Bright Child vs Gifted Learner

**BRIGHT CHILD**
- Knows the answers
- Is interested
- Is attentive
- Has good ideas
- Works hard
- Answers the questions

**GIFTED LEARNER**
- ASKS the questions
- Is highly curious
- Is mentally and physically involved
- Has wild, silly ideas
- Plays around, yet tests well
- Discusses in detail; elaborates
- Beyond the group
- Shows strong feelings and opinions
- Already knows
- 1-2 repetitions for mastery
- Constructs abstractions
- Prefers adults
- Draws inference
- Initiates projects
- Is intense
- Creates new designs
- Enjoys learning
- Manipulates information
- Inventor
- Good guesser
- Thrives on complexity
- Is keenly observant
- Is highly self-critical

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**THANK YOU TO CINDY CLARK**

For her long-time efforts to build services for gifted and talented students. Many years ago, as a parent advocate for the gifted, Mrs. Clark led the parent initiative to develop a comprehensive G/T program as an integral part of the McFarland district educational plan. Her dedication has helped build the program that is in place today.

Mrs. Clark has shared her knowledge and experience of the academic and social-emotional issues of the gifted at state and national conventions, and through workshops to parents, teachers and G/T coordinators, administrators and school boards. Though now retired, she continues to be a member of WATG’s board of directors, and a strong advocate at the local, state and national levels for the allocation of resources to support the academic and social-emotional needs of Gifted children. We deeply appreciate all that Cindy has done for the advanced learners of our district. We continue to benefit from her thoughtful guidance and wisdom!
Listening

It’s difficult to really listen to a child who seems to talk endlessly, as some gifted kids do. Careful listening to your kids includes these behaviors:

- Focus exclusively on your child and respond only to him or her. There should be nothing in your hands and nothing in your line of sight besides your child.
- Use body language that shows you are interested in what your child is saying. Lean forward. Maintain eye contact.
- From time to time, nod your head and say, “OK. I understand.”
- Ask for clarification.
- Avoid giving advice right away. Ask instead, “What do you think you can do about this?”
- Mirror what your child has just said (reflective listening) “He told the teacher you copied his homework.” She said she doesn’t like you anymore.” “He made you feel angry, and you wanted to get back at him.”
- Every so often, comment on your child’s feelings. “You must have been really frustrated; that must have been frightening.”
- Never deny your child’s feelings. If she says, “I am really scared!” Don’t respond, “Oh there’s nothing to be scared about.” Feelings aren’t right or wrong, good or bad. Feelings just are. Acknowledge your child’s right to have her feelings.

When your child knows that he can have your undivided attention and that you’re really listening, his need to talk incessantly will diminish.


Fall Conversations

What would happen if…?
- Would it be better if…?
- Imagine that you....
- How would you design.....
- Can you propose an alternative to...?
- What did you discover?

What would you recommend…?
- What would you do if…?
- What is your opinion of...?
- How would you prove…?
- What changes would you make...

Students: Are you frustrated?! Ten Tips for Talking to Teachers

We all know that advocating for yourself is a skill that is needed throughout your life. Here are some tips for making your efforts successful.

1. Make an appointment to meet and talk.
2. If you know other students feel the way you do, consider approaching the teacher together.
3. Think through what you want to say before you go into your meeting.
4. Choose your words carefully—be positive!
5. Don’t expect the teacher to do all of the work or propose all of the answers—have some suggestions ready.
6. Be diplomatic, tactful, and respectful.
7. Focus on what you need, not on what you think the teacher is doing wrong.
8. Don’t forget to listen.
10. If your meeting isn’t successful, get help from another adult (like the GT Coordinator, a guidance counselor or another teacher).

Expanding Your Horizons
For young women interested in exploring Math and Science.
Grades 6, 7, 8
Saturday, November 7
10:00—4:30 Union South
Biology, veterinary, applied math, computer, health & medical fields, and so much more! Register today! Follow this link for the informational flyer: http://eyh.wisc.edu/documents/2015/Poster_15.pdf

5 Questions Better Than “How Was Your Day?”

Getting your kid to talk takes a little extra effort. Andrea Bonior, Ph.D

Interested in knowing how the school days are going? The response to “How was your day?” is “Fine.” Dr. Bonior from Georgetown University suggests using that as an opener perhaps but to get something more elaborate you may need to use a different approach.

The younger the child, the less they may be able to think over the whole day in an organized manner to pick out some key details and start forming a narrative about it. The older they are, the less likely they are to immediately open up about what might be a whole universe of complex emotions and social interactions. She suggests trying the following:

What’s one word you’d use to describe today?
Did anything surprise you today?
How was today different than yesterday?
What did your teacher talk about most today?
Who did you spend the most time with today?

The older the child, the more nuanced you can get:
What worried you? How were you helped today?
How did you help someone else? What fascinated you?

Andrea Bonior is a licensed clinical psychologist, speaker, author and media commentator. To read the entire article and find links to more of her articles on parenting and children, click here https://www.psychologytoday.com/blog/friendship-20/201509/5-questions-better-how-was-your-day

“I asked Mom if I was a gifted child. She said they certainly wouldn’t have PAID for me.”
Calvin (Calvin & Hobbes)

Northwestern University’s Midwest Academic Talent Search

Imagine that you’re measuring a roomful of kids with a yardstick. That’s fine for the kids who are shorter than three feet, but for those who are taller, the yardstick is an inadequate tool. The same is true for gifted kids—to measure their abilities, you need a better tool than a grade-level test, one that can measure above that 99th percentile where the yardstick ends.

Each year, the Center for Talent Development (CTD) at Northwestern University in Evanston, IL conducts the Midwest Academic Talent Search (MATS). Participation in this search is voluntary and at parent/guardian discretion. Qualifications to participate in the program are parent/teacher recommendation, past participation, involvement in gifted programming or test scores in at least the 95th percentile. Students in grades 3-6 may take the Explore test, a test designed for 8th grade students. Students who are in grades 6-9 may choose between the ACT and SAT tests, which are designed for high school juniors or seniors. It is best to register online for this. All the information you need is provided on their website at www.ctd.northwestern.edu/numats. Testing is just the first step. The true value of NUMATS comes in the follow-up information, tailored resources, and planning tools that educators and families receive in their password-protected, online MyCTD Toolbox account. The school uses the test results to determine appropriate placement in academic courses.

NUMATS ID Number is 8701143

Wednesday Night @ the Lab (WN@L)
7 PM, 1111 Genetics/Biotechnology Center, 425 Henry Mall
For complete descriptions of upcoming talks, control/click here http://www.uwalumni.com/calendar/category/wnatl/

UW-Madison

Enjoy Events, Teacher Workshops, and Exploration Stations at the Wisconsin Science Festival. Dive in to all that the Wisconsin Institutes for Discovery has to offer during the Science Festival. Monuments to the Ephemeral, Digging for Mastodons, eating a special Babcock Hall ice cream flavor, getting your hands wet at the discovery Expo, Physics, Mad Machines, Robot Zoo and SO MUCH MORE!! Check out the offerings at: http://www.wisconsinsciencefest.org/
McFarland’s Philosophy for Advanced Learners
The McFarland School District strives to meet the needs of all of their students, including those in the gifted population. We recognize outstanding talents in children and youth from all cultural groups, across all economic strata and in all areas of human endeavor. We strive to identify students in the five areas of giftedness: Intellectual, Academic, Creative, Artistic/Dramatic and Leadership and to provide them with continuous and systematic services. McFarland staff and parents work together to sustain the effectiveness of district G&T Services.

To Check out our web site!
Click HERE
http://www.mcfarland.k12.wi.us/families/AdvLearner.cfm

Resources on
Giftedness is a greater awareness, a greater sensitivity, and a greater ability to understand and transform perceptions into intellectual and emotional experiences.
Annemarie Roeper

General Information about Giftedness:
- National Association for Gifted Children [www.nagc.org]
- Hoagies’ Gifted Education [www.hoagiesgifted.org]
- Davidson Institute: a Website supporting profoundly gifted children [http://www.ditd.org]
- Wisconsin Association for Talented and Gifted [www.watg.org]
- Center for Talent Development at Northwestern University [www.ctd.northwestern.edu]
- Wisconsin Center for Academically Talented Youth [www.wcaty.org]
- Scholiris Gifted Academy [http://www.scholirisgiftedacademy.org]
- The National Research Center on the Gifted and Talented [www.gifted.uconn.edu]
- Crushing Tall Poppies [http://crushingtallpoppies.com]

Legislative information:
- Wisconsin Association for Talented and Gifted [www.watg.org] Go to the State Advocacy tab

Social/Emotional Issues
- Sylvia Rimm [www.sylviarimm.com]; [www.secejanevwin.com]

Twice Exceptional—those who are gifted but have an Exceptional Education Need
- The 2e Newsletter subscription: [www.2eNewsletter.com]

More Resources
- Prufrock Press Inc [http://www.prufrock.com]
- Free Spirit Publishing [www.freespirit.com]
- MindWare [www.mindware.com]

On Our Web Site:
Is My Child Gifted?
Handbook for Families
Gifted Identification Process Power Points
Frequently Used Terms
Programming Options
And MORE!!

The WIS-Gift List Serve is designed for discussion of issues related to gifted children and gifted education in Wisconsin. It contains announcements, events, and discussions about various topics of interest related to gifted education in Wisconsin. You can post your own messages or comments to it, reply to questions from other educators and parents, and more.

The list serve is a cooperative project between the University of Wisconsin-Whitewater (UWW) and the Wisconsin Association for Talented and Gifted (WATG).

TO JOIN WISGIFT-L (allows postings from members):
1. Send an e-mail message to lyris@listmanager.uww.edu
2. In the message area type SUBSCRIBE WISGIFT-L
3. Leave the subject line blank, and do not include your e-mail signature

Phone: 608-838-4500 Extension 4760
E-mail: verkuik@mcfsd.org