

PRAEDITUS

Latin praeditus adj. 1 cl. meaning gifted

A publication of Allen ISD Gifted and Talented Services

How to Develop a Growth Mindset in Gifted Students

How exactly do you help children switch mindsets? Here are some strategies that have proven effective for helping them make this transition.

- Help kids recognize their strengths and their weaknesses. Show them how to use their strengths to develop their weak areas.
- Provide descriptive, accurate, and constructive feedback that focuses on how your child can develop themselves in specific tasks or skill areas.
- Focus praise on the effort kids put forth toward a goal.
- Offer authentic challenges on issues they or others care about that will take time, effort, and persistence to solve.
- Teach specific skills of studying, organization, metacognition, time management, goal setting, and monitoring.
- When teaching discrete strategies, show your child how using the strategy will help them develop certain skills.
- Structure time throughout the day for them to reflect on their learning process, talk with others about tasks, or take note of their personal feelings.
- Create learning activities where kids will need to rely on others to complete the tasks.

From *Differentiation for Gifted Learners: Going Beyond the Basics* by Diane Heacox, Ed.D., and Richard M. Cash, Ed.D., copyright © 2014.



Are Gifted Students More Vulnerable to Developing Fixed Mindset Beliefs?

In a significant study on mindsets of gifted students, researchers compared three groups of middle school students (identified gifted students, advanced students, and typical students) and found no differences between groups regarding their mindset beliefs about intelligence. In fact, gifted students had slightly higher growth mindset scores.

This is consistent with other research that shows that gifted students believe that intelligence can grow, they enjoy academic challenges, and they value hard work. These findings support the concept that gifted students need to be challenged so that they experience productive struggle in the learning process. Gifted programming can actually provide the challenging work as an opportunity to develop growth mindset beliefs- positive attitudes toward effort and making mistakes.

Researchers also discovered that gifted students do not fall into one single pattern and that mindsets relate to different domains (e.g., you can have a fixed mindset belief about math, but a growth mindset belief about creativity).

Based on a study first published online by *Gifted Child Quarterly*, March 2018.

Gifted Children's Bill of Rights

You have a right to

- know about your giftedness.
- learn something new everyday.
- be passionate about your talent area without apologies.
- have an identity beyond your talent area.
- feel good about your accomplishments.
- make mistakes.
- seek guidance in the development of your talent.
- have multiple peer groups and a variety of friends.
- choose which of your talent areas you wish to pursue.
- not to be gifted at everything.

Written by Del Siegle, National Association of Gifted Children President, 2007-2009

Diversity in Giftedness

Diversity within the gifted population is huge and something that is important to consider.

Too often, when people apply the term “gifted”, it is used as a homogeneous term to describe a population of students. However, thinking in terms of more discrete groups is helpful. For example, a gifted person might be male, a math whiz, and be very intense. Another gifted person might be female, an introvert, and have a gift in science.

Only by looking at the characteristics of an individual child are we able to meet their educational, social and emotional needs. What characteristics describe your gifted child?



Advice for September

How can parents best support their gifted and talented children at the beginning of the school year? Here are a few tips from Wenda Sheard, past president of SENG (Supporting the Emotional Needs of the Gifted) <https://www.sengifted.org>.

Help Children Understand Why They Go to School

When gifted children understand the goals of going to school, they are able to create their own educational goals—goals that may differ significantly from the goals of other children. In explaining the purpose of school to your child remember these three primary goals: Develop skills you need as an adult, prepare to be a good citizen and create an enjoyable childhood worth living and remembering fondly.

Explain the Necessity of Knowledge, Community, and Expression

Each school year presents new opportunities and challenges. During the first weeks of the school year, parents and children can consider how the school year will affect all aspects of each child’s life. What are the opportunities for learning and for self-knowledge? How will the child interact with true peers, not just age-mates? Will the child have time and ways to express emotions and feelings?

Offer Social and Emotional Hints

The school day involves not just knowledge, but also social times and emotional events. Parents may offer their gifted and talented children some advice at the beginning of a new school year to help in those situations. Teach your child to look around the room and find students who look lonely. Then, with a smile, go up to each of those children, ask them about themselves, and listen well. This develops empathy, social and listening skills.

These three pieces of advice are easily implemented and may make all the difference in your child’s attitudes about school.

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