

PRAEDITUS

Latin praeditus adj. 1 cl. meaning gifted

A publication of Allen ISD Gifted and Talented Services

Welcome New Parents!

If your student is new to the AIM program, welcome to our gifted and talented community. *Praeditus* is published weekly and will offer tips and ideas about raising and educating our unique learners. There is always a link on page two of the newsletter if you have challenges, questions, or success stories. We love to hear from you!

Allen Gifted- A Great Way to Support

Allen Gifted is an organization of parents and educators that supports our gifted community. Members receive special information to stimulate and encourage your gifted student. Teachers are supported through grants and classroom tools.

Advantages of joining:

- Special programming/ resources for families
- After school programs
- Summer camps
- Parent seminars
- Advance information
- Community

Join by visiting the Allen Gifted website at

<https://allengifted.org>



What's Going on With AIM This Year?

When will we start AIM and what are we going to do? Those are the questions from a lot of parents and students. Here are answers: AIM starts the week of September 14th for both in person and at home learners. AIM teachers have spent the past few weeks developing Google Classrooms that will be capable of supporting both learning modes. The reason for delaying the start of AIM this year is that students who completed Phase I testing for AIM in the spring were just now able to complete Phase II testing. It made sense to delay the start of lessons to complete testing and be able to start the year with both existing and new students rather than add students to a class that had started without them. Additionally, we wanted all students and schools to have time to adjust to virtual learning and to new procedures, for those returning in person.

First through Third Graders will be **Starting a Toy Business** this year. This is one of the kids' (and teachers') favorite Texas Performance Standards Projects (TPSP) that will give students experience in starting a business, designing and building products, conducting research and developing advertising. The project offers opportunities for synchronous and asynchronous learning as well as independent study.

Fourth through Sixth Grade will be exploring the colonization of Mars through **From Surviving to Thriving on Mars** and then selling **Terrestrial Real Estate**. These are two more favorite TPSPs and will give students a chance to learn about space, marketing, behavior, and research.

Next year, we will return to traditional AIM but for now, these engaging and cross curricular activities will provide students with the flexibility to learn and grow in our rapidly changing educational environment.



Online Workshop: Helping Kids Thrive in Today's World

The Texas Association for the Gifted and Talented is offering a free workshop presented by Christine Fonseca.

Tuesday, September 15, 2020, 6:30 p.m.

Life can feel overwhelming, especially in today's world of pandemic illness, school disruptions, and other anxieties our children are facing. This workshop provides parents with real-world tools and strategies to help children thrive in spite of the overwhelming current events. Registration required.

Visit the TAGT website to register: <https://www.txgifted.org>

Independent Challenge for the Week

This week's independent challenge:

- ✦ Build a musical instrument using a jug or plastic bottle. You could also use scissors, string, beads, buttons, beans, tape or glue.

After you have your instrument completed, share a photo with your AIM teacher so we can share with others.

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

Healing Trauma in Gifted Children

Many gifted children are highly sensitive. They may be traumatized by news stories about events that nobody else in the family may even notice. And when there is tragedy that captures everyone's attention, these children can be easily overwhelmed. What can we do?

It's important to understand that these people have a central nervous system that is both more perceptive and more reactive. This means that they will perceive a traumatic situation when others might not. It also means that they will respond to it with more intensity than will others. That intensity will also likely be quicker and may also last longer.

To help:

- listen to them tell the stories of what they saw or experienced
- help them identify and release the emotions they are feeling
- take a break, get a change of scenery
- allow them release the emotions they are feeling.

Different things are soothing to different people; it is also common for something that calms one person to be irritating or troublesome to others close by. We need to allow each one to do what they need to do, without judgment.

We might want to make a list (or help them make one) so the child can have it available when it's too upsetting to think clearly. Some options include:

Containment involves the skill of separating ourselves from overwhelming physical or emotional reactions *temporarily*, putting them in a box, so to speak, *until we are more able to take them out and deal with them*. This is totally different from 'sweeping things under the rug'

Acknowledging and expressing emotions. They may be afraid that doing so will enable the emotion to take over and cause them to act the emotions out. This is a common fear.

Recognition of trauma symptoms. In abnormal circumstances, abnormal feelings are normal. And if we do not block them, they will come and go. If we try to block them, if we fight them, they will come and stay because the process does not get completed.

Help them to *do what they can*. Your child is likely to have ideas about what they would like to do to help. They may be overambitious about what they can do, but let them solve the problems connected with it, and do as much of the research as possible.

We also need to identify when we are getting stuck, and need some professional help to provide the safety, support and guidance our child needs to deal with this.

Adapted from an article by Sharon Barnes September 11, 2016