



A PROUD TRADITION | A BRIGHT FUTURE

Parent and Student Handbook Gifted and Talented Program

2023-2024

23-24 District GT Contact Information

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Lamar Consolidated ISD District Plan for the Education of Gifted/Talented Students

District Philosophy

The philosophy regarding advanced learners in this ISD, including the faculties, staffs, and Board is that

- Every student deserves the opportunity to advance academically as far as his/her ability, motivation, and effort can take him/her, and
- Access to the opportunities as stated above is guaranteed to every student, regardless of gender, ethnicity, economic position, language proficiency, or disability.

In accordance with this philosophy, the Gifted and Talented Program exists to seek, identify, and provide advanced learners with the appropriate classroom instruction and services to fulfill their highest potential. Students identified as gifted and talented require modifications in instructional strategies, content, and development of skills and/or products beyond that required in a general education setting. Their intellectual, social, emotional, and other exceptional talents and abilities can qualify them for community, state, national, and international leadership positions in many intellectual and/or artistic endeavors, and these will be nurtured and developed in LCISD.

Definition

A gifted and talented student performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and

- (1) exhibits high performance capability in an intellectual area or
- (2) excels in a specific academic field.

Program

All students identified and placed in the LCISD Gifted and Talented Program will be

- Provided differentiated instruction in the foundation curricular areas by trained GT classroom teachers,
- Provided opportunities for acceleration in areas of exceptional strength,
- Served in the GT classrooms through modifications by adding depth and complexity to the state/district curriculum,
- Taught higher order thinking skills in the elementary GT pullout classes by GT facilitators,
- Encouraged to exercise creativity and higher-level thinking, and
- Offered quality training by professionals through the preparation of advanced level products (grades 9-12).

Delivery of Services

LCISD's Gifted and Talented Program (GT) is divided into two levels, elementary and secondary. All 5th grade identified GT students will advance to the secondary program without further screening. The two levels and the method(s) of delivery of services are described below.

Kindergarten:

- Kindergarten students who are identified as needing GT services will be pulled out for such services each week by the campus GT Facilitator starting on/before March 1 of each year.

Elementary (1-5):

- Identified students are in clustered classes with trained GT teachers at each grade level and will be receiving differentiated instruction in the 4 foundation curricular areas by adding depth and complexity to the district curriculum. Non-identified students in GT clustered classes will be other high ability students. *
- All identified students are in pullout classes with campus GT Facilitators for a minimum of 1 1/2 hours per week, offering development of higher order skills and problem solving as outlined in the LCISD GT Program Scope & Sequence and Curriculum Framework. Specific thematic curriculum units that lead to the development of advanced-level products and/or performances such as those provided through the Texas Performance Standards Project (TPSP) (GT State Plan 4.3 & 4.4) are taught at each grade level, which allow student choice and exploration of students' strengths and interests.

Secondary (6-8):

Identified GT students are provided differentiated curriculum in the 4 foundation curricular areas in GT classes. GT students must be enrolled in at least one GT subject to remain in the gifted program. GT students who take Pre-AP classes may be combined with non-GT identified students in some classes. *

Secondary (9-12):

Identified GT students are provided differentiated curriculum in the 4 foundation curricular areas in

- Pre-AP/AP classes (GT students may be combined with non-GT identified students in some classes*) and/or
- Independent Study, Research, and Special Topics courses, and/or
- Dual Credit enrollment/college courses.

Projects that lead to the development of advanced-level products and/or performances such as those provided through the Texas Performance Standards Project (TPSP) at each grade level are taught which allow student choice and exploration of students' strengths and interests (GT State Plan 4.3 & 4.4).

GT students must be enrolled in at least one of the above types of classes to remain in the gifted program. To accelerate their high school progress, GT students may also utilize Credit By Examination (CBE) and/or Early High School Graduation (completion of coursework in 3 years). See LCISD Course Selection Guide for more information.

*Wherever non-identified students are included, the GT students are grouped during the school day to work together as a group periodically throughout the school year.

LCISD follows a commitment to high level learning opportunities for GT learners as expressed in the state goal for services for GT students as stated in the *Texas State Plan for the Education of Gifted/ Talented Students*:

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted students will have produced products and performances of professional quality as part of their program services (GT State Plan Forward).

Referrals and Screening

Referrals will be accepted year around from parents, teachers, community members, faculty/staff, and students themselves. Referrals will be solicited during the fall of each year, in accordance with the District GT Referral and Screening Timeline. In addition, there are two universal referral opportunities:

- 100% of kindergartners are fully assessed for the GT program each year
- A student who scores in the 98th percentile or better on a nationally standardized test given by LCISD will be automatically considered for the gifted program.

Identification

Kindergarten:

All kindergarten students will be

- Administered an abilities test such as CogAT or Olsat,
- Observed and evaluated by their teachers using a district teacher evaluation form, and
- Evaluated by Kingore Portfolio Lessons completed with the campus GT Facilitator.

Those students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs as determined by the LCISD Selection Committee for Gifted/Talented Services (GT State Plan 2.18) will be identified and then served by the GT Facilitators no later than March 1 of each school year.

Grades 1-5:

All second-grade students will be administered an abilities test such as CogAT or Olsat. All second-grade students who score in the top 98th percentile of a nationally normed test will be referred for further screening by the GT Facilitator.

All referred students will be evaluated by

- Teachers, using an LCISD-adapted and validated form,
- A current or recent abilities test score,
- Nationally standardized abilities test scores,
- Kingore Portfolio Lessons completed with the GT Facilitators, and
- Other available optional measures, additional teacher recommendations, etc.

Those students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs as determined by the LCISD Selection Committee (GT State Plan 2.18) will be identified and served in the 4 foundation curricular areas (identified as general intellectual ability).

Note: All 5th grade identified GT students will advance to the secondary program without further screening.

Grades 6-12:

All referred students will be evaluated by

- Teachers, using an LCISD-adapted and validated form,
- A current or recent abilities test score, and
- Other available optional measures, additional teacher recommendations, etc.

Those students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs as determined by the LCISD Selection Committee (GT State Plan 2.18) will be identified for GT services in one, two, three, or all four core areas.

All Grades:

Profiles will be completed for each referred student and blind profiles will be presented to the LCISD Selection Committee for Gifted/Talented Services.

Selection Committees for Gifted/Talented Services

- (1) The LCISD Selection Committee for Gifted/Talented Services will decide all initial placements in the GT Program, based on the blind profiles and information provided by the GT Facilitator. All members of the Committee will be local educators trained in the nature and needs of gifted students. The district makes every effort to ensure the Selection Committee is composed mostly of GT Facilitators, that every campus is represented, and that diverse ethnicities are included.
- (2) Selection Committees for Gifted/Talented Services will be established at each campus to consider exits, furloughs, and transfers. Each Campus Selection Committee will include the campus GT Facilitator or Lead Teacher and at least two other GT-trained educators.
- (3) Decisions are based on data that reflects gifted/talented services will be the most effective way to meet their identified educational needs (GT State Plan 2.18), with full consideration given to special circumstances as identified by school records.

Timeline

LCISD's timeline chart for Referrals, admissions decisions, and services is below.

Grade	Fall	December - February	March – May
Kindergarten		Automatic Screening	Served starting March 1
1 -11	Referrals	Screening	Served starting next Fall

Appeals

First Level of Appeal: Parents are to first contact the campus facilitator to discuss the profile results and/or have questions answered concerning the decision or process. The contact may be in person, by phone or email. Parents who wish to appeal after discussing the information with the campus GT Facilitator will appeal in writing to the campus GT Facilitator. First level appeals indicate the parents' desire for additional testing at the campus level. Appeals made by the parent to the GT Facilitator must be made within 15 calendar days from the date of the notification of placement or non-placement letter into the GT Program.

Second Level of Appeal: After completing the first level of appeal, the parent may initiate a second level of appeal to appear before the 10 to 15-member District Selection Committee to review additional documentation the parent chooses to provide. Documentation provided by the parent should be original student work which the parent feels best exemplifies the child's gifted and talented attributes. Examples of such are original writings, drawings or a 1-page summary of the child's interests, hobbies or strengths. Parents do not need to bring STAAR scores, athletic trophies, report cards, etc. as the District Selection Committee has access to the information and/or they are not used in the Gifted and Talented identification process. Parents who choose not to appear before the committee may opt to have a facilitator present the documentation for the parent. Second level of appeals to the District Selection Committee must be made within 15 calendar days from the date of the notification of placement or non-placement letter in the GT program. Appeals must be made in writing to the Director of Gifted and Talented. LCISD Selection Committee decisions are final. Parents will be notified of the appeal decision made by the office of the Director of Gifted and Talented.

Transfers

GT students transferring into LCISD may be placed in the LCISD GT Program with appropriate information of previous GT placement in the sending district. Without appropriate documentation, and/or upon recommendations from the receiving teacher or counselor, the incoming student may be screened for the LCISD GT Program off schedule using the standard procedures and measurements. LCISD reserves the right to administer its own measures if there is any question concerning appropriate measures or other information received. GT students transferring within LCISD from one campus to another shall continue to receive services in the District's Gifted and Talented Program (GT State Plan 2.8) & EHBB (Local and Legal).

Furloughs

A GT student may seek a furlough or have such a "time-out" recommended for many reasons: emotional trauma, family considerations, scheduling, etc. The GT Facilitator, the parent, and the student may agree to grant the student a furlough by executing a furlough contract, for a period not to exceed one year. During the period of the contracted furlough, the GT Facilitator or designee shall monitor the student's academic status and periodically report to the Campus Selection Committee. At the end of the time period stated in the contract, the student may be considered for readmission to the GT Program conditional upon the decision of the Campus Selection Committee.

If a student does not return for readmission to the GT Program at the end of the furlough period, the student will be exited from the program. The exited student may apply for admission to the GT Program again at any time in the future, at which time the application will be processed following standard screening and placement procedures.

Exits

The District shall monitor student performance in response to gifted and talented program services. If at any time, the selection committee or a parent determines it is in the best interest of the student to exit the program, they may request their student to be exited from the program. After consultation with the appropriate administrator, parents, teacher(s), and student, the Exit Form may be executed and the student placed in the regular program (EHBB Local).

The exited student may apply for admission to the GT Program again after one year, at which time the application will be processed following standard screening and placement procedures.

Curriculum

LCISD GT Program Scope & Sequence and Curriculum Framework expands and/or extends the LCISD District Curriculum. In grades K-5, the skills which specifically address higher level thinking skills and problem solving are taught by GT Facilitators to enhance learning and productive skills. In grades 6-12, GT trained classroom teachers help GT students master these skills in the foundation curricular areas and add depth and complexity to the District Curriculum by modifying content, process, products and learning environments. Products and/or performances such as those provided through the Texas Performance Standards Project (TPSP) allow student choice and exploration of students' strengths and interests (GT State Plan 4.3 & 4.4). Students are assured an array of learning opportunities that are commensurate with their abilities and ensured opportunities to work together as a group, work with other students and work independently during the school day and school year (GT State Plan 3.1 & 3.4).

In K-12, students are provided opportunities for acceleration in areas of exceptional strength. Progression through the years provides the advanced learner the academic skills in the following:

- Research,
- Analysis,
- Organization,
- Critical thinking, and
- Presentation knowledge and skills,

which help to prepare him/her for higher education and productivity as a citizen of the United States [See LCISD GT Program Scope & Sequence and Curriculum Framework].

Professional Development

All teachers offering services to GT Program students in the foundation curricular areas will have received the required training as stipulated in the *Texas State Plan for Gifted Education*:

- Foundational 30-hour GT Training as mandated by state law
- Annual 6-hour GT Update Training as mandated by state law

District regulations provide for approved alternatives for the 12 hours in the Curriculum and Instruction strand.

All administrators and counselors who have decision-making authority for gifted programs have completed 6 hours of training in Nature and Needs of GT students and program options for the GT student.

Alternative methods of acquiring the annual 6-hour update of higher-level training is available to the faculties/staff of LCISD as provided in the staff development management system and/or GT Facilitators.

Each year attendees of GT staff developments will complete an evaluation for each of the GT professional development trainings and identify needs to be addressed in the coming staff developments by the GT Program (GT State Plan 5.1, 5.2 & 5.6).

Evaluation

The district shall annually evaluate the effectiveness of the district's Gifted and Talented Program. The results of the evaluation should be used to modify and update the district and campus improvement plans. The district shall include parents in the process and shall share the information with Board members, administrators, teachers, counselors, students in the GT Program and the community (GT State Plan 6.2, 6.8) (BHBB LOCAL).

Family/Community Involvement

LCISD Gifted and Talented will advertise and present an awareness session providing an overview of the assessment procedures and services for gifted/talented students. It will be offered for families by the district and/or campus prior to the referral period (GT State Plan 2.5). Announcements and presentations will be available in both English and Spanish. Campus GT Facilitators will send home a nd / or post a flyer with location, date and time of the meeting in both English and Spanish (GT State Plan 2.2, 2.3 & 6.3).

LCISD Gifted and Talented offers every parent the opportunity to participate in a gifted/talented advocacy group. The GT Parent Advisory Committee (GTPAC) is open to any and all parents and community members interested in periodic updates of gifted education in the district and to serve in an advisory capacity to the district on policies, procedures and/or issues regarding GT education (GT State Plan 6.4 & 6.7).

Parents may also attend presentations each year presented by state/nationally known GT experts, free of charge, sponsored by the Houston Area Coop on the Gifted and Talented, for as long as LCISD remains a full participating member. Each year's schedule can be obtained from the Office of Gifted and Talented or from your campus GT Facilitator. Reservations for the Houston Area Coop meetings must be made two weeks in advance with the Administrative Assistant to the Director of Gifted and Talented.

KEY	
I	INTRODUCE
D	DEVELOP
A	APPLY
E	EXPAND

**LCISD GIFTED/TALENTED PROGRAM
SCOPE & SEQUENCE AND CURRICULUM FRAMEWORK**

			Pull Out					Advanced Classes								
			K	1	2	3	4	5	6	7	8	9	10	11	12	
Concept		Patterns	X			X			X			X				
		Change		X			X			X			X			
		Systems			X			X			X			X		
		Interdependence	X				X				X				X	
Process	Memory, Recall & Associative Learning	Reflect	I	I	D	D	D	D	A	A	A	E	E	E	E	
		Develop Connections	I	I	D	D	D	D	A	A	A	E	E	E	E	
		Expand Sensory Images	I	I	D	D	D	D	A	A	A	E	E	E	E	
	Critical Thinking	Problem Solving	I	I	D	D	D	D,A	A	A	A	E	E	E	E	
		Judge/Evaluate		I	I	D	D	D	D	A	A	A,E	E	E	E	
		Logical thinking	I	I	D	D	D	D,A	A	A	A	E	E	E	E	
		Socratic Reasoning			I	I	D	D	D	D	D,A	A	A,E	E	E	
		Decision Making	I	I	D	D	D,A	A	A	A	A,E	E	E	E	E	
		Creative Thinking	Fluency	I	I	D	D	D,A	A	A	E	E	E	E	E	E
			Flexibility	I	I	D	D	D	D	A	A	A	E	E	E	E
	Elaboration		I	I	D	D	D,A	A	A	E	E	E	E	E	E	
	Originality		I	I	D	D	D	D	D,A	A	A	A,E	E	E	E	
	Independent Inquiry/Research	Problem Identification	I	I	D	D	D,A	A	A	A,E	E	E	E		E	
		Hypothesis Formulation		I	D	D	D	D,A	A	A	A,E	E	E	E	E	
		Data Collection & Application		I	D	D	D	D,A	A	A	A,E	E	E	E	E	
		Organize Data		I	D	D	D	D,A	A	A	A,E	E	E	E	E	
		Problem Resolution/Solution	I	I	D	D	D,A	A	A	A,E	E	E	E	E	E	
	Social/Emotional	Intrapersonal	I	I	I	D	D	D,A	A	A	A	E	E	E	E	
		Interpersonal	I	I	D	D	D	D,A	A	A	A	E	E	E	E	
		Social Responsibility	I	I	I	D	D	D	D,A	A	A	E	E	E	E	
	PRODUCTS		Verbal Written		I	I	D	D	D,A	A	A,E	E	E	E	E	E
			Verbal Spoken		I	I	D	D	D,A	A	A,E	E	E	E	E	E
			Media/Visual Arts		I	I	D	D	D,A	A	A,E	E	E	E	E	E
			Performing Arts		I	I	D	D	D,A	A	A,E	E	E	E	E	E

At each grade level, specific curriculum units will be taught and posted in the GT facilitator's pull out room. The unit concepts, including Bloom's Taxonomy of thinking processes, have been developed and include depth and complexity in processes and products.

CURRICULUM FOR THE GIFTED/TALENTED CHILD

The goal of the gifted/talented program is to provide a **differentiated**, enriched academic environment for students with advanced learning abilities that use instructional methods and materials designed to develop thinking processes that enhance independent study and personal effectiveness.

If not properly addressed, the potential of gifted/talented children can be lost. Lamar CISD is dedicated to providing educational opportunities that allow each child's full potential to be developed. While extending the regular curriculum and offering opportunities for the gifted/talented child to advance through subject matter more rapidly is important, it must be remembered that the development of higher-level thinking skills (including analysis, synthesis, evaluation, and creative problem-solving) is essential for students to be able to deal with situations requiring open-ended or divergent thinking.

Higher level thinking skills are emphasized in working with the gifted/talented student. Enrichment activities in the pull-out program may include units of study in CSI, Robotics, Environmental Awareness, Bio-Chemistry, Country and Cultures and/or Solar Energy. Other activities may include Duke University's Motivation for Academic Performance (MAP) & Talent Identification Program (TIP), University Interscholastic League competition and independent studies using resources from the Internet are examples of special projects available to the gifted/talented student.

All first through fifth and eighth grade GT students participate in a project such as those provided through the Texas Performance Standards Project (TPSP) which is referenced and recommended in the GT State Plan. Information about the TPSP can be found on the Texas Education Agency website at <https://www.texaspsp.org/> (GT State Plan 1.6 & 4.3). Students will demonstrate skills in self-directed learning, thinking, research and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experiences, or environment.

Identified gifted/talented students in grades nine through twelve will be monitored and encouraged to enroll in Pre-AP, Dual Credit and/or AP classes (GT State Plan 3.3 & 3.9). Other instructional opportunities for identified gifted/talented students will be provided by each campus (e.g. outside activities, competitions, mentorships, and special projects).

PRINCIPLES OF A DIFFERENTIATED CURRICULUM FOR THE GIFTED/TALENTED

- Present content that is related to broad-based issues, themes, or problems.
- Integrate multiple disciplines into the area of study.
- Present comprehensive, related, and mutually reinforcing experiences within an area of study.
- Allow for the in-depth learning of a self-selected topic within the area of study.
- Develop independent or self-directed study skills.
- Develop productive, complex, abstract, and/or higher-level thinking skills.
- Focus on open-ended tasks.
- Develop research skills and methods.
- Encourage the development of products that challenge existing ideas and produce “new” ideas.
- Encourage the development of products that use new techniques, materials, and forms.
- Encourage the development of self-understanding, e.g., recognizing and using one’s abilities, becoming self-directed, and appreciating likenesses and/or differences between oneself and others.
- Evaluate student outcomes by using appropriate and specific criteria through self-appraisal and criterion referenced and/or standardized instruments.
- Integrate basic skills and higher-level thinking skills into the curriculum.

SCREENING PROFILE

Screening Data for Gifted/Talented Placement

Note: Data matrix is usually completed at the end of a grade level for placement the following school year.

Criteria	Grade							
	K	1	2	3	4	5	6-8	9-12
Standardized Tests of Mental Ability								
COGAT (Age-Normed)	X	X	X	X	X	X	X	X
Alternative Tests: NNAT, OLSAT, SAGES, RIST, RIAS	X	X	X	X	X	X	X	X
Teacher Observation Checklist Traits, Aptitudes, Behavior Scale	X	X	X	X	X	X	X	X
Portfolio Lessons	X	X	X	X	X	X	X	X
Reference Data if available	X	X	X	X	X	X	X	X

Note: Grades are not used in the GT screening process. While grades may be indicative of above-average ability, there are many ways to obtain good grades without having unusual ability.

LAMAR CISD

Gifted/Talented Program Furlough

Date: _____

Student Name: _____

I.D. Number: _____

Campus: _____

Grade: _____

Summary of Meeting: _____

Action: _____

Expectations of Student in GT Program: _____

Review Date: _____

Student Signature: _____

Selection Committee Signatures: _____

GT Facilitator Signature: _____

Gifted/Talented Program Exit

Date: _____

Student Name: _____

I.D. Number: _____

Campus: _____

Grade: _____

Summary of Meeting: _____

Recommendation: _____

Selection Committee: Please sign your name verifying your attendance below.
(Three Signatures Required)

G/T Facilitator: _____

Teacher: _____

Counselor: _____

Parent(s): _____

Principal: _____

**Other
(Name/Title):** _____

Assistant Principal: _____

Original – School

Copy – Parent

LAMAR CONSOLIDATED ISD
Gifted/Talented Growth Contract

Beginning Date: _____

Student Name: _____

I.D. Number: _____

Campus: _____

Grade Level (Elementary)/Course(s) (Secondary): _____

Condition or Status to be improved such as grade(s), project(s), etc.: _____

Minimum Condition/Status to be attained to continue receiving GT Services (provide specific measurement): _____

Date of Completion (end of marking period): _____

We know that the above-named student has the ability to perform in a manner sufficient to overcome the problem(s) indicated above. The purpose of this contract is to provide information to everyone involved – parent, teacher(s), student, GT Facilitator, and staff – and to offer whatever help, facilities, and/or support the student needs to succeed and therefore remove this probationary status. However, if, in spite of this help and support the student is not able to meet the conditions of the contract as stated above, the campus Selection Committee for Gifted/Talented Services will remove him/her from the LCISD GT Program. The student may apply to receive GT services in the succeeding school year by following the standard district identification and screening process at the time they are normally scheduled for the district.

GT Facilitator Signature: _____

Student Signature: _____

Parent Signature: _____

Parent Involvement

PARENT SUPPORT GROUPS

What kinds of things can a parent support group do? Some common goals of parent groups or families that belong to these groups include:

- Meet with others for support and encouragement.
- Find other children with similar interests with whom your child may interact.
- Find more information about gifted/talented children and their needs.
- Arrange speakers and contacts to provide guidance in addressing these needs and their associated joys and problems.
- Be an instrument for starting or modifying a gifted/talented program or for adding new options to existing programs.
- Provide a forum for discussion of ideas about particular programs or options.
- Provide financial support for individual students or programs.
- Identify appropriate recreational and intellectual activities for gifted/talented children.
- Disseminate information about enrichment activities in the evenings, on Saturdays, or in the summer.
- Network with parents from other support groups in other communities.

HOW PARENTS HELP

Below is a composite for parents offering suggestions from several authorities in the field of gifted/talented education.

Parents should:

- Realize they are teachers and they teach by example.
- Provide varied materials for learning.
- Interact with their child verbally. The gifted/talented child needs to hear the many ways words are used and have the opportunity to use new words.
- Interact with their child intellectually. A gifted/talented child needs to take part in discussions to learn to reason and communicate.
- Interact with their child socially and emotionally. Social settings should be established in which the child can express yet control his emotions.
- Encourage the child's questions and answer those questions in terms that are easily understood.
- Demonstrate respect for reading and learning by their own behavior.
- Tell stories to the child and encourage and listen to the child as he/she tells stories.
- Provide an assortment of books and magazines for reading aloud, discussion, and enjoyment.
- Be willing to collaborate and communicate with your child's teachers.
- Educate themselves about giftedness. (See references in this publication.)

TEXAS ASSOCIATION FOR THE GIFTED AND TALENTED (TAGT)

TAGT strives to provide parents with tools and resources that will assist them in understanding and meeting the unique needs of their gifted and talented children through awareness, advocacy and action. It is important for parents to be good advocates for their gifted child and for gifted education in general. Depending on the circumstances and the specific needs of your child, this may require a number of different strategies. For more information check the TAGT website.

<https://www.txgifted.org/parents>

For TAGT membership information go to the TAGT website.

<https://www.txgifted.org/explore-membership>

HOUSTON AREA COOPERATIVE ON THE GIFTED AND TALENTED

Lamar CISD is a member of the Houston Area GT Cooperative. This group facilitates educational sessions by experts in the field of Gifted and Talented Education. These sessions are provided for parents, teachers, and administrators and are conducted at host schools in districts throughout the Houston Area.

These sessions are posted on the Lamar CISD Staff Development Web Page under Staff Development. You may also contact the GT facilitator at your campus for a list of the current year's topics, dates, and locations. Parents are encouraged to attend the meetings at no cost.

If you are a parent and would like to attend one of these sessions, please contact the, Gifted and Talented Department at 832-223-0144.

Reservations are required two weeks prior to the program date. Lamar CISD employees may register on the web page.

Parent Information

GT WEB SITES

Texas Education Association <http://www.tea.state.tx.us/>

Texas Education Association Gifted/Talented webpage (you can join the Texas Gifted/Talented Education mailing list)
<https://tea.texas.gov/academics/special-student-populations/gifted-and-talented-education>

Texas Performance Standards Project
<https://www.texaspsp.org/>

Texas Association for the Gifted and Talented
<http://www.txgifted.org>

Texas Association for the Gifted and Talented – Parent information
<http://www.txgifted.org/parents>

About NAGC (National Association for Gifted Children)
<http://www.nagc.org>

SENG – Supporting Emotional Needs of the Gifted
<http://www.sengifted.org>

Hoagies Gifted Education Page (information about and activities for gifted and talented students) (copy and paste link in your browser)
<http://www.hoagiesgifted.org>

Center for Talented Youth - Johns Hopkins University
<http://www.cty.jhu.edu>

American Mensa
<http://www.us.mensa.org>

The National Research Center on the Gifted and Talented (NRC/GT) <https://gifted.uconn.edu/>

World Council for Gifted and Talented Children
<https://world-gifted.org/>

2e: Twice-Exceptional Newsletter-free monthly email briefing for parents of twice exceptional children (**archived newsletters**)

www.2eNewsletter.com

Updated to <https://www.2enews.com/> **Subscription required to access full site**

Brydseed.com – Articles on Social & Emotional Needs
<https://www.byrdseed.com/category/emotional-needs/>

Gifted Guru – Resources for parents and educators
<http://www.giftedguru.com/>

GT BOOKS

- *Smart Girls* by Barbara Kerr
- *Smart Boys* by Barbara Kerr and Sandy Cohen
- *In the Eyes of the Beholder: Critical Issues for Diversity in Gifted Education* by Diane Boothe and Julian Stanley
- *How the Gifted Brain Learns* by David Sousa
- *Misdiagnosis and Dual Diagnoses of Gifted Children* by James T. Webb
- *Grandparents' Guide to Gifted* by James T. Webb and Janet Gore
- *Re-Forming Gifted Education* by Karen B. Rogers
- *Cradles of Eminence-Childhoods of More than 700 Famous Men and Women* by Ted George Goertzel
- *Academic Acceleration, Knowing Your Options* by the Institute for the Academic Advancement of Youth at Johns Hopkins University
- *Gifted Children: Myths and Realities* by Ellen Winner
- *When gifted Kids Don't Know All the Answers* by Jim Delisle and Judy Galbraith
- *Gifted Kids Speak Out: Hundreds of Kids Ages 6-13 Talk About School, Friends, their Families, and the Future* compiled by James Delisle
- *The Gifted Kids' Survival Guide for Ages 10 and Under* by Judy Galbraith, et al.
- *The Gifted Kids' Survival Guide: A Teen Handbook* by Judy Galbraith and Jim Delisle
- *Guiding the Gifted Child: A Practical Source for Parents and Teachers* by James Webb
- *Raising Champions: A Parent Handbook for Nurturing Their Gifted Children* by TAGT
- *Some of My Best Friends are Books: Guiding Gifted Readers from Preschool to High School* by Judith Wynn Halsted
- *The Survival Guide for Parents of Gifted Kids: How to Understand, Live With & Stick Up for Your Gifted Child* by Sally Yahnke Walker and Susan Perry

CHARACTERISTICS OF GIFTED STUDENTS

- They see relationships earlier than their peers.
- They learn quickly and remember more.
- They display unexpected depth of knowledge in one or more areas.
- They are analytical and creative problem solvers.
- They are interested in basic questions – “What is the meaning of life?”
- They often ask for explanations and are not satisfied with, “It’s the rule.”
- They have a strong sense of justice and concern for the world around them.
- They seek out challenge.
- They learn to cope, can work out ways of coping, and learn to compensate.
- Due to their differences, they can become anxious about their relationships with their peers but lack the experience to resolve the conflict.
- They can be single-minded in pursuit of an interest to the point that it is difficult to redirect them into other activities.
- They seek out the company of others with similar interests.
- They have a kind of *style*, an ease of performance.

Adapted from Dr. Miriam Goldberg at the Kentucky State Conference on Gifted and Talented Children and Youth.

*As with any list of “generalized” characteristics, the above statements are stereotypical, and all characteristics do not apply to all students.

STRESS EXPERIENCED BY GIFTED PEOPLE

Gifted/talented people may experience stress for many reasons. These include the following:

- They experience life more intensely.
- They tend to be highly sensitive, more intense, and to have deep emotional responses. They are more aware. This may cause them to wonder why things seem to bother them more than other people. Thus, they may view themselves as less able to cope.
- Because gifted/talented people are usually curious and have more questions, they may assume they are less intelligent and know less than others. They may work slower because they are processing more information.
- Because they learn things easily, they expect many activities and learning to be effortless. Being in a gifted/talented program could require them to exert themselves and they may resist this.
- Parents and school personnel tend to generalize a gifted/talented child's abilities and expect high performance in all areas. Only some abilities may be exceptionally high. Emotional, physical, and intellectual growth develop at different rates.
- Differences from peers in abilities, emotions, and knowledge may create tensions. Realizing they sometimes see, feel, know and can do things that others do not may be frightening and alienating.
- With their vivid, keen imaginations, gifted/talented people may be more frustrated from wanting to pursue a greater number of possibilities.
- Gifted/talented people are usually more conscious of the whole situation. They may experience more stress seeing the complexity and multiple solutions of an issue.
- They tend to be perfectionists and to feel they are valued because of their accomplishments.
- They hesitate to ask for help because others act as if they should succeed without help. They may have feelings of shame and abandonment and regret that other people probably would not understand anyway.
- Frustration comes because of limits on resources and time or trying to actualize the most possible options. They are often compromising their ideal and denying more than they are actualizing.

MADDENING MYTHS

There are many misconceptions about what it means to be gifted/talented. Here are ten of the most common myths we've encountered over the years:

Myth # 1: Gifted/talented kids have it made and will succeed in life no matter what. They don't need any special help in school or anywhere else.

Fact: Everyone needs encouragement – and help – to make the most of their abilities and succeed in life.

Myth # 2: Gifted/talented kids should love school, get high grades, and greet each new school day with enthusiasm.

Fact: Most schools are geared for average learners, not gifted/talented learners, which makes it hard for gifted/talented students to get excited about going. Some of the most talented students in the United States actually choose to drop out of school altogether.

Myth # 3: Gifted/talented students come from white middle- and upper-class families.

Fact: They come from all cultural, ethnic, and socioeconomic groups.

Myth # 4: Gifted/talented kids are good at everything they do.

Fact: Some gifted/talented students are good at many things; others are exceptionally able at only a few things. Some gifted/talented students are also learning-disabled, which means they might not be very good at schoolwork.

Myth # 5: All teachers love to have gifted/talented students in their classes.

Fact: Some do, some don't. Certain teachers feel uncomfortable with gifted/talented students.

Myth # 6: If gifted/talented students are grouped together, they will become snobbish and elitist.

Fact: Some will, some won't. What's especially harmful about this myth is that some adults use it to rationalize decisions about not allowing gifted/talented students to work or study together or not providing them with opportunities that meet their learning needs.

Myth # 7: All gifted/talented kids have trouble adjusting to school and forming friendships.

Fact: Some do, some don't -- just like other kids.

Myth # 8: Gifted/talented students don't know they're "different" unless someone tells them.

Fact: Most gifted/talented kids don't need to be identified or labeled before they know they're not quite like their age peers.

Myth # 9: Gifted/talented students must constantly be challenged and kept busy or they'll get lazy.

Fact: They might get bored, but they won't necessarily get lazy.

Myth # 10: Gifted/talented kids are equally mature in all areas - academic, physical, social, and emotional.

Fact: That would be convenient, but it's not a reasonable expectation. On the other hand, it's not fair to assume that just because someone is advanced intellectually, he or she will lag behind in other developmental areas.

Adapted from: *The Gifted Kids' Survival Guide, A Teen Handbook* by Judy Galbraith, M.A and Jim Delisle, Ph.D.

MYTHS AND REALITIES OF GIFTEDNESS TEST

Zeus, mythical ruler of Mount Olympus and king of gods and men, could kill any of his enemies by hurling a thunderbolt of forked lightning at them. The ancient Greeks, puzzled by natural phenomena, could understand a terrifying lightning bolt if they thought an angry Zeus had thrown it. The myth was both imaginative and comforting – especially to a mortal who had remembered his sacrifices to Zeus. If the mortal was wayward, however, and had decided to seek fate’s blessing under a large pine tree during a thunderstorm, he may have soon learned more about lightning than myth had told.

Myths are often dangerous – not just to wayward ancient Greeks but also to the modern-day gifted child. Can you distinguish modern myths about giftedness from the realities revealed by educational research? Simply put a check beside the answer you think is correct. The answer key beginning on the next page will let you know your Reality Quotient.

1. The public is sympathetic to the plight of the gifted.
 MYTH REALITY
2. Special provisions for the gifted are undemocratic.
 MYTH REALITY
3. Gifted children can get a good education on their own.
 MYTH REALITY
4. Everyone is gifted in some way.
 MYTH REALITY
5. The intellectually gifted differ as much from the average as do the mentally retarded.
 MYTH REALITY
6. The more intelligent child is also the more creative one.
 MYTH REALITY
7. A high IQ score is a good predictor of real-world accomplishment.
 MYTH REALITY
8. An individual’s IQ score is the same throughout his or her lifetime.
 MYTH REALITY
9. A high IQ score is a good predictor of academic success.
 MYTH REALITY
10. The gifted are puny, introverted, emotionally unstable persons.
 MYTH REALITY
11. The gifted are healthy, popular, successful persons.
 MYTH REALITY

12. Teachers are better at identifying giftedness than a child's peers or parents.
 MYTH REALITY
13. Labeling a child "gifted" leads to special treatment and special problems.
 MYTH REALITY
14. Gifted individuals from racial and ethnic minorities and of low socioeconomic status are less likely to be identified.
 MYTH REALITY
15. Beginning with puberty, gifted girls are more likely to be underachievers than gifted boys.
 MYTH REALITY
16. Accelerating eager gifted learners sometimes causes them social or emotional harm.
 MYTH REALITY
17. Gifted students should be encouraged to direct their own learning.
 MYTH REALITY
18. There is a special curriculum for gifted students.
 MYTH REALITY
19. Gifted education should strive for independence from the regular classroom curriculum.
 MYTH REALITY
20. Parents must be advocates if programs for their gifted children are to continue.
 MYTH REALITY

Adapted from Gifted Child Today Magazine (1985)

MYTHS AND REALITIES OF GIFTEDNESS

1. THE PUBLIC IS SYMPATHETIC TO THE PLIGHT OF THE GIFTED.

Myth: Gifted children rarely evoke sympathy. It's easy to feel sorry for the retarded or disabled child and easy to justify help in the form of special programming, but it's hard to feel sorry for the gifted child and to give someone already blessed more. Besides, the public often equates giftedness with "smartness" and soon remembers being exploited by smart money, upstaged by smart dressers, scorned by the smart set, hassled by smart mouths, and endangered by smart missiles. These colloquialisms indicate the gifted are much more likely to be envied or ridiculed than to encounter public support.

2. SPECIAL PROVISIONS FOR THE GIFTED ARE UNDEMOCRATIC.

Myth: Special provisions for the gifted are not undemocratic. Equal opportunity, not equal results, is what a democratic education should be about. If a slow learner is given a program that challenges him intellectually and a gifted learner is given that same program, which bores and stupefies him, the brighter student does not enjoy equal opportunity. Equal education for all does not ignore either real human differences or outstanding potential. To deny gifted children access to advanced materials is a cruel kind of censorship of the mind.

3. GIFTED CHILDREN CAN GET A GOOD EDUCATION ON THEIR OWN.

Myth: Gifted children are probably the most underachieving of all school populations. When mental age rather than chronological age is used as a standard, there is an average retardation of more than two years of the intellectually gifted. A 1972 survey by the Office of Gifted and Talented showed that a large number of the gifted were school dropouts, and this educational calamity is still true today.

4. EVERYONE IS GIFTED IN SOME WAY.

Myth: All children are gifts, but not all children are gifted. True, our conceptions of giftedness have constantly broadened. There is a healthy movement away from focusing on intellectual and academic brilliance, and thus on a highly restrictive portion of the population, to viewing giftedness as the ability to perform at the upper end of a variety of talent continuums. Nevertheless, to encompass all under the gifted blanket is, in essence, to cover no one.

5. THE MORE INTELLIGENT CHILD IS ALSO THE MORE CREATIVE ONE.

Myth: The idea that creativity, like academic prowess is but an aspect of superior intellect, is a common but erroneous assumption. Intelligence tests do not usually call for imaginative, original or unique responses and are not able to identify successful children with high potential for creative expression. Research has found essentially no relationship between intelligence and creativity once a minimally high IQ is reached (around 120). A certain minimum level of intelligence, which varies from field to field and may be surprisingly low, is necessary for success in a profession, but the more intelligent person is not necessarily the more creative one. Two researchers, J.W. Getzels and P.W. Jackson, went so far as to set up two mutually exclusive groups – highly intelligent children who weren't highly creative and highly creative children who weren't highly intelligent. Their research found that the creative children were

equally superior in school achievement and more imaginative when compared to the high IQ group, but the teachers showed a clear preference for the high IQ children.

6. A HIGH IQ SCORE IS A GOOD PREDICTOR OF REAL-WORLD ACCOMPLISHMENT.

Myth: Actually, involvement in extracurricular activities is a much better predictor of real-world success than are high IQ scores – good grades. One prominent leader in gifted education, Joseph Renzulli, identified three characteristics displayed by adults who have achieved recognition because of unique accomplishments and creative contribution. These three characteristics are above-average, but not necessarily superior intellectual ability, creativity, and what Renzulli calls “task commitment” – a focusing of energy on particular problems or performance areas. Because more creative and productive persons come below the 95th percentile on intelligence tests than from above, to limit giftedness to high intelligence, Renzulli said, is to discriminate against those persons who have the greatest potential for real-world accomplishment.

7. AN INDIVIDUAL’S IQ SCORE IS THE SAME THROUGHOUT HIS OR HER LIFETIME.

Myth: IQ scores may vary as much as 20 points throughout an individual’s lifetime. We experience mental as well as physical growth spurts and plateaus and are sometimes penalized by personal problems or a bungling test administrator. That 142 score on a child’s record may represent a peak or valley of intellectual potential, so parents and schools should not panic if retesting indicates a drop in a child’s IQ. A drop-in achievement scores, however, is another matter.

8. A HIGH IQ SCORE IS A GOOD PREDICTOR OF ACADEMIC SUCCESS.

Reality: IQ is a measure of someone’s ability to do well in an academic setting – to arrive at one correct answer – and is thus a good predictor of academic success.

9. THE GIFTED ARE PUNY, INTROVERTED, EMOTIONALLY UNSTABLE PERSONS.

Myth: A series of longitudinal studies of California school children with very high IQ’s begun by Lewis Terman in the early 1920’s and destined to continue into the 21st century provide strong evidence to reject the stereotype of the intellectually gifted as physically weak, socially inept, and emotionally unbalanced persons. Terman’s research showed that gifted children are generally healthy, well-rounded, committed, responsible, and likeable persons and that they tend to maintain these qualities throughout life.

10. THE GIFTED ARE HEALTHY, POPULAR, SUCCESSFUL PERSONS.

Myth: While the general public may stereotype the gifted child as the scrawny, other worldly whiz kid with thick glasses, those well enough acquainted with the gifted to have heard of Terman sometimes stereotype the gifted child as the bright, popular, overachieving student with a very promising future. Parents wear their child's IQ score like a medal, and teachers expect their gifted students to excel in leadership and motivation as well as in all academic areas. The post-Terman stereotype is nearly as distorted as the pre-Terman image. The gifted do not constitute a homogeneous group; characteristics other than high IQ are better predictors of adult success; and especially in the teenage years, combining superior intellect with such personality traits as studiousness or a lack of interest in sports can be devastating to student's social standing.

11. TEACHERS ARE BETTER AT IDENTIFYING GIFTEDNESS THAN A CHILD'S PEERS OR PARENTS.

Myth: Studies indicate that parents and peers are often better at identifying giftedness than teachers, especially among the very young or the disadvantaged gifted. Teachers' ability to recognize giftedness can be improved by using such devices as characteristics checklists, but the important thing to remember in the whole identification procedure is that schools need to look at students' personality characteristics, mental processes, and original products from a variety of viewpoints. Because the patterns of aptitudes, skills, and potentialities that make up giftedness are many and varied, schools must use many different methods of recognizing extraordinary ability.

12. LABELING A CHILD "GIFTED" LEADS TO SPECIAL TREATMENT AND SPECIAL PROBLEMS.

Reality: Labels are powerful. They change both a child's self-concept and the perceptions others have of the child. Labels often become self-fulfilling and self-perpetuating; children who think they're special act "special" while teachers get just what they expect. Labels can be useful when they enhance self-concept, stimulate achievement, or justify special provisions but they can also create problems. For the gifted child, there is sometimes no heavier burden than a great potential; for the child's teacher, the giftedness may be more threatening than pleasing; for the child's parents, the label may be welcome recognition, but could be an unwanted responsibility. One mother whose daughter was identified as gifted said, "I'm afraid we've been a great failure. We don't take her to cultural place like museums. We don't treat her any differently than her sister. Probably the school sees us as deficient. This calling her gifted has rattled us. I suppose now we will have to start toeing the mark." Schools need to consider the strains and stresses of a gifted label as well as its joys and hopes.

13. GIFTED INDIVIDUALS FROM RACIAL AND ETHNIC MINORITIES AND OF LOW SOCIOECONOMIC STATUS ARE LESS LIKELY TO BE IDENTIFIED.

Reality: Children who have not had the advantages of an educationally enriched home environment, have not had a lot of books around, been read to daily, have not had educational toys, computers in the homes, and/or who have not been exposed to the type of vocabulary that we find on abilities and other verbal tests are less likely to be able to perform on tests at a high enough level to be selected for the GT Program.

14. BEGINNING WITH PUBERTY, GIFTED GIRLS ARE MORE LIKELY TO BE UNDERACHIEVERS THAN GIFTED BOYS.

Reality: This is the most conforming time of a young girl's life. She shuns being spotlighted or being singled out as "better" than her peers. Her relationships are more important than her schooling. Boys begin to become more interested in certain subjects, i.e. math and science, at this age and their conformity-obsession is not changed more than before.

Note: Peer Grouping is extremely important at this age for both genders. If girls – or boys – are grouped continuously with others of their same ability levels, there is a better chance that they will stay in advanced programs, with peer support.

15. ACCELERATING EAGER GIFTED LEARNERS SOMETIMES CAUSES THEM SOCIAL OR EMOTIONAL HARM.

Myth: Although there can be some difficulties in adjusting socially at times, gifted learners can relate better to their own skill level peers than they can to those below them in abilities, and those with whom they have little or nothing in common and cannot understand or be understood.

16. GIFTED STUDENTS SHOULD BE ENCOURAGED TO DIRECT THEIR OWN LEARNING.

Reality: Gifted learners grow faster and more happily when they can follow their own interests or questions. They do need help in developing how to learn, research, organize, and present material. They will benefit greatly by learning to learn on their own, independently.

17. THERE IS A SPECIAL CURRICULUM FOR GIFTED STUDENTS.

Reality: Gifted learners require a curriculum that is both accelerated and enriched. Curriculum for gifted learners, while grounded in relevant content and necessary skills development, needs to be differentiated from regular instruction in content, process and products, utilizing high level thinking skills, independent learning, and advancement in concepts, adding depth and complexity to the required content, sometimes one or more years beyond their non-gifted age peers.

18. GIFTED EDUCATION SHOULD STRIVE FOR INDEPENDENCE FROM THE REGULAR CLASSROOM CURRICULUM.

Myth: Gifted education teachers often use the regular curriculum and/or state-required elements to build beyond what is required. They may offer accelerating in pacing and content, adding independent projects, assignment topic choices, advanced products, and advanced content for their gifted learners. Often, teachers offer a multi-layered (or tiered) curriculum to meet the needs of wide ranges of ability-levels in their classroom, including the gifted.

19. PARENTS MUST BE ADVOCATES IF PROGRAMS FOR THEIR GIFTED CHILDREN ARE TO CONTINUE.

Reality: Since gifted learners often number less than 6-7% in their respective districts and/or states, their needs are not as visible, believed, or given much weight by the legislators and/or local school board members who feel compelled to give more attention to the lower end of the achievement spectrum. Consequently, laws and budgets for the gifted are always seen “at-risk”, and without strong, assertive parents and parent groups, these programs would be crunched, slashed, or squeezed by the more visible, more popular, and/or more dramatic than accelerating and enriching this pool for tomorrow’s leadership that needs attention also. And, as everyone in education knows, parents have a lot more “clout” with decision-makers than do teachers or children.

Adapted from Gifted Child Today Magazine (1985)

WHAT GIFTED/TALENTED STUDENTS WANT FROM THEIR PARENTS

1. Be supportive and encouraging, be there for us, be on our side.
2. Don't expect too much of us; don't expect perfection.
3. Don't pressure us, be too demanding, or push too hard.
4. Help us with our schoolwork/homework.
5. Help us to develop our talents.
6. Be understanding.
7. Don't expect straight A's.
8. Allow us some independence; give us space; trust us, because chances are we know what we're doing.
9. Talk to us; listen to us.
10. Let us try alternative education/special programs.

Adapted from: *The Gifted Kids' Survival Guide, A Teen Handbook* by Judy Galbraith, M.A and Jim Delisle, Ph.D.

TYPICAL QUESTIONS AND BRIEF RESPONSES

Parents of gifted/talented children, like any other parents, constantly face questions regarding school and home practices. Many of their questions come from trying to decide whether a given school assignment will benefit or harm their child. Often they have remained uneasy with decisions they have made. Questions on whether they should encourage or discourage certain activities, how they handle uneven abilities within the family, and others plague them.

The questions that follow have been gleaned from contacts with many parents, both individually and in groups. They represent many of those most commonly asked. Brief responses are given as suggestions rather than as complete answers to maximize time and space. The questions are regarded as a **framework** for discussion perhaps in parent study groups.

1. How can I train him/her to get his/her homework done and not leave it to the last minute? Should parents enforce regular periods of study?

It is important that parents, by their own example, provide respect for intellectual and aesthetic pursuits. Homework can be a tool to instill strong study habits in students as well as reinforce concepts taught in the classroom. Parents should encourage students to complete homework assignments but should monitor the amount of homework to be sure the assignments are appropriate in rigor and time spent. *All children need to have time to pursue outside activities.* If a child becomes stressed with the amount of time being required to complete assignments, a conference should be scheduled between the parent, teacher and child (if appropriate).

Organizational skills may be encouraged through:

- Graphic organizers
- Checklists
- Time requirements set by parents
- Time management classes

2. How do you handle the other children when this one seems to know more than the rest?

Avoid comparison. Comparison invites competition. Even and amply distributed love and affection and recognition for various accomplishments of different kinds will let each child know he/she is valued for himself/herself. If questions arise, discuss them on the context of each person's being especially good at something; one child likes books, another one art, another is especially good at sports or music, cooking, helping others, or whatever particular contribution the individuals can make. Some learn earlier, others take a little longer. The use of any learning for worthwhile contributions is the important thing.

3. How can we keep them from developing “an attitude??”

Avoid centering on a child’s “giftedness.” The child who is singled out and set apart for any attributes can easily develop erroneous attitudes toward himself/herself and others. This applies to the handicapped as well as the gifted/talented. In the case of the gifted/talented, a child may develop an unrealistic view of his/her own importance and become quite obnoxious. Then it often helps to sit with the child, ask him/her to assess the impact on others of his/her specific behavior, and ask him/her how he/she might change the relationships for the better. The discussion should be on a private, person to person basis, analytical in nature, with the **child** providing the analysis.

Trouble may also arise when adults become impatient with youth’s views and forbid their expression. It is important that children have full opportunity to discuss topics such as politics, ethics, religion, values, fears, discrimination, or strong feelings on any subjects with adults who respect and understand them. The home should provide a secure base within which the child can express his/her feelings and examine them honestly with others. Any question at any age deserves a thoughtful response.

4. Is it good to let the faster learners help the slower children?

Not if it is done on a regular basis. This cuts down on the time the fast learners have for their own learning, and the child is working as a teacher substitute at the expense of his/her own education. An added danger in consistent help to struggling children is that other children in the class may react to “teacher’s pet.” There may not be a problem if the help is occasional and for a specific need. The experience is more valuable if the identified child plans the teaching experience, carries it out, and evaluates it with the teacher afterwards.

5. What can you do with a child who is a perfectionist and becomes discouraged?

Often, gifted/talented children will tackle topics so general they are unable to handle them. They become frustrated as they attempt to complete their studies. Parents can help by discussing their projected plans and by assisting them to choose realistically. Encouragement and support are helpful, but parent expectations must be realistic. “Do the best you can with the time you’re given – prioritize.”

6. Is there a danger in putting too much pressure on young gifted/talented children too soon?

The answer to this question must be “yes.” However, anxiety concerning this subject has been founded on the practice of assigning large quantities of material rather than on the use of topics of real interest to children, and on the imposition of adult requirements rather than on the use of child interests. When pressure is self-imposed in the sense that children are intrigued with a problem and want to find out all they can, pressure is enjoyable. Self-imposed pressure can produce great satisfaction in a task well done. Harmful pressure may also operate when the gifted/talented child is pressured to conform to the middle ground and to be average.

7. My child has more homework than ever before and doesn't seem to have much time for relaxation. Should this be so?

No. Just as with adults, children should have time for play and relaxation and for doodling, dreaming, and idling. A problem of this sort should be discussed with the teacher.

8. How can we as parents prevent negative feelings of others toward our child's being identified as gifted/talented?

Avoid discussion of the fact with others. The knowledge is important to you and the teacher in understanding the child and in working with him/her appropriately. No useful purpose is served by overt pride in the "chip off the old block." Children should be valued as children, and not as labels. They should not be used for the satisfaction of adult needs. Parents who boast about their child over the back-fence guarantee resentment and hostility.

9. Is it good for children to know they are gifted/talented?

Most gifted/talented children know they achieve better than others, although occasionally children may feel vaguely different and even suffer from inferiority complexes. Gifted/talented children generally can be expected to meet reasonable demands and can be asked to work out real-life problems with adults with a comment that they are bright and can do so competently. Parents should look at this "gift" as a means for the child to help others. Gifted/talented children should be encouraged to become involved in community, school, and church projects where their gifts may be shared with others. Programs such as Scouts, Leadership High School, PALS, 4H, Student Council and Junior Achievement are valuable vehicles for leadership opportunities.

10. How do I know if my child is working up to capacity?

A child is working up to capacity if the child's expected achievement and academic achievement is fairly equivalent. These would be measured through population norms from standardized tests rather than through teacher made tests. Another index, though informal, may be the type and extent of reading and interest. It is important to remember that "working up to capacity" is something that very few adults do and that a child needs time for childhood.

TEXAS EDUCATION CODE
CHAPTER 29. EDUCATIONAL PROGRAMS
Subchapter D. Educational Programs for Gifted and Talented Students

§29.121. Definition.

In this subchapter, “gifted and talented students” means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- (1) exhibits high performance capability in an intellectual, creative, or artistic area;
- (2) possess an unusual capacity for leadership; or
- (3) excels in a specific academic field.

§29.122. Establishment.

(a) Using criteria established by the State Board of Education, each school district shall adopt a process for identifying and serving gifted and talented students in the district and shall establish a program for those students in each grade level. A district may establish a shared services arrangement program with one or more other districts.

(b) Each school district shall adopt a policy regarding the use of funds to support the district’s program for gifted and talented students.

§29.124. Certification and Reporting Required.

(a) Each school district shall annually certify to the commissioner that the district has established a program for gifted and talented students as required by this subchapter and that the program is consistent with the state plan developed under Section 29.123.

(b) If the commissioner determines that a school district has failed to comply with Subsection (a) for a school year, the commissioner shall reduce the total amount of funding to which the district is entitled under Chapter 48 for that school year by an amount equal to the basic allotment multiplied by the product of:

(1) 0.12; and

(2) an amount equal to five percent of the students in average daily attendance in the district.

(c) The commissioner may restore to a school district all or part of the funding withheld from the district’s entitlement under Subsection (b) if during the school year the district complies with Subsection (a).

(d) At the same time that a school district makes the certification required under Subsection (a), the district shall report to the commissioner regarding the use of funds on the district’s program for gifted and talented students as provided by State Board of Education rule.

(e) Nothing in this section may be construed as limiting the number of students that a school district may identify as gifted and talented or serve under the district’s program for gifted and talented students.

Texas Education Code as amended by the 86th Legislature of the State of Texas. Effective September 1, 2019.

CHAPTER 42. FOUNDATION SCHOOL PROGRAM

Subchapter C. Special Allotments

§42.156. Gifted and Talented Student Allotment.

- (a) For each identified student a school district serves in a program for gifted and talented students that the district certifies to the commissioner as complying with Subchapter D, Chapter 29, a district is entitled to an annual allotment equal to the district's adjusted basic allotment as determined under Section 42.102 or Section 42.103, as applicable, multiplied by .12 for each school year or a greater amount provided by appropriation.
- (b) Funds allocated under this section, other than the amount that represents the programs share of general administrative costs, must be used in providing programs for gifted and talented students under Subchapter D, Chapter 29, including programs sanctioned by International Baccalaureate and Advanced Placement, or in developing programs for gifted and talented students. Each district must account for the expenditure of state funds as provided by rule of the State Board of Education. If by the end of the 12th month after receiving an allotment for developing a program a district has failed to implement a program, the district must refund the amount of the allotment to the agency within 30 days.
- (c) Not more than five percent of a district's students in average daily attendance are eligible for funding under this section.
- (d) If the amount of state funds for which school districts are eligible under this section exceeds the amount of state funds appropriated in any year for the programs, the commissioner shall reduce each district's tier one allotments in the same manner described for a reduction in allotments under Section 42.253.
- (e) If the total amount of funds allotted under this section before a date set by rule of the State Board of Education is less than the total amount appropriated for a school year, the commissioner shall transfer the remainder to any program for which an allotment under Section 42.152 may be used.
- (f) After each district has received allotted funds for this program, the State Board of Education may use up to \$500,000 of the funds allocated under this section for programs such as MATHCOUNTS, Future Problem Solving, Odyssey of the Mind, and Academic Decathlon, as long as these funds are used to train personnel and provide program services. To be eligible for funding under this subsection, a program must be reserved for expansion]

Texas Education Code as repealed by the 86th Legislature of the State of Texas. Effective September 1, 1995.

TITLE 19, Part II

Chapter 89. Adaptations for Special Populations

Subchapter A. Gifted/Talented Education

§89.1 Student Assessment.

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

- (1) include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121;
- (2) include assessment measures collected from multiple sources according to each area defined in The Texas State Plan for the Education of Gifted/Talented Students;
- (3) include data and procedures designed to ensure that students from all populations in the district have access to assessment and, if identified, services for the gifted/ talented program;
- (4) provide for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students; and
- (5) include provisions regarding furloughs, reassessment, exiting of students from program services, transfer of students, and appeals of district decisions regarding program placement.

Source: The provisions of the §89.1 adopted to be effective September 1, 1996, 21 TexReg 5690.

§89.2 Professional Development.

School districts shall ensure that:

- (1) prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
- (2) teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;
- (3) teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
- (4) administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

Source: The provisions of this §89.2 adopted to be effective September 1, 1996, 21 TexReg 5690; amended to be effective February 13, 2000, 25 TexReg 776.

§89.3 Student Services.

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through grade 12 and shall inform parents of the opportunities. Options must include:

- (1) instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;
- (2) a continuum of learning experiences that leads to the development of advanced-level products and performances;
- (3) in-school and, when possible, out-of-school options relevant to the student's area(s) of strength that are available during the entire school year; and
- (4) opportunities to accelerate in areas of strength.

Source: The provisions of this §89.3 adopted to be effective September 1, 1996, 21 TexReg 5690.

§89.4 Fiscal Responsibility.

Repealed. Please see §105.11 below.

Source: The provisions of this §89.4 repealed to be effective May 23, 2011, 36 TexReg 3187.

§89.5 Program Accountability.

School districts shall ensure that student assessment and services for gifted/talented students comply with accountability standards defined in the *Texas State Plan for the Education of the Gifted/Talented*.

Source: The provisions of this §89.5 adopted to be effective September 1, 1996, 21 TexReg 5690.

§105.11. Maximum Allowable Indirect Cost.

No more than 48% of each school district's Foundation School Program (FSP) special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to the following programs: compensatory education, bilingual education and special language programs, and special education. No more than 45% of each school district's FSP special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to gifted and talented education programs. No more than 42% of each school district's FSP special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to career and technical education programs. Indirect costs may be attributed to the following expenditure function codes: 34—Student Transportation; 41—General Administration; 81—Facilities Acquisition and Construction; and the Function 90 series of the general fund, as defined in the Texas Education Agency publication, Financial Accountability System Resource Guide.

(b) For the 2012–2013 school year and each year thereafter, a school district may choose to use a greater indirect cost allotment under the Texas Education Code, §§ 42.151, 42.153, 42.154, and 42.156, to the extent the school district receives less funding per weighted student in state and local maintenance and operations revenue than in the 2011–2012 school year. The commissioner of education shall develop a methodology for a school district to make a determination under this section and may require any information necessary to implement this subsection. The commissioner's methodology must limit the percentage increase in allowable indirect cost to no more than the percentage decrease in state and local maintenance and operations revenue from the 2011–2012 school year.

Source: The provisions of this §105.11 adopted to be effective September 1, 1996, 21 TexReg 5710; amended to be effective December 5, 2004, 29 TexReg 11347; amended to be effective December 31, 2009, 34 TexReg 9439; amended to be effective December 26, 2011, 36 TexReg 8825.

GLOSSARY OF GT TERMS

Term	Definition
Acceleration	Acceleration is an academic intervention that matches the level, complexity, and pace of the curriculum with the readiness and motivation of the student. It involves mastering knowledge and skills at a rate faster or at an age earlier than the norm. From A Nation Deceived—Colangelo, N., Assouline, S., & Gross, M. U. M. (2004). A nation deceived: How schools hold back America’s brightest students (Vol. 1). Iowa City: University of Iowa, Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development
Area of Giftedness	the specific set of abilities in which a student performs or shows potential to perform at a remarkably high level of accomplishment
Array of Learning Experiences	a menu of challenging activities or opportunities that fit the unique interests and abilities of advanced-level students
Artistically Gifted	possessing outstanding ability in the visual and/or performing arts
Complexity	extension of content in, between, and across disciplines through the study of themes, problems, and issues; seeing relationships between and among ideas in/within the topic, discipline, and disciplines; examining relationships in, between, and across disciplines over time and from multiple points of view
Concurrent Enrollment	the practice of enrolling in a college or university to earn college or university credit while in high school
Continuum of Learning Experiences	articulated intellectual, artistic, creative, and/or leadership activities and opportunities that build upon one another each year a student is in school
Creatively Gifted	possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking
Credit by Exam (CBE)	method in which a student may receive credit for a subject/course or accelerate through a grade by taking one or more exams

Depth	exploration of content within a discipline to include analyzing from the concrete to the abstract, the familiar to the unfamiliar, the known to the unknown; exploring the discipline by going beyond facts and concepts into generalizations, principles, theories, laws; investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, and/or ethical considerations
Differentiation	modification of curriculum and instruction according to content, pacing, process, and/or product to meet unique student needs in the classroom
Diversity	the presence of difference between individuals and among groups including but not limited to age, socioeconomics, education, race and ethnicity, gender, sexual orientation, culture, and religious beliefs
Dual Credit	an opportunity for a student to earn high school credit for successful completion of a college course
Flexible Pacing	Flexible pacing is defined as placing students at an appropriate instructional level and allowing them to move forward in the curriculum as they master content and skills. Flexible pacing is achieved by such methods as continuous progress, compacted course, advanced level courses, grade skipping, early entrance, concurrent or dual enrollment, and credit by examination.
Foundation Curricular Areas	English language arts/reading, mathematics, science, and social studies
Furlough	a leave of absence from program services
Gifted in Leadership	possessing the natural ability to influence others; possessing skills in interpersonal relationships demonstrated, for example, by outstanding ability in such activities as student government
Gifted in Specific Academic Fields	possessing superior ability or potential in a specific course of study such as English language arts/reading, mathematics, science, or social studies
Gifted/Talented Services	services and activities not ordinarily provided by the school that are specifically designed to fully develop the capabilities of students who give evidence of high achievement or capability in areas such as intellectual, creative, artistic, or leadership capacity
Independent Study	self-directed learning strategy where the teacher acts as guide or facilitator, and the student plays a more active role in designing and managing his or her own learning

Intellectually Gifted	possessing superior intelligence, with potential or demonstrated accomplishments in several fields of study; ability to perform complex mental tasks
Mentor	an individual who shares his or her expertise with a student of similar career or field-of-study aspirations
Qualitative Measures	performance indicators that cannot be recorded numerically and that include observations, anecdotal records, checklists, interviews, student products, performances, etc.
Quantitative Measures	performance indicators that can be expressed in terms of definite numbers or amounts such as scores on achievement tests
Texas Performance Standards Project (TPSP)	statewide standards and assessment system which includes instructional materials designed to provide assistance as districts achieve the state goal for gifted/talented students (complete information at http://www.texaspsp.org/)
Twice-Exceptional	<p>A “twice-exceptional learner” is a child or youth who performs at—or shows the potential for performing at—a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:</p> <ol style="list-style-type: none"> 1. exhibits high performance capability in an intellectual, creative, or artistic area; 2. possesses an unusual capacity for leadership; or 3. excels in a specific academic field (TEC 29.121) <p>and who also gives evidence of one or more disabilities as defined by federal or state eligibility criteria.</p>

Glossary terms and definitions are from the *Texas State Plan for the Education of Gifted/Talented Students*.

For a more extensive list of terms, check resources at the National Association for Gifted Children (NAGC) website. <https://www.nagc.org/resources-publications/resources/glossary-terms>