

Is My Child Gifted?

At **Talent Program Solutions**, we believe that each child is potentially gifted—that is, each child has a unique capacity to achieve greatness in an individual way. Our **Talent-Targeted Teaching and Learning** model provides students with appropriate challenge to develop their talent aptitudes across a continuum from emerging to advancing.

The term “**gifted and talented**” is used to indicate a very advanced developmental level that requires different educational options.

Characteristics of Advanced Intellectual Capacity (Intellectually Gifted)

This child *consistently* when *compared to age-level peers*:

1. Has an extensive and detailed memory, particularly in an area of interest.
2. Has vocabulary advanced for age—precocious language.
3. Asks thoughtful questions.
4. Learns information quickly.
5. Uses logic in arriving at common sense answers.
6. Understands abstract ideas and complex concepts.
7. Observes relationships and sees connections.
8. Finds and solves difficult and unusual problems.
9. Exhibits a high degree of concentration in areas of interest.
10. Is reflective about learning.

Characteristics of Advanced Creative Capacity (Creatively Gifted)

This child *consistently* when *compared to age-level peers*:

1. Prefers complexity and open-endedness.
2. Has extreme fluency of thoughts and a large number of ideas.
3. Is observant and pays attention to detail.
4. Proposes unique solutions to problems; improvises.
5. Challenges existing ideas and products.
6. Makes unusual connections; intuitive
7. Is attracted to the novel, complex, and mysterious.
8. Is a nonconformist, uninhibited, adventurous, able to resist group pressure.
9. Accepts disorder, tolerates ambiguity; delays closure.

Complete our free **Learning Styles Survey** to receive a **Learning Styles Profile**
www.talentprogramsolutions.org



How to Advocate for your Child's Talent Development



Ten Do's and Don'ts for Parents and Families



How to Advocate for your Child's Talent Development

Ten *Do's* and *Don'ts* for Working with Schools

DO...

DON'T...

1. **DO** approach your child's teacher and school with the attitude that you believe they want the best for your child and they *are* trying.
2. **DO** attend all regular parent conferences, and schedule conferences even if your child's grades are good.
3. **DO** start with the positive aspects of the school program that currently engage and challenge your child. (Find something!)
4. **DO** share with your child's teacher the types of learning activities your child enjoys doing *outside* of school (teachers often don't know).
5. **DO** make suggestions about extracurricular activities that motivate, engage and challenge your child. Ask if any of these are part of the regular curriculum, or *could* be.
6. **DO** get involved in the PTA and other school system committees or councils. Advocating for all children along with your own child is a win-win.
7. **DO** be willing to work with the school on low-cost, easy to implement options that might meet your child's academic needs (acceleration is one).
8. **DO** educate yourself about talent development, creativity, and motivation. Read, attend workshops and conferences. Find out what matters in parenting children for 21st century careers.
9. **DO** observe your child's learning style and heed it. Don't expect your child's preferences to be identical to yours or to a sibling's.
10. **DO** believe in the resiliency of your child! Allow your child to take risks and teach your child to learn from failure.

1. **DON'T** assume that your child's teacher has had specialized training in gifted and talented education. Many schools do not require it.
2. **DON'T** buy-in to the myth that parent conferences are for students who aren't being successful or that your child is "too old"
3. **DON'T** frame the issue as "My child is bored" even if you think that is the case. This puts the educator on the defensive (*Your class is boring*).
4. **DON'T** assume that the teacher is prepared to address your child's interests or learning style. You might hear, "Well, all students have to take the same test..."
5. **DON'T** assume that the teacher has control over the classroom curriculum or assessments. Curriculum modification is often a school issue that needs to be addressed at the leadership level.
6. **DON'T** negate the "power of one" or a few voices. Be at the table when major educational decisions are made – they usually affect gifted education programs.
7. **DON'T** be deterred by statements such as, "We don't do that here" or "It's not our policy." Often there is no written policy, but only custom. Ask to see a copy of a written policy.
8. **DON'T** buy-in to the education consumer mindset that you must "keep up with the Joneses" and get your child in "the best" school or college in order to ensure future success.
9. **DON'T** overlook the power of well-chosen summer academic programs where your child can be with peers who share the same interests.
10. **DON'T** hover, make excuses for your child, or overprotect. Trust yourself and your child.

Need professional expertise for your advocacy?
Contact us for a free initial consultation.



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