



**CAREER AND COLLEGE**  
Gifted Services  
Excellence in Education

Onslow County Schools

# AIG Focus

**Monthly Goal:** Student respectfully advocates for himself/herself as a gifted learner.

## Gifted Students Can Self-Advocate

Not all students understand that they have a right to learn something new every day, to work hard, and to make school what *they* want it to be. And many don't know where to begin to make changes. That's where we, as parents and educators, can make a difference. When we ask the right questions, listen perceptively, and act together with our children, they can self-advocate to create the educational options they crave.

**\*Ask:** We need to talk with our children about their formal education.

**\*Listen:** We want their straight, heartfelt, unfiltered responses. We can also ask follow-up questions that help children dig deeper, reflect openly, and ponder more critically.

**\*Act:** After asking and listening, it's time to encourage our children to take actions that will change their gripes and frustrations into great possibilities.

With our help, students can use the strategy below to advocate for themselves.

### Self-Advocacy Strategy

1. Define the problem.
2. Identify alternative solutions.
3. Evaluate and choose an alternative.
4. Implement the decision.

To learn more, listen to this podcast: ["Deb Douglas on Helping Gifted Kids Become Self-Advocates."](#)

### Director's Discussion

We have come a long way from "Children should be seen and not heard." Self-advocacy is about knowing what you want and being both equipped and empowered to share that information with others. For many of us, this is a very difficult topic. Many of us prefer to keep the peace and there is often nothing wrong with that. However, when it comes to students, it is important that they learn that adults do not always recognize when they are bored, when they are confused, or when they are ready for a challenge.

As we think about what we can do as the adults, most advice points to helping our kids learn that each person is unique and that uniqueness makes us strong. So what can we do?

Understood.org gives us these tips:

- \*Be open about learning and thinking differences
- \*Discuss how their issues affect them
- \*Help your child discover their strengths
- \*Practice what to say to adults including teachers
- \*Let your child be a decision maker
- \*Remind your child that you're a team

Let us help kids find their voices as well as appropriate ways and times to use them.

Dr. Michael Elder, Director,  
College and Career Readiness

## A note from your specialist...

**4th Grade Reading:** Students are working on extension activities using their knowledge about poetry. We are exploring the poem "Jabberwocky" by Lewis Carroll and using context clues to form definitions for his unique, "nonsense" language. We will also be completing a blackout poetry project this month.

**4th Grade Math:** Students will be exploring the Fibonacci sequence and looking at various mathematical patterns found in nature.

**5th Grade Reading:** Students are studying various methods of coding including the Caesar Cipher, Vigenere Cipher, Masonic Cipher, and Morse Code. They are also learning how to encrypt and decrypt various codes.

**5th Grade Math:** Students will be working on calculating percentage discounts using real-life scenarios. This month we will also be working on calculating probability.

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