



A Handbook for Parents of Gifted Children

**OAGC**

*Ohio Association for Gifted Children*

The Ohio Association for Gifted Children (OAGC) is pleased to provide you with a copy of **WHAT TO EXPECT WHEN YOU'RE RAISING A GIFTED CHILD**. While every child is unique, children who have been identified as gifted often share similar characteristics. The purpose of this booklet is to provide parents with information about how giftedness is identified, the characteristics of gifted children, educational options, advocacy methods, and extracurricular learning options which may be appropriate for your child.

If you would like more information or additional resources, please contact a member of the OAGC governing board, your OAGC regional representative, or your local gifted education specialist. Additional copies of **WHAT TO EXPECT WHEN YOU'RE RAISING A GIFTED CHILD** are available through our website, or by contacting:



*Ohio Association for Gifted Children*

P.O. Box 30801  
Gahanna, OH 43230  
Phone 614-337-0386  
[www.oagc.com](http://www.oagc.com)

*The Ohio Association for Gifted Children  
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## A MESSAGE FROM OAGC

Dear Parents:

Welcome to the world of gifted education! Your child's academic and intellectual future can be shaped considerably through your school's gifted services and involvement in local, regional, state, and national gifted educational options.

As a parent of one of Ohio's brightest young citizens, it is important that you become a major player in your child's education. You can take the first step to becoming more involved in your child's future by joining OAGC.

The second step is to take a proactive role in gifted education. Advocacy for quality gifted educational opportunities in Ohio is a constant endeavor and efforts by parents for stronger and more comprehensive gifted educational services is imperative for progress to be made. Advocacy can be at all levels: local, regional, or state. Let your voice be heard on gifted education issues.

We believe that every child deserves an appropriate education, and gifted children are no exception. Advocacy efforts by parents for stronger and more comprehensive gifted educational services is the key.

We hope our publication for parents, **WHAT TO EXPECT WHEN . . . YOU'RE RAISING A GIFTED CHILD**, is helpful as you enter the realm of gifted education with your child. We look forward with much enthusiasm to your involvement as a partner in our efforts to serve Ohio's gifted children.

Very truly yours,

Ohio Association for Gifted Children

For more information visit [www.oagc.com](http://www.oagc.com)

# WHAT TO EXPECT...

## DEFINING GIFTEDNESS IN OHIO

In 1984, the Ohio General Assembly enacted legislation requiring school districts to identify gifted children. However, Ohio school districts are 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. For more detailed information on the new law, please visit our website at [www.oagc.com](http://www.oagc.com). In Ohio, a child can be identified in one or more of the following categories:

### SUPERIOR COGNITIVE ABILITY

Child has general intellectual ability which 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 specifically 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.



### 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 program.

### VISUAL AND/OR

### PERFORMING ARTS ABILITY

Child who 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 program.

The Ohio Department of Education has established criteria to identify children in each of these four ability 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 about your district's identification process and procedures and service plan.
- ▶ Contact Ohio's Consultants for Gifted Education in the Center for Exceptional Children of the Ohio Department of Education at (614) 466-2650.

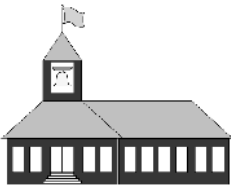
For more information visit [www.oagc.com](http://www.oagc.com)

# WHAT TO EXPECT...

## 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.

**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 change in the next two to three years.



**LOCALLY FUNDED UNITS** are provided by the local school district to support educational services for gifted learners. The local district 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 two to three years.

**DIFFERENTIATION** is a process in which the curriculum or learning environment is modified to meet the needs of individual learners.

**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. Example: Iowa Test of Achievement.

**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).

**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.



**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, CogAT.

For more information visit [www.oagc.com](http://www.oagc.com)

# WHAT TO EXPECT...

## CHARACTERISTICS OF GIFTED CHILDREN

The following is a list of characteristics typical of gifted children including positive and negative behaviors which may be exhibited by your child. A child could exhibit both positive and negative behaviors of a characteristic depending on the environment.

<b>CHARACTERISTIC</b>	<b>POSITIVE BEHAVIOR</b>	<b>NEGATIVE BEHAVIOR</b>
✓ learns rapidly/easily	memorizes and 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 a task or project	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	brags, egotistical, impatient with others
✓ fluent, verbal facility	forceful with words, numbers; leads peers in positive ways	leads other 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 direction or help	is overly aggressive, challenges authority

For more information visit [www.oagc.com](http://www.oagc.com)

## WHAT TO EXPECT...

### MYTHS ABOUT GIFTED CHILDREN

There are many myths which have been associated with giftedness. Many parents are faced with having to defend their child(ren) against these myths. The following list summarizes some of the facts and fallacies related to gifted children (GC).

**Myth** GC will achieve without guidance.

**Fact** Without guidance and support, GC may lose motivation or underachieve.

**Myth** GC should be given larger quantity of work at average grade level.

**Fact** GC need a high degree of educational challenge, not more of an average level.

**Myth** GC are “teacher pleasers”.

**Fact** GC can be demanding and/or discipline problems.

**Myth** GC will make straight A's.

**Fact** GC will not always achieve, especially if unmotivated.

**Myth** GC are nearly always from upper middle class professional families.

**Fact** GC are from diverse racial, ethnic, and socioeconomic backgrounds.

**Myth** GC are often socially popular with their peers.

**Fact** GC are often ostracized socially, especially at the secondary level.

**Myth** Most GC are failures in their adult life.

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

**Myth** Teachers love GC.

**Fact** Many teachers resent GC for very human reasons, including impatience with an unusual child and an assumption that the gifted are the favored elite. Often the teacher's natural tendency is to give extra effort and attention to the children who learn more slowly.

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

**Fact** Giftedness is fragile. Every child deserves an education which is appropriate to individual needs. Children at both extremes of the ability spectrum need special education.

# WHAT TO EXPECT...

## 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 set 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. Make sure your child doesn't use gifted characteristics as an excuse, manipulation tool, or bragging right.



### **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 realistically appropriate.

### **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 special 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.

### **REMNIND YOUR CHILD MISTAKES ARE ACCEPTABLE.**

Mistakes are a part of learning, growing, and finding workable solutions. Make sure your child does not equate making a mistake with failure as an individual. Study famous people and discuss barriers and mistakes that led to their successes. Share your own mistakes and what you accomplished.

### **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.oagc.com](http://www.oagc.com)

# WHAT TO EXPECT...

## EDUCATIONAL PROGRAM OPTIONS

A variety of educational program options are appropriate for 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 ages younger than conventional (Pressey, 1949). Acceleration includes early entrance to kindergarten, high school, and college; grade skipping; dual enrollment programs; and subject matter acceleration.

### ADVANCED PLACEMENT

A type of acceleration in which students have approved advanced placement classes in the high school, then take an Advanced Placement exam. Most colleges give credit to students earning qualifying scores on the exam.

### CLUSTER GROUPING

Placing a group of five to ten identified gifted students in a classroom with other students of mixed abilities.

### CURRICULUM COMPACTING

Standard curriculum is compressed into a shorter period of time. Provides an opportunity for GC to study other related material while classmates master standard content.

### DIFFERENTIATED CURRICULUM

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

### ENRICHMENT

The curriculum is modified to provide greater depth and breadth than is generally provided, resulting in a richer, more varied educational experience.

### POST-SECONDARY ENROLLMENT OPTION (PSEO)

Provides students with the opportunity to attend college courses while earning both high school and college credit. Tuition for the college courses is paid with state education funds.

### 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 students have been identified as gifted. This is the students' everyday classroom assignment.

For more information visit [www.oagc.com](http://www.oagc.com)

# WHAT TO EXPECT...

## OTHER LEARNING OPPORTUNITIES

Your child may require more educational options than are provided by your school district. Many learning opportunities which 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.

**OHIO KIDS FOR CREATIVITY** is a program which fosters creative and problem-solving skills among participating students 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 against those of other teams.



**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 which addresses the challenge. 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 their critical thinking skills and creativity while solving futuristic problems with unique solutions.



**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 two-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 INSTITUTES** are one to three week commuter and residential summer programs for students entering grades 10-11. They are held at sixteen colleges/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. This list is not an inclusive listing of programs appropriate for gifted children.*

For more information visit [www.oagc.com](http://www.oagc.com)

## WHAT TO EXPECT...

### ADVOCATING FOR YOUR CHILD'S NEEDS

The best advocate for your child is YOU! Parents must be willing to advocate for their child's educational needs. 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 intellectual needs.

#### 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 at [anngift@aol.com](mailto:anngift@aol.com). There are also listserves 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 voice is good, but thirty unified voices are better. Parents' groups may also join OAGC as an affiliate organization. Contact the second vice president of OAGC via the website.

#### 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 [oagc.com](http://oagc.com), or by calling 1-800-282-0253.

#### JOIN OAGC

By joining OAGC you will be supporting statewide advocacy efforts focused on securing a mandate for appropriate educational services and adequate funding. You will also have access to resources and information to help you help your child.

For more information visit [www.oagc.com](http://www.oagc.com)

## SOURCES PARENTS MAY FIND HELPFUL



### WEBSITES CONTAINING INFORMATION PERTINENT TO GIFTED PARENTS/EDUCATORS

**Ohio Association for Gifted Children (OAGC) [www.oagc.com](http://www.oagc.com)**

The official website of OAGC. Contains comprehensive information pertinent to Ohio with multiple links to other sites.

**National Association for Gifted Children [www.nagc.org](http://www.nagc.org)**

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

**Hoagies Gifted Education Home Page [www.hoagiesgifted.org](http://www.hoagiesgifted.org)**

Resources and information on many facets of gifted education.

**Homeschooling and Gifted [www.onelist.com/community/GOHome](http://www.onelist.com/community/GOHome)**

An e-group for families who homeschool gifted students.

**Wright State Exceptional Diversity [www.ed.wright.edu/diversity/exceptdiversi.htm](http://www.ed.wright.edu/diversity/exceptdiversi.htm)**

Links to numerous sites pertinent to gifted education.

**Ohio Department of Education [www.ode.state.oh.us](http://www.ode.state.oh.us)**

**Eric Clearinghouse on Disabilities and Gifted Education <http://ericec.org>**

Contains articles and research on gifted education.

**National Research Center for Gifted and Talented [www.gifted.uconn.edu/nrcgt.html](http://www.gifted.uconn.edu/nrcgt.html)**

### WEBSITES WITH TESTING INFORMATION

**ACT College Entrance Exam [www.act.org](http://www.act.org)**

**Buros Institute of Mental Measurements [www.unl.edu/buros/](http://www.unl.edu/buros/)**

Contains information on specific tests and assessments.

**Eric Clearinghouse on Testing and Evaluation <http://ericae.net>**

Information on Testing Research and Evaluation.

**SAT College Entrance Exam [www.collegeboard.org](http://www.collegeboard.org)**

For more information visit [www.oagc.com](http://www.oagc.com)

CATALOGS CATERING TO GIFTED EDUCATION

Prufrock Press  
www.prufrock.com

Gifted Psychology Press  
www.giftedpsychologypress.com

Free Spirit Publishing  
www.freespirit.com

Synergetics  
www.synergeticspress.com

Pieces of Learning  
www.piecesoflearning.com

Gifted Education Press  
www.giftedpress.com

Mindware  
www.mindwareonline.com

Amazon Books  
www.amazon.com



*These 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 of gifted children.*

OAGC

SUPPORT OHIO'S  
GIFTED CHILDREN

JOIN OAGC  
Today!

☆ Networking Opportunities

☆ Publications on gifted issues

☆ Notification of Happenings

☆ Discounted Conference Rates

☆ Privilege of nominating students for OAGC scholarships





**TO JOIN OAGC, FILL OUT THIS INFORMATION AND SEND WITH YOUR \$25 MEMBERSHIP FEE. MAKE CHECKS PAYABLE TO OAGC AND MAIL TO:**

**OAGC  
PO BOX 30801  
GAHANNA, OH 43230**

**FOR MORE INFORMATION  
(614) 337-0386  
www.oagc.com**

Name \_\_\_\_\_  
 Address \_\_\_\_\_  
 City, State, Zip \_\_\_\_\_  
 Home Phone \_\_\_\_\_ Daytime Phone \_\_\_\_\_

Mark all that apply:

- Teacher
- Coordinator
- New Member
- Teacher of Gifted
- Administrator
- Renewal Membership
- Principal
- Parent
- Other

**RESOURCES TO INVESTIGATE**

Adderholt-Elliot, M. (1987)  
**Perfectionism: What's Bad About Being Too Good?**  
 Minneapolis: Free Spirit Publishing

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

Delisle, J., & Galbraith, J. (1987)  
**The Gifted Kids Survival Guide II**  
 Minneapolis: Free Spirit Publishing

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

Galbraith, J. (1984)  
**The Gifted Kids Survival Guide for Ages 10 & Under**  
 Minneapolis: Free Spirit Publishing

Galbraith, J. (1983)  
**The Gifted Kids Survival Guide for Ages 11-18**  
 Minneapolis: Free Spirit Publishing

Kerr, B. A. (1985)  
**Smart Girls, Gifted Women**  
 Columbus, OH: Ohio Psychology Publishing

Walker, S. Y. (1991)  
**The Survival Guide for Parents of Gifted Kids: How to Understand, Live with and Stick Up for Your Gifted Child**  
 Minneapolis: Free Spirit Publishing

Webb, J. T., Meckstroth, E. A., & Tolan, S. S. (1982)  
**Guiding the Gifted Child**  
 Columbus, OH: Ohio Psychology Publishing

## WHAT TO EXPECT...

### BECOMING 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 establishment of programs and services for gifted services, and encourages the exchange of information on the national, state, and local level. OAGC is an affiliate organization of the National Association of 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.

Benefits of an OAGC membership include:

- Receipt of the OAGC *Update* which is published four to six times a year which provides OAGC members with important and timely information on a variety of topics related to gifted education in the state of Ohio.
- Receipt of the OAGC *Review* which is published on a quarterly basis. The Review contains articles on research in the field of gifted education, parenting tips, and advocacy updates and provides a forum to showcase the creative works of gifted students from across the state.
- Reduced registration fees at the annual OAGC Fall Conference. Each year, OAGC hosts a two-day conference for educators and parents of the 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 is working with a number of companies to offer special discounts to members.
- OAGC sponsors annual teacher awards and quarterly scholarships to gifted students desiring participation in camps or special programs. Members of OAGC are eligible and may nominate others.



For more information visit [www.oagc.com](http://www.oagc.com)