



AIG Focus

Monthly Goal: I respectfully advocate for myself as a gifted learner.

Self-Advocacy

Gifted learners who speak up for themselves are more apt to find challenges and opportunities to best fit their needs. It is never too early to start teaching your child to self-advocate in both academic and social settings.

Teaching Young Children

- Don't solve every problem that arises for your child. Problem-solving builds life skills.
- Help your child decide what is important.
- Teach that advocating is not about complaining or whining.
- Practice role-playing situations where self-advocating is an option.
- Empower your child to present their suggestions to adults.

Helping Tweens and Teens

Four essential steps to successful self-advocacy for gifted learners:

1. Understand your rights and responsibilities.
2. Assess and reflect on your personal learner profile.
3. Match options and opportunities to your profile.
4. Connect with the advocates who can support your plan.

“Self-advocacy is the process of recognizing and meeting the needs specific to your learning ability without compromising the dignity of yourself or others.”

—Loring Brinckerhoff

This information is from the article, “Self-Advocacy”, from the National Association for Gifted Children.

Director’s Discussion

“No, you want that, you don’t need it.” I can still hear my parents and others saying that to me as I grew and learned. As I think about advocacy and our gifted learners, I think the discussion of want versus need is very appropriate. Needing a quiet place (or background music) in order to focus may be a want for some of us, but for others it can truly be a need. Helping our kids know what allows them to learn and be successful is a critical life-skill.

Each student has a right to learn something new through each lesson. It may be the content that we learn, a new connection we make, or just realizing that we like a topic. Students deserve to have their time valued and to learn. Helping our students know how to appropriately share that they already know a topic or that they are confused takes repetition and modeling. Kids (and often we as adults) do not innately know the right way to approach a teacher or coach and share these concerns. If we are open to the idea though, we can all grow together.

Dr. Michael Elder,
Director, College and Career Readiness

A Note from your AIG Specialist...

Here is a snapshot of what we are doing in the AIG pullout groups.

4th and 5th Grade Reading: Students will be working on asking questions and expanding upon their conclusions with various ThinkLaw lessons. Students will also be working on story/poetry writing with a fantastic project coming up that will encourage students to be creative writers!

4th and 5th Grade Math: Students will work on solving algebraic expressions and equations. We will use our Hands-on-Equations kits to expand on these skills. 5th grade will review these skills and transition into more complex equations. We will also be working with Open Middle to fully master and experiment with the standards.

Transition: I shared recently in an email with everyone regarding the arson at my classroom at BCE. The community has been supportive and we are working on setting up a new space for the students there. That will take time and not everything can be replaced, but we will persevere. I appreciate all of the kind words and helping hands during this transition. At both sites, we will be coding and preparing for various teams/clubs. At HCE, Ms. Devroy will be looking for students to form a MathCounts team and I will be doing the same at BCE. At both sites, I will be looking for members to join Chess Club, so please encourage your child to use their ChessKid account, if they have one. At

HCE, I am also the Spelling Bee Coordinator so if your child enjoys spelling, please encourage them to try out for that when the time comes. As always, if you have any questions about anything, please let me know. Thank you for all you do for your child and for all of your support of our AIG program.

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