What Parents & Educators

(Administrators, Counselors, Grandparents, Coaches, Legislators, Truancy Officers, Doctors…)

Need to Know About Highly Capable Kids

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Slides - http://tinyurl.com/smartisnoteasy2019

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This talk

- WAETAG Conference 2014 - 2020 (Washington)
  - WA State PTA Convention 2017, WA School Counselors 2018, 2019
- Whitworth Gifted Institute 2020
- OATAG Conference 2016 (Oregon)
- NAGC 2016, 2017, 2018; SENG 2017, 2018, 2019 (National)
- Parent/community audiences (plus some educators)
  - Wenatchee, Mount Vernon, Bellevue, Bothell, Bainbridge Island, Redmond, Lake Stevens, Edmonds, Kirkland Pediatrician, Issaquah, Everett/Mukilteo, Burien, Woodinville, Lynden, Shoreline, Washougal, Federal Way, Seabury School (Tacoma), Monroe, Newcastle, Kenmore, Burlington, Camas, Seattle, Snohomish, Carnation, Blaine, Bellingham
- Professional development
  - Renton SD, Seattle Madison Middle School, Lake Stevens SD, Federal Way SD, Mount Vernon SD, Seabury School, Seattle School Board, Cascade SD, ESD 189 (Anacortes), Capital Region ESD (Tumwater), Burlington-Edison SD, Camas SD, Kent SD, Central Kitsap SD, Arlington SD, Sumner SD, Northshore SD, Lynden SD
  - King Count Juvenile Court - Truancy District Reps

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Topics

Ask your questions in the Chat area

- HiCap Basics & Laws
- Twice Exceptional
- Executive Function & Neuroscience
- Emotional Characteristics
- Social Development
- Grit, Growth Mindset & School Fit
- Equity
- Now What?

Slides: http://tinyurl.com/smartisnoteasy2019

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A Note

- I hate the word "gifted"
  - Poorly understood ("Every child is gifted")
  - Negative connotations
  - Many believe it is elitist
- But, it's the term used by researchers and most professional organizations
- Synonyms
  - Smart, very bright, high intelligence, high IQ
  - WA: "highly capable" or HiCap
  - NOT (necessarily) high-achieving

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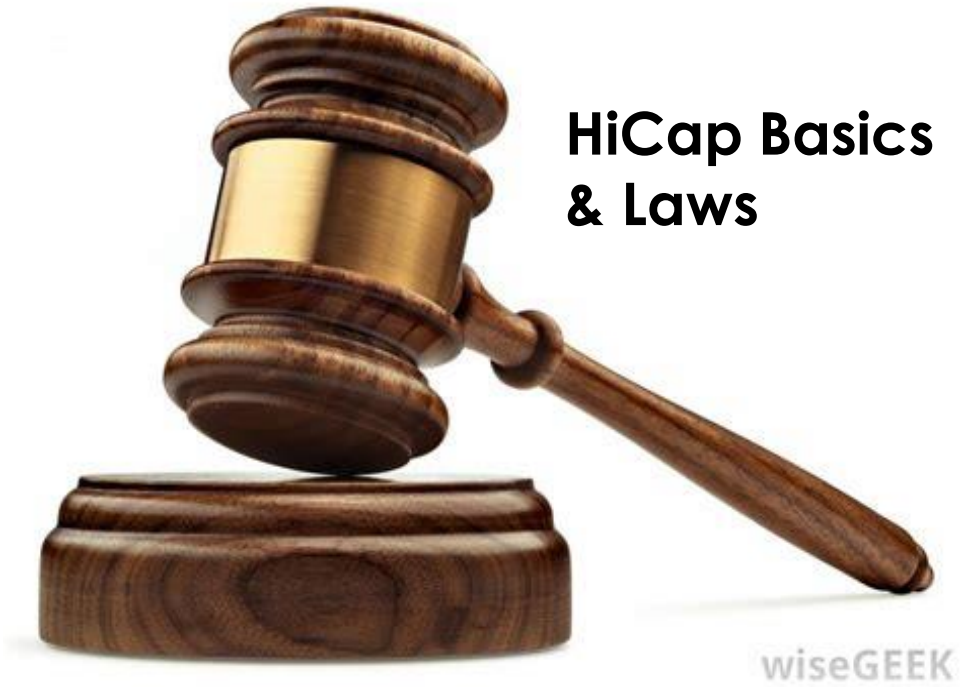

HiCap Basics & Laws

WA State Law

- 2014 - Must have nomination, assessment, selection of the "most highly capable" students in grades K-12, and provide services relevant to their needs

Chapter 28A.185.020 RCW

(1) The legislature finds that, for highly capabl students, **access to accelerated learning and enhanced instruction is access to a basic education.**

"Accelerated Learning AND Enhanced Instruction"

- 2016 - new provisions in ESSA for gifted (federal)
- 2017 – double funding; equity for low income (WA)
- 2018 – more equitable identification practices (WA)

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Law Updates – 2017 & 2018

"**prioritize equitable identification of low-income students**"

- "Using multiple objective criteria to identify highly capable students" means that **multiple pathways** for qualification are available, and that **no single criteria shall eliminate a student from identification**.
- Highly capable selection decisions are based on consideration of criteria benchmarked on **local norms**, where local norms shall not be used as a more restrictive criteria than national norms at the same percentile;
- Subjective measures such as **teacher recommendations or report card grades** shall not be used to screen out a student from assessment. These data points may be used alongside other objective criteria during selection to support identification, but **may never be used to disqualify a student from being identified;**
- To the extent practicable, **screening and assessments shall be given in the native language of the student**, or non-verbal assessments are used.

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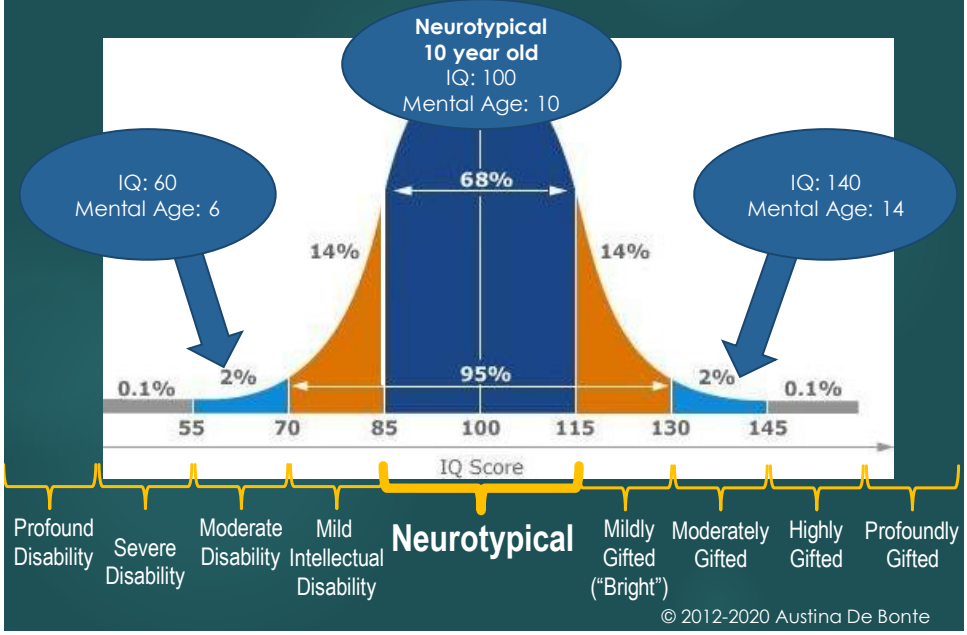
The Bell Curve of IQ



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Asynchronous

- Different ability/maturity levels in different areas
- Example: a 5 year old
  - Doing math like an 8 year old
  - Reading like a 10 year old
  - Writing like a 6 year old
  - Emotional maturity of a 4 year old
  - Social maturity of an 8 year old
  - Social skills of a 5 year old
- Most gifted kids develop asynchronously
- Don't assume a higher level of maturity…
- MYTH: "If she can't do XX well, then she's not gifted"

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Equally Likely to Be Gifted

- Girls vs. boys
  - But girls are less likely to be referred for testing
- Poor vs. rich
  - But poor rely on public gifted programs more, "the rich have other options" --Dr. Linda Silverman
- English-speaking vs. non-native speakers
- Giftedness cuts across all socioeconomic groups, nations, ethnicities, races, cultures…

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IQ runs in families

- Out of 148 sets of siblings
  - over 1/3 were within five IQ points of each other
  - over 3/5 were within 10 points
  - nearly 3/4 were within 13 points
- But second-born less likely to be identified
- Parents and grandparents too… ☺

(Silverman, 2009)

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Twice-Exceptional - 2e

- Gifted AND
  - (Stealth) Dyslexia, Dysgraphia, Dyscalculia, Dyspraxia
  - ADHD, Autism Spectrum (ASD)
  - Sensory Processing (SPD), Auditory Processing (CAPD)
  - Anxiety, Depression, Mood Disorders, OCD, …
  - Vision Processing Disorder
- Surprisingly high incidence
- Compensation can mask learning disabilities
- Many gifted traits mimic ADHD, Aspergers traits
- Diagnosis is tricky! Insist on an expert

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Dyslexia ("Stealth" subtype)

- In the gifted population, dyslexia:
  - Problems with spelling, punctuation, capitalization
  - Reading may be at or above grade level
  - Trouble with phonics, decoding unfamiliar words
  - Skipping or substituting words when reading
  - Comprehension with short texts (less redundancy)
- Early intervention is important
- May not be diagnosed until middle or high school
- Free screener - www.thepasttest.com

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Vision Processing Disorders

- How the brain processes what the eyes see
  - Convergence insufficiency, teaming, tracking, 3-D
- Common: 1 in 4 kids
- May mimic dyslexia, ADHD
- Inconsistent scores on standardized tests
- Only diagnosed by a developmental optometrist
  - COVD.org for listings
- Vision therapy is available
  - Research on outcomes is inconsistent, provider quality matters
- Vision processing disorder IS NOT dyslexia
  - But it can co-occur

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Auditory Processing Disorders

- How the brain processes what the ears hear
- One ear "hears" a split second before the other
  - Dislike sudden noises, noisy environments, remembering multi-step directions, poor auditory memory, trouble distinguishing foreground/background conversation
  - Usually very acute hearing overall
- Only diagnosed by a CAPD specialist
  - Liz Zeitlin, NW Audiology (Issaquah, WA)
  - ABLE Kids Foundation (Fort Collins, Colorado)
    - The only clinic in the world that makes an "ear filter"
    - One additional test – isolated words in background noise
  - Sound-sense.net

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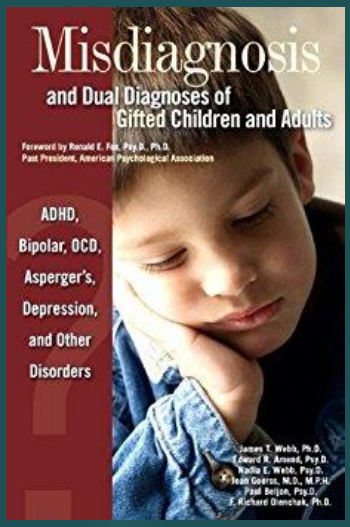
SENG Misdiagnosis Initiative

SENG = Supporting Emotional Needs of Gifted

Flavors of Misdiagnosis:

- OVER-diagnosed
- UNDER-diagnosed
- WRONG diagnosis
- 2e kids not recognized as being gifted OR for their disability/challenge

http://sengifted.org/programs/misdiagnosis-initiative/



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Executive Function (EF)

- "If I'm so smart, why can't I find my keys?" – S. Wollum
  - Or homework, pencil, lunchbox, jacket…
- Organization
  - Organizing things, time, or procedures
  - Multitasking, keep track of more than one thing at a time
  - Planning, time management, breaking down projects
  - Sustaining attention through distraction
- Regulation
  - Impulse control, inhibition, self-control
  - Waiting to speak until it's your turn
  - Mental flexibility
  - Initiating, getting started

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A different developmental timetable

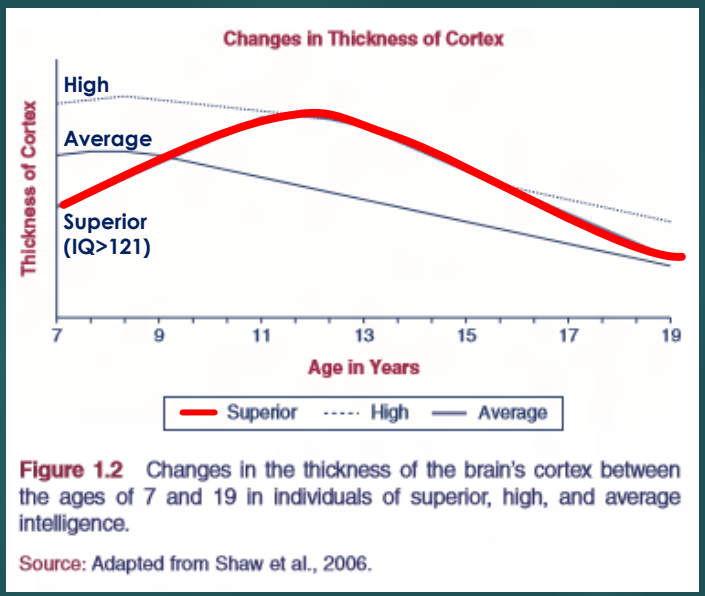

Figure 1.2 Changes in the thickness of the brain's cortex between the ages of 7 and 19 in individuals of superior, high, and average intelligence.

Source: Adapted from Shaw et al., 2006.

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Empirical evidence agrees…

"Kids who had higher IQs to begin with seemed to have an extended period in adolescence during which they retained the ability to learn at a rapid pace, just like much younger children."

(Brant, 2013)

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What about ADHD & Autism?

"In youth with **ADHD, the brain matures in a normal pattern but is delayed 3 years** in some regions, on average, compared to youth without the disorder…"

"The delayed pattern of maturation observed in ADHD is the opposite of that seen in other developmental brain disorders like **autism, in which the volume of brain structures peak at a much earlier-than-normal age**."

(Shaw, 2007)

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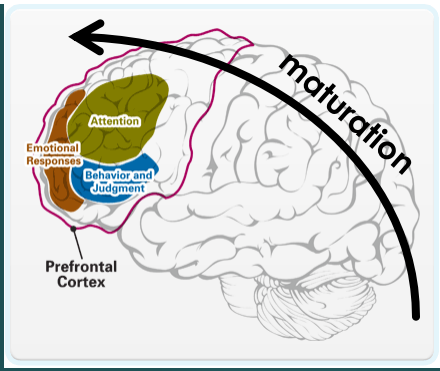
Brain Matures Back to Front



"This pruning process **begins in the back of the brain.** The front part of the brain, the **prefrontal cortex, is remodelled last.**"

"The **prefrontal cortex** is the decision-making part of the brain, responsible for your child's ability to plan and think about the consequences of actions, solve problems and control impulses."

"The most typical psychological term for functions carried out by the **prefrontal cortex area is executive function.**"

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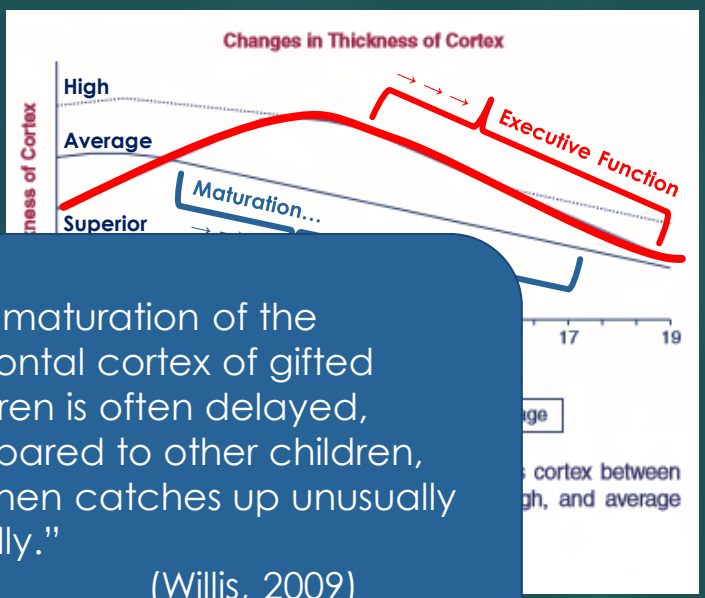
A different developmental timetable



"The maturation of the prefrontal cortex of gifted children is often delayed, compared to other children, but then catches up unusually rapidly."

(Willis, 2009)

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What to do?

- Late bloomers may catch up in time
  - It might take until their 20s…
- Need MORE scaffolding & support for EF
  - Especially middle school & early high school
  - Similar to ADHD support

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A Dozen Ways to Support EF

1. Make time visible (schedules, calendars, timers, tech)
2. Visible cues, charts, checklists for EVERYTHING
3. Provide fidgets, allow for movement
4. Folders, not binders
5. Keep a "master binder" of all handouts/homework/worksheets
6. Have extra pencils/markers/rulers/etc available
7. Pre-planning to break down big projects
8. Graphic organizers, sticky notes & highlighters
9. Homework reminders; flexible late/missing policies
10. Class time everyday to update the planner
11. Class time to organize binders, desks, etc.
12. Follow students' IEP & 504 Plans

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Neuroscience about High IQ

- Regional brain volume is bigger in some areas (left hemisphere, bilateral frontal cortex, phonological loop, working memory, sensory, anxiety, amygdala)
  - And smaller in others (lateral-parietal junction)
- Denser connectivity between some areas (arcuate fasciculus, corpus callosum - "information highways")
  - And sparser connectivity in others
- Development happens on a different timeline
- **High IQ brains are physically different**

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Neuroscience about High IQ

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- **High IQ brains are physically different**

(Schnack, 2014)
(Roman, 2018)
(Haier, 2017)
(Nusbaum, 2017)
(Ganjavi, 2011)
(Hilger, 2017)
(Koenis, 2015)
(Haier, 2004)
(Wilke, 2003)
(Frangou, 2004)
(Shaw, 2006)
(Lewis, 2018)
(Burgaleta, 2014)
(Roman, 2018)

GRO
GIFTED
RESEARCH & OUTREACH

gro-gifted.org

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The Gifted Brain is Like

A Ferrari…

Neuroscience Common Link:

Lack of Inhibition!

with a tiny steering wheel

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Type a characteristic of a bright child in Chat

All of these characteristics can have both positive and negative aspects

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3 common characteristics

SENG: Supporting Emotional Needs of the Gifted (www.sengifted.org)

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Perfectionism

- Erase a hole in the paper
- Impatient with others, aren't "doing it right"
- Meltdown at the first sign of trouble
- Can't make a decision
- Reach for impossible goals
- Hate criticism, Dwell on mistakes
- Trouble accepting compliments
- Unwilling to start, afraid to try, "I don't want to"
- "Challenge Cards" in the corner of the classroom may not work…

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Sensitivity

- Too loud: fireworks, movies, toilets
- Too scary: movies, even Disney ones!
- Crying when another kid gets hurt
- Concern about the tigers going extinct
- Scratchy tags in clothing, buttons, sock seams…
- Low pain tolerance
- Bathing/swimming: water in my eyes/nose!
- Picky eater - foods touching, textures, smells
- Food sensitivities/allergies
- Big reactions to minor setbacks, discipline
- Sensory seeking - loves snuggling, soft fabrics…
  - Or, hates to be touched…

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Intensity

- Tears of joy at a beautiful sunset
- So focused they don't "hear" you
- Obsessions about a topic of interest
- Difficulty with transitions
- Big focus on fairness
- Competitive: most, best, fastest, highest
- Intense nightmares, fears
- Sleep issues, hard to settle down, stay asleep
- Major meltdowns
- Mood swings: higher highs, lower lows
- Stubborn, strong-willed, inflexible

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Overexcitabilities - OEs

- Dabrowski's 5 "super-stimulatibilities"
  - Psychomotor
  - Sensual
  - Imaginational
  - Intellectual
  - Emotional
- Hard wired - fMRI shows "Brains on Fire" (Eide, 2004)
  - Experience a more intense reaction
  - For a longer period than normal
  - To a stimulus that may be very small
- Honor it! Coach how to cope with it, not change it

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Neuroscience: Lack of Inhibition

OEs aren't an accident; they support higher intelligence.

More energetic
Imagine deeper
More curious
Hear more
See more
Feel deeper

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Overexcitabilities -

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Sensual OEs to an extreme…
Sensory Processing Disorder
Sensory Integration Disorder
Central Auditory Processing Disorder (CAPD, APD)

"The Highly Sensitive Person"
"The Out of Sync Child"
Occupational Therapy (OT)
Wilbarger Skin Brushing

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Other common traits

- Existential angst & depression
  - "Nothing really matters"
  - Fascination with death
  - Even as young children!
- Imposter syndrome
  - Very successful people who deep down believe that they're fakes, and will be found out

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Coaching Intense Emotions

- Is this a "baby" problem or a "giant" problem?
  - On a scale of 1 to 10, engage logical reasoning
- You might wait forever for them to try something new/scary/difficult/painful on their own
  - Goal setting, sticker charts, natural consequences…
  - Sometimes they need a push
    - Insist on finishing, sit with the tantrum
- Food really matters
  - Protein and fats at every snack: "feed your brain"

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Taming the Worry Monster

From Dr. Dan Peters, Summit Center

- Amygdala is the seat of emotion & worry
  - Tries to trick you, exaggerates, lies, "takes over"
- Big brain surrounds the tiny amygdala
- Use your big brain to keep your amygdala from taking over
  - Keep your brain fed and strong – nutrition!
  - "Boss it back!"

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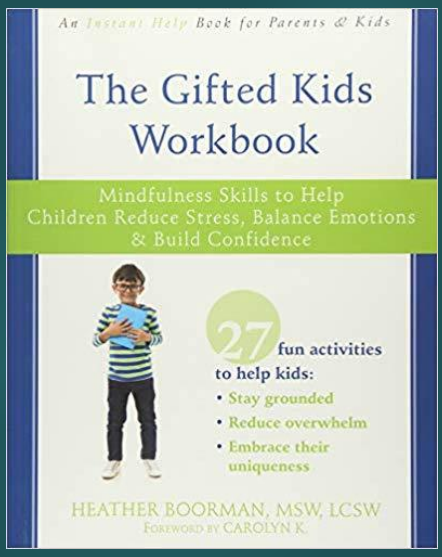
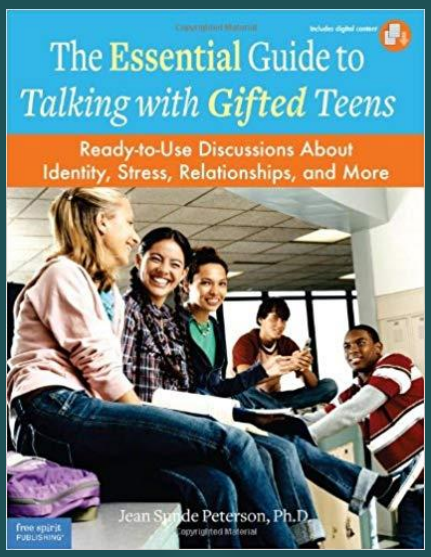
SEL Curriculums Now Exist!





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Social Development

Introverts vs. Extroverts

- Introverts
  - Get energy by being **alone**
  - Stereotype: quiet, shy, reserved, need processing time, think before talking, prefer 1-on-1 over groups, want a few good friends
  - But, some can be very social – with a time limit
- Extroverts
  - Get energy by being **with other people**
  - Stereotype: outgoing, enjoy parties, think out loud, want to have lots of friends

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Independent vs. Conformist

- Independent
  - March to their own drummer
  - Personal desires aren't swayed by group opinions
  - "To thine own self be true"
- Conformist
  - Want to be with the group
  - Will adjust their desires to go with the group
  - Want to blend in, fit in
  - Sensitive to peer pressure

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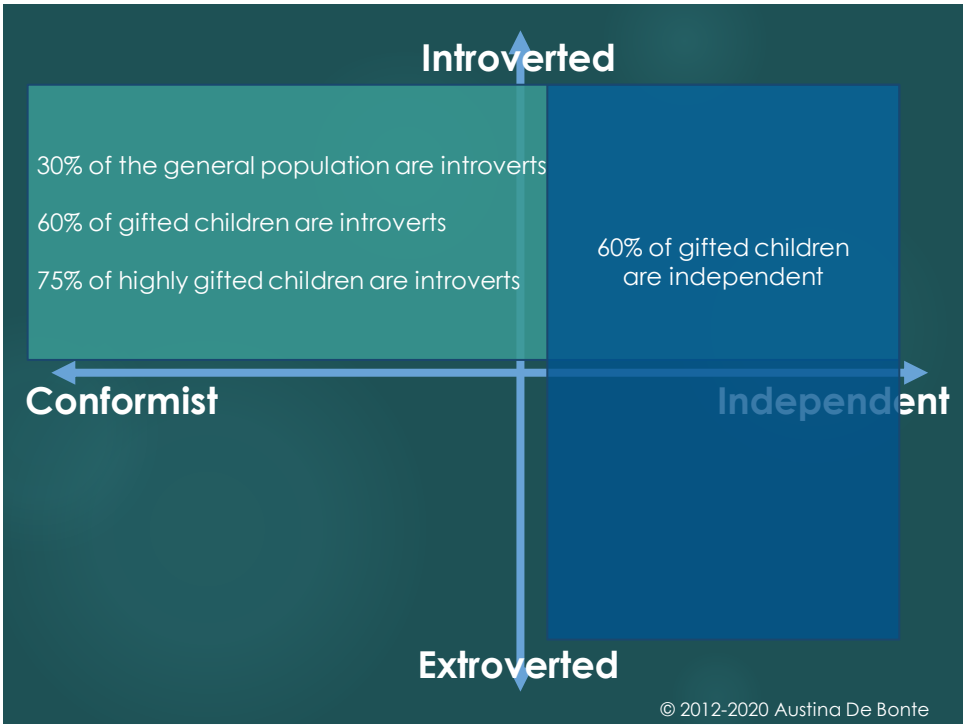
Introverted
30% of the general population are introverts
60% of gifted children are introverts
75% of highly gifted children are introverts
60% of gifted children are independent
Conformist
Independent
Extroverted
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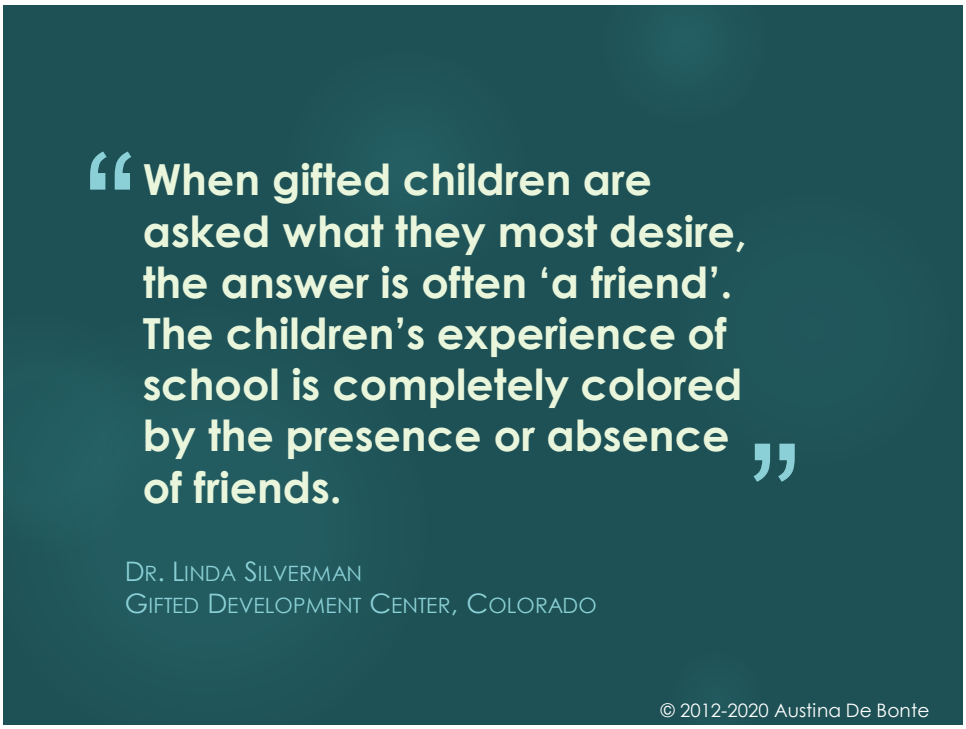
“When gifted children are asked what they most desire, the answer is often ‘a friend’. The children’s experience of school is completely colored by the presence or absence of friends.”
Dr. Linda Silverman
Gifted Development Center, Colorado
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Axioms for Social Development

1. You can't force two kids to be friends
   - Authentic social connection is vital
2. Social development requires practice
3. All humans seek belonging and to be understood

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Social mismatch

- More complex vocabulary
- More involved games, stricter rules, fairness
- Interested in niche topics, ask unusual questions
- Kids realize very early
  - They are somehow ***different***
- Gravitate to older kids or adullts
- Feel like they have to "fake it" to make a friend
- Lonely, social isolation
  - Even if they have playmates
  - "No one understands me" "They don't get my jokes"

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Social maturity

On average, the higher the IQ, the more mature a social relationship the child is seeking

- ***Stage 1: "Play partner"***
- ***Stage 2: "People to chat to"***
  - *sharing of interests*
- ***Stage 3: "Help and encouragement"***
  - *uni-directional*
- ***Stage 4: "Intimacy/empathy"***
  - bi-directional
- ***Stage 5: "The sure shelter"***
  - PG 6-7 year old vs. neurotypical 11-12+ year old
  - "A friend is a place you go to when you need to take off the masks. You can take off your camouflage with a friend and still feel safe."

(Miraca Gross, 2002)
study of 700 children

http://www.davidsongifted.org/db/Articles_id_10400.aspx

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Social maturity

On average, the higher the IQ, the more mature a social relationship the child is seeking

- ***Stage 1: "Play partner"***
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  - *uni-directional*
- ***Stage 4: "Intimacy/empathy"***
  - bi-directional

Friends who are "just like me"

Stage 4: Intimacy/empathy
- Someone who shares your hopes and dreams.
- Someone who understands your deepest feelings.
- Someone who feels the same as you about things that are important.
- Someone who would want to be with you if they were feeling lonely or unhappy.

study of 700 children

http://www.davidsongifted.org/db/Articles_id_10400.aspx

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Asynchronous social development

- Desire higher maturity level relationships
- BUT, may lack practical social & friendship **skills**
  - Some kids need explicit instruction
  - Or, lack of practice
  - Or, just average social skills
- ALSO, there's a difference between
  - Knowing what to do ("Smile and say hello")

    vs.
  - Actually doing it ("I don't want to")
- OR, a child may have great social skills
  - Can flex to match interests, play patterns with others
  - But still longs for "someone who really gets me"

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How it plays out over time

- Biggest social maturity gap ages 4-9 (Gross, 2002)
  - Gifted kids looking for deeper relationships
  - But, other kids still pretty inclusive
  - So far, the gap is largely invisible
  - No one really understands me, "silent suffering"
- Social mismatch becomes visible in 4th-5th grade
  - Left out of parties, playdates, playground games

Why? What's so special about 4th-5th grade?

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In 4th-5th grade:

- Neurotypical kids just got to Stage 4
  - More focus on shared interests
  - Friends who are "just like me," cliques begin
  - Fewer birthday parties inviting the whole class
- Gifted kids often get left out socially
  - THROUGH NO FAULT OF THEIR OWN
- Everyone needs their clique. Even gifted kids.
  - It's an expected stage of social development

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Socially sensitive

- An offhand comment from a peer can cause serious turmoil
- Intense response to perceived rejection
  - No one reached out to invite me to play the game
  - He hates me, she thinks I'm weird
  - I'll never have any friends
- Coaching
  - Is it really true? Engage logical reasoning.
  - "Playful" teasing vs. "hurtful" teasing
  - Waiting for an invitation rarely works…

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Consider this scenario…

- A gifted kid enters preschool with age-appropriate social skills
- In school, feels "different" from other kids, desires deep friendship, but doesn't find it
- After a few years, starts falling behind in social skill development due to lack of practice
- Lack of social skills makes it even harder for them to flex to find common interests with agemates.
- Loses confidence due to perceived rejection.
- Kid is visibly struggling socially, but we strongly believe that kids "need to be able to get along with all kinds of people in this world"

What should we do?

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Solving this scenario

- When a kid is struggling, do you:
  - (a) Keep throwing them into the deep end of the pool
  - (b) Put them in the shallow end with a float and a teacher
- Change the environment, so that they can get skill development back on track
  - Group with similar peers: authentic connection, similarly asynchronous social development
  - Coaching & support
- **Neurotypical kids don't need to bridge these asynchronies to develop socially**
  - This is an unrealistic challenge for a gifted kid who is not also gifted socially

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Solving this scenario

- When a kid
  - (a)
  - (
- M
  - Co
- **Neurotypical kids don't need to bridge these asynchronies to develop socially**
  - This is an unrealistic challenge for a gifted kid who is not also gifted socially

Even better, prevent this scenario by providing an environment with similar peers from the beginning

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A portfolio of friends

- **Find your clique SOMEWHERE**
  - **Then branch out**
- 4H/girl scouts/boy scouts/campfire
- Sports teams, individual sports
- Classmates, Neighborhood kids
- Older kids, adults, mentors
- Clubs
  - Math Club, Science Club, Olympiads, Future Problem Solvers, First Lego League, Destination Imagination, …
- Enrichment & summer camps for gifted
  - UW Robinson, CTY, SIG, Davidson, SATORI, Yunasa, …
  - Full list: http://www.nwgca.org (Resources)

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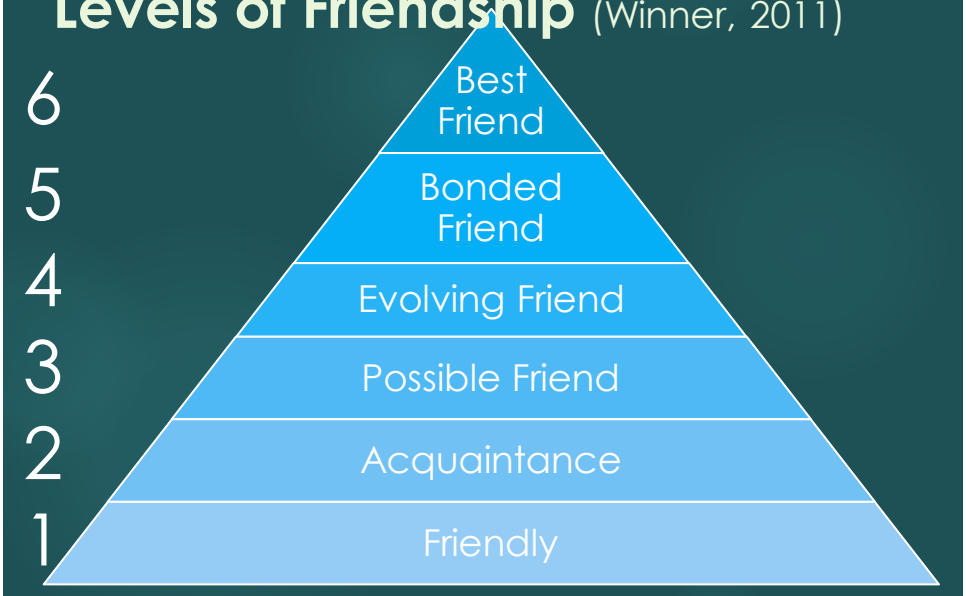
Levels of Friendship (Winner, 2011)



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Friendships take TIME

- How many hours to make a friend? 50
- How many hours to make a best friend? 200
- Unrealistic to think that a child will make a friend at a 2-hour workshop…
- Kids must invest the time
  - One-on-one playdates are usually best to start
  - Many kids need support to "break the ice"
  - Teacher support is essential!

(Hall, 2018)

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Gifted programs can help socially

- Program models that place gifted children with other similarly asynchronous gifted peers
  - Full-time classrooms
  - Cluster grouping
  - Pull-out programs
- Serving the whole child is more than just appropriate academics
  - Prioritize social & emotional development
- Is it Autism? Socially delayed? Quirky?
  - OR - Lack of appropriate social environment?

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Grit, Growth Mindset & School Fit

3 Factors in a Good School Fit

- **Level**
  - Appropriate level of challenge
  - Enrichment vs. acceleration
- **Pace**
  - Gifted learners need 1-3 repetitions
  - Neurotypical learners need 6-8+ repetitions
- **Peers**
  - Cognitive peers to discuss, challenge each other, collaborate together, etc.
  - Optimal for social development

From Washington Association of Educators of the Talented and Gifted (WAETAG.NET)

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When the school doesn't fit…

- Constantly ask probing or off-topic questions
  - Annoy teacher & other kids
- Trouble socializing with other kids
  - Lack of common interests
  - Advanced vocabulary
- Dumb themselves down to "fit in"
  - Consciously or subconsciously
  - Gifted girls going "underground"
- Become the class clown
  - Or the dreamer, the loner, or the victim…
  - Or the A+ student!

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Why not put one gifted kid in each classroom? Doesn't that help other kids?

- Gifted kids are NOT role models
- When other kids look at the natural abilities of gifted students, they only get discouraged that there's no way they could possibly "catch up."
- When gifted learners are removed from the classroom, other bright kids step up and become more meaningful classroom leaders.

(Fiedler et al, 2010, Delisle & Galbraith, 2003; Winebrenner and Devlin, 2001; Shunk, 1998; Allan, 1991; Kulik & Kulik, 1989)

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We also don't want other students to think that "**being a great student**" means they should be able to achieve at a high level **without any visible effort**

(Fiedler et al, 2010, Delisle & Galbraith, 2003; Winebrenner and Devlin, 2001; Shunk, 1998; Allan, 1991; Kulik & Kulik, 1989)

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Gifted programs help kids socially

"Gifted children have better social adjustment in classes with children like themselves.

The brighter the child, the lower his or her social self-concept is likely to be in the regular classroom.

Social self-concept improves when children are placed with true peers in special classes."

(Silverman, 2009)

Caveat: As long as you place kids early…

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Gifted programs help kids emotionally

It's not uncommon for a gifted kid to cry in class over a frustration

- … in a typical classroom, this can be socially limiting
- … in a gifted classroom, this is no big deal

Grouping gifted kids helps normalize their emotional challenges, OEs, perfectionism

- … in a typical classroom, they feel different, misunderstood, teased for being hyper-sensitive, differences can become pathologized
- … in a gifted classroom, common experience creates a supportive, accepting environment

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Won't kids get arrogant if they are put in a gifted program?

Actually, when kids are among academic peers they are no longer the smartest kid in the room

- Learn humility
- Get challenged by peers
- Develop true self-confidence, self-reliance

Kids realized they were different in preschool or kindergarten…they <u>already</u> know.

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Is it OK for school to be easy?

If a gifted child is allowed to "skate" through regular classrooms where they pick up the new ideas seemingly without trying, they may never learn how to tackle a genuinely hard problem.

Eventually, they find themselves in middle school geometry, or high school physics, and may be faced for the very first time with a topic that is not intuitive for them—and may have no experience, no strategies, no emotional coping skills to tackle it.

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Identity Crisis: Smart ≠ Easy

- "Things have always been easy for me, because I am so smart."
- "Uh oh, this new thing isn't easy."
- "Maybe I'm not smart anymore…"
- Some kids dig deep and adjust, but others...

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It can go <u>really</u> bad

- High School dropouts…
- Suicide…
- School shooters…
- Prisons…

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Underachievement is common

- Has its roots in 1st, 2nd, 3rd grade
  - But often isn't visible until middle or high school
- Kids may never have to develop:
  - How to handle a real challenge
  - Persistence, perseverance, "grit"
  - Emotional coping skills
  - Study skills, time management skills
- 2e disabilities may be hidden until the material gets challenging enough
- **Underachievement – very difficult to reverse**
  http://www.hoagiesgifted.org/underachievement.htm

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Underachievement

- Has its roots in 1st, 2nd, 3rd grade

"When they start to underachieve, the natural response for self-preservation is to actually stop caring. They're like: "I don't care about school anymore, this is stupid, this is boring." You'd rather be disengaged and do bad, than **TRY** and do bad.

Typically, over time we start to see elements of anxiety and depression that kick in."
- Dr. Dan Peters, Summit Center

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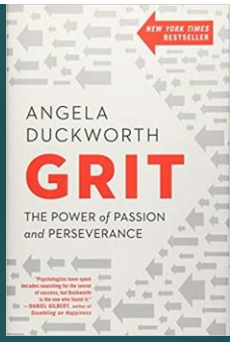
Grit >> IQ



- Duckworth studied success at:
  - West Point Military Academy
  - National Spelling Bee
  - High school juniors, 8th graders
- "It wasn't social intelligence. It wasn't good looks, physical health, and it wasn't IQ. It was *grit*."
- "Self-discipline predicted academic performance more robustly than did IQ."
- **"In our data, grit is usually unrelated or even inversely related to measures of talent."**

Duckworth grit scale
http://www.sas.upenn.edu/~duckwort/images/12-item%20Grit%20Scale.05312011.pdf

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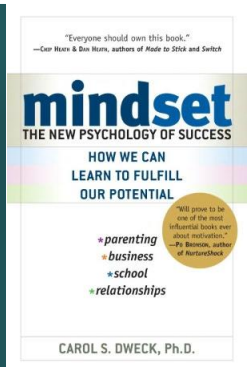
Mindset, Carol Dweck

"The Perils and Promises of Praise"



- "Effort Effect"
  - Kids who were told they were smart didn't try as hard next time
  - Kids who were praised for effort did better
- Takeaways
  - Don't praise kids for being smart
  - Praise real effort and progress (not results)
    - "Keep on trying…"
    - "Practice really works!"

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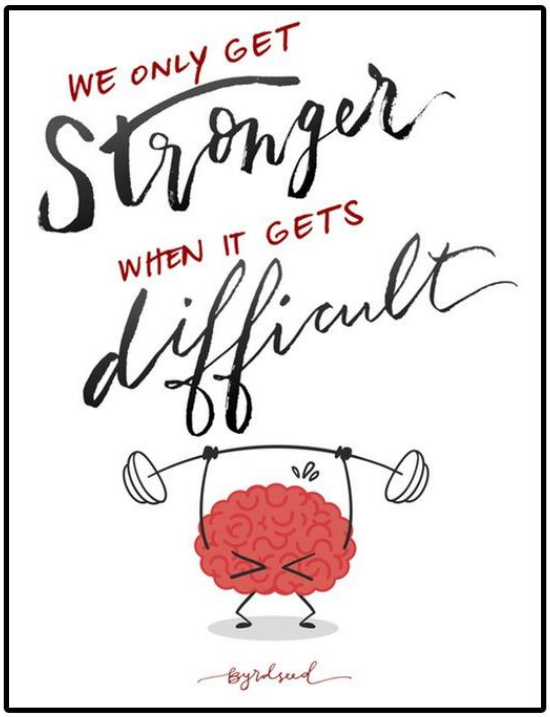

"The brain is like a muscle. It needs a workout to get stronger."

Posters & Lesson Plans byrdseed.com

IQ Alone Does Not Predict Success

- Two longitudinal studies
  - Terman Study (1921-1993)
  - Study for Mathematically Precocious Youth (1972 – ongoing)
- Overrepresented with affluent white males
  - Underrep: non-white, low-income, twice exceptional, girls
- On average, high IQ individuals were more successful (degrees, pay, occupation, creativity, …)
- BUT more than 60% of men, and 80% of women had a salary of LESS than $100,000 (SMPY, 2004)
  - Most individuals were not "exceptionally successful"

What Predicted Success?
The most successful individuals had **support** & **acceleration**

Smart kids at a disadvantage

- When not challenged in school, kids have little personal experience with effort -> results
- Less likely to develop
  - Grit & perseverance
  - Tolerance for failure
  - Growth mindset
  - Time management
  - Study skills
- It's hard to truly challenge a gifted kid
  - They are capable of a LOT more than they let on
  - Perfectionism leads them to stay away from challenges that they aren't sure they can tackle

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Build Up Persistence & Grit

- Provide experiences with **genuine** challenge
  - Teach grit & growth mindset **in that context**
  - Advanced school programs
  - Musical instruments, especially private instruction
  - Foreign language
  - Sports teams, individual sports
    - Martial arts, swimming, fencing, tennis…
  - Independent study projects
  - Contests, First Lego League, Destination Imagination, etc.
- Discuss perfectionism openly
- Let kids struggle and fail (within reason)
- Insist on persevering through challenge
  - Do not let kids give up
  - Not just academics – extracurriculars, sports…

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> "I never recognized myself as gifted, and school came easy to me. I never learned to study until I almost failed my first year of college. Kids who weren't as smart as me, had skills that I had never learned, and understood how to work the system, it was humiliating to figure that out the hard way." - WA Public School Alumnus

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> "I was never challenged in school until college, and I almost lost an academic scholarship my first semester because I had never learned how to study or work hard!
>
> My whole concept of self was shaken when I finally "failed" at something."
>
> - WA Public School Alumnus

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“I’m not good at things I’m not good at.”

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Equity

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"Equity" does not mean giving the same education to every kid

- Different kids are in different places
- Every kid should learn something new at school every day
  - Vygostky's Zone of Proximal Development
  - Not too easy, not too hard
- HiCap: Not **MORE** work, **DIFFERENT** work
  - Not extra classwork on top of the "regular" stuff
  - Make sure the kid doesn't feel punished by giving them more work than others
  - Piles of homework is NOT the goal
  - Not a pressure cooker, just enough challenge to build grit

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The Real Equity Problem

NATIONAL ASSOCIATION FOR Gifted Children

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Dr. Donna Ford
Vanderbilt University

"We cannot close the achievement gap or address the overrepresentation in special education of our subgroups -

until we address their underrepresentation in highly capable programs."

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Now What?

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"Research suggests that the degree to which a gifted child's educational needs are met greatly influences his or her social and emotional adjustment."

(Neihart, 1999; Neihart, Reis, Robinson & Moon, 2002)

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"Children not identified and/or not properly served are likely to experience more difficulties in school, and possibly, in life as adults."

(Webb et al, 2016)

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Local Resources

- NW Gifted Child Association (nwgca.org)
  - Parent education
  - Regional events
  - Invite a free speaker to your community
- Tell your representatives that you care about HiCap education
  - http://app.leg.wa.gov/districtfinder/
- WA Coalition for Gifted Education
  - http://wcge.wordpress.com
- I do parent consults (smartisnoteasy.com)

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HiCap Program Models

1) Full-time highly capable classroom
2) Acceleration: Full grade skip
3) Subject acceleration ("walk to math")
4) Cluster Grouping with Differentiation
5) Pull-out or enrichment program
6) Afterschool enrichment program
7) Homeschooling

What are the Pros & Cons of these different program models?

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What you might be feeling

- Grief…that your child is not "normal"
- Guilt…that you should have done something differently in the past
- GRATITUDE that you came today and heard this information, so that you can move forward
- We were talking about our kids
  - … but we were also likely talking about you and your spouse

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Remember that these are kids

- They need DOWNTIME
- Don't overschedule with every stimulating experience you can think of
- Follow the child's lead, don't push
- Be selective with therapy, it's a long term journey
- Not all gifted kids are born to be scientists and mathematicians; they may take a different path than you expected

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Do I test my kid?

- Early identification & services are important
  - Social development
  - Emotional development
  - Academic development
- Private IQ testing with a neuropsychologist
  - WPPSI – before age 6
  - WISC – age 6 – 16
- Test ceilings are low before age 6
  - The score may go up substantially with the WISC
- Any chance of 2e?
  - A sibling who doesn't "look" gifted?
  - Testing is the place to start

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So what do I tell my kid?

- Talk to them about being gifted
  - It's a fact, not a value judgment
  - They already sensed they were somehow different in preschool or kindergarten
  - Their brain works differently than for other kids
  - They are more sensitive (they aren't dreaming it)
  - They learn at a different rate, and sometimes with a different style
  - Talk about the many faces of perfectionism
- DO NOT praise them for being smart
  - Praise & reinforce effort, perseverance, progress

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Parents: What can you do?

- Take stock of your parenting techniques
- Advocate for your kids' needs
  - Positive, cooperative relationship with teacher
- Challenges? Get assessment and resources
  - Testing to figure out whatever 2e is going on
  - Therapy, enrichment, accommodation…
- Learn more: books, websites, conferences, …

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Educators: What can you do?

- Take stock of your classroom management techniques & SEL coaching
- Early identification & services are important
  - Social, emotional & academic development
  - Particularly look for possible 2e kiddos
- Keep looking in secondary school
  - Learning disabilities often get diagnosed late
- Support full time classrooms for HiCap
  - And professional development!
- Learn more: books, websites, conferences, …

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Bottom line…

Mismatch with the environment

Smart is NOT Easy

Emotionally – Socially – Academically

Grit – Executive Function

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Why do we serve HiCap kids?

- They are a special needs population
- Without intervention they are at risk
- Nurturing the WHOLE CHILD
- GOAL: Functioning citizens in our community

- NOT:
  - To create eminent leaders (Einstein, Steve Jobs, …)
  - To send more kids to Harvard, Stanford, MIT…
  - To nurture child prodigies
  - To increase our international math ranking
  - To improve the US economy

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ASK YOUR QUESTIONS IN CHAT

Thank You!

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Slides - http://tinyurl.com/smartisnoteasy2019

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