

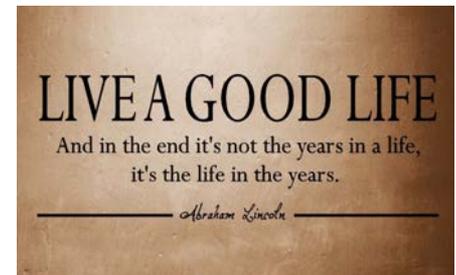
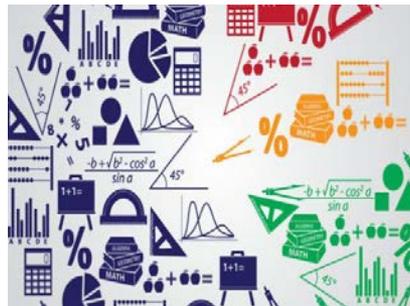
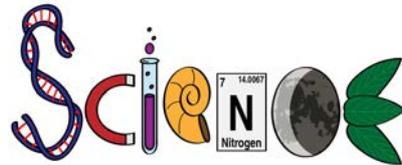
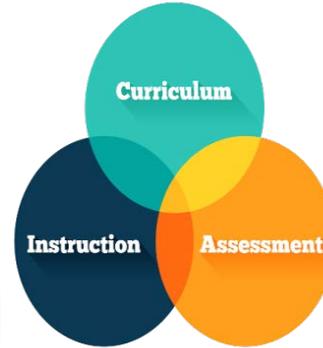
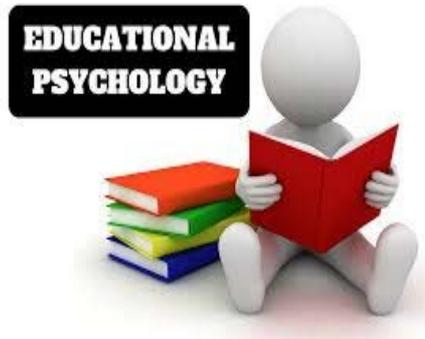


# Parenting for High Potential: Essential Caregiving Strategies for Nurturing the Whole Gifted Child

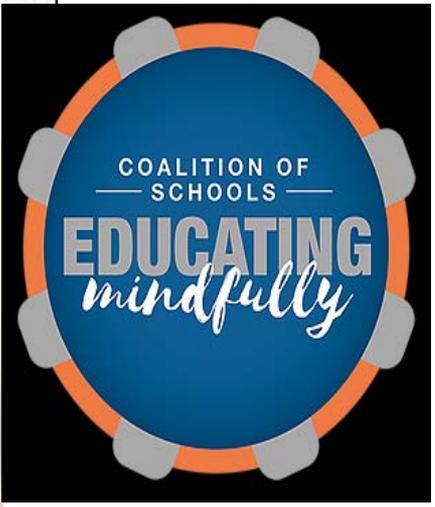
*Janette Boazman, Michele Kane, Tracy Inman, Kathleen Nilles*



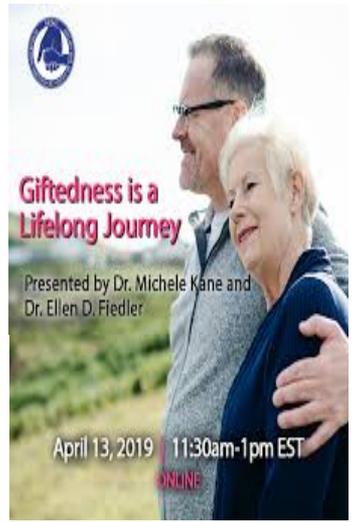
# Dr. Janette Boazman



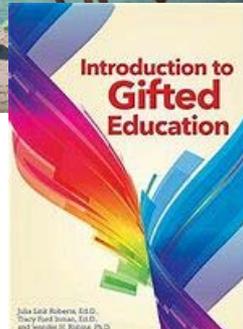
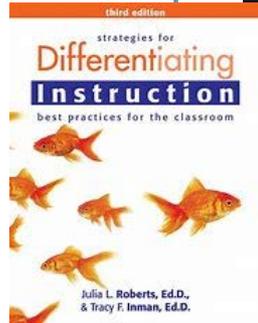
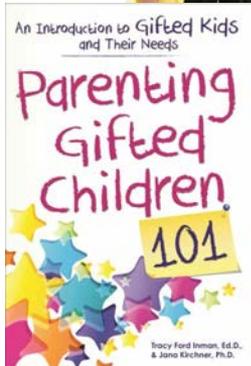
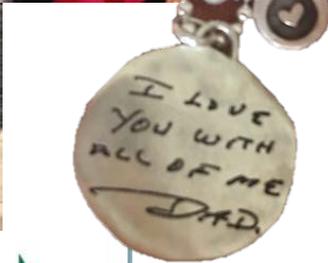
# Dr. Michele Kane



“Giftedness is asynchronous development in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm.”



# Dr. Tracy Ford Inman





# We all Want the Same Thing



**We desire...**

- **personal growth and academic development for children**
- **health and happiness for all children**
- **education in quality schools with good teachers**
- **programs that appropriately address educational needs**
- **full development of natural abilities for each child**
- **that all children form and maintain good and lasting friendships**

***We want each child to be successful, academically and personally, and to move toward a happy and thriving life.***

# The Path to Thriving for the Gifted

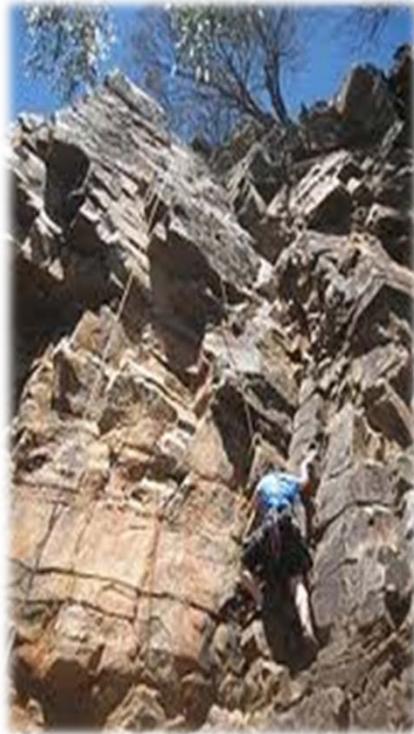


**A good analogy:**

**Helping children climb a mountain.**



# The Path to Thriving for the Gifted



# Getting Our Children to the Top of the Mountain



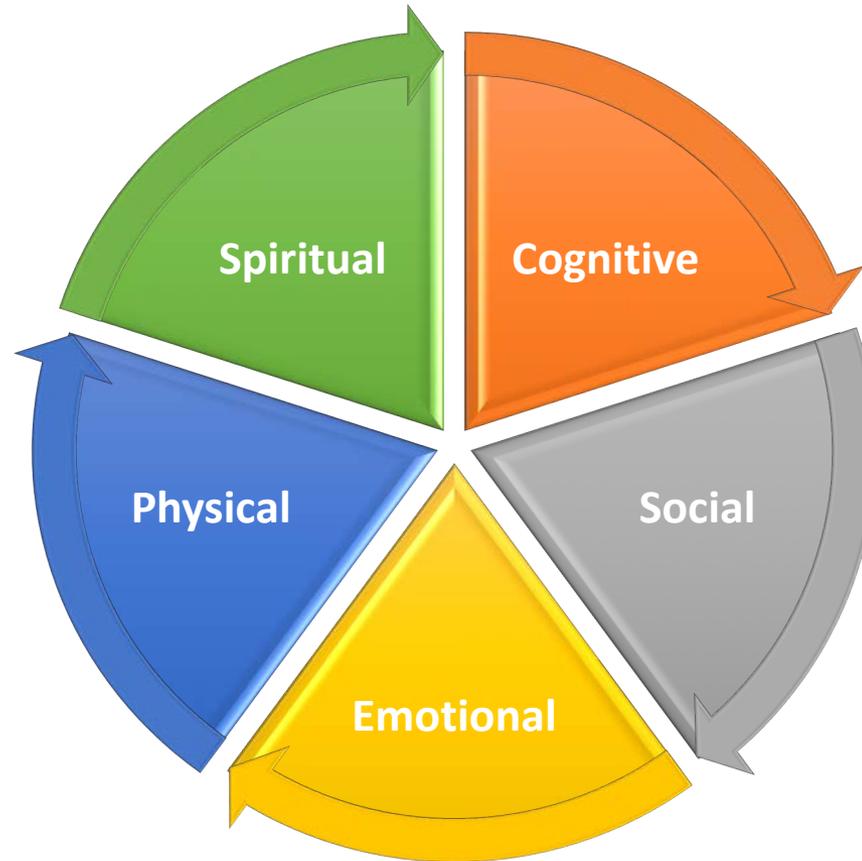
How do we ensure our children...

...are successful—academically and personally

...and move toward a happy, thriving life?



# Address the Needs of the Whole Child



***Giftedness extends beyond intellectual ability and we must support the whole child.***

# Two Theoretical Models



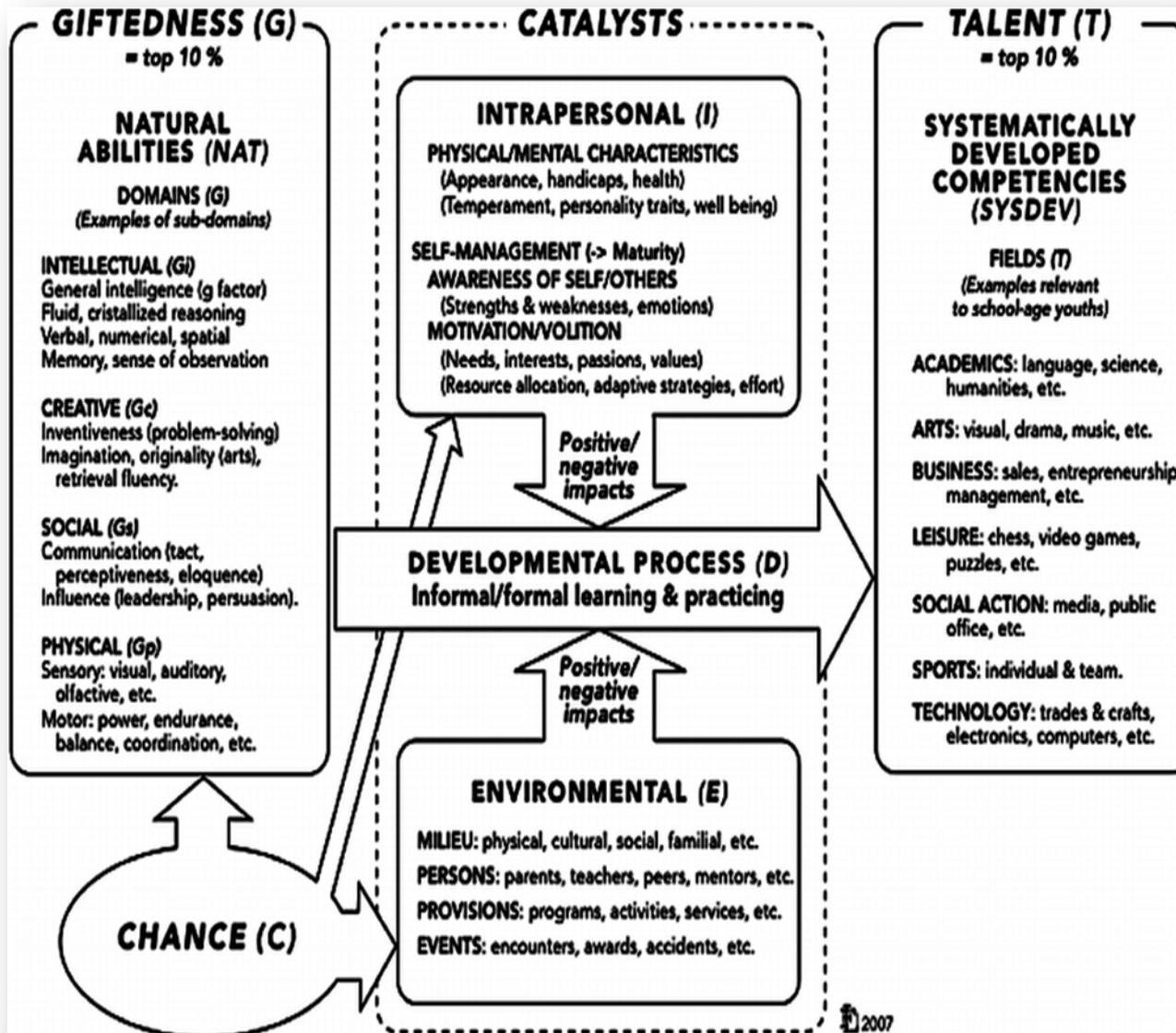
**Differentiated Model of  
Giftedness and Talent (DMGT)**  
Françoys Gagné



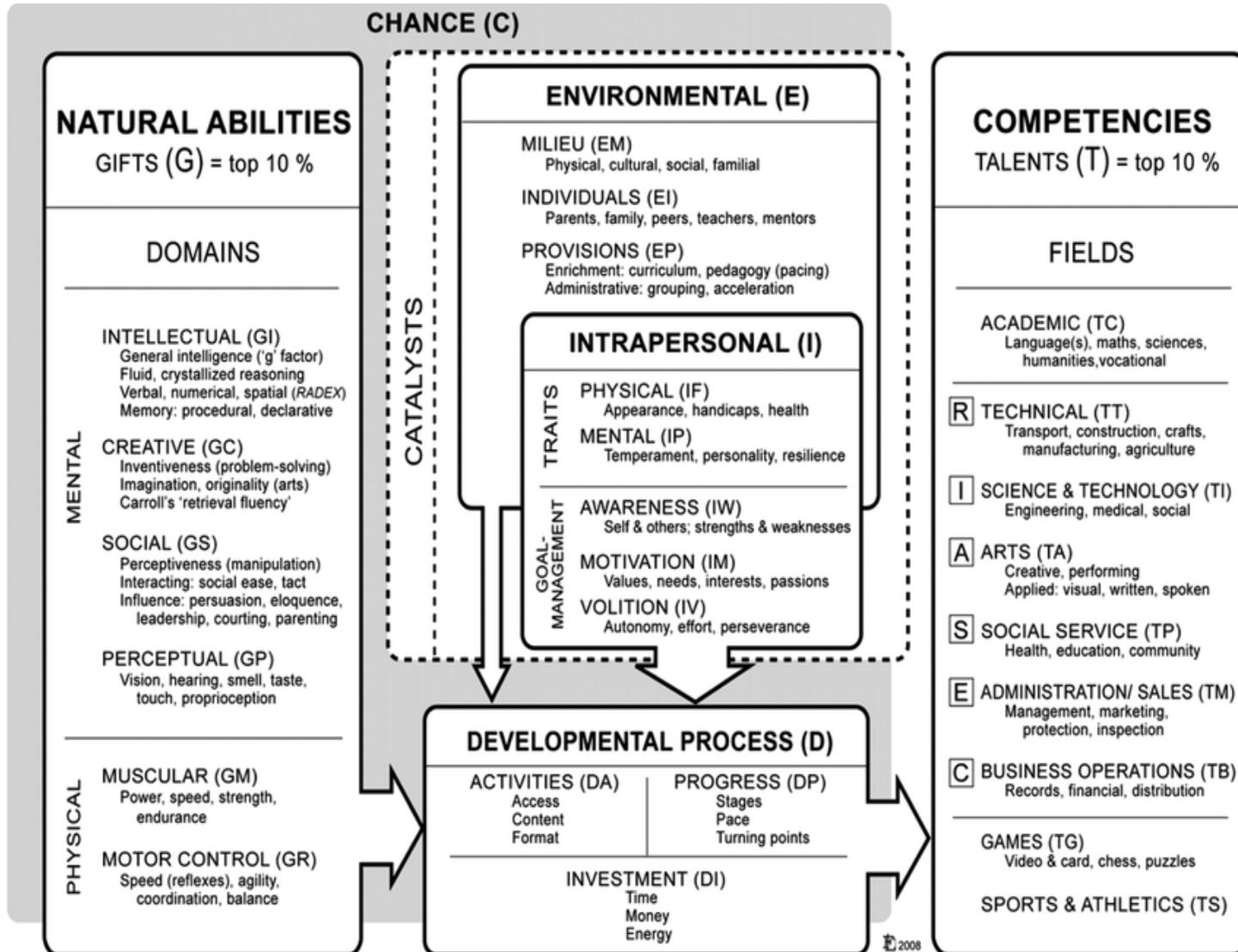
**Model of Giftedness and  
Thriving**  
Extension of Gagné's DMGT  
Mike Saylor



# Differentiated Model of Giftedness & Talent Development



# Differentiated Model of Giftedness & Talent Development 2.0



# Some Talented Adults You May Recognize



Nelson Mandela



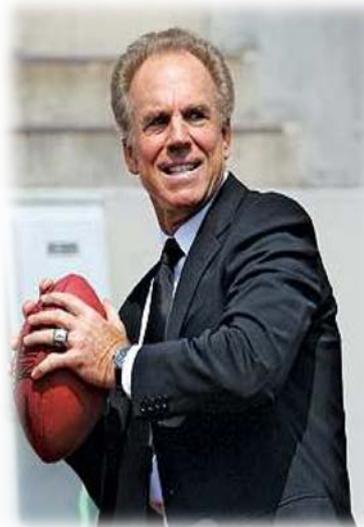
Mother Teresa



Dr. Maya Angelou



Condoleezza Rice



Roger Staubach



Bill Gates

# Some Talented Adults You May Recognize



**Enron Executives  
Corruption**



**Bernie Madoff  
Fraud**



**Lance Armstrong  
Doping**



**President Richard  
Nixon**



**Ted Kaczynski  
Unabomber**

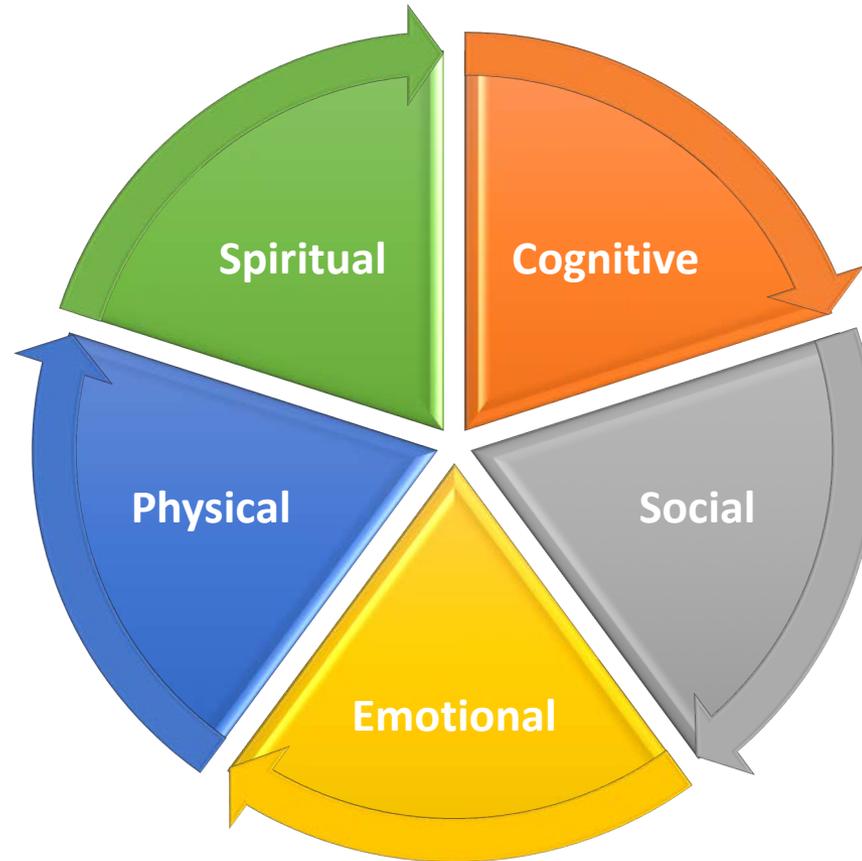


**Entertainers  
College Admissions Scandal**



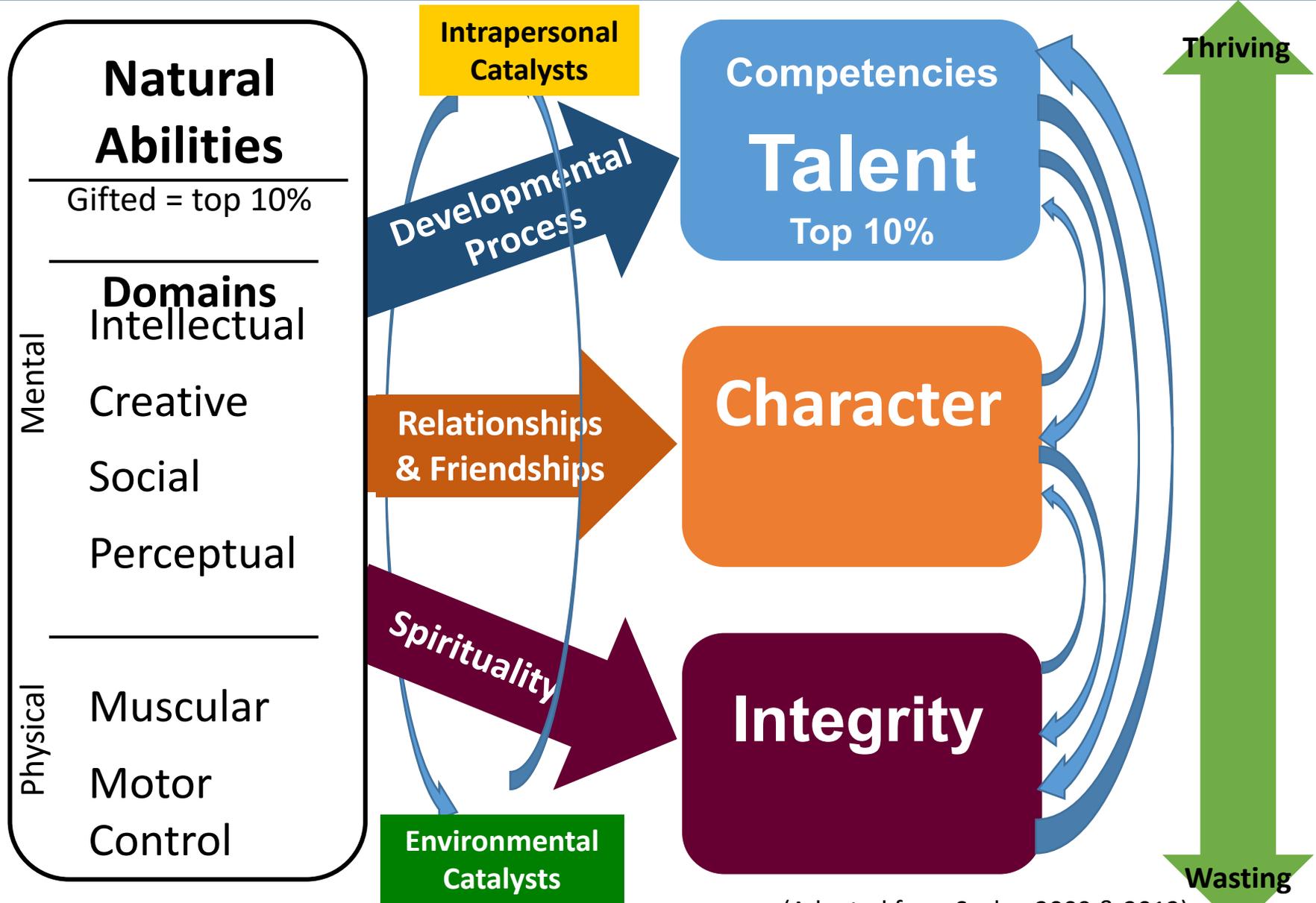
# Is Talent Development Enough?

# Not Just Talent Development...



***...We must support the whole child!***

# Model of Gifted & Thriving



(Adapted from Saylor, 2009 & 2012)



# The Whole Gifted Child: Social, Emotional & Spiritual Needs

Presented by: Michele Kane, Ed.D.  
Northeastern Illinois University, Chicago, IL  
M-Kane1@neiu.edu



***“We need to remember that no matter how overwhelmed we might be with the fact that we have a gifted child, we have needs, too; we must not forget ourselves and our own needs, and we must also realize that these needs are separate from those of the child.”***

**-Annemarie Roeper, 1986**

# Downtime



**It's important to take care of yourself.**

**Make time for you: Stress-relievers, exercise, parent groups-one good friend, "date night," 25% rule, vacations, hobbies—your passions.**



*Source: Car Rentals.com "Top 10 Destinations to Experience Wildflowers in the U.S."*

# Dutifully Discovering



**Probe those who know and become educated about the field of gifted education.**

**Connect with: Websites, Journals, 2 Days of 2E, Online Blogs/Twitter, Tip Sheets, GT Coordinators, apps, other parents (many are coaches).**



*Ben Lomond Peak on the Wasatch-Cache National Forest, Utah. Photo by Teresa Prendusi. Courtesy U.S. Forest Service.*

# Dedicated and Desiring



**Provide opportunities for struggle and/or provide respite when overwhelmed.**

**Your role: Allow failure, give praise sparingly, focus on encouragement, ensure coping skills are developmentally appropriate.**



*West Elk Scenic Byway Wildflower Viewing Area, Gunnison National Forest, Colorado. Photo by David Inouye. Courtesy U.S. Forest Service.*

# Defining and Developing



**Follow the child's inner agenda.**

**Your guidance: Allow feelings, provide “support not solutions,” offer genuine empathy expand “feelings” vocabulary.**



*Albion basin in the Wasatch Mountains. Photo by Teresa Prendusi.  
Courtesy U.S. Forest Service.*

# Definitely Deciding



**Avenues for growth.**

**Teaching moments: Nature of being gifted; conflict resolution and decision-making; differences between excellence, effort and perfectionism.**



*Cedar Breaks National Monument, Utah. Via Maria Jeffs/Shutterstock.com.*

# Dual Development



*“As children develop, their brains "mirror" their parent's brain. In other words, the parent's own growth and development, or lack of those, impact the child's brain. As parents become more aware and emotionally healthy, their children reap the rewards and move toward health as well.”*

*— Daniel J. Siegel*



*Fort Pierre National Grassland, South Dakota. Via Roadwardbound/Shutterstock.com*

# Dynamically Designing



**Their environment and experiences.**

**Find: places for passions to flourish, service projects at early ages, peers and mentors, multiple friendship/relationship opportunities.**



*Aspen Groves, Sierra Nevada, CA. Photo by T. Kuhn.  
Courtesy U.S. Forest Service.*

# Deliberately Detaching



**Teach calming, self-soothing techniques, finding flow.**

**Looks like: Meditation, visualization, deep breathing, labyrinth, forest bathing, savoring, mindfulness, yoga, journaling, singing, calligraphy, bibliotherapy.**



*Aspen Groves, Sierra Nevada, CA. Photo by T. Prendusi.  
Courtesy U.S. Forest Service.*

# Delight!



*When you do things  
from your soul,  
you feel a river moving  
in you.  
A joy.*

**- Rumi**



*East River, Crested Butte, Colorado. Source: Pinterest.*



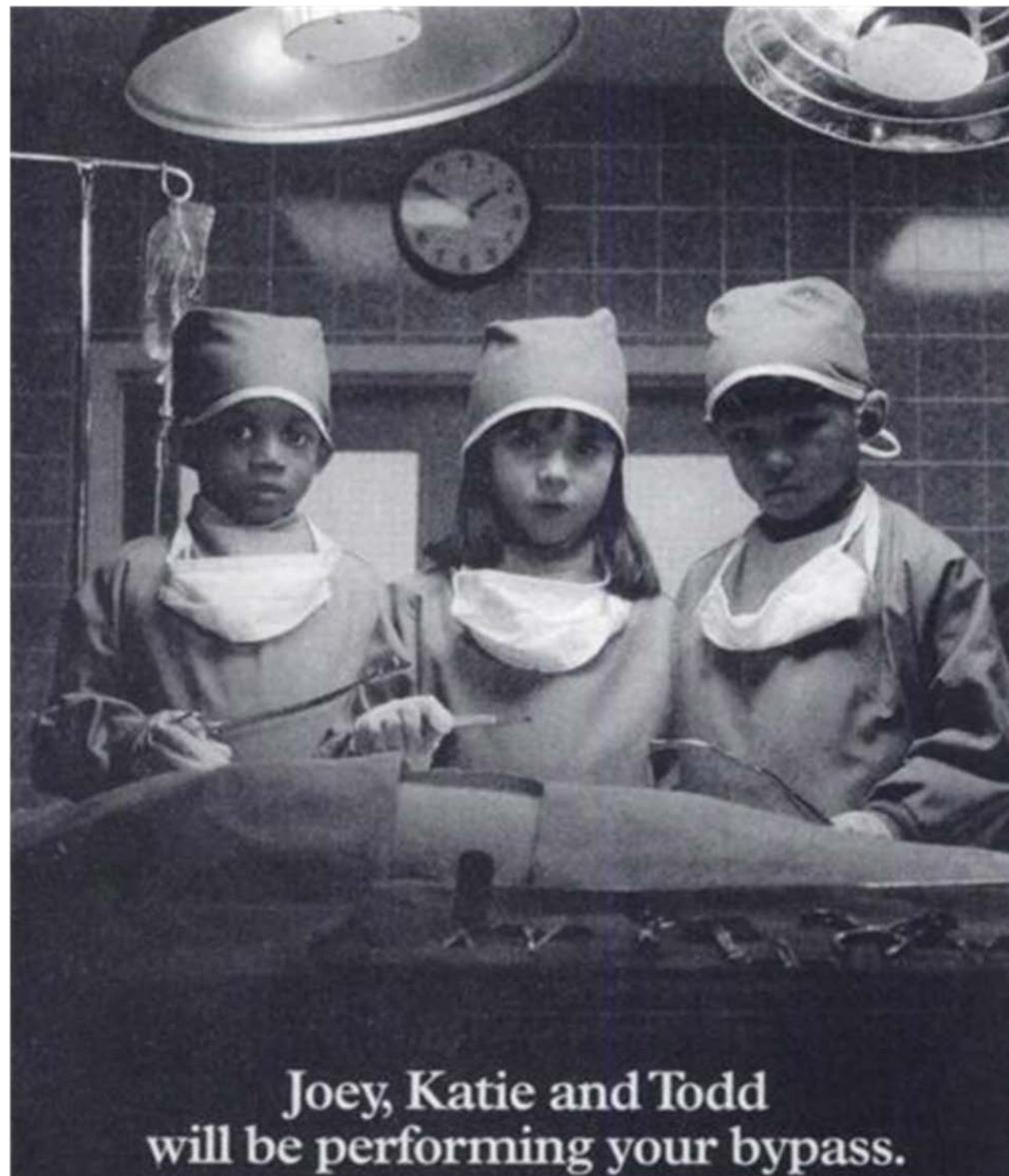
# The Whole Gifted Child Cognitive & Intellectual Needs

Presented by: Tracy Inman, Ed.D.  
The Center for Gifted Studies, Western Kentucky University  
[tracy.inman@wku.edu](mailto:tracy.inman@wku.edu)

# Consider This...



**If during the first five or six years of school, a child earns good grades and high praise without having to make much effort, what are all the things he doesn't learn that most children learn by third grade?**



Joey, Katie and Todd  
will be performing your bypass.

# Knowing When & How to Advocate



**“The major challenge I’ve faced as a parent of gifted children in school is knowing when and how to intervene to make sure that they are continually being challenged to grow and learn.**

**“I know I am my kids’ first and best advocate, but there is certainly the fear of being ‘that’ parent and how that may negatively impact my kids. When my second grader wrote a note to his teacher on his homework, ‘I need harder problems,’ I took that as an undeniable signal that I needed to set up a meeting.”**

**-Amy Berry, parent**



# Feed Passions & Honor Your Child



***“Follow your child’s lead and feed his or her passions. All children are hungry to learn and inquisitive.”***

***“Gifted children just seem to have a much larger appetite than others for knowledge and questions.”***

***“Honor their quirks and intensities. They can’t help it, but you can build an environment that helps them learn to cope and process through it.”***

**-Dr. Lynette Breedlove, parent and administrator**

# Partner with Teachers & Schools



**Be informed.**

**Have a clear message and purpose for meetings.**

**Create a plan together to best meet your child's needs.**

**Be an advocate for your child and gifted education.**



# Partner with Teachers & Schools



**“I have found it refreshing to be able to openly and honestly discuss a child’s strengths and weaknesses and work as a cohesive team in developing a plan that best fits the child.”**

**Karen Bickett, parent**



# Acceleration



**Acceleration means moving through the traditional curriculum at rates faster than typical.**

**The research is clear: acceleration can be highly effective in terms of cognitive, social, and emotional growth.**



# Types of Acceleration



**Early Admission to Kindergarten**

**Early Admission to First Grade**

**Grade-Skipping**

**Continuous Progress**

**Self-Paced Instruction**

**Subject-Matter Acceleration/  
Partial Acceleration**

**Telescoping Curriculum**

**Curriculum Compacting**

**Combined Classes**

**Mentoring**

**Extracurricular Programs**

**Correspondence Courses**

**Early Graduation**

**Concurrent / Dual Enrollment**

**Advanced Placement**

**Credit by Examination**

**Acceleration in College**

**Early Entrance into Middle School, High School, or College**

# What is Enrichment?



Strategies that supplement or go beyond standard grade-level work, but do not result in advanced placement or potential credit.

-Davis, Rimm, & Siegle, 2011



*Photo courtesy Science Olympiad*

# Summer Opportunities



*“My son’s self-confidence rose dramatically. Teachers trusted and enjoyed him, counselors nurtured him, peers made him roll laughing. Everything worked together!*

*This program is, very quietly, life changing. These children stand out all the time. It’s a blessing for them to blend in for a few weeks. Putting bright kids together in an environment where it’s okay to be smart is a win-win situation.”*

**-VAMPY Parent**

# What is Differentiation?



**“A teacher who differentiates effectively matches the content (basic to complex), the level of the thinking process, the sophistication and choice of the product, and/or the assessment to the student or cluster of students.”**

**-Roberts & Inman, 2013, p. 2**



# Would-Could-Should Litmus Test\*



Would all children want to be involved in such learning experiences?

Could all children participate in such learning experiences?

Should all children be expected to succeed in such learning experiences?

***If the answer is “yes,” then the learning experience is appropriate for all learners; it is not differentiated for gifted learners.***

\*Harry Passow

# Every Day Strategies



**“Strategies that you use in meeting the needs of gifted and talented students don’t have to be big events. Some of the best strategies are small tweaks to curriculum that teachers can make every day.”**

**-Dina Chaffin, District Gifted and Talented Coordinator**





***“Mommy,  
today I  
learned an  
inch, but I  
want to learn  
a whole mile  
every day.”***

**-Chelsea, when age 6  
(Now...26!)**



# The Whole Gifted Child: Physical Needs

Presented by Kathleen Nilles  
National Association for Gifted Children  
[knilles@nagc.org](mailto:knilles@nagc.org)

# Every Gifted Child is Unique



**If you've met one  
gifted child, you've met  
one gifted child.**



# Know & Accept Your Child



- Strengths?
- Weaknesses?
- Introvert or Extrovert?
- Interests?
- Talents?



In addition to considering same needs for cognitive and affective support, must create a plan to support physical needs.



# Asynchronous Development



**When the social, emotional, physical, intellectual, and creative aspects of a child develop on a trajectory outside of norms and at an uneven rate.**

## **Examples:**

- Gifted 9-year-old writes like 4-year-old**
- Gifted 6-year-old wants to write like 9-year-old—but is developmentally appropriate**
- Struggles with gross and fine motor skills**



# Sensitivities & Intensities



**Some gifted children physically experience the world more intensely than their age mates.**

**Examples:**

**Noise—both volume and frequency**

**Textures—food, clothing**

**Bodily manifestations—migraines, allergies, vision**



# Twice-Exceptionality (2e)



**Child is academically gifted/talented, and exhibits learning, emotional, physical, sensory and/or development disability.**



**Examples: Dysgraphia, dyslexia, ADHD, speech/language disorders**

# Importance of Physical Activity



- **Builds muscle tone, maintain a healthy body weight, and strengthens the cardiovascular system**
- **Develops mind-body connections**
- **Research suggests:**
  - Movement and physical activity can improve children's memory while lowering stress**
  - Can enhance gifted teenagers' physical capabilities, physical appearance, emotional stability, self-concept or general sense-of-self, and same-sex peer relationships**

1 Ford, D. M. (2011). An action research inquiry into the relationship among aerobic activities, memory, and stress with students identified as gifted (Doctoral dissertation). Retrieved from ProQuest Dissertations Publishing.

2 Rinn, A. N., & Winger, S. R. (2007). Sports participation among academically gifted adolescents: Relationship to the multidimensional self-concept. *Journal for the Education of the Gifted*, 31(1), 35–56.

# What Works for One Gifted Child...



...works for one gifted child.

Every child's strategy will be different for meeting physical needs.

Parents need to resist pressure from others to "have their child do what everyone else is doing"



# Considerations for Sports



Factors to Consider	Questions to Ask Yourself...
<b>Physical Ability</b>	How much athleticism and coordination is needed? What is your child's ability level?
<b>Social Ability</b>	What is the level of social interaction? How much communication is involved in participating? How developed are your child's communication skills?
<b>Emotional Ability</b>	How does your child cope? Are they able to handle success, failure, and challenge? Are there particular scenarios (e.g., losing, following rules) that your child struggles with in particular?
<b>Individual vs. Individual Team vs. Team</b>	Is your child better suited to work alone or individually? Will being with teammates be beneficial or too challenging?
<b>Setting</b>	Are there a lot of spectators? Is it a popular sport that has a high level of competition? Are there tryouts? Does everyone make the team?

Source: Lutostanski, S. (2018, March). Sports that work for gifted children. *Parenting for High Potential*, National Association for Gifted Children.

# What Works for Some Gifted Kids



# Parents' Role in Talent Development



Parents are crucial to nurturing talent development for their children.

- Introduce children to variety of experiences
- Foster early talent (often under age 5)
- Practice, practice, practice
- Importance of mentors
- Find “centers of excellence”
- Be child’s personal manager—agent, chauffeur, costume designer, scheduler



# Importance of Play & Nature



**Kids who don't have a lot of unstructured outdoor play are at risk for a range of negative outcomes:**

- **Greater risk for unhealthy lifestyles and childhood obesity**
- **Fewer sensory-rich experiences**
- **Higher diagnoses of ADHD-type symptoms**
- **Lower academic performance in school**
- **Less empathy for plants and animals**
- **More apathetic/destructive attitude toward others**
- **Lower self-confidence**
- **Less independence**
- **Diminished creativity**

Louv, R. (2008). *Last child in the woods: Saving our children from nature-deficit disorder*. Chapel Hill, NC: Algonquin Books.

# How to Get Gifted Kids Outside



- “Kidscape your backyard”
- Start your own nature club
- Try nature journaling
- Take a hike!
  - Animal tracks, birds
  - Micro-hike, using hula hoop and hand lens
- Be a scientist or detective
- Try a seasonal activity
- Visit a local, state, or national park or Audubon center





**Parents and family play the most important role in determining a how a child develops as a “whole” person, who a child becomes, and what he or she can accomplish.**

## Resources Just for Parents



# Parent TIP Sheets

## Free, Downloadable

### Asynchronous Development

Gifted children vary in their abilities often their patterns of growth differ their age peers.

When the social, emotional, physical, intellectual, and creative aspects of a person develop at an uneven rate, it is described as **asynchronous development**.

Research shows that gifted and talented children sometimes develop asynchronously. In fact, for one group of psychologists, educators, and parents (Columbus Group), asynchronous development is central to the definition of giftedness. They believe that giftedness is based on the experiences of the individual combined with advanced cognitive development.

Asynchrony can be demonstrated in a variety of ways. For example:

- A 6-year-old child with a 9-year-old mind wants to draw and write like a 9-year-old, but his motor coordination is age appropriate.
- A 5-year-old girl may be reading at an 8th grade level, but she is at a level in math.
- A young gifted child may cognitively understand difficult concepts such as death and social justice, but may not have the life experience to handle these concepts.

Asynchrony implies greater complexity. And, these qualitatively different experiences may occur in all cultures, ethnic groups, and segments.

#### KEY CONCEPTS

**Increased Asynchrony.** As levels of giftedness increase, asynchrony becomes more pronounced and social relationships may become more problematic.

**Progressive Development.** The discrepancy between mental age and chronological age is progressive. A 6-year-old with a 9-year-old mind becomes a 12-year-old with an 18-year-old mind.

**Anxiety.** When a child realizes he is out of sync from his age and experience fear, anxiety, or depression.



### Assessments

It's often confusing to parents if, when, where, and why they should have their child tested for giftedness.

While gifted professionals agree that test scores should not be the sole source of identifying high-ability learners, the fact is that tests and assessments are still administered in some districts, schools, and gifted programs in order to clarify the educational needs of students or if a learning discrepancy is suspected.

Public school districts with gifted programs often use subject-specific, standardized achievement (such as PARCC, NWEA MAP, SAT, MAT, TBS, SRA), or group ability (COGAT) tests to identify students that qualify for gifted programming. Districts administer tests as part of the school calendar and establish test score benchmarks to qualify for specific gifted programs.

When a school district has no gifted program or has elected not to test your child, you may wonder if you should have your child tested independently. Before testing, you might first explore other options—such as regrouping, subject-based acceleration, or grade-based acceleration—with your school or district.

#### QUESTIONS PARENTS MOST OFTEN ASK

**Why should I have my child tested?**

Ask yourself the following questions before deciding to have your child tested:

- Are there indicators—such as academic performance, social-emotional characteristics, or certain behaviors—that makes me suspect my child is gifted?
- Is my child not thriving or unhappy in his current learning environment?
- Is my child applying to a gifted and talented enrichment program, camp, online course, or independent gifted school where test results are required for admission?
- Does my child demonstrate giftedness, but it's not recognized because I suspect other factors (such as a learning disability, ADHD, or anxiety, for example) may be getting in the way?

If the answer is "yes," to any of the above questions, you might want to pursue having your child tested privately.

### Classroom Advocacy

Parents often wonder when and how to approach their child's teacher if their child seems unhappy or not challenged in the classroom.

While there is no single recipe for how parents should develop a supportive relationship with their child's teacher, there are some best practices parents can implement as they work to bring their child's educational experiences.

Difficulties parents often have in communicating with their child can be avoided by understanding the chain of command, doing a research and planning, and staying open-minded to solutions.

#### HOW TO GET STARTED

1. Always start with your child's classroom teacher. If the teacher perceives you've spoken to other teachers or to the principal or speaking with her, you'll start off on the wrong foot.
2. Do your homework! Talk with your child, make a list of your concerns (be as specific as possible), discuss various alternate options, find samples of your child's work, understand your child's strengths and weaknesses, and know typical gifted terms and options before contacting the teacher.
3. Do you have insights into the teacher's curriculum, teaching philosophy? This information can be gleaned from open house curriculum nights, the classroom web site, and conversations you have had with the teacher.
4. Plan in advance what you're going to say and write it down. Keep your focused and ensure you remember the most important points.
5. Email or phone the teacher for an appointment. Don't drop in on the teacher in the pick-up line, on the fly, or at social events.

reviews, journals, and student performances.



### Early Childhood

All young children are curious and ready learners. But, some young children have advanced strengths and talents beyond their chronological-aged peers.



Children may show advanced academic skills in certain areas, but not have the fine motor skills to write or the social skills to problem solve without tantrums to nurture growth in strength areas and support their talents.

To nurture your children's abilities, seek environments where they can engage in creative and critical thinking academic work, both inside and outside of school.

At home, if your child is attracted to music, set up an instrument where she can explore instruments, listen to music, and practice.

At school, if your kindergarten child is an avid reader, look for the "letter of the week" she shares with her class books she reads at home. Seek a kindergarten teacher who is leveled according to difficulty and children are at a level of mastery.

If your child is advanced mathematically and enjoys his age mates, talk to the teacher about ways to challenge and apply mathematical problems in an architect's rendition of a building.

Beyond academics, young children also need opportunities to interact with a diverse group of peers through play as part of their learning. Just other children their age in reading or writing do share similar interests with children their age.

### Acceleration

Acceleration helps match the level and pace of the curriculum to the needs of academically talented students.

By definition, gifted students are ready to progress more quickly and to a higher level than their age mates. Acceleration allows students to do this. It provides academic challenges for students who are ready. As demonstrated by extensive research, accelerated students demonstrate impressive short- and long-term achievements.

Parents might consider investigating acceleration if their child is studying content in school that they have already mastered. Students do not need to be labeled "gifted" to benefit from these opportunities. For example, mathematically talented students might not qualify for language arts-oriented gifted programs, yet could benefit from moving up a grade for math.

Acceleration policies vary widely. Some states require schools to have policies in place. Others do not permit certain forms of acceleration, such as early entrance to kindergarten, despite the fact that research supports acceleration for carefully selected students. Many states leave policies up to the local district.

#### 20 TYPES OF ACCELERATION

Twenty different forms of acceleration range from early entrance to kindergarten to acceleration in college, allowing options for tailoring acceleration to the individual. One student might experience several different forms of acceleration (such as grade skipping plus subject acceleration in a talent area) over time.

Hundreds of studies indicate that accelerated students perform better academically than older students in their classes and equally able same age students who were not accelerated. Accelerated students retain what they learn, pursue more challenging majors, earn higher salaries, and produce more creative products than comparison students. Acceleration helps students stay engaged in school and develop life skills that help them face challenges and overcome setbacks.

#### SOCIAL-EMOTIONAL DEVELOPMENT

Ample evidence indicates that accelerated students do fine socially and psychologically; parents and students report few regrets about acceleration, even years later. Because many gifted learners are more mature than age peers and have developmentally advanced skills and interests, acceleration can provide access to classmates whose interests and stages of friendship development are more aligned with theirs. For those parents and educators who hesitate to accelerate students, it is important to remember that doing nothing is not the same as doing no harm.



**FOOD FOR THOUGHT**  
• Don't succumb to the myths about academic acceleration. There are facts and tools to help make good decisions.

• Sample acceleration options include: early entrance; early graduation; grade skipping; curriculum compacting; or telescoping; self-paced instruction; subject acceleration; distance learning; advanced placement; dual enrollment; and extracurricular programs.

• When accelerating, be sure to discuss how knowledge gaps, if any, will be addressed.

**Read and Share**  
Find these resources at [accelerationinstitute.org](http://accelerationinstitute.org):  
• A Nation Decided  
• A Nation Empowered  
• Acceleration Policies by State  
• Guidelines for Developing an Academic Acceleration Policy



[bit.ly/NAGC\\_TIP](http://bit.ly/NAGC_TIP)

# Magazines & Books

New in  
late 2019!

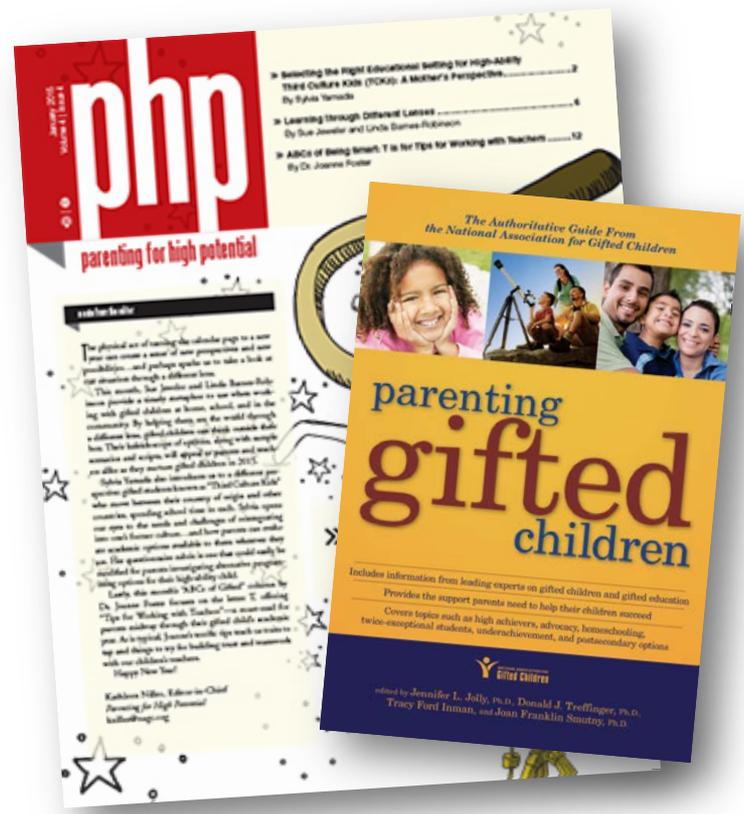
Expert Advice From the  
National Association for Gifted Children

## Success Strategies for Parenting Gifted Kids



**NATIONAL ASSOCIATION FOR  
Gifted Children**

Edited by Jennifer L. Jolly, Ph.D., Tracy Ford Inman,  
Ed.D., Joan Franklin Smutny, Ph.D., and Kathleen Nilles



**php**  
parenting for high potential

Selected the Right Educational Setting for High-Ability  
Third Graders KIM (YOKU): A Mother's Perspective..... 2  
By Sylvia Yarnolds

Learning through Different Lenses  
By Sue Jordan and Linda Barnes-Robinson..... 6

ABCs of Being Smart: T is for Tips for Working with Teachers..... 12  
By Dr. Joanne Foster

The Authoritative Guide From  
the National Association for Gifted Children

## parenting gifted children

Includes information from leading experts on gifted children and gifted education  
Provides the support parents need to help their children succeed  
Covers topics such as high achievers, advocacy, homeschooling,  
twice-exceptional students, underachievement, and postsecondary options

**NATIONAL ASSOCIATION FOR  
GIFTED CHILDREN**

edited by Jennifer L. Jolly, Ph.D., Donald J. Treffinger, Ph.D.,  
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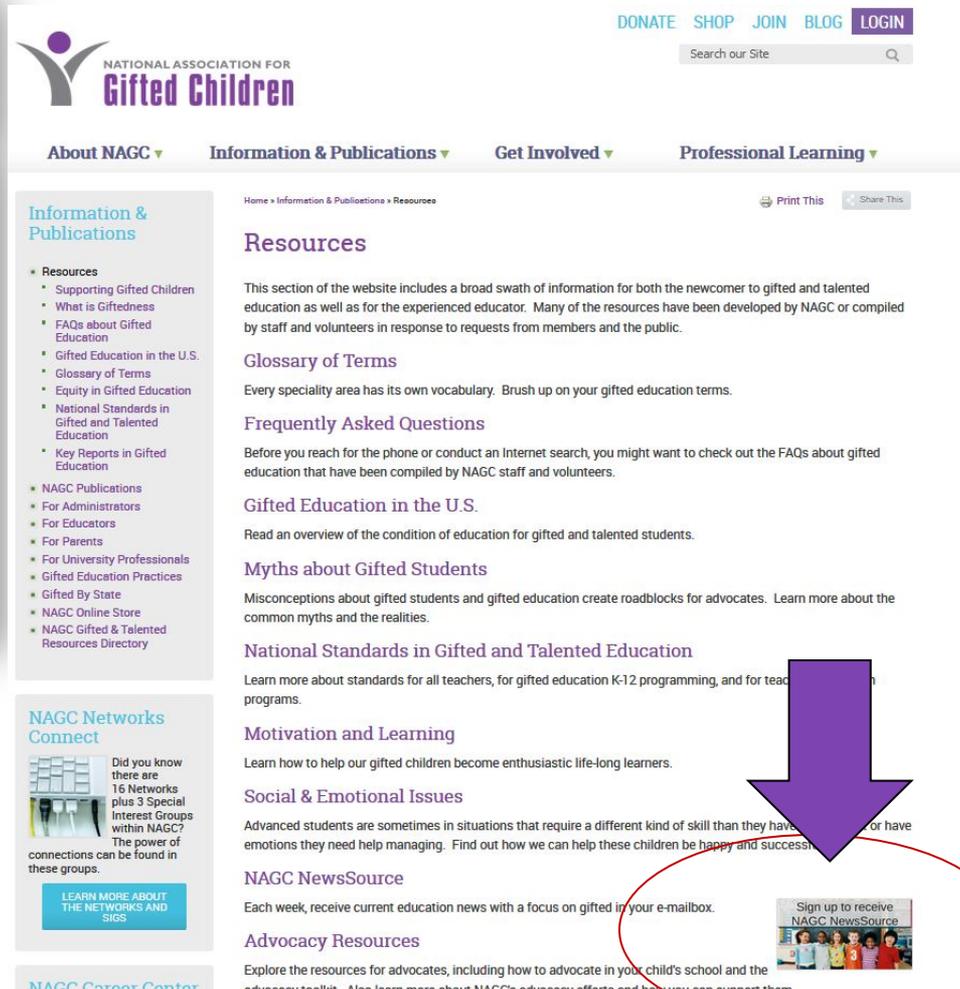
# Free NewsSource

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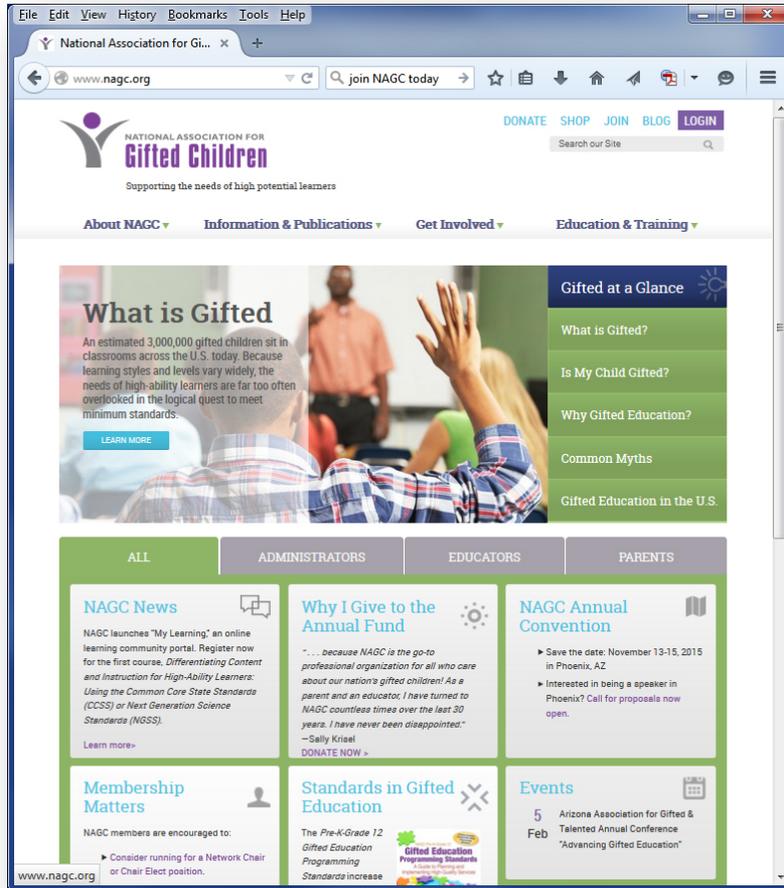
The screenshot shows the top portion of the NAGC NewsSource website. At the top is a navigation bar with links for Home, About, Membership, Networks, Parents, Resources, Subscribe, and Archive. Below this is a featured article titled "What the Every Student Succeeds Act Means for Gifted Education" by the Center for Talent Development. A second article, "In Texas, New Math Standards Look a Lot Like Common Core" by The Hechinger Report, is also visible. A "PRODUCT SHOWCASE" section features a Rubik's Cube advertisement with the text "You CAN Do the Rubik's Cube- Learn to solve" and details about a standards-based curriculum for sale at \$247.99, plus free gifts with every order.

[www.nagc.org](http://www.nagc.org)



This screenshot displays the "Resources" page on the NAGC website. The top navigation bar includes links for DONATE, SHOP, JOIN, BLOG, and LOGIN, along with a search bar. The main navigation menu features "About NAGC", "Information & Publications", "Get Involved", and "Professional Learning". The "Resources" section is highlighted, showing a list of resource categories such as "Supporting Gifted Children", "What is Giftedness", "FAQs about Gifted Education", "Gifted Education in the U.S.", "Glossary of Terms", "Equity in Gifted Education", "National Standards in Gifted and Talented Education", and "Key Reports in Gifted Education". A large purple arrow points down from the "Resources" section towards a "Sign up to receive NAGC NewsSource" button, which is circled in red. Other visible sections include "NAGC Publications", "NAGC Networks Connect", "NAGC Career Center", "National Standards in Gifted and Talented Education", "Motivation and Learning", "Social & Emotional Issues", and "Advocacy Resources".

# Web & Social Media



*www.nagc.org*



**NAGC - National Association for Gifted Children**



**Twitter**  
**@nagcgifted**

# Recursos Para Los Padres de Familia



¡Ayude a su hijo dotado a tener éxito!



### Cómo reconocer los talentos y habilidades de su hijo

**¿Muestra su hijo algunas de estas características?**

- Se muestra siempre alerta
- Aprende con rapidez
- Tiene excelente memoria
- Usa vocabulario avanzado
- Participa en juegos de palabras, rimas y creencia o crea historias propias
- Disfruta resolver rompecabezas con números, palabras y dibujos
- Es hábil para imprimir soluciones a problemas
- Plasma de manera abstracta, compleja, lógica y creativa
- Le agradan y demuestra habilidades para las artes
- Se entera intencionalmente en cosas y varias intereses a la vez
- Es curioso y profundo en los temas
- Insiste en ser independiente y hacer las cosas a su manera, pero a la vez es modesto y fiel
- Manifiesta sentimientos y reacciones profundas e intensas
- Es analítico, busca la verdad, equidad y justicia
- Manifiesta buen sentido del humor, a veces perceptible para personas de mayor edad
- Siente asombro y vive en su propio mundo
- Muestra imaginación vívida y precisa

**Los niños merecen aprender algo nuevo cada día**

Entonces si su hijo puede aprender mejor si participa en programas diseñados para estudiantes talentados.

Consulte con su educador o una especialista que conozca las características y necesidades de los niños dotados. También pregunte a otras familias, organizaciones y líderes en su comunidad que le pueda recomendar opciones para estudiantes con habilidades arriba del promedio.

### En la escuela

**¿Cómo abogar por los intereses de su hijo?**

Cada niño merece que se le ofrezcan oportunidades educativas de acuerdo a sus capacidades y talentos.

**Si la escuela recomienda que su hijo participe en un programa para estudiantes dotados, considere escribirlo de inmediato.**

**Si usted es el primero en reconocer que su hijo presenta características de un niño dotado, tome estos pasos:**

- Mantenga un portafolio sobre el desarrollo de talentos, actividades y logros de su hijo y muéstralo a la escuela.
- Asegúrese que el maestro estimule la capacidad y creatividad de su hijo.
- Investigue alternativas educativas para estudiantes dotados dentro de su distrito escolar.

**Participe o forme un grupo de voluntarios** dentro de su comunidad que sea fuente de información y abogue por el bienestar de los niños dotados.

### Características de programas de calidad para niños de alta capacidad y talento

Los directores, profesores y auxiliares deben estar capacitados en la educación de niños dotados.

#### Dentro del sistema escolar

La Secretaría de Educación o los distritos escolares desarrollan modelos apropiados para la enseñanza de estudiantes dotados. La organización busca de estos modelos comprender:

- Proceso pedagógico para identificar y seleccionar a los estudiantes dotados a través de su desempeño general, proyectos en particular y los resultados de pruebas de aptitud y académicas.
- Plan de enseñanza para el dotado basado en métodos efectivos comprobados a través de investigaciones y práctica docente.
- Capacitación continua para maestros y profesionales auxiliares como consejeros y psicólogos.
- Asesoría y consorcio apropiada para estudiantes dotados.
- Plan efectivo de operaciones y evaluación.

#### Fuera de la escuela

Los programas de calidad ofrecen:

- Temas que les permitan a los niños desarrollar sus habilidades y creatividad.
- Instrucciones que entiendan las características de los niños dotados.
- Ambiente positivo entre maestros, mentores y compañeros.
- Estimulos para que los niños formulen y persigan en alcanzar sus metas.

**Promueva la expresión personal y la creatividad**

*“Helping Your Gifted Child to Succeed”*

<http://www.nagc.org/resources-publications/resources-parents/recursos-para-los-padres-de-familia>

