



Raising the Gifted Child:

District and Families Together



**LOS ANGELES UNIFIED SCHOOL DISTRICT
DIVISION OF INSTRUCTION
ADVANCED LEARNING OPTIONS
GIFTED/TALENTED PROGRAMS**

Who Can I Contact For Help?



Gifted/Talented Programs (GATE)

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Vision of GATE Programs



To identify gifted and talented students including those from diverse racial, socioeconomic, linguistic, and cultural backgrounds, and provide high-quality differentiated opportunities for learning that meet students' particular abilities and talents.

Agenda



- Overview of GATE Identification and Program Options
- Parenting the Gifted/Talented Child
 - ❖ Profiles of Gifted Children
 - ❖ Supporting Your Child's Social/Emotional Needs
 - ❖ Resources for Parents



Gifted Identification

Los Angeles Unified School District identifies students in [SEVEN](#) categories:

- **Intellectual Ability** (2nd semester K-12; highly gifted possibility)
Referred by school, tested by District
- **High Achievement** (2nd grade OLSAT-8 & grades 5-12) *Automatic Identification*
- **Specific Academic Ability (ELA or Math)** (Grades 5-12) *Automatic Identification*
- **Visual Arts** (Grades 2-12) *Demonstration*
- **Performing Arts** (Grades 2-12) *Audition*
- **Creative Ability** (Grades 4-12) *Portfolio*
- **Leadership Ability** (Grades 4-12) *Portfolio*



My child has been identified, now what?



- **All LAUSD schools must include a cluster program for gifted students**
- **Schools for Advanced Studies**
- **Conservatory of Fine Arts** (Saturday program)
- **Magnets** for gifted and highly gifted students
- **Honors and Advanced Placement** classes (secondary schools)

School Site GATE Program

“In a Nutshell”



Gifted Identification

- Screening, referral, and identification in all seven categories among all ethnic subgroups
- At least 6% of the total population and of each ethnic subgroup are identified gifted
- Gifted identification proportionately reflects the demographics of the school

Instruction and Academic Achievement of GATE Learners

- Appropriate clustering and differentiated instruction for identified gifted learners; a cluster is a minimum of **5-8** gifted students per class in elementary and **15-25** gifted students per class in secondary.
- Evidence of academic growth/achievement for identified gifted learners

Knowledgeable and Skilled Staff

- GATE teachers and administrators meet minimum GATE professional development recommendations

Parent, Family, and Community Engagement

- School holds at least two GATE parent meetings each year and regularly disseminates information to parents
- School has an active GATE parent representative



Schools for Advanced Studies (SAS)



- SAS demonstration sites are designed for students who demonstrate superior achievement with appropriate documentation
- SAS were created as an alternative to Gifted/Highly Gifted Magnets
- SAS schools are models/demonstration sites for quality differentiated instruction
- All SAS sites reapply every five years to ensure quality and consistency

List of SAS Schools



- To locate Schools for Advanced Studies programs in your area, visit our website <http://achieve.lausd.net/gate>.
- Click on “Program Options” and select “Schools for Advanced Studies.” Then select “List of SAS Schools.”
- Resident students do not need to apply to the SAS at their home site. SAS is the GATE program at the site.
- The SAS student permit application period ends March 23, 2018. Students are selected by lottery after this date.
- Please note that affiliated charter schools with an SAS program may not utilize the SAS permit application, but must enroll students based on the charter lottery process.
- Note: SAS programs do not provide transportation, however, parents may apply to any SAS program throughout the District.

Magnet Programs



- Magnet programs are voluntary integration opportunities available to students in grades K-12 living in LAUSD boundaries. Only Gifted and Highly Gifted Magnets require specific criteria for selection.
- Applications are due in November and selections are made in March for the following year's enrollment.
- For more information about Magnet programs including the application process, you may contact Student Integration Services at (213) 241-4177 or visit <http://echoices.lausd.net> for more specific information about the Choices process.

Conservatory of Fine Arts



The Conservatory of Fine Arts is the hidden gem of LAUSD. The Conservatory has been servicing LAUSD students since 1981.

- Visual and Performing Arts classes
- Open to recommended students in grades 3-12 (students identified talented in the arts receive priority placement)
- Saturdays for 19 weeks at CSULA
- Taught by LAUSD teachers and professionals in the arts
- Applications are typically due in September for an October start date
- Visit <http://achieve.lausd.net/gate> for more information

Honors and Advanced Placement

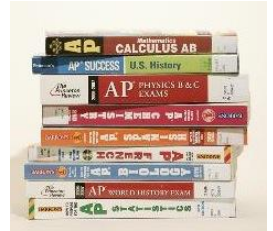


Honors

- Advanced/accelerated coursework available at the secondary level
- Coursework designed by local school teachers

Advanced Placement

- Available at high schools
- Cooperative endeavor of secondary schools, colleges, and the College Board
- College-level coursework



Note: These classes should offer challenging, rigorous work – not just *more* work!

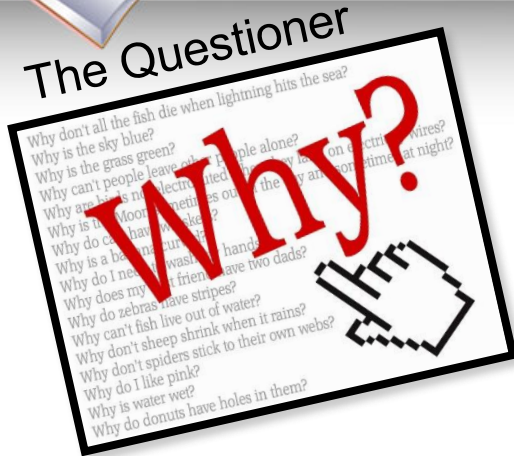
Contact **Advanced Learning Options** at (213) 241-6444 or <http://achieve.lausd.net/alo> for more information about AP, IB, or AVID.

How Can I Support My Gifted Learner at Home?



"It's a multimedia slide presentation explaining how I can live a happy, healthy and productive life without broccoli."

Do any of these remind you of your child?



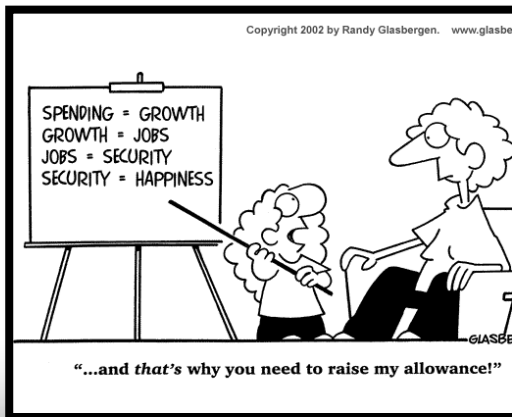
The Speed Racer



The Renaissance (Wo)Man



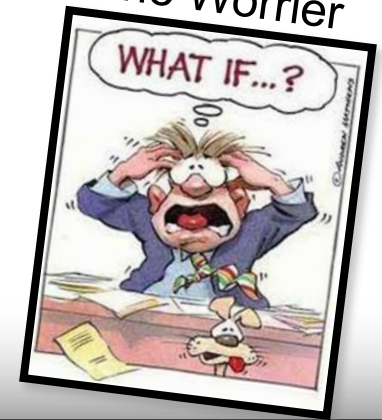
The Lawyer



The Perfectionist



The Worrier

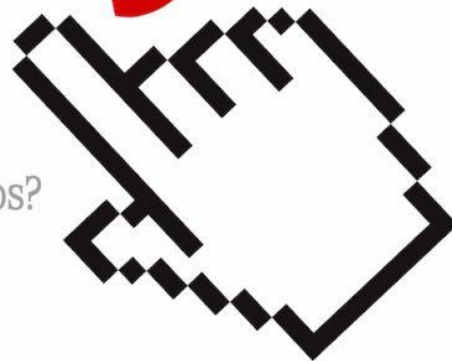


The Questioner



Why don't all the fish die when lightning hits the sea?
Why is the sky blue?
Why is the grass green?
Why can't people leave other people alone?
Why are birds not electrocuted when they land on electric wires?
Why is the Moon sometimes out in the day and sometimes at night?
Why do cats have whiskers?
Why is a banana curved?
Why do I need to wash my hands?
Why does my best friend have two dads?
Why do zebras have stripes?
Why can't fish live out of water?
Why don't sheep shrink when it rains?
Why don't spiders stick to their own webs?
Why do I like pink?
Why is water wet?
Why do donuts have holes in them?

Why?



The Questioner



Why it happens:

- Inclination toward deeper understanding and complex perspectives
- Enjoys learning and enjoys thinking

-Carol Bainbridge, "*When Gifted Kids Won't Stop Asking Questions*,"
(www.verywell.com)

The Speed Racer



The Speed Racer



Why it happens:

- Brain is working quickly
 - May talk a lot
 - May have high levels of energy
 - May be impulsive, inattentive, or distractible
- Intense interests

-Sharon Lind, “*Overexcitability and the Gifted*,” SENG (www.sengifted.org)

The Renaissance (Wo)Man



The Renaissance (Wo)Man



Why it happens:

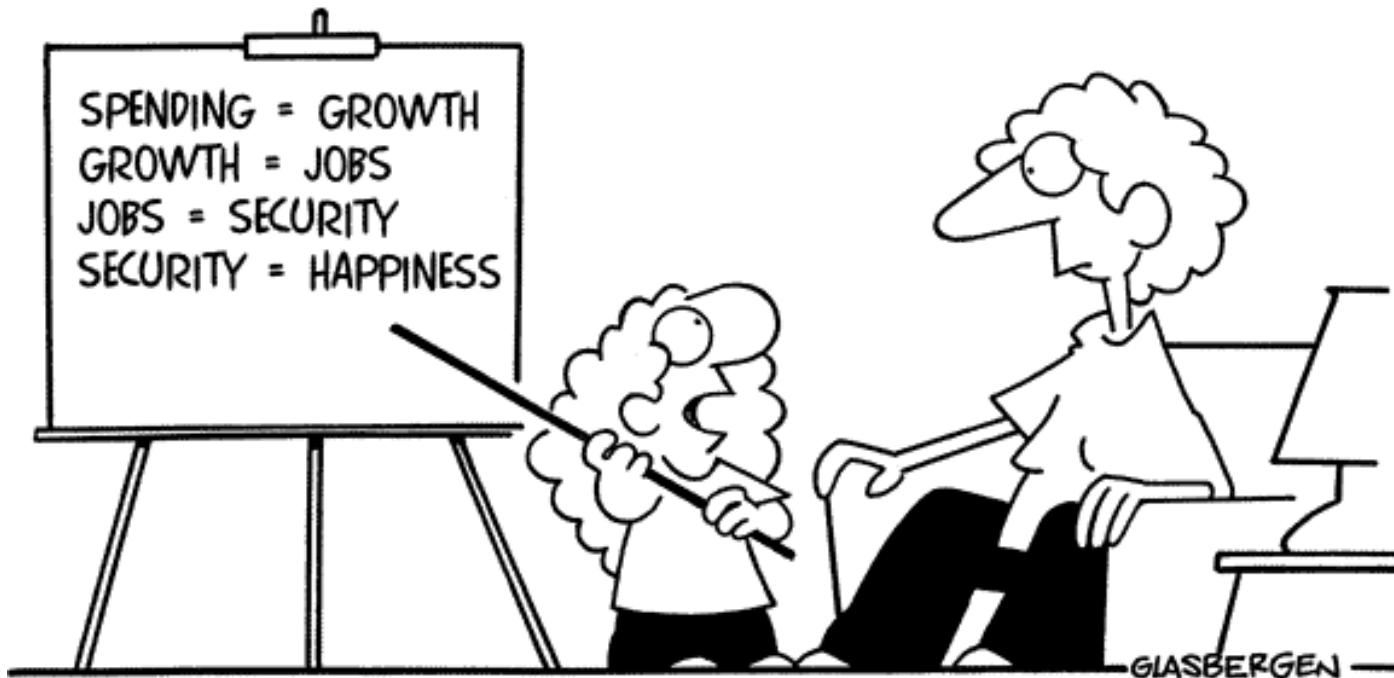
- Multiple intelligences
- Need for novelty
- Deep, immense interests that change or develop over time

-Ian Byrd, "*Encourage Interests, Don't Expect Passions*," (www.byrdseed.com)

The Lawyer



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“...and that’s why you need to raise my allowance!”

The Lawyer



Why it happens:

- Innate sense of fairness/equality
- Ability to see “big picture” and point out inconsistencies
- Understand processes/ how things work; advanced logical capabilities

-Lisa Conrad, “*Avoiding Arguments with Gifted Kids*,” Texas Association for the Gifted and Talented (<http://globalgtchatpoweredbytagt.wordpress.com>)

The Perfectionist



The Perfectionist's Guide to Results

© Bev Webb 2012
www-the-square-peg.com

The Perfectionist

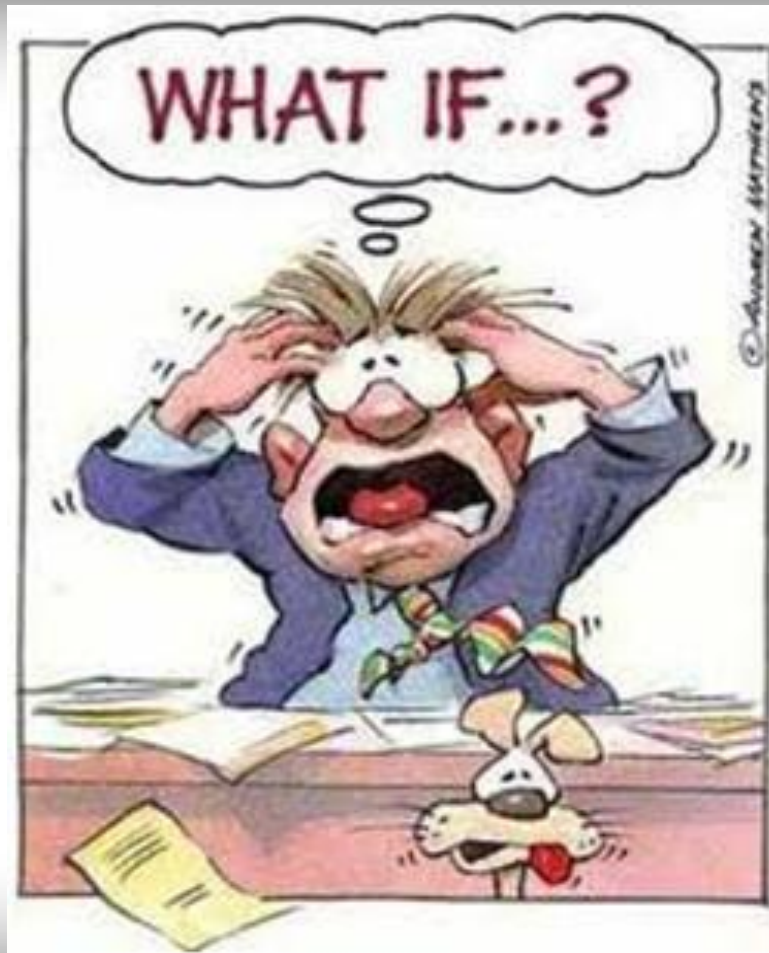


Why it happens:

- Imposter Syndrome
- Dichotomous (all or nothing) thinking
- Wants turn into Needs
- Focusing on unmet goals instead of successes

-Susan T. Berry, "*Helpful Tips for Parents of Perfectionistic Learners*,"
Connecticut Association for the Gifted (www.ctgifted.org)

The Worrywart



The Worrywart



Why it happens:

- Heightened awareness of world around them
- Ability to see “big picture”
- Increased emotional sensitivity

-Rich Presta, *“Is Your Child Anxious Because They’re Gifted?”*
(<http://anxietyfreechild.com>)

Characteristics of Gifted Learners



Profile	Type	Characteristic	How it may look at home
The Questioner	Intellectual	Highly curious	Won't stop asking questions!
The Speed Racer	Intellectual	Very active	Cannot "turn off," trouble going to sleep
The Renaissance Man/Woman	Intellectual/ Social-Emotional	Diverse, but intense interests	May start things and not finish them; alternately gets so into what s/he is doing that s/he doesn't want to stop
The Lawyer	Intellectual/ Social-Emotional	Has strong convictions and opinions	S/he thinks everything is up for debate (bedtime, meals, chores)
The Perfectionist	Social-Emotional	Is sensitive to critique; must do everything "right"	Can't/won't take suggestions for improvement, won't do something unless perfect
The Worrywart	Social-Emotional	Is very aware of the world around them	Excessive worrying

Which “types” apply to your child?



- Reread the six profiles and decide which one or ones represent your child(ren)
- Partner Activity: Timed Pair Share
 - Find your elbow partner
 - Decide who will go first
 - Each person will have 1 minute to share

How can you help your child?



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“Relax mom...it’s macaroni.”

The Questioner



Why it happens:

- Inclination toward deeper understanding and complex perspectives
- Enjoys learning and enjoys thinking

What you can do about it:

- Give thoughtful responses to queries
- If you don't know, provide resources and time to access those resources
- Teach child to critically evaluate information sources

-Carol Bainbridge, "*When Gifted Kids Won't Stop Asking Questions*,"
(www.verywell.com)

The Speed Racer



Why it happens:

- Brain is working quickly:
 - May talk a lot
 - May have high levels of energy
 - May be impulsive, inattentive, or distractible
- Intense interests

What you can do about it:

- Provide activities for the mind AND body– all kids need to play (e.g. sports, dance)
- Calming routine before bedtime (e.g. reading; no screen time right before bed)

-Sharon Lind, “*Overexcitability and the Gifted*,” SENG (www.sengifted.org)



The Renaissance (Wo)Man



Why it happens:

- Multiple intelligences
- Need for novelty
- Deep, immense interests that change or develop over time

What you can do about it:

- Teach perseverance toward completion of large or unappealing tasks
- Honor child's changing interests, don't force a "passion"
- Smooth transitions between tasks of interest and "must dos" (set a timer, give warning)

-Ian Byrd, "*Encourage Interests, Don't Expect Passions*," (www.byrdseed.com)

The Lawyer



Why it happens:

- Innate sense of fairness/equality
- Ability to see “big picture” and point out inconsistencies
- Understand processes/ how things work; logic

What you can do about it:

- Acknowledge sound arguments (and give in when appropriate), *but*
- Do not let the child bully you into getting his/her way
- Establish routines and checkpoints
- Explain to your child *why* s/he must do what you’re asking (big picture, not “because I said so”)

-Lisa Conrad, “*Avoiding Arguments with Gifted Kids*,” Texas Association for the Gifted and Talented (<http://globalgtchatpoweredbytagt.wordpress.com>)



The Perfectionist



Why it happens:

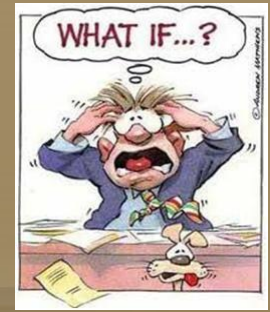
- Imposter Syndrome
- Dichotomous (all or nothing) thinking
- Wants turn into Needs
- Focusing on Unmet Goals instead of Successes

What you can do about it:

- Praise the effort that brought the result (Dweck's Growth Mindset)
- Don't expect perfection yourself
- Dwell on the positive; what the child learned or was successful with

-Susan T. Berry, *"Helpful Tips for Parents of Perfectionistic Learners,"* Connecticut Association for the Gifted (www.ctgifted.org)

The Worrywart



Why it happens:

- Heightened awareness of world around them
- Ability to see “big picture”
- Increased emotional sensitivity

What you can do about it:

- Avoid simply reassuring the child; it is ineffective
- Allow the child gradual exposure to feared thing (e.g. dog, darkness)
- Avoid excessive exposure to media and news
- Encourage positive action or volunteering to make a difference

-Rich Presta, *“Is Your Child Anxious Because They’re Gifted?”*
(<http://anxietyfreechild.com>)

Parenting Strategies for GATE Parents



Don't:

- Expect your child to act like a small adult
- Give your child less attention or guidance because it appears that s/he can handle it on his/her own
- Provide negative messages

Do:

- Let kids be kids, including making mistakes
- Be cautious about their “freedoms”
- Listen
- Be Positive
- Above all, **communicate unconditional love**

This is tough...



“Let’s say it right out: Gifted and talented kids are difficult to parent...Your child is likely to be more extreme, persevering, and intense than the average child.”

-Sally Yahnke Walker, *The Survival Guide for Parents of Gifted Kids*



... but you are not alone

“Become an advocate rather than an adversary”

-The Survival Guide for Parents of Gifted Kids

- Participate at your child's school
- Engage with the District GATE Community
- Find parents in similar circumstances for support
- Use available online and book resources

9th Annual GATE/SAS Parent Conference

Building Relationships, Cultivating Gifts



Date: Saturday, March 17, 2018
Time: 8:30 a.m. – 12:30 p.m.
Location: RFK Community Schools



FREE! Open to all LAUSD GATE/SAS parents.

No pre-registration required. Free Childcare provided (must be potty-trained)

Pedro Noguera is a Distinguished Professor of Education at the Graduate School of Education and Information Studies at UCLA. He is the author of twelve books and he has published over 200 articles and monographs. Prior to joining the faculty at UCLA he served as a tenured professor and holder of endowed chairs at New York University (2003 – 2015) Harvard University (2000 – 2003) and the University of California, Berkeley (1990 – 2000).

Be sure to read our GATE Parent Newsletter!



- Published quarterly
- Current and past issues available in English and Spanish on our website
- Go to achieve.lausd.net/gate and click on “Parent Resources”



Websites



- National Association for Gifted Children
<https://www.nagc.org/>
- California Association for the Gifted
<http://www.cagifted.org/>
- Social-Emotional Needs of the Gifted
<http://sengifted.org>
- Hoagies' Gifted <http://www.hoagiesgifted.org/>
- Ian Byrd: <http://www.byrdseed.com/>
- Lisa Van Gemert <http://www.giftedguru.com/>

Books



Parenting Gifted Children (Jolly, Treffinger, Inman, Smutney, eds. 2011)

A Parent's Guide to Gifted Children
(Webb, Gore, Amend, DeVries, 2007)

The Survival Guide for Parents of Gifted Kids (Walker, 1991)

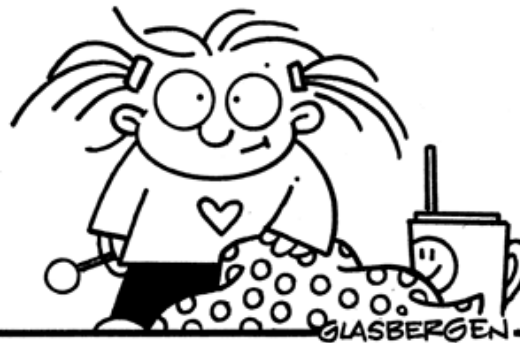
En español: ***Ayudando a los niños dotados a volar*** (Strip, 2001)

Q & A



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GUINNESS BOOK OF WORLD RECORDS



April 17, 2009 – Amelia Ann Ashton asked her mother 53,297,518 questions in 15 minutes.

