- Has an excellent memory
- Has a long attention span (if interested)
- Sensitive (feelings hurt easily)
- Shows compassion
- Perfectionistic
- Intense
- Morally sensitive
- Has strong curiosity
- Perseverant in their interests
- Has high degree of energy
- Prefers older companions or adults
- Has a wide range of interests
- Has a great sense of humor
- Early or avid reader (if too young to read, loves being read to)
- Concerned with justice, fairness
- Judgment mature for age at times
- Is a keen observer
- Has a vivid imagination
- Is highly creative
- Tends to question authority
- Has facility with numbers
- Good at jigsaw puzzles

Developed by Dr. Linda Silverman
Gifted Development Center



Bright Child vs. Gifted Learner



Bright Child

Knows the answers
Is interested
Is attentive
Has good ideas
Works hard
Answers the questions
Top group
Listens with interest
Learns with ease
6 – 8 repetitions for mastery
Understands ideas
Enjoys peers
Grasps the meaning
Completes assignments
Is receptive
Copies accurately
Enjoys school
Absorbs information
Technician
Good memorizer
Enjoys a straightforward, sequential presentation
Is alert
Is pleased with own learning

Gifted Learner

Asks the questions
Is highly curious
Is mentally & physically involved
Has wild, silly ideas
Plays around, yet tests well
Discusses in detail, elaborates
Beyond the group
Shows strong feelings & opinions
Already knows
1 – 2 repetitions for mastery
Constructs abstractions
Prefers adults
Draws inferences
Initiates projects
Is intense
Creates a new design
Enjoys learning
Manipulates information
Inventor
Good guesser
Thrives on complexity
Is keenly observant
Is highly self-critical

Gifted Resources

A PARENT'S GUIDE TO GIFTED CHILDREN

By James T. Webb

Raising a gifted child is both a joy and a challenge, yet parents of gifted children have few resources for reliable parenting information. The four authors, who have decades of professional experience with gifted children and their families, provide practical guidance in areas such as: Characteristics of gifted children; Peer relations; Sibling issues; Motivation & underachievement; Discipline issues; Intensity & stress; Depression & unhappiness; Educational planning; Parenting concerns; Finding professional help; and much, much more!

THE EVERYTHING PARENT'S GUIDE TO RAISING A GIFTED CHILD: ALL YOU NEED TO KNOW TO MEET YOUR CHILD'S EMOTIONAL, SOCIAL, AND ACADEMIC NEEDS

By Sarah Robbins

Raising a gifted child is both a joy and a challenge. Gifted and exceptional children can seem self-sufficient, but it takes more than intelligence to lead a happy and fulfilling life. Your child needs your support and advocacy in school, in social situations, and even at home. This guide shows you how to encourage and foster your gifted child from birth to adolescence, including information on

- How to determine if your child is gifted
- Options for school programs and activities
- Dealing with perfectionism and stress
- Setting realistic and healthy goals for your child
- Ensuring proper socialization and friendship
- Coping with jealousy and bullying from other children

Packed with useful and professional advice, this is a reassuring guide to help your gifted child grow, thrive, and develop his talents.

THE GIFTED KIDS' SURVIVAL GUIDE: FOR AGES 10 & UNDER

By Judy Galbraith, M.A.

Based on 1,000 new surveys with gifted kids, this book will continue to help countless bright, talented children know they're not 'weird' or alone in the world. It answers their questions about what gifted is (and isn't), how to cope with teasing, how to deal with high expectations and perfectionism, how to make friends, and much more. It's upbeat, informative, friendly, and compact. At a time when some gifted programs are being challenged, scaled back, or dropped, it's more important than ever to have "The Gifted Kids' Survival Guide".

GIFTED RESOURCE COUNCIL

<http://www.giftedresourcecouncil.org>

357 Marshall Avenue Suite 6

St. Louis, MO 63119

Telephone: (314) 962.5920

HOAGIE'S GIFTED EDUCATION PAGE

<http://www.hoagiesgifted.org>

INSTITUTE FOR EDUCATIONAL ADVANCEMENT

<http://www.educationaladvancement.org/gifted-resource-center/overview>

625 Fair Oaks Avenue

Suite 285

South Pasadena, CA 91030

Phone: (626) 403.8900

Fax: (626) 403.8905

Email: IEAgifted@educationaladvancement.org

LIVING WITH INTENSITY: UNDERSTANDING THE SENSITIVITY, EXCITABILITY, AND THE EMOTIONAL DEVELOPMENT OF GIFTED CHILDREN

By Susan Daniels and Michael M. Piechowski

Gifted children and adults are often misunderstood. Their excitement is viewed as excessive, their high energy as hyperactivity, their persistence as nagging, their imagination as not paying attention, their passion as being disruptive, their strong emotions and sensitivity as immaturity, their creativity and self-directedness as oppositional. This resource describes these over-excitabilities and strategies for dealing with children and adults who are experiencing them, and provides essential information about Dabrowski's Theory of Positive Disintegration. Learn practical methods for nurturing sensitivity, intensity, perfectionism, and much more.

NATIONAL ASSOCIATION FOR GIFTED CHILDREN

<http://www.nagc.org>

National Association for Gifted Children

331 H Street, NW, Suite 1001

Washington, DC 20005

Telephone: (202) 785.4268

Fax: (202) 785.4248

Email: nagc@nagc.org

PARENTS' GUIDE TO IQ TESTING AND GIFTED EDUCATION: ALL YOU NEED TO KNOW TO MAKE THE RIGHT DECISIONS FOR YOUR CHILD

BY DAVID PALMER

Parents of brainy kids can understand what's behind IQ testing and selection for special school programs with this guide to gifted education. Written by an IQ specialist, this guide details the history of IQ tests and how they measure intelligence, and familiarizes parents with signs of giftedness they can look for in their own children. Acknowledging that some bright and gifted kids can reach their full potential in a regular classroom, a detailed analysis of how gifted programs work helps parents decide which gifted programs, if any, are right for their children. A section on twice-exceptional, or "2E" kids, shows parents how to recognize signs of learning disabilities in their otherwise bright or achieving kids and how to access school support for those particular problems.

PRUFROCK PRESS

<http://www.prufrock.com>

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Waco, TX 76714-8813

Telephone: (800) 998.2208

RAISING A GIFTED CHILD: A PARENTING SUCCESS HANDBOOK

By Carol Fertig

From the author of the nation's most popular blog on parenting gifted children, comes the definitive how-to handbook for parents, *Raising a Gifted Child: A Parenting Success Handbook*. Raising gifted children isn't easy, but when armed with the practical knowledge and tools in this exciting book, parents can navigate the maze of raising bright kids, leading to success in school and beyond. This book offers a large menu of strategies, resources, organizations, tips, and suggestions for parents to find optimal learning opportunities for their kids, covering the gamut of talent areas, including academics, the arts, technology, creativity, music, and thinking skills. The focus of this definitive resource is on empowering parents by giving them the tools needed to ensure that their gifted kids are happy and successful both in and out of school. Additional topics covered include volunteering at your child's school; different school options and specialty programs; tips for handling special circumstances; specific suggestions for each core content areas; and strategies for finding the best resources for parents on the Web. This easy-to-read book is sure to be a favorite of parents of smart kids for years to come!

SOCIAL AND EMOTIONAL DEVELOPMENT OF GIFTED CHILDREN: WHAT DO WE KNOW?

By Maureen Neihart, Sally Reis, Nancy Robinson and Sidney Moon

The Social and Emotional Development of Gifted Children: What Do We Know? offers an examination of the essential topics teachers, parents, and researchers need to know about the social and emotional development of gifted children. Instigated by a task force convened by the National Association for Gifted Children and written by leading scholars in the field of gifted education, the book includes chapters on peer pressure and social acceptance, resilience, delinquency, and underachievement. The book also summarizes several decades worth of research on special populations, including minority, learning-disabled, and gay and lesbian gifted students. Concise, comprehensive, meticulously researched, and wide-ranging in its coverage, *The Social and Emotional Development of Gifted Children: What Do We Know?* is essential reading for those who wish to enable gifted students to develop their strengths and encourage them to make the contributions of which they are capable.

SUMMER INSTITUTE FOR THE GIFTED

<http://www.giftedstudy.org/resources/>

Summer Institute for the Gifted

River Plaza

9 West Broad Street

Stamford, CT 06902-3788

Telephone: (866) 303.4744

THE SURVIVAL GUIDE FOR PARENTS OF GIFTED KIDS: HOW TO UNDERSTAND, LIVE WITH, AND STICK UP FOR YOUR GIFTED CHILD

By Sally Yahnke Walker, Ph.D.

What does it mean to be "gifted"? What's good—and not so good—about being identified as gifted? How can parents make sure their gifted children get the learning opportunities they need? How can parents cope with the unique challenges gifted kids present? Every parent of a gifted child has questions like these. Since 1991 when we published the original edition of this guide, parents have looked here for answers. Now revised and updated with information about current research and legislation, new examples, new resources (including Web sites), and more, it's the first place to turn for facts, insights, strategies, and sound advice. You'll learn what giftedness is (and isn't), what makes gifted kids so special, how kids are identified as gifted, and why

some kids fall through the cracks during the identification process. You'll discover encouraging, practical tips for living with your gifted child—and handling the endless questions, high energy, and too-smart mouth that often go along with giftedness. You'll find out how to keep from raising a “nerd,” how to prevent perfectionism, and when to get help. And you'll learn how to advocate for your child's education at school and in your state. The Survival Guide for Parents of Gifted Kids is for any parent who has ever wondered, “Now what?”

THE UNDERACHIEVING GIFTED CHILD: RECOGNIZING, UNDERSTANDING, AND REVERSING UNDERACHIEVEMENT

By Del Siegle Ph.D.

Why are some gifted children willing to tackle new challenges whereas others seem insecure or uninterested? Why do some gifted students achieve while others become caught in a cycle of underachievement? Are there strategies teachers and parents can implement that promote an achievement-oriented attitude? The Underachieving Gifted Child: Recognizing, Understanding, and Reversing Underachievement answers these important questions. Although there are many factors that contribute to achievement, achievement-oriented students exhibit four key traits: they believe that they have the skills to perform well, they expect that they can succeed, they believe what they are doing is meaningful, and they set realistic expectations and implement strategies to successfully complete their goals. This book offers specific strategies to help increase student achievement by improving students attitudes in these four important areas.

GIFTED

by Judith K. Schulze

Golly! I just took a test
That says I'm different from the rest.
What am I?
Well, I must confess...
I'm "gifted."

The psychologist said right from his heart,
"I fear that you are rather smart
And from this day you are to start...
Being gifted."

I think I turned six shades of green
And developed pains down to my spleen.
I asked, "Whatever does it mean?
This word 'gifted'?"

He said, "You have a high I.Q.
I wish, my child, that I were you!
Why I'd give an arm or leg or two
To be gifted.

My thoughts immediately went adrift
And each idea I did sift.
At last I said, "Give me my gift.
Then I'll be gifted!"

He laughed for all that he was worth
And nearly doubled up with mirth.
"This gift you have you've had since birth.
You've BEEN gifted!"
I thought and then when he was done
I asked, "Am I the only one
In this whole school or under the sun
Who is gifted?"

He named the two or three percent
Of students who to classes went.
And then I knew just what this meant,
About gifted.

It could be the best news I'd heard,
But then I thought about a word
And screamed,
But, must I be a nerd
If I'm gifted?"



He laughed again when I was through.

"My child, you'll always be just you

But smarter than all except a few

'Cause you're gifted."

"Will I be perfect?

Get all A's?

Make the Honor Roll?

Get lots of praise?

Have no homework nights and easy days?

Well, I'm gifted!"

"No, others may expect such things;

Just do your best.

Be sure it brings

True joy to YOU!

You'll soar on wings

And enjoy being

Gifted."