

RCE GIFTED & TALENTED

2021 INFORMATIONAL

PARENT MEETING

OUR EVENING'S GOALS...



- 1) Define what “gifted & talented” means in South Carolina.
- 2) Make you familiar with common characteristics of gifted children, and some things you can and cannot expect.
- 3) Provide some tips and resources to help you as you help & support your gifted youngster.
- 4) Familiarize you with Red Cedar’s program and services for gifted students.

WHAT DOES
"GIFTED" MEAN?



WHAT DOES "GIFTED" MEAN?



attentive

cooperative

effort

learn

reader reads responsible

engaged

listen

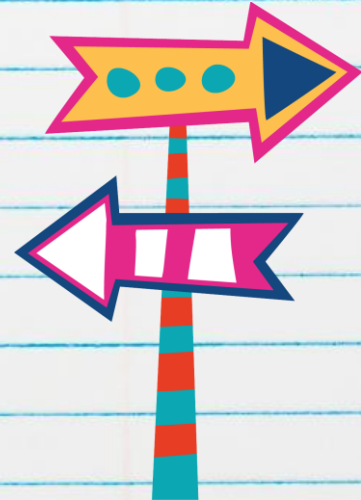
curious

enthusiastic

loves school

conscientious

diligent





*“Gifted and talented students are those who are identified in grades one through twelve as demonstrating **high performance ability or potential** in academic and/or artistic areas and therefore **require educational programming** beyond that normally provided by the general school programming **in order to achieve their potential.**” --South Carolina Regulation 43-220*



IDENTIFICATION IN SOUTH CAROLINA



SOUTH CAROLINA CRITERIA USED IN THE ASSESSMENT PROCESS—ACADEMICALLY GIFTED:

MUST MEET 2 OF 3 DIMENSIONS**

• Dimension A -
Reasoning Ability

High aptitude
(93rd age %ile or higher) as
measured in one of the
following domains

- verbal / linguistic
- quantitative/math
- nonverbal

2nd grade - CogAT

2nd - 5th grades - OLSAT

• Dimension B -
High Achievement

94thile or higher Reading
or Math as measured with
one of the Achievement
Measures listed:

Fall or Spring MAP
SC Ready
ITBS (Iowa)

• Dimension C - Intellectual/
Academic Performance

(**must meet Dimension A or B to be
considered for assessment in
Dimension C**)

Grades 2-5: South Carolina
Performance Task Testing (PTA) -

Grades 6-8: 3.75 GPA on
unweighted scale

**students with a composite score at 96th or higher age %ile on an aptitude test automatically qualify for gifted service

HIGH ACHIEVERS

Students who attend GT classes on a year by year basis. They have either met the requirement for one of the two needed dimensions or have not yet met any GT qualifying dimensions, but are performing above grade level in class.





WHAT ARE THESE KIDS LIKE?

COMMON CHARACTERISTICS AND BEHAVIORS OFTEN FOUND IN
GIFTED LEARNERS

**not all gifted students will exhibit all behaviors...*

GENERAL CHARACTERISTICS OF GIFTED AND TALENTED STUDENTS

• Cognitive Characteristics

- Learns rapidly and easily; retains extraordinary quantity of information when interested

- High level of verbal ability

• Possible Resulting Class Behaviors

- Easily bored; impatient with others; exhibits off-task behavior

- Dominates discussions with extra information and questions



GENERAL CHARACTERISTICS OF GIFTED AND TALENTED STUDENTS

• Cognitive Characteristics

- May be lopsided intellectually



- Capable of great concentration and persistence when interested.

• Possible Resulting Class Behaviors

- Exceptional ability or interest in one area, but only average or even lower than average in another area.

- Refuses to participate or put effort into anything seen as "busy work" or "unimportant"

GENERAL CHARACTERISTICS OF GIFTED AND TALENTED STUDENTS

- Cognitive Characteristics
- Possible Resulting Class Behaviors
- Above average reasoning ability
- Questions others' logic, ideas; can be argumentative; may be easily frustrated by others' lack of understanding
- Varied interests and curiosity.
- Asks many questions; may seem to be "off-task" or lacking focus.



GENERAL CHARACTERISTICS OF GIFTED AND TALENTED STUDENTS

• Cognitive Characteristics

- Creative, playful, imaginative; original

THiNK
outside
THE BOX

- Sense of humor

• Possible Resulting Class Behaviors

- May "zone-off", appear to daydream or be in "own world"; ideas may seem wild or silly. Connections made may not be easily/readily understood by others.
- Quick to understand jokes involving wordplay; can play "class clown" or be hurtful with humor.

GENERAL CHARACTERISTICS OF GIFTED AND TALENTED STUDENTS

- Affective Characteristics

- High expectations of self and others

- Possible Resulting Class Behaviors

- Perceived as highly critical of others and self; can become easily discouraged by high levels of self-criticism; Perfectionism or underachievement may be a result
- May "feel the weight of the world"; classmates may not understand this sensitivity.



Highly sensitive to world and moral problems

GENERAL CHARACTERISTICS OF GIFTED AND TALENTED STUDENTS

• Affective Characteristics

- Heightened self-awareness and emotional depth
- Early development of inner locus of control
- Seeks intellectual peers

• Possible Resulting Class Behaviors

- Feeling different or isolated; "moody"
- Difficulty conforming; rejection of external evaluation
- Shadows teacher or adults; enjoys older students



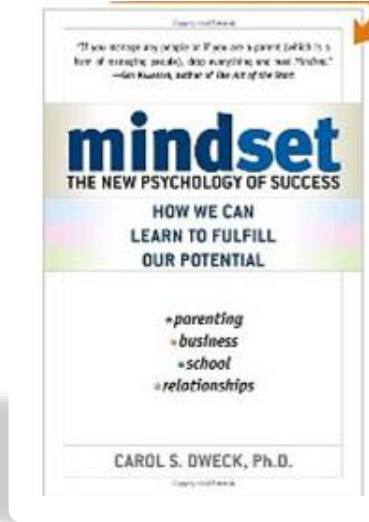
FOR MORE INFORMATION ABOUT CHARACTERISTICS AND TRAITS OF GIFTED CHILDREN CHECK

<https://nagc.org/resources-publications/resources/my-child-gifted/common-characteristics-gifted-individuals/traits>

SOCIAL-EMOTIONAL ISSUES

- ★ *Asynchronous development* - aspects of the child mature at different rates; can make social situations difficult because of inappropriate expectations; Gifted in one area doesn't mean gifted in other areas.
- ★ *Heightened awareness in one or more areas:*
 - *psychomotor,*
 - *sensory,*
 - *intellectual,*
 - *emotional,*
 - *imaginational*
- ★ *Anxiety, perfectionism, stress, underachievement* - can be a result of unrealistic expectations of self, a fear of not living up to expectations of others, too much emphasis on product over process--

MESSAGES ABOUT SUCCESS AND FAILURE



Mindset

The Psychology of Success

Carol Dweck

Stanford University Psychologist

TWO TYPES OF MINDSETS

We all have beliefs about our abilities and potential that contribute to our mindset. Mindset has significant implications for our behavior and success.

- Fixed mindset: Belief that characteristics (such as intelligence) are set at birth and cannot be grown or changed. Sees success/failure as based on ability, with effort playing no part.
- Growth mindset: Belief that basic abilities can be grown and strengthened through dedication and hard work. Leads to increased motivation and a love of learning.

GROWTH MINDSET

A willingness to confront challenges, a passion for learning, and viewing failure as a springboard for growth are all characteristics associated with a growth mindset. Not surprisingly, this type of mindset is strongly linked to greater happiness and achievement in life.

- Big Life Journal (biglifejournal.com)

HOW DO WE FOSTER THIS IN OUR KIDS?

Teachers of the Gifted and Talented ...

strive to develop students who are willing to work hard and take on challenges.



"If gifted children are not challenged by curriculum early in their school lives, they will equate smart with easy, and challenge and hard work will feel threatening to their self-esteem."

- Dr. Sylvia Rimm

Psychologist specializing in gifted children and underachievement.

Parents of the Gifted and Talented ...

1) Model a growth mindset!

1) Help kids to reframe thinking when they get discouraged: "I can't do it YET"; and learn strategies for managing stress and frustration.

1) Rethink praise. Praise children for perseverance and effort and connect positive results with the effort and planning that led to success. Avoid praising intelligence ("You are so smart"), or ability, (You have a real talent for that.") Click on the chart to see some ideas about "good" praise.

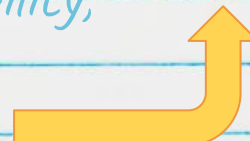
The ULTIMATE GUIDE to PRAISING children
by Big Life Journal

EFFECTIVE PRAISE IS
Sparing • Specific • Sincere

Don't ✗	Do ✓
PERSON PRAISE Avoid ability-oriented praise, like: "You're very good at solving puzzles!"	PROCESS PRAISE Focus on process, strategies, effort, like: "You're using great puzzle-solving strategies!"
PRAISE AS REWARD Avoid "rewarding" with praise. When kids anticipate rewards, they lose interest.	INFORMATIONAL FEEDBACK Provide specific feedback on performance.
SOCIAL COMPARISON Avoid comparing to others.	PERSONAL MASTERY Focus on child's individual performance.
TOO LOW OR HIGH EXPECTATIONS Avoid setting low expectations, like "Great job! You wrote a story" or too high, like "This is the best story I've ever read!"	REASONABLE EXPECTATIONS Praise should reflect standards that could be realistically met.
EVALUATION Avoid focusing on judgement with "I like" statements, such as, "I like how clean your room looks."	ENCOURAGEMENT Give encouragement, like "Your room looks clean!" This helps develop personal evaluation.

PRAISE MORE THAN ACHIEVEMENTS
generosity, forgiveness, compassion, courage, being a loving friend or sibling, taking a stand, appreciation of art, etc.

ALTERNATIVES TO PRAISE
Say thank-you • Acknowledge goals • Say nothing • Ask questions



FINALLY...

"You realize that anyone can accomplish easy tasks. It's when you take the risk of attempting a difficult task and find that you can accomplish something you never believed you could that you grow in self-confidence. Permit your children the wonderful sense of accomplishment that comes with earnest effort and perseverance."

Dr. Sylvia Rimm

WORTH CHECKING OUT... Resources for parents...

WEBSITES

- National Association for Gifted Children
<http://www.nagc.org/>
- Supporting Emotional Needs of the Gifted (SENG)
 - <http://www.sengifted.org>
- Hoagies Gifted - all things gifted
 - <http://www.hoagiesgifted.org/>
- Genius Denied- relevant support
 - <http://www.geniusdenied.com/>

INFORMATION

- Requirements for Gifted Identification - South Carolina
- Asynchronous Development
- Parent TIP (Timely Information for Parents) Sheets from NAGC - parent information on a variety of topics, each on a one-page write-up.
- Mindsets/ Growth Mindset

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Vs.

do ✔

PROCESS PRAISE

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INFORMATIONAL FEEDBACK

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on performance.

PERSONAL MASTERY

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ENCOURAGEMENT

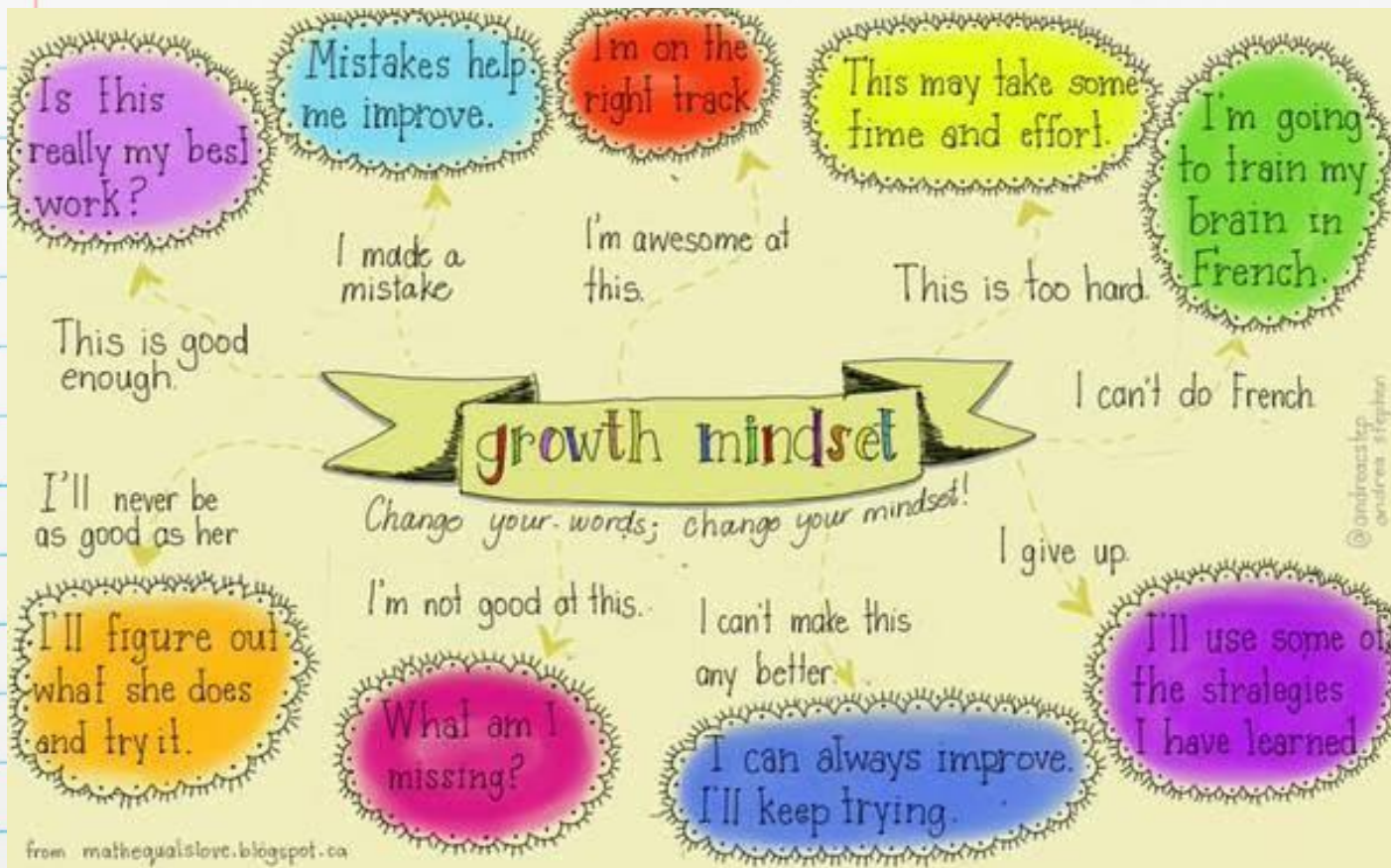
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from mathequalslove.blogspot.ca



Be in contact with us and let us know if you have questions or need help with anything!

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