



Supportive Partnerships: Empowering Parents to Foster Well-Being

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



What is Giftedness?



State of Illinois Definition: Gifted and Talented Children

For purposes of this Article, "gifted and talented children" means children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with other children and youth of their age, experience, and environment. A child shall be considered gifted and talented in any area of aptitude, and, specifically, in language arts and mathematics, by scoring in the top 5% locally in that area of aptitude.

Public Act 094-0410

From IAGC Website

What is Giftedness?



“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. This asynchrony increases with higher intellectual capacity. The uniqueness of the gifted renders them particularly vulnerable and requires modifications in parenting, teaching and counseling in order for them to develop optimally.”

(The Columbus Group, 1991)

Gifted Characteristics



INTELLECTUAL CHARACTERISTICS

- Exceptional reasoning ability
- Capacity for reflection
- Intellectual curiosity
- Rapid learning rate
- Facility with abstraction
- Complex thought processes
- Vivid imagination
- Early moral concern
- Passion for learning
- Powers of concentration
- Analytical thinking
- Divergent thinking/creativity
- Keen sense of justice

PERSONALITY CHARACTERISTICS

- Insightfulness
- Need to understand
- Need for mental stimulation
- Perfectionism
- Need for precision/logic
- Excellent sense of humor
- Sensitivity/empathy
- Intensity
- Perseverance
- Acute self-awareness
- Nonconformity
- Questioning of rules/authority
- Tendency toward introversion

Source: Silverman, L. K. (1993). A developmental model for counseling the gifted. In L.K. Silverman (Ed.), *Counseling the Gifted and Talented* (pp. 51-78). Denver, CO: Love Publishing Co.



“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.”

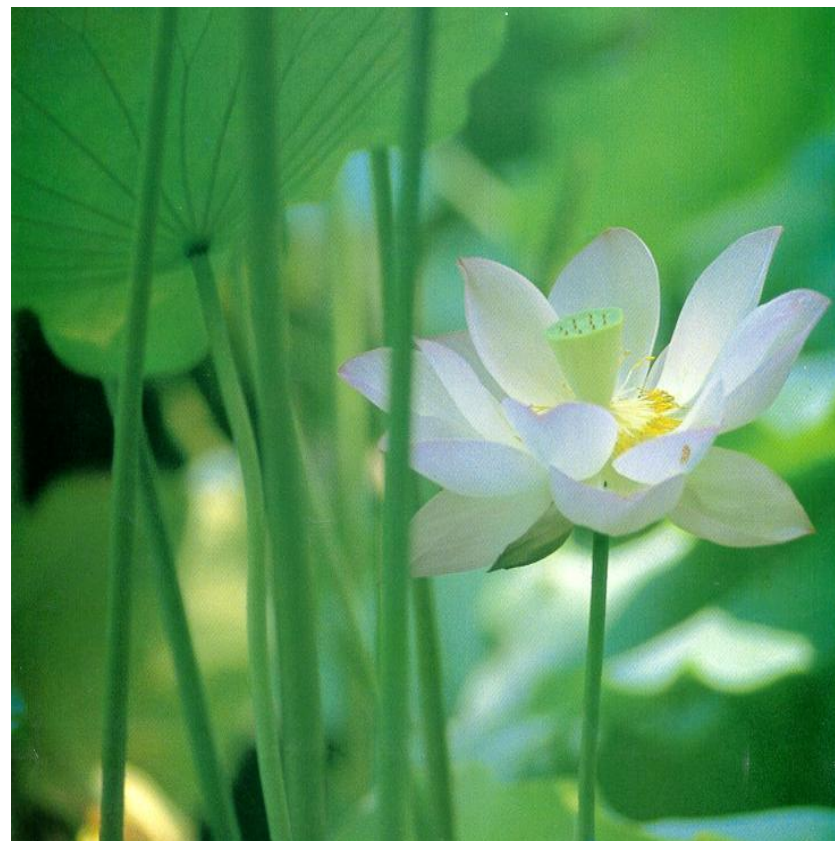
-Annemarie Roeper, 1986

Respect



The child's inner agenda.

Your guidance: Allow feelings, provide “support not solutions,” offer genuine empathy; active listening.





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

Connect with: Websites, Journals, Blogs/Twitter, GT Coordinators, other parents.



Resilience



Provide opportunities for struggle.

Your role: Allow failure, give praise sparingly, focus on encouragement.

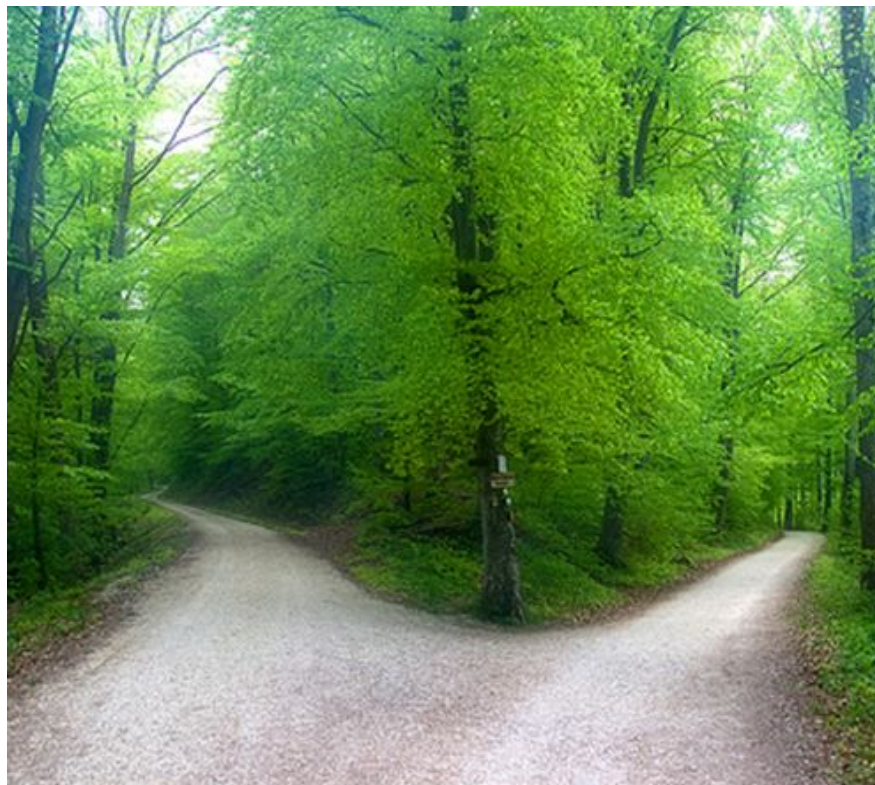


Recognize



Avenues for growth.

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



Ready



Their environment and experiences.

Find: places for passions to flourish, service projects at early ages, peers and mentors.



Relief



Teach self-soothing techniques.

Looks like: Meditation, visualization, deep breathing, mindfulness, yoga, journaling, singing, calligraphy, bibliotherapy.



Recharge



It's important to take care of yourself.

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



Repeat!



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

- Rumi



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