



You Have Questions...

- *How can I meet other parents with kids like mine?*
- *How can I help support and expand gifted and talented education programs in my child's school?*
- *How do parent groups help families with gifted children?*
- *What does the state law say about gifted identification and service?*
- *How do other parents deal with social and emotional issues at home and at school?*
- *How can I find enrichment activities for my child outside of school?*
- *How can I learn about what is happening in gifted education in Ohio?*

We Have Answers!



For More Information, contact The Parent Division Chair:
parent1@oagc.com, Voicemail: 614-337-0386
www.oagc.com



A Handbook for Parents and Guardians of Gifted Children



A Message from OAGC

Dear Parents and Guardians:

Welcome to the world of gifted education! Our children's academic and intellectual future will be shaped considerably by their schools' gifted services and participation in local, regional, state and national gifted educational options.

As parents and guardians of some of Ohio's brightest, we need to be major players in our children's education. You can take the first step toward becoming more involved in your child's future by joining OAGC. Contact OAGC at 614-337-0386 or visit our website at www.oagc.com. We believe that every child, including the gifted, deserves an appropriate education.

The second step is to take an active role in supporting gifted education. Advocacy for improved gifted educational opportunities in Ohio works at all levels: local (classroom, building, and district), regional and state.

Gifted teachers often tell us that parent involvement is powerful. When families join to advocate for stronger and more comprehensive gifted education, school officials listen.

Let your voice be heard!

Written by Ohio parents and gifted educators, *What to Expect...When You're Parenting a Gifted Child* is designed to offer help as you enter the realm of gifted education with your child. We look forward to your involvement as a partner in our efforts to better serve Ohio's gifted children.

Very truly yours,

Parent Division

Ohio Association for Gifted Children

For more information, visit www.oagc.com

DEEP ROOTS. TRUSTED SUPPORT.



Welcome to our Family.

You have a new choice for your partner in auto, home, boat, and umbrella insurance.

Founded by teachers and backed by over 55 years of experience and service in the educational community, The Educated Choice Insurance Agency (ECIA) brings you affordable coverage, personalized attention, and a long-term commitment to service.

We look forward to welcoming you to our family tree and providing solid sponsorship support for your school.

For a free insurance quote, or for information about our in-school partnership programs, please contact your ECIA representative today!

Your ECIA representative is:
Lauren Blackstone
(614) 781-6528



The Educated Choice
INSURANCE AGENCY

877-ECIA123 (877-324-2123) • www.ECIA.123.COM





Suggestions for Parent/Teacher Conferences

Before the meeting:

- Set a goal for the meeting
- Plan what you'll say and what questions to ask
- Gather examples of student work from home (2-3 pieces for each subject area you wish to address)

At the Meeting

- Begin on a positive note
- Build a partnership
- Get to the point
- Listen carefully
- Seek consensus
- Get your questions answered
- Follow up within a month

QUESTIONS TO CONSIDER

✓ *For you before the meeting:*

- Does my child's work at home surpass the classroom assignments?

For the teacher:

- Is it possible for my child to read a different book than the others? ...to write a report in a different way?to do an independent project in an area of interest?
- What do you do to help a child expand beyond what he knows already?

✓ *For you before the meeting:*

- Is my child achieving his or her best in school?

For the teacher:

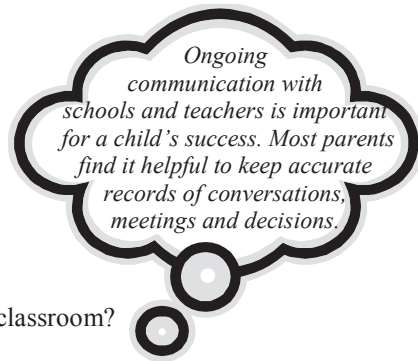
- How do you help students who aren't succeeding at the level of their ability?
- What other district resources are available in the school day?beyond the school day?
- My child learns best while using (art, her body, math, etc....) – could she do more hands-on work?

✓ *For you before the meeting:*

- Does my child seem happy at school?

For the teacher:

- Does my child seem positive, productive, creative, and respectful at school?



✓ *For you before the meeting:*

- Do I know what this teacher expects in the classroom?

For the teacher:

- What do you think my child needs help with?
- What can I do to help?

Adapted with permission from Joan Franklin Smutny's **Stand Up for Your Gifted Child**, Free Spirit Publishing, Minneapolis, MN, 2000.

Welcome!

The Parent Division of the Ohio Association for Gifted Children (OAGC) is pleased to provide you with a copy of *What to Expect...When You're Parenting a Gifted Child*.

The purpose of this booklet is to provide parents with information about:

- How giftedness is identified
- The characteristics of gifted children
- Educational strategies
- Advocacy methods
- Extracurricular learning options that may be appropriate for your child

If you would like additional information or additional copies of *What to Expect...When You're Parenting a Gifted Child*, go to our website www.oagc.com or contact OAGC by mail at:

P.O. Box 30801
Gahanna, OH, 43230
or by phone at 614-337-0386.

The Ohio Association for Gifted Children



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For more information, visit www.oagc.com

Defining Giftedness in Ohio

In 1984 the Ohio General Assembly enacted legislation requiring school districts to identify gifted children. However, Ohio school districts were not required to provide specialized educational services to children who have been identified as gifted.

In 1999, the identification law was updated to standardize the identification process across districts as well as to provide more rights to parents and children. The law now requires school districts to notify parents if their children are identified as gifted. School districts are also required to assess gifted children at a parent's request. They are still not required to provide services. For more detailed information on the law, please visit our website at <http://www.oagc.com/?q=rulelaw>.

In Ohio, a child can be identified in one or more of the following categories:

Superior Cognitive Ability

Child has general intellectual ability that is consistently superior to that of other children in the school ...to the extent that he/she needs and can profit from specially planned educational services beyond those normally provided by the standard school curriculum.

Specific Academic Ability

Child has an aptitude in a specific subject area that is consistently superior to the aptitudes of other children in the school...to the extent that he/she needs and can profit from specially planned educational services beyond those normally provided by the standard school curriculum. Ohio law specifies reading and/or writing, math, science and social studies, as specific academic areas.



Visual and/or Performing Arts Ability

Child demonstrates consistently outstanding aesthetic production in graphic arts, sculpture, music, theatre or dance. ...to the extent that he/she needs and can profit from specially planned educational services beyond those normally provided by the standard school curriculum. Some artistically gifted students learn best through the arts.

Creative Thinking Ability

Child consistently engages in divergent thinking that results in unconventional responses to conventional tasks. ...to the extent that he/she needs and can profit from specially planned educational services beyond those normally provided by the standard school curriculum.

The Ohio Department of Education has established criteria to identify children in each of these four areas. Your local school district may have additional identification criteria for entrance into your school's program for gifted students. For additional information regarding the identification of gifted children:

- Ask your local Gifted Specialist or Gifted Coordinator about your district's identification process, procedures and services plan.
- Contact Ohio's Consultants for Gifted Children in the Center for Exceptional Children of the Ohio Department of Education at (614) 466-2650.

For more information, visit www.oagc.com

Websites with Testing Information

ACT College Entrance Exam

www.act.org

Buros Institute of Mental Measurements

www.unl.edu/buros/bimm/index.html

Contains information on specific tests and assessments.

Eric Clearinghouse on Testing and Evaluation

www.ericae.net

Information on testing research and evaluation.

SAT College Entrance Exam

www.collegeboard.org

ODE: Chart of Approved Assessment Instruments for Gifted Screening and Identification

www.ode.state.oh.us

Search for 'Chart of Approved Assessment Instruments for Gifted Screening and Identification.'

Catalogs Catering to Gifted Education

Prufrock Press

www.prufrock.com

Gifted Psychology Press

www.giftedpsychologypress.com

Free Spirit Publishing

www.freespirit.com

Pieces of Learning

www.piecesoflearning.com

Gifted Education Press

www.giftedpress.com/

Mindware

www.mindwareonline.com

Amazon Books

www.amazon.com



Resources listed are not necessarily endorsed by the Ohio Association for Gifted Children. This list is not a complete listing of resources appropriate for parents or gifted children.

For more information, visit www.oagc.com

Visit our website to join online, or fill out this card and send with your membership fee. Make check payable to OAGC and mail to:

OAGC
P.O. Box 30801
Gahanna, OH 43230
 For more information:
 (614) 337-0386
www.oagc.com

Name: _____
 Address: _____
 City, State, Zip: _____
 Email address: _____
 Home Phone: _____ Daytime Phone: _____

Mark all that apply:
 Parent
 Coordinator
 Principal
 Teacher
 Teacher of Gifted
 Administrator
 New member
 Renewal Membership
 OAGC General Membership \$35
 Parent Division Membership \$5
 TOTAL ENCLOSED: _____



WHY SHOULD I JOIN THE PARENT DIVISION?



Gifted children need stimulation and challenge to continue to grow. Through Parent Division membership you will find a forum where your questions and concerns about your child can be addressed. Your support of this organization also helps to realize the dream of challenging every child so that no child is left behind.

Connect Locally and Statewide
We learn from one another. Our network of parent affiliate groups shares information and successes. We can help you find a group in your area or give you resources for starting one. Through regional events, our network helps neighboring districts share information and resources.

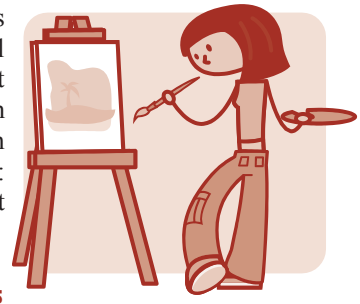
Get Involved
 The OAGC Parent Division Council meets four times each year, generally at the OAGC Office, 501 Morrison Road, Gahanna, OH 43230.
 Representatives from every OAGC affiliate group and other interested parents come together to work on issues of concern to you.
 New parents are always welcome.

www.oagc.com

Understanding Terms in Gifted Education

An understanding of the terms and phrases used by educators and other parents of gifted children will help you with a beginning gifted education vocabulary.

Achievement Tests are a way to measure your child's intellectual achievement. These tests are measures of "school learning." Most report scores in typical classroom subjects like reading, math and science. Examples: Iowa Test of Achievement and Stanford Binet.



Aptitude/Intelligence Tests are a way to measure a child's abilities in abstract thinking, reasoning and speed of response. These types of assessments indicate a child's potential. Example: WISC-III and CogAT. Go to www.ode.state.oh.us and search for 'Chart of Approved Assessment Instruments for Gifted Screening and Identification' for a complete list.

Percentile Rank is an indicator of how your child's performance on a given assessment compares to other children taking the same assessment. For example, a percentile rank of 98 means that a child's performance equaled or excelled that of 98 out of each 100 children in his/her age or grade group (depending on which comparison was made).

Value-Added Analysis is a statistical method used to measure the academic progress of individual students and groups of students from year to year. This method of measuring school quality estimates the academic growth for individual students, using all test information in each student's test history. School quality is measured based on how much academic

growth schools facilitate in their students, no matter where their students start the year. This progress measure provides a fairer comparison of school effectiveness across geographic and demographic factors than traditional achievement measures. For more on Value-Added Assessment go to www.oagc.com and search for "Value Added."

Gifted Coordinator Every district in the state has a Gifted Coordinator or portion of a Coordinator position. Ask your district who this person is. Some Coordinators are shared by more than one district, especially in rural areas, and are based in regional Educational Service Centers.

Gifted Specialist or Enrichment Specialist These staff are hired by districts or Educational Service Centers to provide direct service to gifted students. A predominance of their time should be spent in direct contact with students.

State Funded Units are provided by the State Department of Education to support educational services for gifted learners. The state regulates the number of students who can be served and in what manner they may be served. This type of funding may be changed in the next few years.

Locally Funded Units are provided by the local school district to support educa-

(Continued on page 6)

For more information, visit www.oagc.com

Understanding Terms in Gifted Education

(Continued from page 5)

tional services for gifted learners. The local district further regulates the number of students who can be served and in what manner they may be served. This type of funding may change in the next few years.

Written Educational Plans (WEPs) are required by Ohio law for any student who is provided services in the area in which he/she is identified as gifted. School districts can design their own WEP. There is a sample at www.oagc.com/?q=resources.

Acceleration is a method of serving gifted children that can include early entrance to kindergarten, high school and college; grade skipping; dual enrollment programs; and single subject acceleration. Important research about the effectiveness of acceleration is in the report "A Nation Deceived" at www.anationdeceived.com.

Differentiation is a process in which the curriculum or learning environment is modified to meet the needs of individual learners. See page 10 for more information.

Educational Options – independent study Schools can develop educational options for any student and have them count towards graduation requirements. For many gifted students, providing individualized

educational options may be a good way to complete required courses on an accelerated basis and/or pursue study of advanced and specialized topics not available as traditional courses in the district. For more information, see page 10 Educational Strategies.

Online Learning will vary with each district. Students can take approved courses for online credit and work at their own pace.



Asynchrony It is quite common for gifted students to develop at different rates intellectually, socially and emotionally. Asynchrony means being out-of-sync within oneself, or uneven development. Students can also be out-of-sync with age mates and the expectations of the classroom.

Advocacy The act of pleading in favor of something, such as a cause, idea, or policy; active support. Literally, advocacy represents "a call to voice." Supporting gifted education is part of OAGC's mission, and advocacy comes in many forms. You can be an advocate for your own student, for all the students in your district, for your district's gifted program, for state policies, etc. Parents of gifted students usually find that being an advocate for their child is essential to that child's suc-

Become a Member...

Benefits of an OAGC membership include:

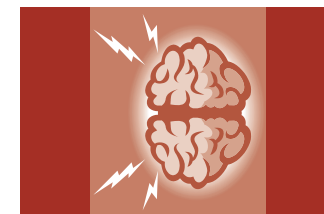
- **Receipt of the OAGC Review**, which is published on a quarterly basis. The *Review* contains articles on parenting and educating gifted children, research in the field of gifted education, advocacy updates, and a kid's section with puzzles and information for gifted children. The *Review* also provides a forum to showcase the creative works of gifted students from across the state. Recent issues can be viewed at www.oagc.com.
- **Reduced registration fees** at the annual OAGC annual fall conference. Each year, OAGC hosts a two-day conference for educators and parents of gifted children featuring nationally recognized experts in the field of gifted education and over 60 sessions presented by knowledgeable educators and parents.
- **Right to hold an office** on the Governing Board and voting privileges. All members of the Governing Board are individuals committed to gifted education and volunteer their services to improve the education of gifted children in Ohio.
- OAGC works with a number of companies to offer **special discounts to members**. These discounts are detailed on www.oagc.com.
- OAGC sponsors annual teacher, student, parent, and affiliate **awards and quarterly scholarships** to gifted students desiring participation in camps or special programs. Members of OAGC are eligible and may nominate others.

Members can also join Divisions specific to the needs of Teachers, Parents, Coordinators and Higher Education. Each Division offers at least one conference or academy each year. Turn the page to learn more about The Parent Division.



Support Ohio's
Gifted Children.
Join OAGC
TODAY!

- ★ Networking Opportunities
- ★ Publications on Gifted Issues
- ★ Notification of Happenings
- ★ Discounted Rates for the Annual Conference
- ★ Privilege of Nominating Students for OAGC Scholarships
- ★ Password-protected access to OAGC website



For more information, visit www.oagc.com

Advocating for Your Child's Needs

The best advocate for your child is YOU! As parents we need to make sure our children's educational needs are met. Advocacy comes in many forms with varying degrees of involvement. A few ways you can advocate for your child's educational needs are:

Schedule a Conference with Your Child's Teacher

Take the time to get to know your child's teacher. Volunteer in your child's classroom if possible. Share your concerns about your child's intellectual needs in an assertive, yet non-confrontational manner. Show your support for the efforts made by your child's teacher to meet your child's needs. See the last pages of this booklet for ideas.



voice is good, but 30 unified voices are better. Parent groups may also join OAGC as affiliate organizations. You can find a list of parent groups on the OAGC website at www.oagc.com/?q=affiliates, or you can contact the OAGC Vice President for Affiliates at 614-337-0386.

Attend a Local School Board Meeting

If you have concerns about gifted services in your district, attend school board meetings. Review your district's policy and programs for gifted learners.

Write a Letter or Make a Phone Call to Your State Legislator

Parents who are constituents of a state legislator's district have a powerful voice. Ask your legislator if he/she supports funding educational options for gifted learners. Encourage your legislator to learn about the unique needs of gifted learners, and share your personal stories of triumph and tragedy with your legislator. You can find out how to contact your legislator by visiting our website at www.oagc.com, or calling 1-800-282-

Join an Advocacy Bulletin Board

To find out what is happening in Ohio, send an e-mail message requesting to sign up for the advocacy bulletin board to anngift@aol.com. There are also list serves such as OHIOGIFT that encourage discussion about relevant gifted topics. You may access OHIOGIFT via the OAGC website.

Join or Form a Parent Group

There are other parents of gifted children with similar concerns and questions. Forming or joining a parent group can provide you with a resource to discuss issues and advocate for change. One

Become a Member of OAGC

The Ohio Association for Gifted Children (OAGC) has been working with families and educators to promote the best interests of gifted children since 1952. OAGC advances the understanding of the needs of gifted children, promotes programs and services, and encourages the exchange of information on the national, state and local level. OAGC is an affiliate organization of the National Association for Gifted Children (NAGC).

Membership in OAGC is an affordable way to learn more about the needs of gifted children, gather parenting tips, connect with other parents of gifted children and be informed about advocacy efforts at the national, state and local levels.

Characteristics of Gifted Children

Characteristic	Positive Behavior	Negative Behavior
Learns rapidly/easily	Memorizes/masters basic facts quickly	Gets bored easily, resists drill, disturbs others
Reads intensively	Reads many books and uses library on own	Neglects other responsibilities
Advanced vocabulary	Communicates ideas well	Shows off, evokes peer resentment
Retains a quantity of information	Ready recall and responses	Monopolizes discussion
Long attention span	Sticks with tasks or projects	Resists class routine, dislikes interruptions
Curious, has a variety of interests	Asks questions, gets excited about ideas	Goes on tangents, no follow through
Works independently	Creates and invents beyond assigned tasks	Refuses to work with others
Alert and observant	Recognizes problems	Impolitely corrects adults
Has a good sense of humor	Able to laugh at self	Plays cruel jokes or tricks on others
Comprehends, recognizes relationships	Able to solve social problems alone	Interferes in the affairs of others
High academic achievement	Does school work well	Braggs, egotistical, impatient with others
Fluent, verbal facility	Forceful with words, numbers; leads peers in positive ways	Leads others into negative behaviors
Individualistic	Asserts self and ideas, has few friends; sense of own uniqueness	Stubborn in beliefs
Self motivated, self sufficient	Requires minimum teacher directions or help	Is overly aggressive, challenges authority

Another wonderful document comparing the *High Achiever*, *Gifted Learner*, and *Creative Thinker* from Bertie Kingore is available at www.bertiekingore.com/high-gt-create.htm

For more information, visit www.oagc.com

Myths and Facts About Gifted Children

There are many myths associated with giftedness, and parents are often unsure how to address incorrect information. The following list summarizes some of the fallacies and facts related to gifted children:

Myth: *Gifted children will achieve without guidance.*

Fact: Without guidance and support, gifted children may lose motivation and become underachievers.

Myth: *Gifted children should be given larger quantities of work at average grade level.*

Fact: Gifted children need a high degree of educational challenge, not more of an average level.

Myth: *Gifted children are “teacher pleasers” and easy to teach.*

Fact: In order for gifted children to maintain high levels of achievement, teachers must make curricular adjustments. Without appropriate modifications, gifted children may develop behavior problems.

Myth: *Gifted children will make straight A's.*

Fact: Gifted children will not always achieve, especially if unmotivated.

Myth: *Gifted children are nearly always from upper middle class professional families.*

Fact: Gifted children are from radically diverse racial, ethnic and socioeconomic backgrounds.

Myth: *Most gifted children are failures in their adult life.*

Fact: Research indicates that outstanding success is achieved by most gifted individuals if they have been identified early and had their giftedness nurtured.

Myth: *Extra help for gifted children fosters snobbery and is likely to lead to an elitist class.*

Fact: Gifted children have special needs and need instruction appropriate to their academic level. One size does not fit all! All children deserve an education that allows them to reach their

potential.

Myth: *Gifted children are more mature than their peers.*

Fact: Gifted children often develop asynchronously and may be very advanced in some areas while quite delayed in others.

Myth: *Gifted children are always neat and organized.*

Fact: All children are neat and messy with their belongings and handwriting, depending upon ability and their own personal comfort level. This is true of gifted children as well.



Websites Containing Information Pertinent to Gifted Parents/Educators

Ohio Association for Gifted Children (OAGC) www.oagc.com

The official website of OAGC. Contains comprehensive information.

National Association for Gifted Children www.nagc.org

The official website of NAGC. You may order the parent magazine, Parenting for High Potential. Contains links to research and articles on gifted students.

Hoagies Gifted Education Home Page www.hoagiesgifted.org

Resources and information on many facets of gifted education.

Homeschooling and Gifted www.groups.yahoo.com/group/GOHome/

An e-group for families who homeschool gifted students.

Ohio Department of Education www.ode.state.oh.us

Click on the “Families” link at the bottom of the home page, and then find the “Gifted Education” link.

SENG: Supporting Emotional Needs of Gifted Children www.sengifted.org

The only organization dedicated to the social and emotional needs of gifted individuals.

A Nation Deceived: How Schools Hold Back America's Brightest Students

www.nationdeceived.org

Comprehensive research-based information on the benefits of acceleration.

Eric Clearinghouse on Disabilities and Gifted Education www.ericcc.org

Contains articles and research on gifted education. Click on “Gifted Education” at the top of the right hand column.

National Research Center for Gifted and Talented www.gifted.uconn.edu/nrcgt.html

Davidson Institute www.ditd.org

A gateway to resources selected for the nation's gifted & talented

More Resources to Investigate

Stand Up for Your Gifted Child, Joan Franklin Smutny, Free Spirit Publishing, Minneapolis, MN, 2000.

College Planning for Gifted Students (2nd ed.), Berger, S., The Council for Exceptional Children, Reston, VA, 1994.

The Gifted Kids Survival Guide II, Delisle, J., & Galbrath, J., Free Spirit Publishing, Minneapolis, MN, 1987.

College Comes Sooner Than You Think! The Essential Guide for High School Students and Their Families, Featherstone, B.D., & Reilly, J.M., Ohio Psychology Press, Dayton, OH, 1990.

Smart Girls, Gifted Women, Kerr, B.A., Ohio Psychology Publishing, Columbus, OH, 1985.



For more information, visit www.oagc.com

Other Learning Opportunities

Your child may require more educational opportunities than are provided by your school district. Many learning opportunities that occur outside the regular school day are appropriate for gifted children. Consult your local gifted specialist for additional information about these and other learning opportunities in your area. If no programs are offered, volunteer to start one!

Ohio Kids for Creativity is a program that fosters creative and problem-solving skills among participating students in grades K-12. Working in teams of five to seven, students develop solutions to problems and are given the opportunity to test their creative solutions.



Project Outreach is a program in which groups of students in grades 7-12 select a challenge and develop an original project for the betterment of their home community. Each challenge requires research, community interaction, creativity, and the design and implementation of a long-range community project for a solution.

Future Problem Solving is a national program based on Torrance's Creative Problem Solving Model. Students in grades K-12 enhance critical thinking skills and creativity while solving futuristic problems with unique solutions.

Academic Quiz Bowls There are several versions, such as In the Know, Brainstorm, Academic Challenge, and High Q. These are generally high school teams that practice and compete after school. Some tournaments are televised.

Ohio Mock Trial is a comprehensive law-related educational activity for students in grades 9-12 that involves a mock court case argued and presented by students in a role-playing simulation.

Ohio Model United Nations is a three-day simulation experience that allows students in grades 6-12 to learn about the complete operations of the United Nations and its role as the world's largest international peacekeeping and humanitarian organization.

Martin Essex School for the Gifted is a one-week summer program for rising high school seniors provided by the Ohio Department of Education. Each high school may nominate one candidate for the program.

Ohio Summer Honors Institutes are one-to-three week commuter and residential summer programs for students entering grades 10-11. They are held at colleges and universities throughout the state. Topics of study vary by college/university.

Science Olympiad is devoted to improving the quality of science education through academic interscholastic competitions for students in grades K-12. The competitions consist of 23 individual and team events, including the various science disciplines of biology, earth science, chemistry, physics, computers and technology.

Activities and organizations listed are not necessarily endorsed by the Ohio Association for Gifted Children. The above list is not an inclusive listing of programs appropriate for gifted children.

For more information, visit www.oage.com

Helping Your Child Succeed



Spend Time Together Doing Enriching or Creative Activities

Read books, visit libraries or museums. Watch enriching television programs or videos. Attend cultural events. Have conversations about world issues on the news. Talk about what is happening at school and build on the activities provided. Daydream. Make up imaginary stories. Draw. Encourage expression in a variety of mediums.

Avoid Over-Extending in Extracurricular Activities

Your child may have varying and vast interests and want to be involved in multiple activities. Help your child create realistic goals and schedules.

Explain What Giftedness Means

Make sure your child knows what it means to be gifted. Use state definitions or explain how your child was selected for a program. Discuss gifted characteristics you see in your child and ways to cope with them, in an age-appropriate way. Make sure your child doesn't use gifted characteristics as an excuse, manipulation tool or bragging right. Explain that what they DO with their talent or gift is important.

Realize Your Child Is Not an Adult

If your child gets along well with adults, understands and contributes to adult conversation and uses an advanced vocabulary, others may expect more out of your child than is realistic or appropriate. Help them understand your child is "just a kid."

Avoid Comparing Your Child to Other Children

Your child is a special individual with diverse gifts and talents. Focus on developing those gifts and talents to the fullest potential instead of comparing him/her to others.

Listen

Your child may have a lot of questions or concerns. Your child may want to discuss special plans, projects, interests, worries or dreams. Actively listen. Ask questions to enhance conversation. Take the time to find out about information in which your child is interested.

Remind Your Child that Mistakes Are Acceptable

Mistakes are part of learning, growing and finding workable solutions. Help make sure your child does not equate making a mistake with failure as an individual by focusing on process rather than performance. Study famous people and discuss barriers and mistakes that led to their successes. Share your own mistakes and what you accomplished. Model making mistakes, learning from them, and moving on.

Help Your Child Become An Independent, Contributing Member of Society

Participate in special interest projects. Help others. Model community-building activities. Encourage your child's originality. Share real-life examples of times you did not go along with the crowd or times you helped others.

For more information, visit www.oage.com

Educational Strategies

A variety of options are appropriate to serve children who have been identified as gifted. Please ask your local gifted specialists what types of educational program options are available and supported by your school district. Common educational program options include (in alphabetical order):



Acceleration Progressing through an educational program at rates faster or at ages younger than conventionally accepted. Acceleration can include early

entrance to kindergarten, high school and college; grade skipping; dual enrollment programs; and single subject acceleration. Ask your district for a copy of their acceleration policy.

Advanced Placement A type of acceleration in which students take approved advanced placement classes in high school, then take an advanced placement exam. Many colleges give credit to students earning qualifying scores on the exam. Go to www.collegeboard.com and search for Advanced Placement.

Cluster Grouping Placing a small group of identified gifted students in a classroom with other students of mixed abilities and differentiating curriculum to meet their needs.

Curriculum Compacting Standard curriculum is compressed into a shorter period of time. This provides an opportunity for gifted children to study other related material while classmates master standard content.

Differentiated Curriculum Refers to a process by which the standard curriculum is modified to meet the needs of high ability students in content, process, product and/or environment. Modifications relate to the quality of work as opposed to the quantity.

Educational Options: Independent study As described in *Ohio Administrative Code 3301-35-06-G*, the requirements for independent study consist of:

1. *An instructional plan that is based on individual students needs and shall include:*
 - a. *Instructional objectives that align with the local district's curriculum requirements;*
 - b. *An outline that specifies instructional activities, materials and learning environments;*
 - c. *A description of the criteria and methods for assessing student performance.*
2. *Parental permission for students under age 18.*
3. *Superintendent approval prior to student participation.*
4. *Involvement of a credentialed teacher in reviewing the instructional plan, providing or supervising instruction, and evaluating student performance.*
5. *Credit for approved educational options shall be assigned according to student performance relative to stated objectives of the educational option and in accordance with local board policy and established procedures.*

Enrichment The curriculum is modified to provide greater depth and breadth than

is generally provided, resulting in a richer, more varied educational experience.

Online Learning As technology develops, there are numerous ways for gifted students to enrich, enhance, or replace local schooling with online learning. Find out what your district has; investigate the Ohio Virtual High School at www.ohva.org; and search out online courses, including college courses.

Post-Secondary Enrollment Option (PSEO) Provides students with the opportunity to attend college courses while earning both high school and college credit. Tuition is paid with state education funds. Sometimes referred to as House Bill 140 or dual enrollment.

Pull-Out Program Program in which students are pulled out of the regular classroom on a scheduled basis to go to a resource room staffed by a teacher trained in the education of gifted children.

Resource Room/Area A special classroom or area set up for advanced learning or enrichment opportunities.

Self-Contained Classroom A classroom in which all the students have been identified as gifted. This is the student's everyday classroom assignment.

Resources to Investigate

A Parent's Guide to Gifted Children, James T Webb et al. Great Potential Press, Scottsdale, AZ, 2007

The Survival Guide for Gifted Parents, Sally Yahnke Walker PhD, Free Spirit Publishing, Minneapolis, MN, 2002.

How to Parent so Kids Will Learn, Dr. Sylvia Rimm, Three Rivers Press, NY, 1996.

When Gifted Kids Don't Have All the Answers, Jim Delisle PhD, & Judy Galbraith MA, Free Spirit Publishing, Minneapolis, MN, 2002.

Being Smart about Gifted Children, Dona J. Mathews PhD, and Joanne F. Foster EdD, Great Potential Press, Scottsdale, AZ, 2005.

Reforming Gifted Education, Karen B. Rogers PhD, Great Potential Press, Scottsdale, AZ, 2002.

Misdiagnosis and Dual Diagnosis of Gifted Children and Adults, James T. Webb PhD, Edward R. Amend PsyD, Nadia E. Webb PsyD, Jean Goerss MD MPH, Paul Beljan PsyD, F. Richard Olenchak PhD, Great Potential Press, Scottsdale, AZ, 2005.

Perfectionism: What's Bad About Being Too Good? Miriam Adderholdt PhD and Jan Goldberg, Free Spirit Publishing, Minneapolis, MN, 1999.

Mentorship: The Essential Guide for Schools and Business, Jill Reilly, Ohio Psychology Press, Dayton, OH, 1992.

Intelligence Reframed: Multiple Intelligences for the 21st Century, Howard Gardner, Basic Books, New York, NY, 1999.

Losing Our Minds: Gifted Children Left Behind, Deborah L. Ruf PhD, Great Potential Press, Scottsdale, AZ, 2005.

Genius Denied: How to Stop Wasting Our Brightest Young Minds, Jan & Bob Davidson, Simon & Schuster, New York, NY, 2004.

The Gifted Kids Survival Guide for Ages 10 & Under, Judy Galbraith MA, Free Spirit Publishing, Minneapolis, MN, 1999.