

## PARENT RESOURCES

### ***The Gifted Kids Survival Guide***

Judy Galbraith, M.A.

This book has helped countless gifted children in the elementary grades realize they're not alone, they're not "weird", and being smart is a bonus not a burden.

### ***The Gifted Kids Survival Guide: A Teen Handbook***

Judy Galbraith, M.A.

Written with the help from hundreds of gifted teenagers, this book is the ultimate guide to surviving and thriving in a world that doesn't always value, support, or understand high ability.

### ***The Survival Guide for Parents of Gifted Kids***

Sally Yahnke Walker

This book is the first place to turn for facts, insights, strategies and sound advice on raising a gifted child.

### ***When Gifted Kids Don't Have All the Answers***

Jim Delisle, Ph.D. and Judy Galbraith

This book offers proven, practical suggestions for encouraging social and emotional growth for gifted children.

### ***Guiding the Gifted Child***

James T Webb, Elizabeth A. Meckstroth and Stephanie S. Tolan

This book offers a great introduction to the social and emotional needs of the gifted child.

### **Colorado Department of Education**

[www.cde.state.org.co.us/gt](http://www.cde.state.org.co.us/gt)

### **Hoagies Gifted Education Page**

[www.hoagiesgifted.com](http://www.hoagiesgifted.com)

### **National Assoc. for Gifted Children**

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

### **Colorado Assoc. of Gifted and Talented**

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

## BRIGGSDALE SCHOOL

RE 10J School District



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## Gifted and Talented Education Program

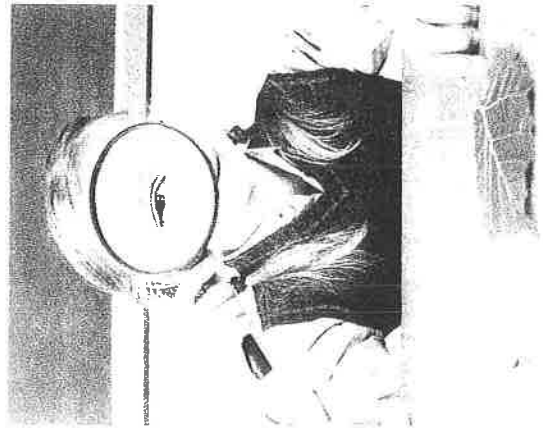
Guidelines and Resources

## WHAT DOES GIFTED AND TALENTED MEAN?

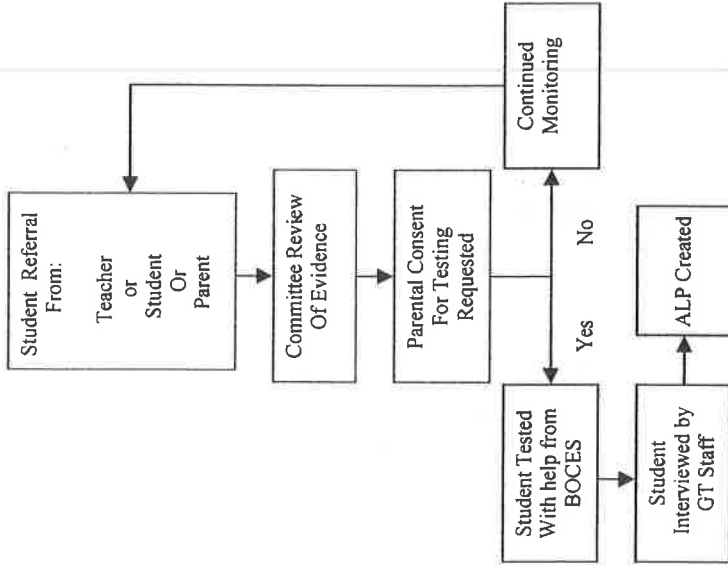
Gifted children mean those persons between the ages of five and twenty-one whose abilities, talents, and potential for accomplishment are so outstanding that they require special provisions to meet their educational needs. Children under five who qualify may also be served. Gifted students are capable of high performance in any or a combination of these areas:

- General intellectual ability
- Specific academic aptitude
- Creative, productive thinking
- Leadership and human relations skills
- Visual and performing arts

*"One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child."* ~ Carl Gustav Jung



## DISTRICT IDENTIFICATION PROCESS



**Gifted:** Gifted students comprise a very small percentage of the general population. Those students are so exceptional or developmentally advanced that they require special provisions to meet their educational needs.

**Talented:** Talented students show unique skills in certain areas. It is important to identify talented students so that they may pursue their interests and talents and continue to grow in these areas.

**High Achieving:** These students tend to be highly motivated and successful. It is important to identify these students so that teachers continue to challenge and encourage them.

**Advanced:** Advanced students show above average abilities. It is important to identify these students so that teachers continue to challenge and encourage them.

## YOUR ROLE AS PARENTAL ADVOCATE

### Supporting the Needs of Your Gifted and Talented Child

- Learn about the unique cognitive, social and emotional issues of the gifted
- Attend public forums/panels that focus on the needs of gifted/talented students.
- Get involved in school and/or district decision-making
- Attend conferences sponsored by local, state and national organizations
- Plan informal gatherings to meet with other parents
- Familiarize yourself with books, newsletters, websites



- Set an example; model life-long learning
- Collect examples of your child's work and creativity in a portfolio
- Encourage and model good communication with your children
- Create an accepting environment and encourage your child to share his/her feelings, questions, comments
- Be a good listener—share in the adventure of learning new things
- Allow childhood to be a part of your gifted one's life;
- Avoid comparing your child with others or you may lose sight of his/her individuality
- Make free time a regular pastime
- Set clear and consistent expectations and consequences; involve your child in the process
- Help your child believe in himself/herself
- Supplement your child's learning at home; nurture your child's passions, interests and creativity
- Value risk taking, hard work and the satisfaction of achievement
- Above all have fun!