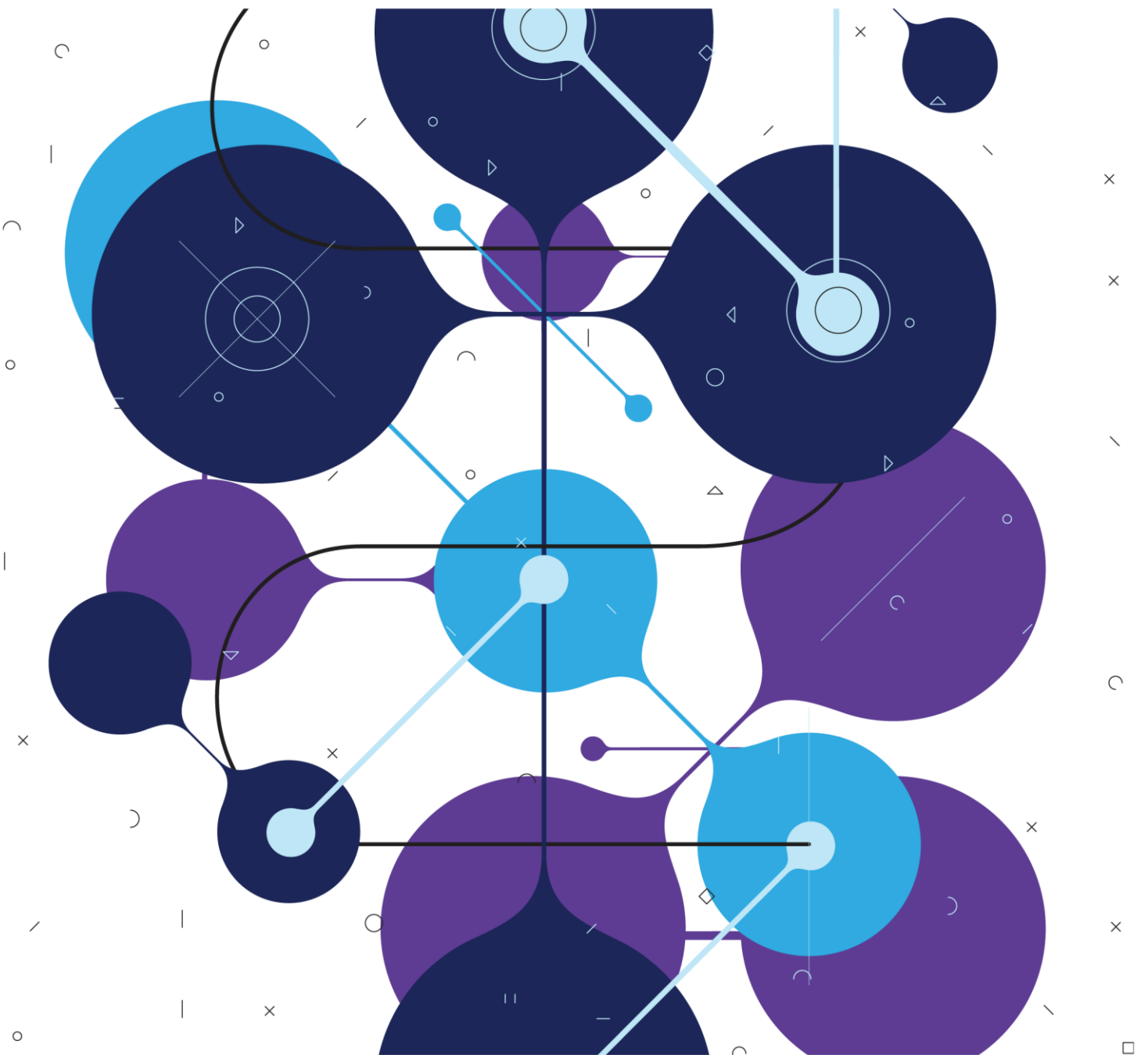


# Family Guide for Gifted Programs 2026

Grades 2-6



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# Purpose

The Mississippi Gifted Education Act of 1989, as amended in 1993, mandates that each public school district within the state provide gifted education programs for intellectually gifted students in grades 2-6. All local public- school districts may have gifted education programs for intellectually gifted students in grades 7-12, artistically gifted students in grades 2-12, creatively gifted students in grades 2-12, and/or academically gifted students in grades 9-12.

The purpose of the Mississippi Department of Education's Family Guide for Gifted Students is to ensure that families of gifted children who demonstrate unusually high potential as described in the following definitions are identified and offered an appropriate education based on their exceptional abilities. Because of their unusual capabilities, they require uniquely qualitatively different educational experiences not available in the regular classroom. These uniquely different programs are required to enable gifted students to realize their abilities and potential contributions to self and society.

# Programming in Mississippi

Gifted education programs are mandated in grades 2-6 for intellectually gifted students in Mississippi schools. The office of Student Intervention Services within the Mississippi Department of Education provides professional development and guidance for local gifted programs. For more information, please contact Mat Sheriff ([msheriff@mdek12.org](mailto:msheriff@mdek12.org)) or Lorie Sisk ([lsisk@mdek12.org](mailto:lsisk@mdek12.org)) in the office of Student Intervention Services.

# What is Giftedness?

## MDE Definition

The State of Mississippi defines “intellectually Gifted Children” and “Gifted Education Programs” as follows:

- “Intellectually Gifted Children” shall mean those children and youth who are found to have an exceptionally high degree of intelligence as documented through the identification process.”
- “Gifted Education Programs” (GEP) shall mean special programs of instruction for intellectually gifted children in grades 2-12 ,... in the public elementary and secondary schools of this state. Such programs shall be designed to meet the individual needs of gifted children and shall be in addition to and different from the regular program of instruction provided by the district.”

Although the State of Mississippi recognizes permissive programming for academically gifted students in grades 9-12; artistically gifted children in grades 2-12; and creatively gifted children in grades 2-12, only intellectually gifted programs in grades 2-6 are mandated by law.

## State of Mississippi Definitions

**INTELLECTUALLY GIFTED CHILDREN** shall mean those children and youth who are found to have an exceptionally high degree of intelligence as documented through the identification process. The needs of these students shall be addressed based on the program options provided by this document.

**ACADEMICALLY GIFTED CHILDREN** shall mean those children and youth who are found to have an exceptionally high degree of demonstrated academic ability as documented through the identification process.

**ARTISTICALLY GIFTED CHILDREN** shall mean those children and youth who are found to have an exceptionally high degree of creativity and an exceptionally high degree of ability in the visual arts as documented through the identification process.

**CREATIVELY GIFTED CHILDREN** shall mean those children and youth who are found to have an exceptionally high degree of creativity and an exceptionally high degree of ability in the performing arts as documented through the identification process.

## Common Traits of Gifted Children

- Intellectual Curiosity
- Creative Thinking
- Learns Rapidly
- Challenges Authority
- Advanced Vocabulary
- Complex Sense of Humor
- Perfectionism
- Vivid Imagination
- High Energy Levels
- Emotional Sensitivity
- Excellent Reasoning Skills
- Intense Focus and Concentration
- Great Memory
- Engrossed in Own Thoughts (Daydreaming)
- Advanced Empath
- Nonconformity
- Does Things Differently (Out of the Box Thinking)
- Adventurousome
- Problem Solver
- Observant

## How do I address my child's social-emotional needs?

Because of their emotional intensity, it is not unusual for young, gifted children to achieve academically in preschool, yet be judged “not ready” emotionally or socially to enter kindergarten. When a child’s social and emotional needs are understood and met, she will develop a positive self-image and the coping skills necessary for meeting life’s challenges. Some common social-emotional characteristics of young, gifted children include:

- Intensity;
- Perfectionism;
- Persistence and prolonged concentration;
- Procrastination;
- Curiosity;
- Complexity;
- Willingness to take risks;
- Advanced imagination; and
- Frustration, moodiness and, in a minority of children, depression.

## How can I develop my child's gifts and talents?

Parents play an especially important role in developing the special capabilities of a young, gifted child. To be effective, parents should:

- Promote their child’s growing need for independence.
- Set clear limits and guidelines.

- Communicate clearly and with enthusiasm.
- Expand vocabulary by using new words.
- Provide a variety of learning materials, especially books.
- Help develop special skills.
- Find playmates who have similar interests (young, gifted children sometimes enjoy the company of older children);
- Promote creativity and encourage the child to try new things that help him value learning and creativity; and
- Read to, and engage in, creative hobbies with the child.

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## Differences between bright and gifted

How can you tell if your child is gifted or bright?

### BRIGHT

- Knows the Answers
- Is Interested
- Pays Attention
- Works Hard
- Answers Questions
- Prefers Same Age Peers
- Is Self-Satisfied
- Listens Well

### GIFTED

- Asks the Questions
- Is Extremely Curious
- Gets Involved Physically and Mentally
- Plays Around and Still Gets Good Test Scores
- Questions the Answers
- Prefers Adults or Older Peers
- Is Highly Critical of Self
- Shows Strong Opinions and Feelings

- 
- Some gifted children may excel in one area but be average or even below average in another area.
  - Some gifted children excel in everything.
  - Some gifted children may start by showing high achievement across all areas, but later demonstrate high ability only in one or two areas.
  - Some gifted children also have disabilities that impact learning, including Attention Deficit Hyperactivity Disorder (ADHD), learning disabilities, autism spectrum disorder, and other challenges.

# How are children identified as gifted in Mississippi?

The identification process consists of a combination of subjective and objective measures to determine eligibility for the gifted program and includes an equitable opportunity for the inclusion of students who are culturally diverse, underachieving, disabled under IDEA guidelines, physically handicapped, or ADHD.

All data collected as part of the identification process are protected by the Family Educational Rights and Privacy Act (FERPA). Access to this information is restricted to those personnel working directly with the identification process, working directly in the gifted education program, or that have a documented need to access. Parents of gifted students shall be notified in writing about their rights under FERPA. Once the referral process begins, parents may request access to their child's data at any point in the process.

## Requirements and Procedures for Referral

Referral for the gifted education program is based on consideration of performance in the regular classroom, potential ability, text performance, maturity, creativity, and leadership potential. While grades and/or achievement test scores might be an indicator of giftedness, by MDE Regulations, neither classroom behavior, grades, or achievement test scores may be used to eliminate a student from the identification process.

All students in grades served by the program comprise the initial screening pool of potential recipients for gifted education services. A student may be referred for consideration, pending documentation of the referral criteria by a parent, teacher, counselor, administrator, peer, self, or anyone else having reason to believe that the student might be intellectually gifted. A referral must be initiated by written request to the teacher of the gifted. Only the Gifted Local Survey Committee or parents can stop the identification process once a referral process has been initiated with a dated and signed referral form.

The MDE established procedures and criteria on all referral measures for Identification Process

1. Mass Screening in first and third grades annually and Identification Process
2. Individual Referral in first through sixth grades.

## **Referral must include documentation of three or more of the following:**

1. A group measure of intelligence administered within the past twelve (12) months with a minimum score at or above the 91st percentile.
2. Published measure of characteristics of giftedness at the superior range;
3. Published measure of creativity at the superior range;
4. Published measure of leadership at the superior range;
5. A score at or above the 91st percentile on total language, total math, total reading, total science, total social studies or the composite on a normed achievement test;
6. A score at or above the 91st percentile on an existing measure of individual intelligence administered within the past twelve (12) months; and/or
7. Other measures that are documented in the research on identification of intellectually gifted students and approved by the MDE.

## **Assessment Process and Eligibility Requirements**

If a student meets the stated minimally acceptable criteria for referral, the Gifted Local Survey Committee will recommend an individual assessment to determine eligibility for an “Intellectually Gifted” ruling. Written parental permission for testing must be obtained before any individual testing is initiated.

The individual test of intelligence shall be administered by a licensed examiner. In no case will the examiner be related to the student being tested. Students who have been assessed by licensed examiners outside of the school district shall have their results considered for referral criteria and reviewed for gifted eligibility.

The student must meet identification criteria as approved by the MDE at or above the 91st percentile composite/full scale or the 91st percentile on approved subtests (as per publisher) to satisfy eligibility criteria. If a student meets the criteria, the Gifted Local Survey Committee will grant an “Intellectually Gifted” eligibility ruling.

### **Private Assessment**

Students who have been assessed by licensed examiners outside of the school district may have their results considered for referral criteria or reviewed for gifted eligibility.

Districts shall have a policy regarding private assessment data.

### **Referral**

Districts shall collect private testing data to meet requirements of the objective measure of the referral criteria. Additional data shall be collected, and students moved to Stage 4: Assessment.

## Eligibility

Districts shall collect private testing data to meet all requirements from Stage 1 – Stage 5 of the identification process. Once collected, the LSC shall meet and determine an eligibility ruling, completing a GPPDS/Student profile.

## Special Considerations for Gifted Identification

Students with special considerations for gifted assessment, as established in Gifted Regulations, may qualify for additional consideration with an individual intelligence score at the 84th percentile and one of the following:

1. A test of cognitive abilities with a minimal score at the 91st percentile;
2. A group intelligence measure with a minimal score at the 91st percentile; or
3. A district-developed matrix approved by the MDE.

Once a student is ruled eligible for a gifted program in Mississippi, no reevaluation testing is required to remain in the program. Although criteria may vary from district to district, as per MDE gifted regulations, any student's gifted eligibility from a Mississippi school district will be accepted.

## Out-of-State Gifted Eligibilities

Intellectually gifted students from out of state will be accepted into the MS GEP if they have met the 91st percentile on an IQ test. These students will no longer be required to be reassessed for the GEP in the state of Mississippi. This includes students from military families based on the Military Interstate Children's Compact.

## Placement in the Gifted Program

Once a student is ruled eligible for placement in the gifted program, the parent has the right to agree to or withhold placement of the child. Written parental permission must be obtained before the child can be placed in the program.

Once a student is ruled eligible for gifted education services, participation in the gifted program is an entitlement under the Mississippi Gifted Education Act of 1989, Mississippi Code Sections 37-23-171 through 37-23-181.

## **Instructional Management Plan**

As gifted students work under specific Instructional Management Plan objectives and MDE-established outcomes, withholding permission to attend gifted classes should not be used as a disciplinary measure. Failure to complete gifted education assignments may be used as grounds for dismissal from the program.

## **Homework/Classwork**

As established in MDE Gifted Regulations, gifted students may not be required to make up classwork missed when they are scheduled to be in the gifted classroom. Gifted students shall be held accountable for demonstrating mastery of concepts and information on regularly scheduled tests. Homework assigned to the general education classroom students for the evening of the gifted education day must be completed.

## **Annual Reassessment for Continued Placement**

A committee shall meet at least annually to reassess each gifted student's continuation in the gifted program. The committee must include, at a minimum, the student's teacher of the gifted and a designated administrative representative. Since participation in the gifted education program is an entitlement under the law, students shall remain in the gifted program if they are being successful in the program. Grades and/or success in the general education program are the responsibility of the general education teacher and shall not be considered as a reason for removal from the gifted program. In the event a student fails to make progress or exhibits unsatisfactory participation in the gifted program, a meeting of the reassessment committee will be held to consider the student's continued placement. If the committee determines that the student is failing to make progress, the student may be placed on probation for the next 9-weeks term. Parents shall be included in the process and notified in writing of all actions taken by the committee. Documentation of all decisions and actions will be collected and maintained in LSC minutes. If a student's performance in the gifted program does not improve within a designated period of time, the student may be removed from the program. If the parents are not in agreement with the school-based committee decision to remove the student from the gifted program, they may present their concerns, orally or in writing, to the principal of the school. The principal and parents will attempt to resolve the matter informally.

## **Appeals Process/Hearing**

Should the parents not agree to the removal of the student from the program, the parents have the right to a hearing to appeal the decision and determine how the lack of agreement will be resolved. Within five (5) school days of the meeting with the principal, the parents may put their

concerns in writing and present them to the gifted contact person. A meeting of the Local Survey Team, along with the parents, administrator, counselor, and will be held within five (5) days or a timeframe agreed upon by the parent. The LSC will render a written decision based on information shared during the meeting. Documentation of all decisions and actions will be collected and maintained in LSC minutes.

## **Reinstatement Procedures**

Students will be considered for reinstatement in the gifted program at the request of the parents and with the recommendation of classroom teachers. Consideration and arrangements for reinstatement in the program will be made through the Local Survey Committee and documented in the minutes. Written notification of the student's eligibility for reinstatement will be forwarded to the parents and teachers of the student. Written parental permission must be obtained before the student can be placed in the program.

## **Potentially Twice-Exceptional Students**

Students who already have an eligibility ruling under IDEA and are being assessed for an intellectually gifted eligibility, and who did not satisfy all the required minimal acceptable referral criteria but did meet at least one referral criterion shall have their results reviewed by the LSC and a licensed examiner. If the student scores at or above the 91st percentile on the individual test of intelligence (composite score or approved subtest score) or in the opinion of the reviewing committee, would benefit from participation in the intellectually gifted program, the student may be granted a provisional eligibility for the intellectually gifted program for a period up to one year. Within that year, the student's teacher of the gifted shall meet with the review committee to discuss the student's performance in the program. If the student has demonstrated success in the program, the LSC shall change the eligibility status from provisional to regular eligibility. If the student has not been successful in the program, the provisional eligibility shall be revoked.

# Understanding a Gifted Child

## Strengths/Problems

- Acquires and retains information quickly High expectations of self and others
- Creative/inventive, likes new ways of doing things Impatient with others: dislikes basic routine Intolerant, perfectionist; may become depressed May be seen as disruptive and out of step
- Intense concentration; persistence in areas of interest Neglects duties; resists interruption; stubborn Enjoys problem solving; understands concepts
- Resists routine practice; questions teaching procedures Sensitivity, empathy;
- Desire to be accepted by others Sensitivity to criticism or peer rejection

Often a gifted child's strengths can result in problems:

- Independent; prefers to work alone; reliant on self May reject parent or peer input
- Seeks to organize people and things Strong sense of humor
- Constructs complicated rules; often seen as bossy
- Peers may misunderstand humor: may "clown" for attention

## Asynchronous Development

Gifted students are plagued by Asynchronous Development

- Uneven development...for example motor skills may lag behind cognitive and conceptual abilities, particularly in younger children.
- Can result in frustration and emotional outbursts.

## Imposter Syndrome

Sometimes a gifted child "feels like a fraud".

- Gifted kids discount their success, attributing it to luck, not real ability.
- They fear that they could be found out anytime.
- The more successful, the greater the inner stress.
- Now, people have expectations of you that you may not be able to meet.

## Over-Excitabilities

Another characteristic seen in gifted children is Dabrowski's Over-excitabilities.

- Psychomotor...may need lots of movement...could mean difficulty settling down to sleep...nervous tics
- Over-excitible senses... "Cut the label out of my shirt?" Adverse reaction to smells, loud sounds, certain lights. Can't "tune things out."
- Emotional...Intensity of emotion... "Happier when happy, sadder when sad, angrier when angry."

## Avoidance

Avoidance risk-taking the same way they see possibilities; they also can perceive problems which makes them avoid risk-taking

## Perfectionism

- All or Nothing
- Thinking Critical Eye
- Unrealistic Standards
- Focus on Results
- Depressed by Unmet Goals
- Makes gifted students vulnerable to underachievement and emotional turmoil

## Helping a Child with Perfectionism

- Emphasize process, not outcome Be specific with expectations Have a sense of humor
- Discuss how mistakes can be good Model
- Priorities and perspective Goal setting
- Pursuit of excellence vs perfectionism

# Depression and the Gifted Child

<b>Behavior</b>	<b>What to Look For</b>	<b>How Parents &amp; Teachers can Help</b>
Oversensitivity	Strong reactions to criticism. which can induce feelings of helplessness	Avoid criticizing behaviors that are a part of the child's personality; being too sensitive, too intense, too inquisitive
Achievement Stress	Frustration and anger with achievements negative self-talk and low self-esteem	Provide opportunities to master tasks that become progressively more difficult to promote success and optimism and minimize feelings of helplessness  Identify ways to appropriately channel or manage anger and feelings
Self-Criticism	Children who are overly critical of themselves	Help children practice resiliency skills – persistence, tolerance for error or frustration, positive self-talk
Sadness	Sadness, unhappiness or grief that lasts longer than two weeks, which includes widespread loss of interest, withdrawal, less energy, lack of appetite, lack of sleep, difficulty concentrating	Seek professional or medical assistance

# Common Myths About Gifted Education

## 1

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### Gifted children will do fine on their own.

#### TRUTH

Gifted children cannot teach themselves. Just as star athletes train with skilled coaches, gifted students need guidance from well-trained teachers who challenge and support them in order to fully develop their abilities.

#### HERE'S WHAT WE KNOW

- Many gifted students are so far ahead of their same-age peers that they know more than half of the grade-level curriculum before the school year begins.
- Others learn new concepts quickly, but are made to wait until classmates catch up.
- Resulting boredom and frustration can lead to underachievement and poor work habits.
- The role of the teacher is crucial for spotting and nurturing talents in school.

## 2

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### Teachers challenge all students.

#### TRUTH

Most teachers have not been prepared to work with advanced students. Gifted students not only learn more quickly than other students, they learn differently.

#### HERE'S WHAT WE KNOW

- The majority of classroom teachers have had no training in teaching highly able students.
- In spite of commitment and dedication, teachers are often unable to recognize and support gifted learners without specialized training.

# 3

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## Gifted students are role models for other students.

### TRUTH

Average or below-average students do not look to the gifted students as role models.

Students model their behavior on those who have similar capabilities and are coping well in school.

### HERE'S WHAT WE KNOW

- Watching those who are expected to succeed does little to increase a student's self-confidence.
- Gifted students respond to and benefit from classroom interactions with their academic peers.

# 4

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## All children are gifted.

### TRUTH

All children have strengths and positive attributes but are not all gifted in the academic sense of the word.

The label "gifted" in a school setting is applied when a child has an advanced capacity to learn and apply what is learned in one or more subject areas, or in the performing or fine arts compared to others his or her age or grade.

### HERE'S WHAT WE KNOW

- Advanced capacity requires modifications to the regular curriculum.
- Gifted does not connote good or better; it is a term that allows students to be identified for services that meet their unique learning needs.

# 5

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## Academic acceleration is socially harmful.

### TRUTH

Gifted children are often happier with older children who share interests and abilities.

Acceleration interventions can provide flexibility in curriculum delivery to meet student needs without negative consequences.

### HERE'S WHAT WE KNOW

Many gifted students do not have intellectual or interest peers at school, which can lead to social and emotional discomfort and isolation.

Accelerated students go on to succeed professionally at higher levels than those in the general student population and report they wish they had even more opportunities for acceleration while in school.

Successful acceleration placements, strategies, referral policies, student screening, and transition planning can ensure acceleration is used only when appropriate.

# 6

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## Gifted education programs are elitist.

### TRUTH

Gifted education programs help all high-ability students.

Many students are denied learning opportunities because of flawed identification practices and the way in which programs and services are funded.

### HERE'S WHAT WE KNOW

- Gifted learners are found in all cultures, ethnic backgrounds, and socioeconomic groups.
- Single test score reliance for gifted education services may exclude students with different cultural experiences and opportunities.
- Without federal or state funds, providing an adequate funding stream, most gifted education programs and services are dependent solely on local funding.
- Despite the need, often only higher-income school districts can provide services, giving the appearance of elitism.

# 7

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## Students getting poor or average grades cannot be gifted.

### TRUTH

Not all gifted students are academically successful. The causes of underachievement differ greatly. It is imperative that perceptive, well-trained adults recognize gifted learners and help them break the cycle of underachievement.

### HERE'S WHAT WE KNOW

- High-ability students may become bored or frustrated in an unchallenging classroom causing them to lose interest, learn poor study habits, or distrust the
- school environment.
- Students may mask their abilities to try to fit in socially
- Students may have lacked access to a rigorous, high quality, early education.

# 8

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## Gifted students are happy, popular, and well-adjusted.

### TRUTH

School can be a negative experience for some gifted students. Although many gifted students flourish in their school, some gifted children are prone to emotional and moral intensities. It is important that counselors and other school personnel are trained to recognize these issues.

### HERE'S WHAT WE KNOW

- Gifted students may be sensitive to others' expectations and feelings, struggle with perfectionism, and/or have deep concerns about societal problems.
- Students may not share interests with their classmates, resulting in isolation or being labeled a "nerd."
- Time in school is often something to be endured rather than celebrated.

# 9

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## A child receiving special education services cannot also be gifted.

### TRUTH

Having strengths in one area does not preclude the need for support in another. It is important to focus on the students' abilities and strengths, providing access to challenging curricula in addition to receiving support for a recognized disability.

### HERE'S WHAT WE KNOW

- “Twice-exceptional” students often go undetected in regular classrooms because their disability and gifts mask each other.
- Appearing “average” often causes ineligibility for either gifted or special education services.
- Twice-exceptional students are often identified for special education services but are not considered for gifted services.

# 10

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## Gifted education programs require an abundance of resources.

### TRUTH

Offering gifted education services does not need to break the bank. Starting a program requires understanding and commitment that gifted students require qualitatively different services.

### HERE'S WHAT WE KNOW

- Effective and comprehensive gifted education services require an investment in professional development, assessments, and advanced curriculum.
- Gifted education strategies must be flexible and varied.

# Disciplining Gifted Students

- Consistent application of values, rules, and behaviors
- Enforce rules with consistent consequences
- Provide logic behind rules and acknowledge reluctance to obey rules blindly
- Allow students to participate in formulating rules
- Understand that they are challenging your ideas not you when a power struggle occurs
- Keep cool and state clearly why a specific behavior is undesirable
- Avoid the use of sarcasm, labels, and ridicule
- Ask the student how their inappropriate behavior can be modified
- Focus on what they are doing right

# Ten Things All Parents of Gifted Children Should Know

By Sylvia Rimm, Ph.D.

1. Children need very gradual empowerment with increasing choices, freedom, power, and responsibilities as they mature. Although gifted children sometimes seem adult-like, giving them too much power and too many choices early can cause them to believe they should make their own decisions too soon without adult guidance.
2. Gifted children are children first, and only secondly gifted. They need parental limits and guidance.
3. Praise words set expectations for children. Too high praise may cause pressure. Continual negative comments cause children to be unmotivated and have low Expectations for themselves.
4. Children learn through play. Parents who love learning with children, including Reading, educational toys, playing games building activities, creativity, exploring nature, science, and numbers encourage children's interests and curiosity.
5. Parents should be respectful advocates for their gifted children's special needs in school
6. Respect for other adults, including other parents, grandparents, and teachers, encourages children to learn from these adults.
7. Parents are role models for their children. Their attitudes toward work, learning and life strongly influence their children. Good family relationships, including family fun together, are protective for children throughout childhood and adolescence.
8. Work projects with an adult teacher perseverance and valuable work ethic.

9. Gifted children need healthy involvement in activities and reasonable limits for media and technology.
10. Children are not always evenly gifted. Although they may learn easily in some areas, they may struggle in other.

# Parent Resources

## Special Schools for Gifted High Schoolers

[Mississippi School of the Arts \(MSA\)](#), Brookhaven, MS

The Mississippi School of the Arts is a residential school that will provide advanced programs of study in music, theater, visual arts, dance, literary arts, and media arts for artistically gifted eleventh and twelfth grade students from districts across the state. Curriculum at MSA will focus on the arts and humanities.

[Mississippi School for Math and Science \(MSMS\)](#), Columbus, MS

The Mississippi School for Math and Science is the nation's fourth, publicly funded, residential, co-educational high school emphasizing mathematics and science. Located on the campus of Mississippi University for Women in Columbus. MSMS is the school-year home to approximately 270 eleventh and twelfth grade students representing all geographic areas of Mississippi.

## Problem Solving Competitions

[Destination Imagination](#)

"Encourages students of all ages to build on their strengths and to discover skills they never knew they possessed, be they technical, theatrical, analytical, comic, linguistic, musical...the list goes on." (Quote from DI marketing vice president)

[Future Problem Solving of Mississippi](#)

"Teaching students creative problem-solving processes through competitive and non-competitive instructional programs so they learn to work with others in designing positive futures." (Quote from FPS site)

[Invent Now, Inc.](#)

Invent Now is a not-for-profit organization which operates the National Inventors Hall of Fame, Collegiate Inventors Competitions, and national education programs Camp Invention, Invention Project, and Club Invention. (From their website)

### [Mississippi Scholastic Chess Association \(MSCA\)](#)

Provides information about scholastic chess in Mississippi

### [Summer Institute for Gifted \(SIG\)](#)

A leader in gifted education since 1984, the Summer Institute for the Gifted (SIG) provides academic summer and online programs for gifted and talented ... (website)

### [Gifted Development Center \(GDC\)](#)

"Since 1979, The Gifted Development Center (GDC) has served as a resource center for developmentally advanced children and their parents and for gifted individuals of all ages. We provide in-depth assessment, counseling, consulting services and innovative materials..." (from the website).

### [Duke Talent Identification Program \(Duke TIP\)](#)

"The Duke University Talent Identification Program (Duke TIP) identifies gifted children and provides resources to nurture the development of these exceptionally bright youngsters. Through Duke TIP a whole range of activities and programs are accessible to parents and teachers to meet the individual needs of gifted children." (from the website)

### [Davidson Institute](#)

A private foundation that offers free services (including yearly fellowships up to \$50,000) to profoundly intelligent young people, their parents, and the professionals who serve them.

### [National Association for Gifted Children \(NAGC\) Resources for Parents](#)

This site gives parents information about giftedness, its characteristics, and why gifted education should be supported. NAGC is a non-profit organization of parents, teachers, educators, community leaders, and other professionals who unite to address the unique needs of all children and youth with demonstrated gifts and talents, as well as those who maybe able to develop their talent potential with appropriate educational experiences.

### [SENG \(Supporting Emotional Needs of the Gifted\)](#)

SENG's mission is to empower families and communities to guide gifted and talented individuals to reach their goals: intellectually, physically, emotionally, socially, and spiritually.

### [USM Frances A. Karnes Center for Gifted Studies](#)

Frances A. Karnes Center for Gifted Studies, University of Southern Mississippi This site lists services available in Mississippi to parents, teachers, and others interested in gifted children and youth.

## [Hoagie's Gifted Education Parent Page](#)

This is a resource site for parents and educators of gifted children. It includes articles, research, books, organizations, conferences, on-line support groups, academic programs, products, humor, and more.

### Links for the Parents of Gifted Children

- [Communicating Effectively with Your Gifted Child's School by Dr. Joan Franklin Smutny](#)
- [Definitions of Giftedness \(NAGC\)](#)
- [GATE Programs](#)  
Gifted and Talented Education (GATE) programs promote differentiated educational programs for students in grade school, middle school, and high school.
- [Parent Affiliate Groups](#)
- [Parenting and the Gifted Child: "Things you may have wondered about Gifted Education but were afraid to ask."](#) Lora Beasley, Teacher of the Gifted, Sumrall Elementary, Sumrall, MS
- [Taking a Larger Stand for Gifted Education: Your District, Your State ...and Beyond!](#) By Dr. Joan F. Smutny (March 2003) (NAGC)
- [Tips for Parents: Meeting the Needs of Twice-Exceptional Children](#) (Davidson Institute for Talent Development)
- [Mississippi Department of Education Office of Advanced Learning & Gifted Programs](#)
- [How to Start a Parent Group brochure \(NAGC\)](#)
- [Be Practical...Effective Advocacy in Small Town America](#) by Kathy Jones (March 2003) (NAGC)
- [Twice-Exceptional Dilemma \(NEA\)](#)
- ["Helping Your Gifted Child to Succeed" Spanish Version](#) (Recursos Para los Padres de Familia) (NAGC)
- [48 Essential Links for the Parents of Gifted Children](#)
- [Mississippi Gifted Standards](#)
- [Parenting for High Potential - Toys and Games for Gifted Kids](#)
- [15 Tips for Identifying Gifted EL Students](#)

# References

## Information about MS Gifted

Mississippi Department of Education: [MDEK12.org](http://MDEK12.org)

Mississippi Association of Gifted Children: [MAGCGIFTED.org](http://MAGCGIFTED.org)

## Gifted Research and Information

Hoagie's Gifted Education Page: [HOAGIESGIFTED.ORG](http://HOAGIESGIFTED.ORG)

National Association for Gifted Children: [NAGC.ORG](http://NAGC.ORG)

Davidson Institute: [DAVIDSONGIFTED.ORG](http://DAVIDSONGIFTED.ORG)

Duke Talent Identification Program: <http://tip.duke.edu/>

Gifted Development Center: [GIFTEDDEVELOPMENT.ORG](http://GIFTEDDEVELOPMENT.ORG)

Institute for the Gifted: [GIFTEDSTUDY.ORG](http://GIFTEDSTUDY.ORG)

Institute for Educational Advancement: [EDUCATIONALADVANCEMENT.ORG](http://EDUCATIONALADVANCEMENT.ORG)

## Resources for the 10 Myths

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- National Association for Gifted Children & The Council of State Directors of Programs for the Gifted. (2009). State of the states in gifted education. Washington, DC: Author. (Myth #2, 6)
- Neihart, M., Reis, S. M., Robinson, N. M., & Moon, S. M. (Eds.). (2002). The social and emotional development of gifted children: What do we know? Waco, TX: Prufrock Press. (Myth #1, 8)
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- Ralabate, P. (Ed.). (2006). The twice-exceptional dilemma. Washington, DC: National Education Association. (Myth #9)
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- Winner, E. (1996). Gifted children: myths and realities. New York, NY: Basic Books. (Myth #7) Winnebrenner, S., & Devlin, B. (2001). Cluster grouping of gifted students: How to provide full-time services on a part-time budget. (ERIC Digest). Available online at [Gifted children: myths and realities](#). (Myth #5, 10)