

PRAEDITUS

Latin praeditus adj. 1 cl. meaning gifted

A publication of Allen ISD Gifted and Talented Services

Supporting Social and Emotional Learning

Gifted kids have extra social and emotional needs. These are simple tips to support the well-being of your child.

- Help them to explore the world, acknowledging that every culture is relevant.
- Give unsolicited compliments on effort, not end product.
- Offer to listen, as long as it takes.
- Allow them the space to not have to be “on.”
- Encourage self-care- physical, mental, spiritual.
- Allow them a specified space to be messy.
- Applaud their journeys of exploration.
- Never compare.
- Find them a mentor in their field of passion.
- Play, cherish, and share spontaneous moments.
- Allow them to march to the beat of their own drum.
- Allow them to take risks while you are there to support them.
- Teach them to listen to their own emotions. They are a great compass.
- Advocate for gifted education opportunities.
- Hugs, hugs, hugs!

Adapted from SENG (Supporting Emotional Needs of the Gifted)
<https://www.sengifted.org>.



Protecting Kids from Media and Pop Culture

We all want our kids to have healthy and enriching life experiences. One way we do that is by sheltering them from negative influences while still exposing them to the world. Author Mary Beth Hicks suggests that to build a shelter from the media, you need four strong pillars to support your protective parental cover: **standards, supervision, decisions, and direction.**

The messages conveyed in media and pop culture tell our children what we value. We can't shield them from everything but we should be considering if content erodes their innocence and optimism, or if it creates a sense that our world is a safe, secure place in which to grow.

After setting standards and making rules to guide children's media choices, clearly communicate your expectations. Include limits on the time kids spend using media. Keep the television and computer in a central location in your home. Never let either be used without your permission and supervision. Block inappropriate channels/ websites and be liberal about what you designate as junk. This kind of hands-on supervision sounds more time-intensive than it really is. As you expand the breadth of media content you permit, talk openly about the messages your child sees and hears.

Saying “no” is a big part of sheltering kids from inappropriate content. Don't rely on ratings – learn the content of movies, television shows, music and websites and decide for yourself what is appropriate. Take a stand and declare, “This is not good enough for my child.” As your children grow and mature, your mandates about media will evolve along with them. Rules can change and it's okay to be flexible. It's imperative, though, that you remain inflexible on your standards.

The fourth pillar, direction, means helping children find appropriate and beneficial media content. Fortunately, this is the fun part. Rather than accept the mediocre content that passes for “cool,” seek out material that enlightens, inspires, entertains and educates. Begin habits of media literacy. Talk about the messages and lessons conveyed in cartoons, sitcoms and commercials.

You can build a safe and smart media plan for you kids with a little planning and effort.

False Growth Mindset

As a parent, you think you are doing everything right to encourage a growth mindset in your child but be wary of the “false growth mindset”. This is when parents and teachers think and do all sorts of things that they simply call growth mindset. It can be more harmful to your child’s mindset development than not teaching mindsets.

Here's are three examples of false growth mindset.

Praising Effort Alone

Praising students' *process* (their hard work, strategies, focus, and persistence) and tying it to their performance, learning, or progress may promote a growth mindset. But receiving praise for ineffective efforts that don't result in learning does not help develop abilities. Kids need to learn to change strategies if they are not succeeding.

Telling Kids "You Can Do Anything"

Simply telling a child that they can do anything does not make it so, particularly when students don't yet have the knowledge, skills, strategies, or resources to bring this about. Provide the knowledge, skills and strategies to match their desire to help them succeed.

Blaming the Student's Mindset

Even with using growth mindset principles learning may come slowly and with difficulty. Acknowledge this fact and help kids see that persevering is a key to learning effectively.

Developing growth mindset is a journey... keep learning!



We'd love to hear from you! Share your challenges, questions, and success stories at [Praeditus Feedback](#)

Teasing and gifted children

Many gifted children and teens are targets of teasing and bullying. Because gifted children and teens tend to be highly sensitive to others, their reactions to being teased are extremely intense.

Too often victims suffer in silence. Parents need to look for signs of distress: crying, not eating or sleeping during the school week, not wanting to go to school, stomachaches or headaches.



What can you as a parent do if you suspect your child is being teased or bullied? One of the first things is to help your child distinguish between harmless rough play and harmful behavior. Try to find out what is happening from your child's point of view, and accept what your child tells you as fact. Ask for specifics: Who is teasing? What does she or he do? How do you feel about it? What did you do about it? Did it work? Do any teachers know? What did they say or do? Offer reassurance to your child.

Don't minimize the situation by suggesting that everyone gets teased. Telling children it's their problem and to stand up for themselves only makes them feel even more inadequate and powerless. Don't call the teaser's parents to complain. It may make the situation worse.

Teaching gifted kids alternative strategies besides exploding in anger or suffering passively is important. Role-playing is a great way to teach coping tactics. Tactics include ignoring the situation, counting backwards, and yawning or becoming interested in something else. Another strategy that works is self-talk. Expressions like "I'm smart enough to handle this," or "I know what's going on and what they're trying to do," can help a child go from being victimized to being assertive. Children need to know that body language and tone of voice matter.

Because many gifted children are perfectionists, they feel that telling an adult what is happening is a reflection on their ability to control their lives. It is critical that parents tell them that informing an adult is not tattling or a measure of their abilities.

What can parents do? Notify your child's school immediately when your child becomes a target of teasing and bullying. Do not accept a "kids will be kids" policy. More importantly, help your gifted child by providing her/him with strategies to end this pervasive and harmful practice. The price of being teased or bullied can be devastating. For a gifted child it may lead to intense anger, withdrawal, and/or depression.

Strengths That May Become Problems

Gifted children are often creative and inventive which may be perceived as disruptive. Let's start with the key issue. It's great to be creative and inventive but it's not okay to let your great ideas and thoughts interfere with other people's learning. In general, creative and inventive kids who are perceived as disruptors haven't mastered the skills of holding onto a thought or sharing the limelight with others. One helpful idea is a journal to jot down thoughts until they are fully developed and it is an appropriate time to share.