



# AIG Focus

**Monthly Goal: I participate and cooperate in group work and classroom discussions.**

## Introversions: How can parents help?

Given the characteristics of introversion, it is not surprising that school is not a positive experience for many gifted introverts. It can be loud, crowded, superficial, boring, overstimulating, and focused on action, not reflection.

Awareness and support are half the battle in protecting gifted introverts. Finding understanding and empathy in family and friends, developing strategies for making it through the day, and gaining knowledge of why others do what they do helps make the world a more comfortable place for the introverted gifted child.

Here is how parents can help:

- Provide a private space at home.
- Guarantee quiet time. Gifted children often need to recharge after school.
- Model “alone” not “lonely” talk. Children need to know that wanting to be alone does not necessarily

mean they are lonely. Many people need alone time.

- Protect their right to say “enough”.
- Provide small-group activities.
- Provide coping strategies for those times when they have to act extraverted. This is especially important for those times that gifted students are called on to perform in front of or participate in small group or whole group activities.
- Talk about your own personality needs.
- Discuss books that feature introverts.

To read more about how introversion impacts gifted students, read [“Introversion: The Often Forgotten Factor Impacting the Gifted”](#) from the Center for Gifted Education College of William and Mary.

### Director’s Discussion

Kids (and adults) may find that they are more introverted in some settings and not others. It is good for everyone to know that regardless of our preference or predisposition, we are likely better off when we learn strategies that open us up (or quiet us down). It is okay to be pushed beyond our comfort zone regularly, but just not all the time. We each need times in our days when we be just as we’d like to be.

There are certainly times when it is good (or even best) to tackle a task alone. However, I think it is best for us to ask two questions:

- “Why do I want to do this alone?” and
- “What am I missing if I do this alone?”

If I notice a student consistently working alone, it is good to encourage them to involve others. For by working alone, they are likely missing out on the chance to learn many lifelong skills and traits like cooperation, perseverance, considering multiple perspectives, facing frustration, embracing partnership, and so much more.

Let us make sure our kids get all they can each day. Let us also celebrate what makes us each unique individuals.

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 Grade Reading:** We started a ThinkLaw lesson about trademarking, featuring a famous singer. In ThinkLaw, the students learn to “think like a lawyer” as they engage in discussions and debates. We are also incorporating their CKLA unit of “Empires of the Middle Ages” as we take a look at knighthood and research/build catapults and castles.

**4th Grade Math:** Also integrating their CKLA unit, students learned about the Hindu-Arabic number system (which is where the

western world developed our number system) and the Babylonian Number System. We will also be introduced to Hands-On Equations, where students learn algebra!

**5th Grade Reading:** We also started a ThinkLaw lesson about trademarking. The students have been enjoying the discussions and insight into these real world cases! We are also incorporating their CKLA unit of “Early American Civilizations” as we learn more about the Mayans, Aztecs, and Incas. 5th

grade will also begin a unit on Poetry!

**5th Grade Math:** Also integrating their CKLA unit, students learned about the Mayan number system. We will also review Hands-On Equations, where students innovative strategies to solve algebraic equations!

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