NAGC 24 conference notes

Keynote

- Resources for helping gifted children

https://padlet.com/tracyinman/so-many-questions-how-about-some-answers-zorr52d5e40ttwq7

(Jen's notes) Tracy Inman, Keynote Speaker
Resources:

- NAGC Resources, TIPs
- SENG
- Davidson Institute

The higher the advocacy, the greater the impact. Need school board members who understand gifted students. Every board meeting should have some mention of gifted students. *Someone should be at each board meeting to represent these students*.

Acceleration vs. enrichment (inside and outside of schools); opportunities for failure (to work on perfectionism).

How do I creatively support my kids through their childhood?
What resources are available that I haven't yet discovered?
What are some fresh perspectives?

Misdiagnosis of Gifted Children and Adults, Ed Amend

Gifted and Anxious: Managing Anxiety in Gifted and 2E Children

GiftedAnxiety.pdf

- Anxiety is useful but becomes a problem if
  - Too long (duration)
  - Too strong (intensity)
  - Too often (frequency)
- Anxiety disorders are when anxiety doesn't go away and/or gets worse
- Gifted kids have faster brains and are able to conceptualize more scenarios/future
- What they think COULD happen is not what WILL happen (i.e. what their brain tells them or imagines isn't always the truth)
- Bear Trap Metaphor

    - If you hear there's a bear in a neighborhood…
    - Anxiety response = watch your windows constantly on guard for a bear that may or may not appear (frozen and stuck)
    - Fear response = respond and move when the bear actually shows up
- Goal is to move from anxiety to fear (from what IF to what IS)
- Saying the feeling out loud can activate the parasympathetic nervous system and began the calming down process
- Struggle Switch video (show to kids)
    - https://www.youtube.com/watch?v=rCp1l16GCXI

Ashley's notes

- Everybody has anxiety sometimes. The concern is when there is a problem with frequency, intensity, or duration.
- Anxiety vs fear-we want to move our kids from anxiety to fear, because fear gives us the permission to move.
- Anxiety does not go away on its own.
- Many hicap kids have a bigger basal ganglia -> more susceptible to anxiety or OCD -> maladaptive perfectionism.
- When we're anticipating a bad thing, part of our brain's bandwidth is taken up byt that future problem.
- The faster your brain moves, the more potential (bad) outcomes you can conceptualize.
- Bad things happen *sometimes*, and when these bad futures are right, gifted kids love to be right.
- Use the necessary coping strategies, but some need to be faded out over time, so a kickstand doesn't become a crutch.
- In the gifted brain the amygdala can be up to 2x as large.
- Prefrontal cortex fully develops in neurotypical kids around age 20-24, for neurodivergent kids it can be 28-30.
- Goal of life =/= to be happy. The goal of life is to be regulated. The goal of life is for the energy you bring to match the environment.
- Labeling the feeling: I'm feeling ____ = this is what I need to calm down from.
- Name it to tame it
- Intellectual overexcitabilty- kid who doesn't understand why everyone isn't as excited about their passions.
- The best thing you can do for your kids is to put them in an environment that supports who they are.
- Sometimes when hicap kids are in gen ed, they spend a lot of energy trying to fit in.
- When you don't learn how to learn, sooner or later school becomes harder than you are smart.
- How big is that feeling, scale of 1-10. Where are you feeling it? What color is it? What shape is it? What texture is it?
- Kids melt down when they are piling on feelings.
- Move from what IF to what IS. When that bad thing happens you will deal with it. In the meantime, live in the present.

Supporting Gifted Students with 2eASD

Summary (Allen): pretty high level, and not a lot of specifics

- 5P methods for supporting kids
    - Promoting social skill development
    - Protecting by addressing bullying/loneliness
    - Positive peer interactions
    - Pursuing accommodations
    - Perceive their strengths and challenges

Ashley's notes-this presentation showed clips from the netflix show "Atypical" and talked about how characters demonstrated way to support ASD students

- 2eASD people are one of the most underrepresented populations in the gifted community
- 5P methods for supporting kids
    - Promoting social skill development
    - Protecting by addressing bullying/loneliness-be their biggest fan, tell them how you have succeeded
    - Positive peer interactions-students with ASD tend to establish relationships with other ASD students
    - Pursuing accommodations (but also encourage self-advocacy)
    - Perceive their strengths and challenges-focus on what students do well

Supporting twice-exceptional learners through effective parent and teacher collaboration

- Positive impacts
    - Academic achievement
    - Academic behavior (doing homework, executive functioning)
    - Social-behavioral competency
    - Mental health
- Challenges
    - Voice not heard by parent or teacher (sometimes jargon is not understood, teachers expertise not respected)
- Essential for a partnership
    - Willingness to consider a possible exceptionality
        - Families are sometimes resistant.
        - Lack of awareness

        - Seeing themselves in their child (defensive response because they turned out fine)
        - Fear of what it means
        - Teachers sometimes don't see a problem
        - Teachers need some empathy as sometimes this is a grieving process
    - Effective communication
        - Start with shared goals for the kids (positives and negatives)
        - Respectful language that's jargon-free
        - Frequent communication and not waiting until there's a problem.
    - Acceptance of shared responsibilities
        - Child, parent, and teacher each have their own roles
        - At a younger age, parents and teachers do more lifting but should transition to the child and they get older
        - Timeline benchmarks for executive functioning skills to help kids take more responsibility

Ashley's notes

- Family/school partnerships=interventions wherein parents and teacher jointly support a student's social/emotional functioning.
- Positive impacts-academic achievement, academic behaviors, social-behavioral competency
- Challenges- lens and voice
    - Lens-family brings their culture, history, and a single-minded focus on the child's needs. Teachers bring the school's goals, existing structure, and a knowledge of the child's behavior in a group of peers.
    - Power imbalance- teachers can feel like their professional expertise is not valued, parents can feel out of their league and like their voice is not heard.
- Essentials
    - Parents need to open to considering a possible exceptionality
    - Effective communication: what (shared goals, positives and negatives), how (respectful, jargon-free, listening: *what I think…, what I hear you saying….),* when (communicate in advance before it becomes a crisis situation)
- Acceptance of shared responsibility-child, parent, teacher. The balance of responsibility shifts over time.
    - Plan for scaffolding and use benchmarks for executive functioning based on grade level.
- ***The secret is to gang up on the problem rather than each other-*** Thomas Stallkamp

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Austina's panel discussion

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AI and the twice exceptional learner

This was a great presentation. Very concrete and very cool. AI that is helpful for conquering disabilities and a separate slide with AI that's helpful for giftedness. Not deep, but fun and useful.
https://www.canva.com/design/DAGXBQFEfxk/4i8s43xd-1v3ZaU266jeOg/view?utm_content=DAGXBQFEfxk&utm_campaign=designshare&utm_medium=link&utm_source=editor
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Cartooning Through Perfection

Summary (Allen): A really great activity and mindset adjustment around kids with perfectionist tendencies.

View Slides

My Young Child is Gifted - What's Next?

Summary (Allen): A really good presentation on resources and ways for kids to begin to work with their gifted kids

Navigating Brilliance: Gifted Middle Schoolers' Academic and Social Realities

Summary (Allen): Gave an interesting insight to some of the issues middle school gifted kids face. Case study on 3 different kids on their own identity and struggles with giftedness

View Slides

The Importance of Being Authentic: Profoundly Gifted and Other Outliers by Marisa Soto-Harrision and Nicole Mattingly

Ashley's notes-This one was good and worth reading. See link, my notes are meant to supplement the slides

https://drive.google.com/file/d/19gm2ffcp5OPSNGkfkjBl_7r8B6w3KySZ/view?usp=sharing

- We have motivation when we believe our actions have effects
- If kids believe in themselves and have internal resilience, they are more likely to have better outcomes.
- Big Fish Little Pond effect: you overcome BFLP effect by teaching about BFLP effect so people can be aware of in-group comparisons.
- Book recommendation: *Ordinary Magic*
- You have to learn note only from failure but ALSO from success. Reflection -> metacognition
- Accessible references slides: these books explain the systems and give kids a vocabulary so they can decide whether to buy into the systems.
    - *How to Win Friends and Influence People* comes in a teen version
- For a profoundly gifted (PG) kid to be seen for who they are is so helpful.
- Being not-seen is not great, but being mis-seen can be the worst for these kids.
- Masking: if you can mask/manage what you put out into the world, that's a maladaptive problem. Masking can be a **tool** to use in a situation to be more successful and does **not** reflect an individual's worth.
- PG kids can lag in executive function skills. Metacognition is an EF skill. You can help by modeling.

Strengths-Based Assessments for Twice-Exceptional Students: What are We Measuring and Why?

Ashley's notes-This presentation was less useful to me. These presenters have developed a process with their graduate students that they call strengths based assessments. They have field tested with some parents including homeschool families and are ready to take it into the "real world." However the presentation offered few details about how this works and no practical suggestions for teachers or parents to implement. This was mainly a pitch for school districts to contract with them for fee-based PD, or parents to pay them as private consultants for this service. Worth keeping in mind if NSD ever has PD money to spend, or if a parent is looking for fee-based help for their individual child.

Here is pic with contact info: https://photos.app.goo.gl/xGbq3NPnXuiMXePY9

Championing Brilliance: Creating an Advocacy Plan for Gifted Learners

Ashley's notes-This one was also less useful to individual parents. It was focused on succeeding in political advocacy. Haven't been able to find the slides.

They did have one interesting idea of hosting a community/district-wide meetup.The presenter talked about having children's activities available while parents met for education and

collaborating, then both groups joined at the end. Sounded ambitious but successful, might be worth keeping in mind as we think about in person meetups.

Selective Achievement vs. Selecting to Achieve: Tools for Winning the Motivation Battle by Colin Seale (thinkLaw)

(Jen's notes) Gifted underachievement: significant gap between expected and actual academic performance. Selective achievers are intrinsically motivated individuals whose performance matches ability only in specific areas that satisfy their interests and personal goal orientations.

Examples of JZ overcoming underachievement and prejudice.

Empathy regarding underachievers.

Motivation is not working; teachers say, "After you finish your work, you can help a friend, help in the classroom, or read." This does not motivate students after a while.

Colin grew up in Brooklyn, taught math in Las Vegas, then went to law school.

Ask a child, "What problem do you want to solve?," not "What do you want to be when you grow up?" What is a current interest, not something long-term that seems too far away to care about.

Be explicit.

Signature Session: Collaborative Approaches to Supporting the Social-Emotional Needs of Gifted Students, panel: Dornswalo Wilkins-McCorey, Austina De Bonte, Edward Amend, Mark Hess

(Jen's notes) NACG Board - Social Emotional Needs Working Group

Social emotional characteristics vs social emotional needs (not the same, although incorrectly used interchangeably).

Strategies for incorporating SEL into curriculum:

1. Pull out group (maybe one hour/week)
2. Kids may not want to participate in a direct manner, so art and other mediums are used, given an SEL takeaway afterward
3. Needs to be standards-based and measurable

The Gifted Kids Network (Austina) helps kids to understand what it means to be gifted. We need to help kids define what they are and not by what others say.

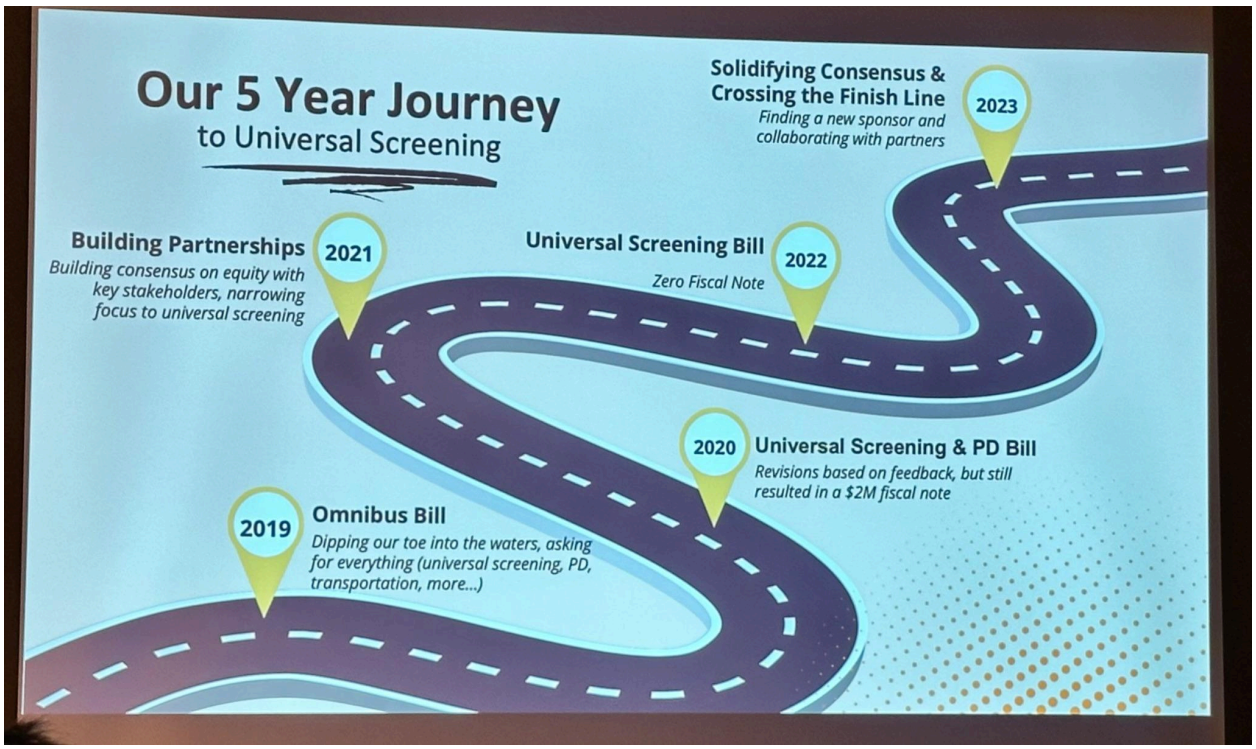
Identity matters!

Recommendation to read: *A Parent's Guide to Gifted Children*, by Edward Amend, Emily Kircher-Morris, Janet Gore

It's important that HiCap kids find a way to each other and have commonalities to build authentic connections and develop socially. This is a core need; administrators need to promote this.

Great Strides Toward Equity in the State of Washington, by Nancy Hertzog, Jody Hess, Austina De Bonte, and Reba Parsley

(Jen's notes) It took five years to achieve universal screening. I wanted to fully understand the path that many people journeyed to get us where we are today. (need to upload images of slides)



Posters

I (Ashley) walked around chatting with the poster presenters and taking some pictures. I haven't even read through all of these–so much information– but wanted to preserve the info in case it's helpful to us as a council, to you as a parent, or to teachers and admin we work with.

My quick favorite is the one with the rainbow top titled Parenting Through a Storm. I met the presenter and she was super super nice. Her dissertation was combing through thousands of recommended hicap parenting resources and figuring out which ones were represented the most. Those are on her poster. Amazing. Zoom in and share with anyone looking for info.

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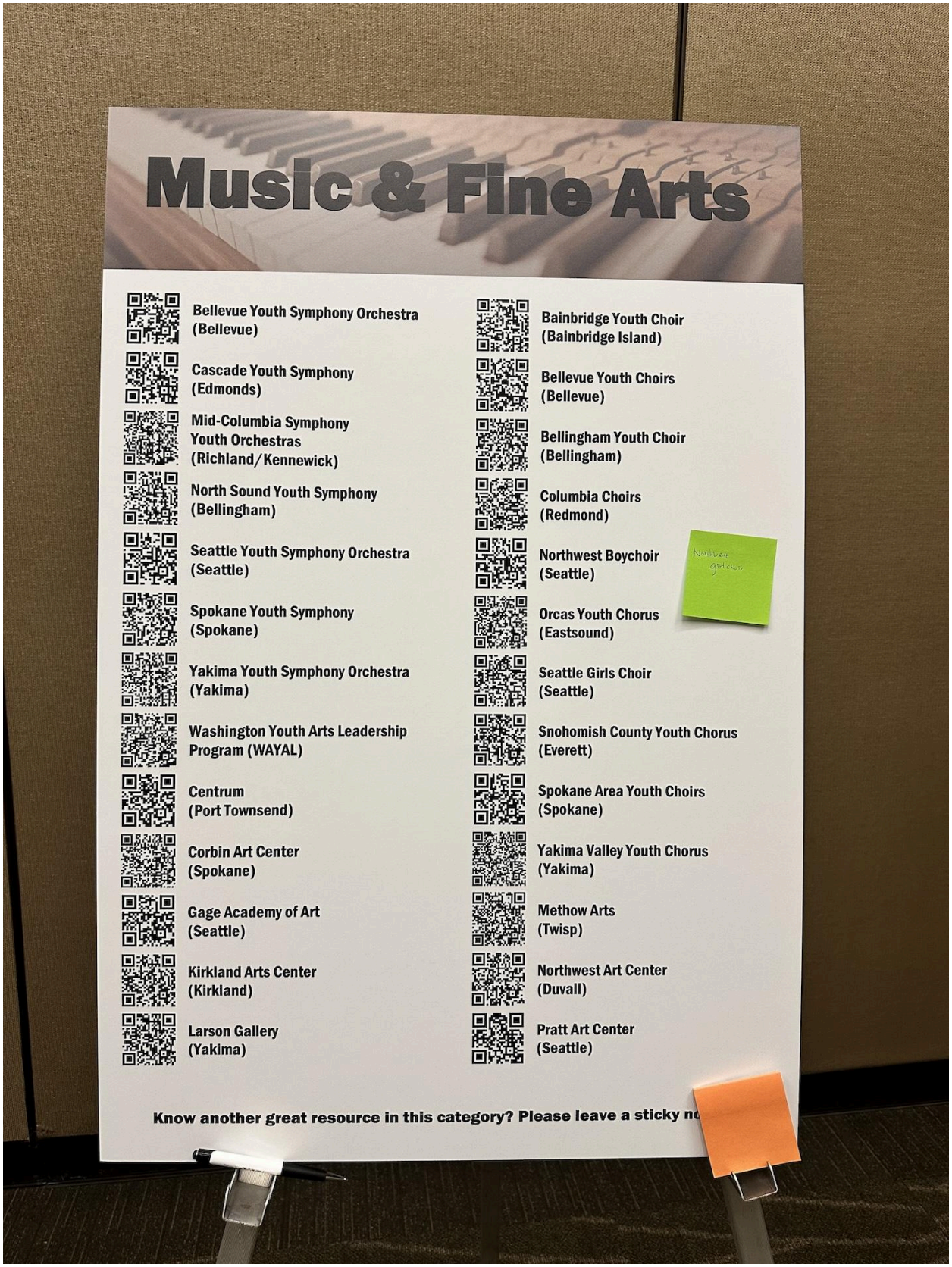
WHITWORTH
UNIVERSITY
ATTEND
ENGAGE
CREATE
CENTER FOR
GIFTED EDUCATION
• Attend in-person and virtual conferences.
• Engage with educators and experts. Earn your gifted specialty endorsement or master's degree.
• Create new opportunities for yourself, your district and your students.
whitworth.edu/gifted
509.777.3226
» Learn at your pace and in your own space. All courses are online.

Performing Arts

- Bach to Rock (Redmond)
- Bellingham Arts Academy for Youth (Bellingham)
- Broadway Bound (Seattle)
- Cascade Community Theatre (Duvall/Carnation)
- Christian Youth Theater (CYT) (Spokane)
- Creative Theatre Experience (Olympia)
- Majestic Adventures (Bellingham)
- Massive Monkees (Seattle)
- Olympia Family Theater (Olympia)
- Pacific Northwest Ballet School (Seattle)
- Rain City Ropeworks (Seattle)
- School of Acrobatics & New Circus Arts (SANCA) (Seattle)
- School of Rock (Bellevue, Issaquah, Puyallup, Kent, Lynnwood, Seattle, West Seattle)
- Seattle Children's Theater (Seattle)
- Spokane Children's Theatre (Spokane)
- Stone Soup Theatre (Seattle)
- Studio East (Kirkland)
- TeenTix (Seattle & Eastside)
- Valley Theatre Company (Ellensburg)
- Village Theatre (Issaquah, Everett)
- Youth Theater Northwest (Mercer Island)

Academy of Children's Theater Tri-Cities

Know another great resource in this category? Please leave a sticky note!


Music & Fine Arts
Bellevue Youth Symphony Orchestra (Bellevue)
Cascade Youth Symphony (Edmonds)
Mid-Columbia Symphony Youth Orchestras (Richland/Kennewick)
North Sound Youth Symphony (Bellingham)
Seattle Youth Symphony Orchestra (Seattle)
Spokane Youth Symphony (Spokane)
Yakima Youth Symphony Orchestra (Yakima)
Washington Youth Arts Leadership Program (WAYAL)
Centrum (Port Townsend)
Corbin Art Center (Spokane)
Gage Academy of Art (Seattle)
Kirkland Arts Center (Kirkland)
Larson Gallery (Yakima)
Bainbridge Youth Choir (Bainbridge Island)
Bellevue Youth Choirs (Bellevue)
Bellingham Youth Choir (Bellingham)
Columbia Choirs (Redmond)
Northwest Boychoir (Seattle)
Orcas Youth Chorus (Eastsound)
Seattle Girls Choir (Seattle)
Snohomish County Youth Chorus (Everett)
Spokane Area Youth Choirs (Spokane)
Yakima Valley Youth Chorus (Yakima)
Methow Arts (Twisp)
Northwest Art Center (Duvall)
Pratt Art Center (Seattle)
Know another great resource in this category? Please leave a sticky no

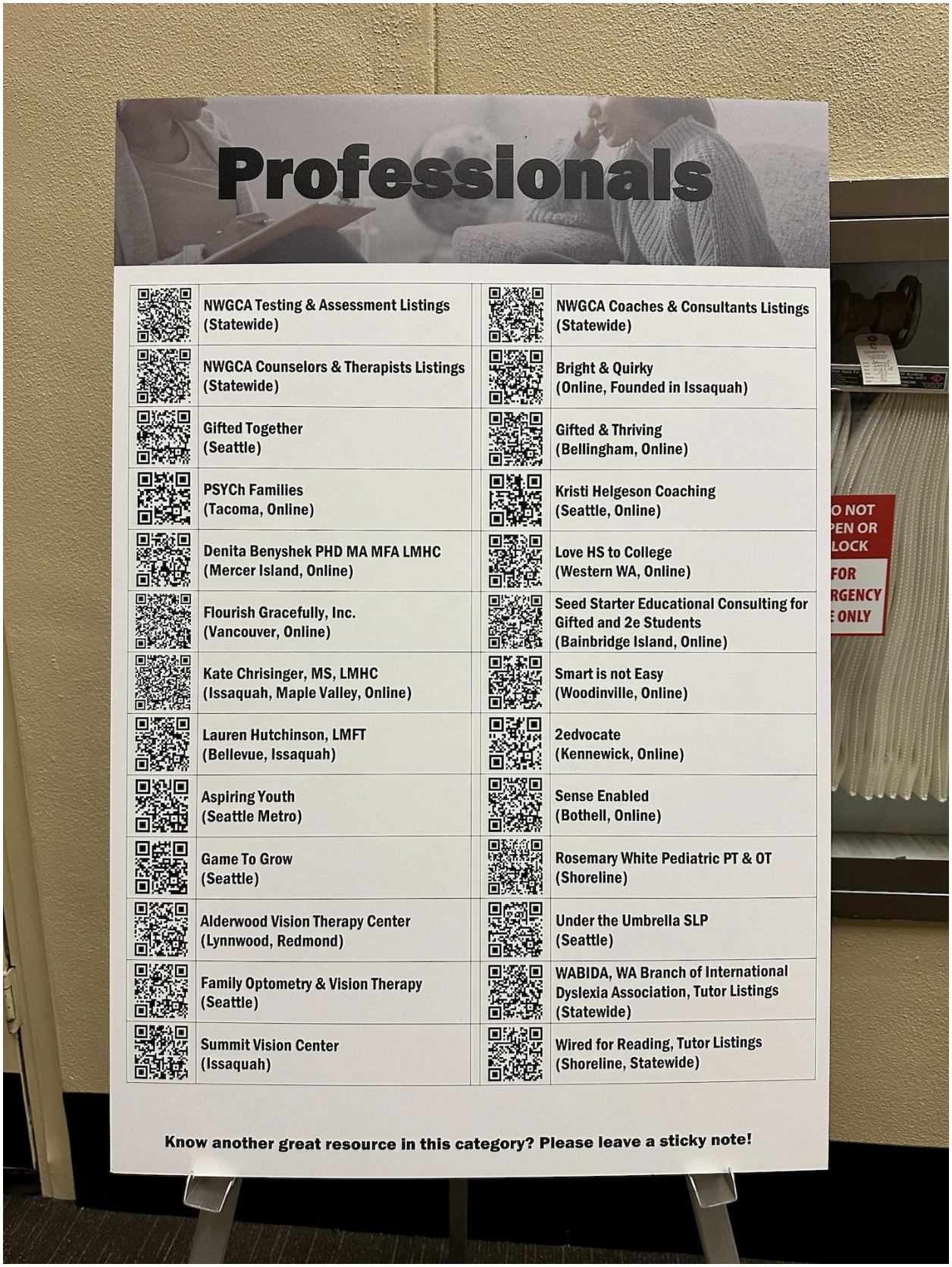
Extracurriculars

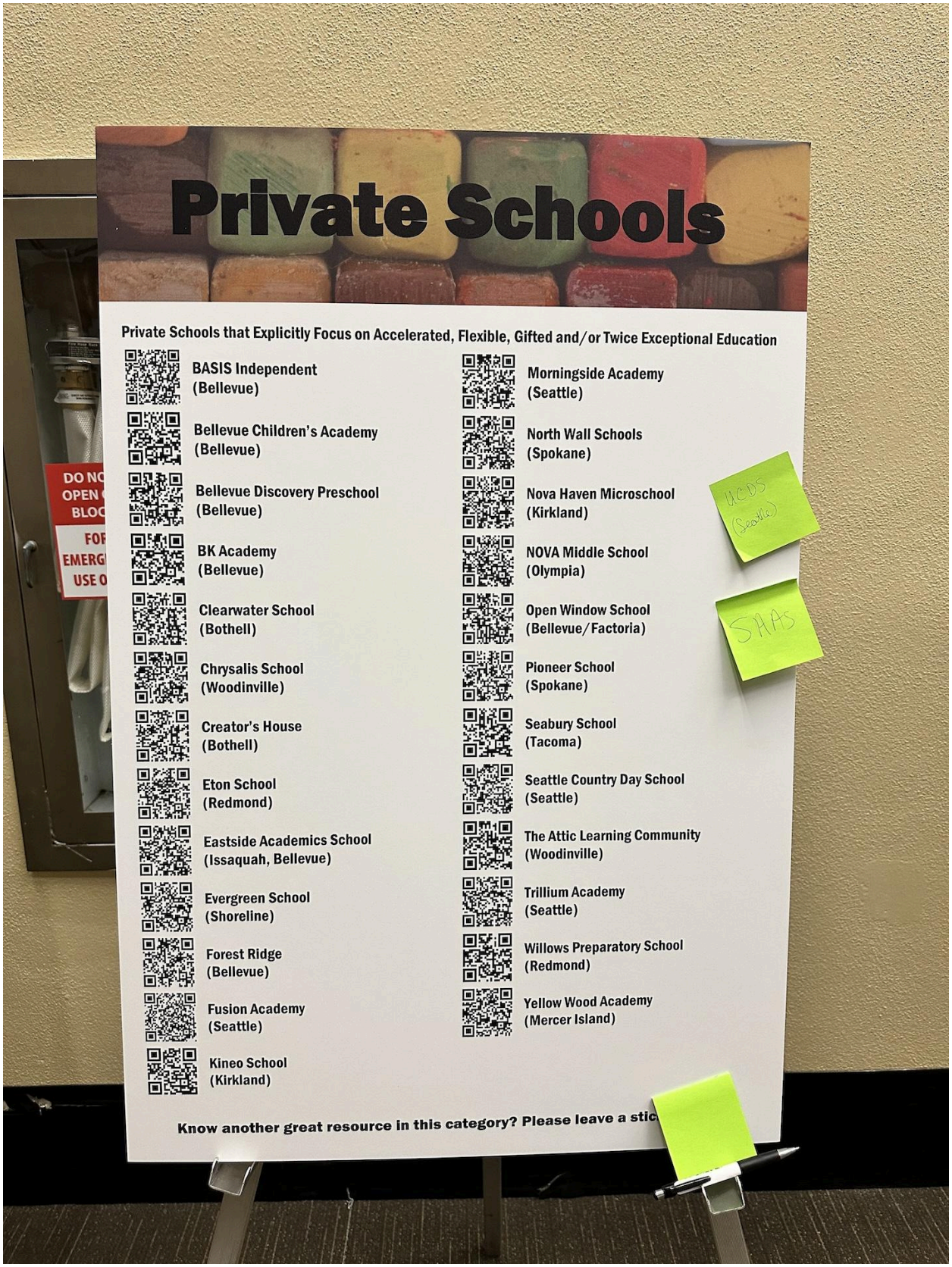
- Art of Problem Solving Academy (Bellevue)
- Chess4Life (Renton, Issaquah, Bellevue, Redmond)
- Open World by Digipen (Redmond) https://discoveropenworld.com/
- Code.org (Statewide)
- FIRST Robotics Washington (Statewide)
- GHF Learners (Online, Founded in Olympia)
- Girls Who Code (Statewide)
- Math for Love (Statewide)
- Vex Robotics (Statewide)
- Bellingham Makerspace (Bellingham)
- King County Library Makerspaces (Bellevue, Federal Way)
- Lacey Maker Space (Lacey)
- Redmond STEM Youth Makerspace (Redmond)
- Mathematical Olympiads for Elementary and Middle School Students (MOEMS) (Statewide)
- Microsoft Technology Education and Learning Support (TEALS) (Statewide)
- Prime Factor Math Circles and School of Programming (Redmond)
- Rainier Scholars (Seattle, Tacoma) https://www.rainierscholars.org/
- Russian School of Math (Bellevue, Redmond)
- Satori Camp (Cheney)
- Science Olympiad (Statewide)
- Washington Destination Imagination (Statewide)
- Washington Future Problem Solving (Statewide)
- Science is Weird (Online, Founded in Bellevue)
- Seattle Makers (Seattle)
- Yakima Maker Space (Yakima)

UW Husky math

UW math circle

Know another great resource in this category? Please leave a sticky note!


Professionals
NWGCA Testing & Assessment Listings (Statewide)
NWGCA Coaches & Consultants Listings (Statewide)
NWGCA Counselors & Therapists Listings (Statewide)
Bright & Quirky (Online, Founded in Issaquah)
Gifted Together (Seattle)
Gifted & Thriving (Bellingham, Online)
PSYCh Families (Tacoma, Online)
Kristi Helgeson Coaching (Seattle, Online)
Denita Benyshek PHD MA MFA LMHC (Mercer Island, Online)
Love HS to College (Western WA, Online)
Flourish Gracefully, Inc. (Vancouver, Online)
Seed Starter Educational Consulting for Gifted and 2e Students (Bainbridge Island, Online)
Kate Chrisinger, MS, LMHC (Issaquah, Maple Valley, Online)
Smart is not Easy (Woodinville, Online)
Lauren Hutchinson, LMFT (Bellevue, Issaquah)
2edvocate (Kennewick, Online)
Aspiring Youth (Seattle Metro)
Sense Enabled (Bothell, Online)
Game To Grow (Seattle)
Rosemary White Pediatric PT & OT (Shoreline)
Alderwood Vision Therapy Center (Lynnwood, Redmond)
Under the Umbrella SLP (Seattle)
Family Optometry & Vision Therapy (Seattle)
WABIDA, WA Branch of International Dyslexia Association, Tutor Listings (Statewide)
Summit Vision Center (Issaquah)
Wired for Reading, Tutor Listings (Shoreline, Statewide)
Know another great resource in this category? Please leave a sticky note!


Private Schools
Private Schools that Explicitly Focus on Accelerated, Flexible, Gifted and/or Twice Exceptional Education
BASIS Independent (Bellevue)
Bellevue Children's Academy (Bellevue)
Bellevue Discovery Preschool (Bellevue)
BK Academy (Bellevue)
Clearwater School (Bothell)
Chrysalis School (Woodinville)
Creator's House (Bothell)
Eton School (Redmond)
Eastside Academics School (Issaquah, Bellevue)
Evergreen School (Shoreline)
Forest Ridge (Bellevue)
Fusion Academy (Seattle)
Kineo School (Kirkland)
Morningside Academy (Seattle)
North Wall Schools (Spokane)
Nova Haven Microschool (Kirkland)
NOVA Middle School (Olympia)
Open Window School (Bellevue/Factoria)
Pioneer School (Spokane)
Seabury School (Tacoma)
Seattle Country Day School (Seattle)
The Attic Learning Community (Woodinville)
Trillium Academy (Seattle)
Willows Preparatory School (Redmond)
Yellow Wood Academy (Mercer Island)
UCDS (Seattle)
SHAS
Know another great resource in this category? Please leave a stic

Homeschooling

NWGCA Homeschooling Resources & Online Provider Listings (Statewide)

Gifted Homeschoolers Forum (Online, Founded in Olympia)

GHF Gifted Home Education Discussion (Online, Founded in Olympia)

Washington Homeschool Organization (Statewide)

Homeschool Support Groups & Co-Ops (Statewide)

Seattle Homeschool Group
seattlehomeschoolgroup.org

Bellingham Family Partnership Program (Bellingham)

Cascade Parent Partnership (Seattle)

East Valley Parent Partnership Program (Spokane Valley)

Edmonds Heights K-12 (Edmonds)

Emerson K-12 (Kirkland)

Lopez Island Parent Partner Program (Lopez Island)

Mid-Columbia Parent Partnership (Kennewick)

Northshore Family Partnership (Woodinville)

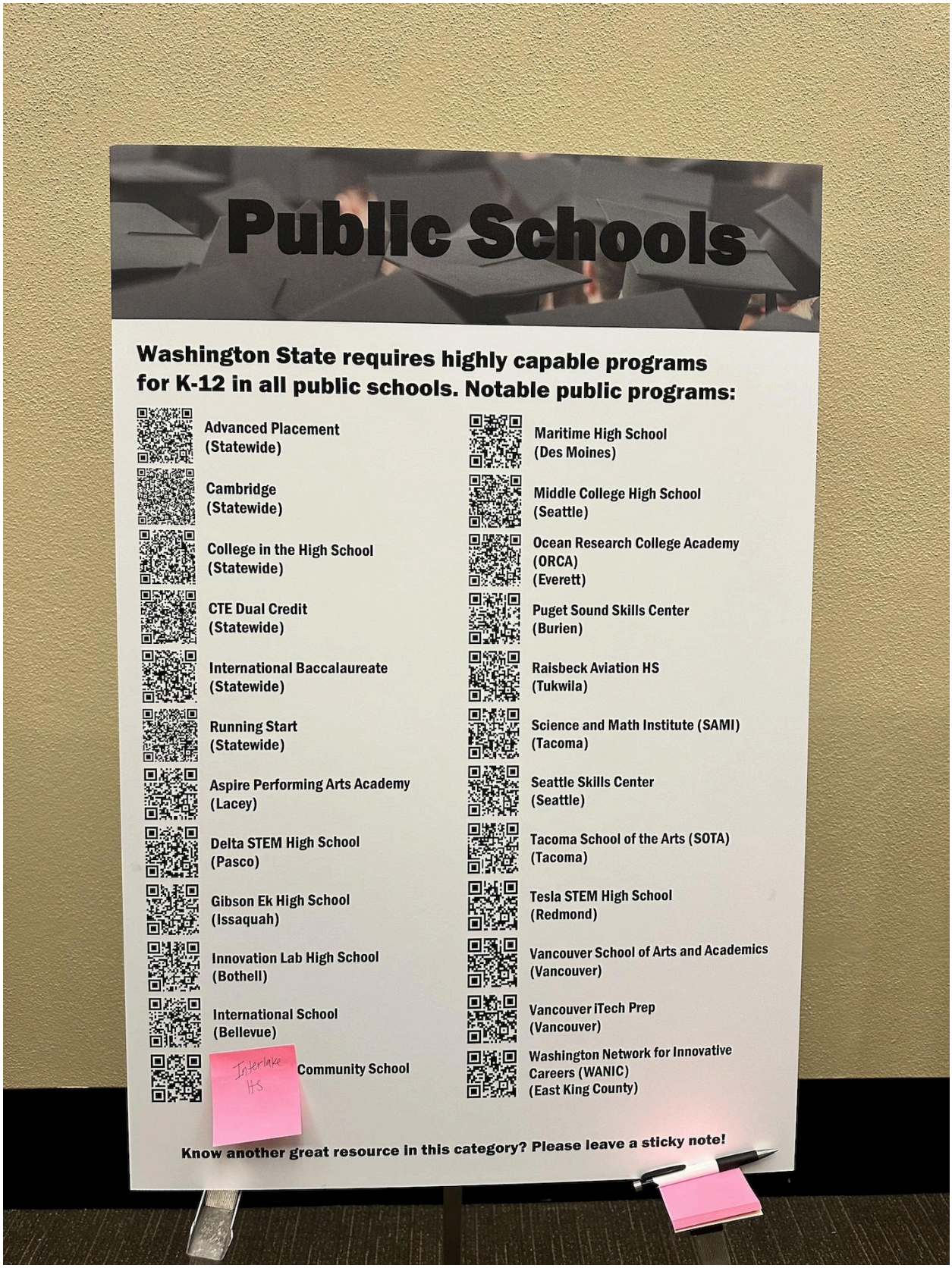
P3 Snoqualmie Valley School District (Snoqualmie)

Port Gardner School (Everett)

Sky Valley Parent Partnership Program (Monroe)

Snohomish Parent Partnership Program (Snohomish)

Know another great resource in this category? Please leave a sticky note!


Public Schools
Washington State requires highly capable programs for K-12 in all public schools. Notable public programs:
Advanced Placement (Statewide)
Cambridge (Statewide)
College in the High School (Statewide)
CTE Dual Credit (Statewide)
International Baccalaureate (Statewide)
Running Start (Statewide)
Aspire Performing Arts Academy (Lacey)
Delta STEM High School (Pasco)
Gibson Ek High School (Issaquah)
Innovation Lab High School (Bothell)
International School (Bellevue)
Community School
Interlake HS
Maritime High School (Des Moines)
Middle College High School (Seattle)
Ocean Research College Academy (ORCA) (Everett)
Puget Sound Skills Center (Burien)
Raisbeck Aviation HS (Tukwila)
Science and Math Institute (SAMI) (Tacoma)
Seattle Skills Center (Seattle)
Tacoma School of the Arts (SOTA) (Tacoma)
Tesla STEM High School (Redmond)
Vancouver School of Arts and Academics (Vancouver)
Vancouver iTech Prep (Vancouver)
Washington Network for Innovative Careers (WANIC) (East King County)
Know another great resource in this category? Please leave a sticky note!



Parent Groups

- Academic Booster Club of Puyallup (Puyallup)
- Academic Challenge for Our Schools (ACOS) (South Kitsap)
- Advocates Inspiring Marysville's Highly Capable Kids (AIM Hi) (Marysville)
- Bellevue Gifted Alliance (Bellevue)
- Bellingham HCL Parent Association (Bellingham)
- Centralia Hi-Cap Parent Group (Centralia)
- Challenge Our Children (Lake Stevens)
- Challenge Parents Association (Edmonds)
- Friends of HiCap Seattle (Seattle)
- G2EL (Mercer Island)
- Gifted Education Advisory Council (Redmond)
- Highly Capable in Monroe SD (Monroe)
- Highly Capable Families of Skagit (Skagit County)
- Lewis County POGO (Lewis County)
- Marysville HiCap PAC (Marysville)
- Northshore HiCap Parents Council (Bothell, Woodinville, Kenmore)
- PATH: Parent Advocates for Tahoma's Highly Capable (Maple Valley)
- Richland Hi-Cap Parent Alliance (Richland)
- Seattle 2e (Seattle)
- Shoreline Hi Cap Parent Assoc (Shoreline)
- Snohomish HiCap Discussion (Snohomish)
- Snoqualmie Valley HiCap Parent Group (Snoqualmie, North Bend, Fall City)
- Support Engagement for Advanced Learner (SEAL) (Bainbridge Island)
- Tumwater Elementary HiCap (Tumwater)
- Vancouver HiCap Community Association (Vancouver)
- 2e Bellevue – Eastside (Bellevue, Eastside)

Know another great resource in this category? Please leave a sticky note!

Strategies for Supporting Gifted Perfectionism
Lessons from a Former Perfectionist

ASU Herberger Young Scholars Academy Arizona State University

DJ Graham, Ed.D. | Gary K. Herberger Young Scholars Academy | Arizona State University | dgrahamj@asu.edu

The Problem

Perfectionism is a challenge that many gifted students face. The National Association for Gifted Children notes that approximately 20% of gifted children experience perfectionism that creates problems (National Association for Gifted Children, n.d.). This number is staggering, and, although perfectionism can be viewed as a drive by an individual to excel, it can negatively affect child in some of the following ways:

- Spending excessive time on tasks
- Not submitting completed work
- Anger or frustration over anything less than the desired goal
- Procrastination or refusal to begin (Graham, 2023)

Not only are these traits concerning, but they also stand in conflict with how individuals grow. As Delisle & Galbraith (2002) state, "The pursuit of excellence means taking risks, trying new things, howing, changing–and sometimes failing." **In order for our gifted students to achieve their potential, they must experience discomfort to learn how to continue improving.**

A Gifted Perfectionist

This presentation draws a great deal from my personal experience growing up gifted and being a perfectionist.

The following TED Talk, where Suzu Kitamura shares her experiences with perfectionism, captures much of my personal experience.

Where Do These Feelings Come From?

Sometimes, the feelings of perfectionism are intrinsic and gleaned from observation. When school comes easy to students, it can be difficult to understand experiencing a time when something does not come naturally.

Other times, however, even unintentionally, we contribute to these feelings (Brulles & Winebrenner, 2018). The following clip from the television series ***Bluey*** demonstrates the unintentional ways we can contribute to perfectionism.



Strategies

There are three strategies that can support gifted students address perfectionism.

1. Feedback
2. Expectations and Goal Setting
3. Modeling

Feedback

Feedback is one of the most direct ways we can support gifted students in working through perfectionism (Brulles & Winebrenner, 2018). When providing feedback, it should be:

- Specific
  - We want to provide feedback that is specific to the task, our expectations, and include evidence/examples for support
  - Avoid simple phrases like "Great work," as these place the emphasis on the end result and do not give students context for their progress
- Mindful
  - Feedback should come at a time when students are able to be receptive to it
  - If they are too frustrated, then the feedback won't connect
- Process Focused
  - Help students reflect on the experience completing a task
  - Do not only focus feedback on the end product

Traffic Light Question

Checking in with students before giving feedback can help the feedback be more impactful.



Green Light - Open to receiving feedback

Yellow Light - I want to hear what you think but I am feeling a bit vulnerable

Red Light - I am not open to receiving feedback

Expectations and Goal Setting

Working with students to set progress focused goals is an important skill to develop. Focusing only on long-term goals can be disheartening as the steps to achieve a goal can feel inconsequential (Brulles & Winebrenner, 2018).

One challenge with goal setting is the time gifted students will put into different tasks trying to make the end product perfect.

Have students consider task values, where they weigh the value of an assignment compared to the time spent. This can be helpful with multiple tasks.

Another consideration is setting limits on work time, but parents and teachers need to coordinate to make sure the same message is being shared.

Modeling

Our gifted students look to us for an example of how to act in the world. One of the most important things we can do is to model that it is alright to make mistakes. By doing this we can show them that we are comfortable not being perfect as well as how to respond when we are faced with challenges (Graham, 2023).



Finding Examples of Imperfection

One way to support our gifted perfectionists is by finding examples of experts making mistakes. Sports is a great place to find these examples, because even the greatest athletes of all time are not perfect. For example, 0.300 is a strong batting average in baseball, meaning that a player gets a hit approximately ⅓ of the times they are at bat.

Ice Cream Past Bedtime

Another way to support our gifted perfectionists is by pushing them outside of their comfort zone. When I was growing up, routine was very important to me, to the point where I would put myself to bed if it was time for me to go to sleep. In order to help me understand that sometimes it was alright to break a routine my mom would take me out for ice cream after I was supposed to go to sleep.

Finding opportunities like this to can be powerful times to connect and support our gifted perfectionists.

Vulnerability

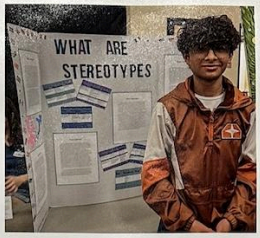
One of the hardest things to do as a parent or educator is to show vulnerability, but it is so important for our gifted perfectionists. In times of uncertainty our students look to us.

The reality is that none of us are perfect, and that's a powerful thing to see, because you do not have to be to support your gifted perfectionist.

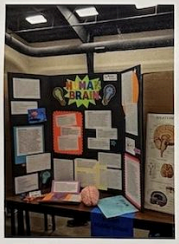
References

Implementing a District Wide Gifted Education Fair













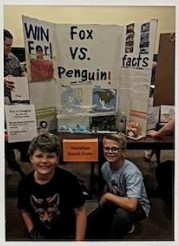












01

Think of Something That you LOVE....

* What have you done to learn more about it?
* Have you completed anything having to do with it?
* Have you shared this with anyone else?
* How did you feel when you shared it?

02

Giving Students the Opportunity to Share

*Sharing what they love is easier
*Ability to public speak in a safe setting
* Can talk to other students and find out what they love and learned
* Pride in their Work
* Knowing that what they are doing matters

03

ALPs should look at the strengths and interests of the students
Use surveys and interviews to determine

Teaching and Reading
* Student wanted to be a teacher
* 1st Year- taught one lesson 2nd grade
* 2nd Year- Taught one letter to kinder over a week
* 3rd Year- Researched Down's Syndrome students and best practices

Music and Math
* Created 3 different models of Guitars
* Each had different Volume
* Determined the sound that came out of each

04

Start With The School
*Allows ALL students to share

District Level
*Students chosen from EVERY school

05

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