

Gifted Education Family Handbook

Fountain-Fort Carson School District 8

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Introduction - Families as Partners

At Fountain-Fort Carson School District 8, we believe collaborating with families is essential to ensure our gifted students experience success and reach their full potential while enrolled in our district. This handbook is designed to provide guidance and support to families who have a

student formally identified as a gifted learner according to district and state criteria. We believe that gifted students have unique learning and affective needs, and it is our goal to work with families to provide a challenging educational environment that is focused on high achievement and responsive support to each individual gifted learner.

Mission

The mission of Fountain-Fort Carson School District 8 is to develop generations of world-class learners capable of being successful members of society by providing a positive, empowering, and safe environment where academic excellence is the desired result for all students. Our district recognizes the need to identify students from all backgrounds who demonstrate a potential for exceptional performance. Therefore, we are committed to providing relevant and challenging learning experiences to support the intellectual, behavioral, social, emotional, artistic, and creative development of our gifted students.

Definition of Giftedness

District Definition:

Fountain-Fort Carson defines “gifted children” as those students between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted students include those with disabilities (i.e., twice-exceptional) and students with exceptional abilities or potentials from all socio-economic, ethnic, and cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtual of any or a combination of these areas of giftedness:

- General or specific intellectual ability
- Specific academic aptitude
- Creative or productive thinking
- Leadership abilities
- Visual arts, performing arts, musical, dance, or psychomotor abilities

State Definition:

The Fountain-Fort Carson District 8 definition for gifted children mirrors the state definition according to the Exceptional Children’s Education Act (ECEA).

Identification

A four-step process is used to identify gifted learners in Fountain-Fort Carson School District (FFC8). A student may be referred for consideration by a family member, teacher, peer, self-

referral, school team, previous identification, or assessment data (including universal screening information). A student new to FFC8 who was previously identified as gifted in another district or state will automatically be referred for the gifted screening process. In order to be identified in FFC8, the student must meet Colorado state gifted criteria. A body of evidence is collected as part of the screening process. This body of evidence includes qualitative and quantitative data. The qualitative data might include checklists, interviews, and observations. The quantitative data may include cognitive ability data, criterion- and norm-referenced achievement data, norm-referenced observation scales, and performance evaluations. Based on the student's learning profile, a trained educational team will convene to analyze the data and determine the level of appropriate identification and programming. If a family member, student, or teacher does not agree with the identification decision, they have the right to appeal. The three levels of identification are:

- Performing at grade level
- Talent pool (highly-capable) in one or more areas
- Gifted learner (meets criteria for a formal gifted identification in Colorado)

Students who are identified as gifted learners will receive an Advanced Learning Plan.

Four-Step Identification Process

Step I ~ Referral

A student may be referred for the identification process by:

- Family member
- Teacher or school team
- Assessment results, including universal screening
- Previous gifted identification
- Self or peer

Step II ~ Data Collection

An educational team trained in gifted identification and programming, consisting of classroom teachers, the school gifted coordinator(s), and a school administrator, will collect and review a body of evidence for the referred student. The educational team will make a recommendation for identification within 30 days of receiving the referral or inform the family about a timeline for additional data being collected.

Step III ~ Identification

The educational team will recommend one of the following levels of identification based on the body of evidence:

- Grade Level Learner: The body of evidence suggests the student is performing successfully on current grade-level standards. Current grade-level curriculum will enable the student to make academic growth.
- Talent Pool (Highly-capable Learner): The body of evidence suggests the student

demonstrates potential and/or ability above grade-level standards. The student may require differentiated teaching strategies or curriculum to ensure academic growth.

- Gifted Learner: The body of evidence strongly suggests the student demonstrates exceptional potential and/or ability. The student is being identified as a gifted learner and an Advanced Learning Plan will be developed to ensure sustained growth and achievement.

The level of identification determined by the educational team will be communicated to families with a written determination letter.

Step IV ~ Appeal Process

Although our educational team carefully examines a complete body of evidence to determine identification, there may be times when the family, a teacher, or the student does not agree with the decision of the team. A family member, student, or teacher has the right to appeal the identification decision. To initiate an appeal process, the appellant should contact the school principal and complete the necessary documentation within ten days of a determination. The appellant will also need to provide the team with any other additional information, work, or documentation that demonstrates gifted abilities. The educational team will contact the appellant within one week to schedule a time to review the body of evidence, the reasoning behind their recommendation, and to allow the appellant the opportunity to share any new evidence not previously considered.

Body of Evidence

A body of evidence, as defined by the Colorado Department of Education, is a collection of information from multiple sources and containing multiple types of data. It incorporates qualitative and quantitative data about academic achievement, cognitive ability, performance, family and teacher input, motivation, and observations of gifted characteristics and behaviors. The body of evidence contains data to identify the strength area defined in the definition of gifted children and determine the appropriate programming services. These same categories are used in data collection and for developing the Advanced Learning Plan. Gifted identification is not made by just using one score on one assessment. Even when a student scores at or above the 95th percentile on one or more batteries of a cognitive assessment, additional data is collected and reviewed as part of the body of evidence for identification. If a score on one or more batteries of a cognitive assessment is the only qualifying data in the body of evidence, the student can be identified as gifted in the area of general or specific intellectual ability. According to the Exceptional Children's Educational Act 12.02(2)(c)(vii) - "When only cognitive ability assessment data meets criteria in a body of evidence, the review team may determine that the student is identified with general or special intellectual ability. This identification meets the condition of portability."

Furthermore, not meeting criteria on a single assessment tool shall not prevent further data collection or consideration for identification, if other indicators suggest exceptional potential as observed in a body of evidence. Appropriate interventions will be provided to address student

needs, and student performance will continue to be progress monitored through a formal talent pool process.

Characteristics of Gifted Learners

Bright Child	Gifted Child
Knows the answer	Asks the question
Is interested	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, but tests well
Answers the questions	Discusses in detail, elaborates
Is in the advanced group/class	Goes beyond the group/class
Listens with interest	Shows strong feelings/opinions
Learns with ease	Already knows--innate ability
Requires 6 - 8 repetitions	Requires 1 - 2 repetitions
Understands main ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Is a technician	Is an inventor
Enjoys sequential learning	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

From Susan Winebrenner
The Cluster Grouping Handbook

Purpose of Cognitive Assessments

The purpose of a cognitive assessment is to measure a student's ability or potential for general thinking and problem solving. The test results may indicate how well a student uses these skills to solve verbal, quantitative, and nonverbal problems.

- Verbal: Use of words and language
- Quantitative: Use of symbols and math
- Nonverbal: Use of pictures and shapes

These abilities develop gradually throughout a person's lifetime. Experiences both in and out of school influence this development. The test does not appraise factors such as effort, attention, attitudes, or work habits that can also influence school achievement.

A cognitive assessment is not an achievement test. It does not measure the skills that are directly taught and practiced in school. Therefore, it is not measuring what a student has learned but rather the potential abilities a student has for learning. A cognitive assessment appraises general thinking skills that a student gradually develops from both in-school and out-of-school experiences.

A cognitive score can fluctuate throughout a student's time in school depending on different rates of development. This is why in Fountain-Fort Carson School District the Cognitive Abilities Test (CogAT) is administered in grades 2, 5, and 8. If a student is new to the district, we will accept other cognitive assessments administered in another school. Cognitive assessments are available and can be administered to students in preschool through 12th grade.

Using Cognitive Scores

A cognitive score is an important piece of the gifted identification puzzle. It gives insight into how a student thinks as opposed to the skills that are directly taught in the classroom. A score at or above the 95th percentile in the verbal, quantitative, or nonverbal areas of a cognitive assessment is a qualifying score as part of the body of evidence for gifted identification.

For those students who score below the 95th percentile on a cognitive assessment, other data is examined to determine giftedness. If a student scores at or above the 95th percentile on a nationally-normed achievement test or scores "Exceeded" on CMAS, a team may consider a student for gifted identification. Gifted identification determinations are based on the full body of evidence, and a cognitive score below the 95th percentile will not exclude a student from identification.

Cognitive scores provide information on a student's potential for academic growth and achievement. However, many students are gifted in leadership, creativity, or the arts, and cognitive scores can be less insightful when considering giftedness in these areas. To determine giftedness in leadership, creativity, or the arts, teachers use observation, performance assessment, and portfolios of work to indicate talent in these areas.

Understanding Your Student's CogAT Score

Abilities	National Age Scores			National Age Percentile Ranks				
	Standard Age Score	Stanine	Percentile Rank	Low	25	50	75	High 99
Verbal	121	8	91					
Quantitative	95	4	38					
Nonverbal	100	5	50					
COMPOSITE	105	6	62					

Ability Profile 5E (V+): The number in the profile is the age stanine for the middle score on the three batteries. The score on the Verbal Battery is significantly higher than the scores on the Quantitative and Nonverbal Batteries. For more information, visit www.cogat.com.

Abilities	Raw Scores			Grade Scores	
	Number of Items	Number Att.	Number Correct	National Stanine	National Percentile Rank
Verbal	65	65	55	8	89
Quantitative	60	34	27	4	32
Nonverbal	65	55	36	5	47
COMPOSITE				5	57

The Cognitive Abilities Test (CogAT) is given to all 2nd, 5th, and 8th grade students in Fountain-Fort Carson School District 8. Following assessment, families are provided with a printout containing their student's scores, similar to the above example.

3 Areas Assessed on the CogAT:

- Verbal: Measures facility with language, word knowledge and concepts, and verbal reasoning
- Quantitative: Measures facility with numerical sequences and mathematical reasoning
- Nonverbal: Measures reasoning and problem solving related to patterns, pictures, and shapes
- Composite: Combined score for Verbal, Quantitative, and Nonverbal

National Age Percentile Rank:

This score tells how the student scored compared to students their same AGE. Looking at the example, compared to all other students in the nation, this student scored better than 91% of the other students their age in the Verbal area.

A 50th percentile rank is a score exactly in the middle. Scores between the 25th and 75th percentile are in the average range.

National Grade Percentile Rank:

This score tells how the student scored compared to other students in the same GRADE.

Standard Age Score:

This score compares an individual student's performance with that of other students the same age. A score of 100 is exactly in the middle.

Stanine Scores:

Stanines range from 1 to 9 and may be regarded as broad groupings of percentile ranks.

Additional information about CogAT scores is available on the [Riverside Insights CogAT website](#).

Advanced Learning Plans

An Advanced Learning Plan (ALP) is a formal plan developed individually for identified gifted students. Families and students are part of the creation of this plan. Once a student is formally identified as a gifted learner, the family will be invited to assist in the completion of the ALP. The ALP is rewritten annually in grades K - 12 and is developed within 60 days for newly identified students. The ALP will contain educational goals for the student in their strength area(s). The goals will be written in a format that contains ways to measure if the goal has been attained by the end of the school year. The student's teacher, or an educational team member, will share the ALP with families. At the end of the school year, the teacher and student will examine the measurable evidence and determine if the goal was attained.

Academic ALP Goals and Programming

It is the goal of Fountain-Fort Carson School District to ensure that each student has equal access to receive an optimum educational experience. Gifted students must be challenged with differentiated instruction in their strength areas to ensure academic growth. Therefore, the ALP will be written to show what educational programming will occur for the student to ensure academic growth.

Fountain-Fort Carson School District uses various assessments to measure growth and to develop appropriate programming and ALP goals. These assessments might include the Colorado Measures of Academic Success (CMAS), Illuminate, reading inventories, curriculum-based assessments, common assessments, class grades, grading rubrics, self-assessments, portfolios, performances, and checklists. When an ALP goal is written, the goal will include how the goal will be measured to determine progress toward the goal and whether the goal was attained by the end of the year. Middle of the year goal progress will be communicated at February Parent/Teacher conferences.

Realistically, there may be times when a goal was not attained. It is important to discuss with your student and student's teacher why the goal was not attained and how this information will be useful in the creation of ALP goals for the following school year.

Affective ALP Goals

In addition to an academic ALP goal, each student will also have an affective ALP goal. The purpose of an affective goal is to help with the development of personal, social, communication, leadership, and/or cultural competencies.

Programming for Gifted Learners

Specific programming gifted students receive in order to ensure academic growth is outlined in the Advanced Learning Plan. Below is a list of possible programming options provided for students in Fountain-Fort Carson School District. Some programming options are dependent on the grade level of your student.

Clubs

Fountain-Fort Carson District 8 provides many before and after school club opportunities for students. Some clubs require an invitation, while other clubs are open to all students. These clubs may include: National Honor Society, Foreign Language, Art, STEM, FBLA, Drama, Dance, Music, Chess, and more. Check your student's school website or ask at the office for a list of clubs.

College Courses

At the high school level, students may qualify to enroll in college-level courses taught during the regular school day. Students can earn college credits for this course work. Request a list of available college courses and their requirements from the counseling office.

Advanced Placement (AP) Courses

At the high school level, students may enroll for Advanced placement courses in English, Math, Science, Social Studies, and some elective courses. At the completion of these courses, students take the AP assessment and potentially earn college credit for the course.

Honors/Accelerated/Advanced Classes

In middle school and high school, a wide variety of honors, accelerated, and advanced classes are available to provide rigor and challenge to students who demonstrate a need for this type of course work. Check with your student's school for a list of these courses and the requirements for admittance into these classes.

Differentiation

Differentiating instruction is an approach that responds to a learner's needs through modification of the content a student is learning, the process used to instruct the learner, or the product the student creates. The learning environment may also be differentiated by students working in small groups or a student working with a specialized teacher for a specific content area.

Grouping

Students may be grouped with other students of like-ability for specific content instruction. Students may work in small groups or in a specific class with other students who share the same academic needs.

Independent Study

Teachers may assign a specific project for a student to work on independently. The project supports a talent area of the student and provides the student the opportunity to investigate a specific topic in greater depth and complexity. Teachers may ask the student to create a project or demonstration to share with a specific audience.

Pacing

Teachers may vary the pacing of instruction for students who require less time for content mastery. A student may move through a unit or class at a faster pace, leaving time for higher-level learning opportunities or participation in supplementary curriculum.

Electives

In middle school and high school, a wide variety of electives are available for students. These may include: STEM, foreign language, art, music, drama, and CTE courses.

Content and Grade-Level Acceleration

A student who demonstrates mastery of grade-level content may be provided with a course one or two years earlier than is typical. The student may go to a different grade-level for a specific course and then return to the classroom with their same-age peers for the remainder of the day. It is extremely important that before a student is accelerated to another grade for a content level, the student has demonstrated mastery of the current grade-level content. Sometimes, differences in grade-level scheduling preclude a student from actually attending a class in a different grade-level. In this situation, the student can be provided the accelerated curriculum within their grade-level classroom and work independently on the advanced content with teacher assistance and instruction. In very rare cases, a student may demonstrate a profile where grade-skipping is considered in order to meet a highly-advanced student's academic needs. The student must demonstrate a developmentally advanced capacity, readiness, and motivation to move to the next grade level. This option is taken very seriously by school personnel and requires additional assessments to determine if the student is a good candidate for full-grade acceleration.

Possible Challenges Related to Gifted Learners

Strengths	Possible Challenges
Acquires and attains information quickly	Impatient with slowness of others; dislikes routine and drill; may resist mastering foundational skills; may make concepts unduly complex
Inquisitive attitude; intellectual curiosity; intrinsic motivation; searches for significance	Asks embarrassing questions; strong willed; excessive in interests; expects same level of intensity and effort from others
Ability to conceptualize abstract ideas or concepts; enjoys problem solving and intellectual activity	Rejects or omits details; resists practice or drill; questions teaching procedures
Can see cause-effect relations	Difficulty accepting the illogical, such as feelings, traditions, or matters taken on faith
Love of truth, equity, and fair play	Difficulty in being practical; worries about humanitarian concerns
Enjoys organizing things and people into structure and order; seeks to systematize	Constructs complicated rules or systems; may be seen as bossy, rude, or domineering
Large vocabulary; broad information in advanced areas	May use words to escape or avoid situations; becomes bored with school and age peers; seen by others as a “know-it-all”
Thinks critically; has high expectations; is self-critical and evaluates others	Critical or intolerant toward others; may become discouraged or depressed; perfectionist
Keen observer; willing to consider the unusual; seeks new experiences	Overly intense focus; may be gullible
Creative and inventive; likes new ways of doing things	May disrupt plans or reject what is already known; seen by others as different or out-of-step
Intense concentration; long attention span to areas of interest; goal-directed behavior; persistent	Resists interruption; neglects duties or people during time of focused interest; seen as stubborn
Sensitivity; empathy for others; desire to be accepted by others	Sensitivity to criticism or peer rejection; expects others to have same values; need for success and recognition; may feel different or alienated

Independent; prefers individualized work; reliant on self	May reject family or peer input; nonconformist; may be unconventional
High energy, alertness, and eagerness; periods of intense efforts	Frustration with inactivity; eagerness may disrupt others; needs continual stimulation; may be seen as hyperactive
Diverse interests and abilities; versatile	May appear scattered and disorganized; becomes frustrated over lack of time; others may expect competence in all areas
Strong sense of humor	Sees absurdities of situations; humor may not be understood by peers; may become “class clown” to gain attention

The Parent's Guide to Gifted Children by Drs. Webb, Gore, Amend, and DeVries

Potential Obstacles Gifted Learners Face

Perfectionism

Perfectionism is the inner drive to be perfect or flawless. Children who suffer from perfectionism have an intense fear of failure and will often not take risks or try new things for fear of failing. They often set unrealistic standards for themselves, and these children have a high need for control. It is important for children who are perfectionists to have time for fun and relaxation. Rather than focusing on earning good grades, it is helpful to focus on their effort and hard work. Children who are perfectionists need to see adults make mistakes; it gives them permission to sometimes be wrong.

Competitiveness

Some gifted children have an over-exaggerated level of competitiveness. They have a strong desire to always be the best. They thrive on opportunities to demonstrate their superiority. They often feel like things in life are “unfair,” and they may be overly aggressive. Families can support their competitive student by helping the student keep things in perspective. Stress the importance of learning versus winning. Don’t reward the “win”, but rather reward the effort. Make sure to point out the strengths of others, and consider outlawing the word “unfair” in your home.

Unrealistic View of Abilities

Gifted children may have unrealistic or exaggerated beliefs about their talents or abilities. They like to brag about their intelligence and don’t understand the idea of humility. They are overconfident in their abilities and this can in turn lead to severe disappointment or failure in the future. Children who envision their abilities to be greater than they really are may be unable to combat future struggles and challenges. As school and classes become more challenging, they may begin to feel like they are no longer “gifted” or not as smart as they once used to be.

Encourage this child to act with humility and focus on others. Let them face challenges early and learn how to experience defeat. The greatest learning often comes from having to first struggle.

Rejection of Peers

The gifted child is often seen as the class “nerd” or geek. Other children may be jealous or resent the gifted child’s abilities. Gifted children often have difficulty establishing a relationship with their peers and prefer to spend time alone or with adults. They may dislike socializing and working in groups. They have unrealistic expectations of others and have difficulty accepting criticism. As a result of peer rejection, gifted children may try to become “normal” or “dumb themselves down” to fit in with peers. They can exhibit depression, appear withdrawn, or become aggressive. They often try to hide the rejection by becoming nonconformist and trying to be the most “different” child in the class. For these children it is important to show empathy and understanding. Provide opportunities for your student to be with other gifted children. Keep the lines of communication open. Help your student develop appropriate social skills.

Family/Social Pressure

It is only natural that when a teacher, parent, or guardian recognizes a student as “gifted” the expectations for the student become increased or elevated. Sometimes these expectations can be unrealistic. We often expect the gifted child to act like an “adult” or to be smart all of the time in all subjects. We often say, “I expected more from you than this.” We overbook them in camps, lessons, clubs, and school work. We often forget the gifted student is still just a child and should be allowed to act like a child. We need to make sure to honor the child’s values and allow the child to have free time for just fun. We need to have high expectations and encourage a high level of achievement in the talent area, but continually remind ourselves to not expect perfection and allow for mistakes. Gifted children can often sound like an adult, so often we make the mistake of expecting adult-level behavior from the child.

Underachievement

Underachievement is a term used when a student is not working to their full potential for a prolonged period of time. Underachievement often begins to be exhibited by children when they enter middle school. Gifted girls and minority children are at the most risk for underachievement. Underachievement is explored in greater depth in the next section.

Underachievement

Definition

Underachievement is defined as a discrepancy between a child’s school performance and their actual ability. The word “underachiever” should not be a label placed on a child, but rather a definition used to describe a child’s current progress in school. A child who is underachieving has a significant gap between their ability and their achievement at school.

There are four common pressure areas underachieving students frequently experience:

- Pressure to be the smartest
- Pressure to be different
- Pressure to be popular
- Pressure to be loyal to a peer group or family

Children are more likely to perform to the level at which they are capable if the school and family partner together to give the same clear and positive message about school effort and expectations.

Characteristics of Achievers

- Goal-oriented
- Positive thinker
- Confident
- Resilient
- Self-disciplined
- Demonstrates pride in abilities
- Proficient in basic skills
- Takes safe and appropriate risks

Characteristics of Underachievers

- Disruptive or overly-quiet in class
- Poor attendance
- Low self-esteem
- Feels like a victim
- Low motivation
- Poor organizational skills
- Immature
- Not goal-oriented
- Rebellious
- Withdrawn
- Poor study habits
- Procrastinates
- Aggressive with peers
- Under challenged
- Depressed or sad
- Tense or anxious
- Critical of self and others
- Tries to hide

How to Support an Underachiever

1. Create an environment that promotes achievement and motivation. Provide high but

reasonable expectations.

2. Avoid power struggles. Try not to impose your will on your child. Working together produces results.
3. Developing a positive relationship with a family member and/or teacher is the most important factor to reduce underachievement.
4. Provide stimulation, interest, and challenge. Show how learning relates to the “real world.”
5. Establish appropriate goals and subgoals. Emphasize effort rather than a grade.
6. Build on gradual success. Support small steps.

Up From Underachievement, by Diane Heacox

Reasons for Underachievement

- It's an attempt to fit in with peers; high achievement is not valued by classmates.
- The assigned tasks just do not seem interesting, relevant, or important to the student's life.
- It's an expression of the student's desire to show independence.
- It's a way for the student to gain power by taking control away from family and/or teachers. To gain control a student may express anger against family members or teachers by going on “strike.”
- It's sometimes easier to drop out than to go along with others' demands.
- A student may fear that success will result in pressures; others will expect more and more.
- It's a way to get attention from family and teachers.
- It avoids risk-taking and the possibility of failure; saying “I really didn't try,” can save face.
- It's an expression of dependency to get others to give attention and sympathize.
- There is too much emphasis put on extrinsic incentives for achievement rather than the intrinsic rewards of learning.
- The student is unable to think about future plans or goals.
- The student has poor study habits or has not learned ways to organize material.
- The student is distractible and impulsive, which hinders persistent academic work.
- The student is disheartened because of a learning disability or learning deficit.
- The student is preoccupied with concerns, such as family matters.
- The student feels misunderstood, not valued, is discouraged, or has a low self-concept, possibly even depression.

Patterns of perfectionism, unusual sensitivity, extreme introversion, over-commitment to activities, and feelings of loneliness and alienation are common feelings for some gifted children to experience, especially in adolescence. Because of these characteristics, some gifted children do appear to be more at risk for social and emotional difficulties. If you see any of these characteristics at an extreme level, please make sure to let the school know about your observations. As a parent/guardian, if you feel these behaviors are to the point where you are concerned for the health and well being of your student, you may want to contact your student's

physician and share your concerns.

A Parent's Guide to Gifted Children, by Webb

Multi-Tiered Systems of Support (MTSS)

Students who are not achieving to their potential and are at risk of underachievement will be referred to the district MTSS process for targeted intervention and support.

Supporting Your Gifted Student

At Home

- Model lifelong learning.
- Nurture the passion, strengths, and interests of your student.
- Be a good listener.
- Encourage safe risk-taking.
- Do not expect adult behavior from your gifted student.
- Don't compare your gifted student to their siblings.
- Avoid over-scheduling your student after school.
- Offer choices rather than ultimatums.
- Reinforce the positive.
- Send the message that it is OK to make mistakes.
- Value hard work and effort.
- Encourage independence and responsible behavior.
- Provide guidance in organizational and time management skills.
- Allow for free time and play.
- Maintain a sense of humor.

Web Links

- [Fountain-Fort Carson Gifted Education](#)
- [College and Career Planning from the CollegeBoard](#)
- [Colorado Association for Gifted and Talented](#)
- [Colorado Department of Education Office of Gifted Education Family Page](#)
- [Dr. Sylvia Rimm & Parenting Gifted Children](#)
- [Gifted Development Center](#)
- [General Gifted Information](#)
- [National Association for Gifted Children](#)
- [Renzulli Center for Creativity, Gifted Education, and Talent Development](#)