

Carol Lewis, President, called the meeting to order at approximately 6:32PM at the LWSD Resource Center. Board members in attendance included Carol Lewis, Cathy Webb, Elizabeth Walkey, Gayle Shimokura, Jaya Ramesh, Anhaita Jamula, Sangeetha Jagadeesan, Anusha Rao, and Galeeb Kachra. Approximately 60 others were in attendance.

Announcements

Heather Sanchez, Director of Accelerated Programs. Brief Update on LWSD Gifted Program. Reviewed Vision, Mission, Strategic Goals

- Reviewed Accelerated Programs Department Staff to include Diane Durant, Suzanne Hurd, Britt Galen, and 57 other teachers serving different schools.
- Serving 1294 highly capable students.
- 858 highly capable students served.
- 7.7% of total student population is currently identified as HC.
- 53% and 55% of grades 3-8 served at Level 4 on SBAC ELA and Math in June 2016.
- Focus with the teachers; added 16 new teachers in 2016-17 year.
 - Self-identified needs assessment done with teachers.
 - Focus for 2016-17 –
 - Best practices of Gifted Education (GE)
 - Meeting social/emotional needs
 - Continued curriculum alignment work.
 - How? Leap days (Early Release Days); Full Day release, Evening classes.

Examples of book review: ***Best Practices in Gifted Education; Living with Intensity; When Gifted Kids Don't Have All the Answers.***

- Oct 1 through Oct 28th applications open for HC and QUEST programs.
- New selection criteria effective 2016 – 17 year. Updates on website.
- “Let’s Talk” feature on website to send email to the LWSD program directly.

Carol Lewis, President – Introductions and Announcements

- Speaker, Austina De Bonte, President NWGCA. “What Parents need to know about smart kids.”
- Please donate to GEAC.
- Almost \$10,000 given out for start of year grants to teachers in August.
- \$6,000 in application grants given out so far this year.
- WAETAG – all teachers at Redmond EL and two Principals are going to conference supported by GEAC funds.
- Upcoming Meetings
 - Nov 2nd – tour of parenting resources on GEAC Website.
 - Dec 7th – Susan Jackson will present: “Pursuers of Excellence – Healthy versus Unhealthy Perfectionism.”

Austina De Bonte, President of NWGCA, Presentation: “What Parents need to know about smart kids.”

- Corresponding PowerPoint can be found at:
http://www.nwgca.org/uploads/1/2/0/1/12018395/what_parents_need_to_know_about_smart_kids_2016.pdf
- Talk has been presented at various local and national conferences for GE.
- Not to assume “high achieving”

A Few Basics

- New WA state law now requires HC programs to be part of basic education. i.e. required to serve these unserved kids K-12. Law enacted with no extra funding.
- Bell Curve of IQ:
 - 85 to 115 IQ = neurotypical.
 - Mildly Gifted, Moderately Gifted, Highly Gifted, Profoundly Gifted.
- Most gifted children have **Asynchronous development:** social maturity, reading, writing, emotional maturity.
 - Do not assume high level of maturity.
- It’s more about the “highs” and not the “lows” in scores.
- Gender, socio-economic, English speaking strata – all equally likely to be gifted.
 - Hence, entrance criteria were evaluated.
 - IQ runs in families.
- Twice – exceptional = 2E
 - Can compensate for many learning disabilities
 - IQ subtest patterns can help diagnose.
 - Need to request an expert.

Dyslexia – Stealth Dyslexia

- Stealth or at reading level.
- Have more trouble writing, not so much reading.
- Reading may be at or above grade level.
- High IQ kids compensate with this very well.

Vision Processing Disorders

- Brain is not processing visual cues accurately.
- 1 in 4 kids has these issues.
- Manifest as not consistent scores on standardized tests.
- Developmental eye doctor can identify this problem only. Not your typical Optometrist.

Auditory Processing Issues:

- How brain processes what the ears hear.
- One ear “hears” a split second sooner than the other.
- CAPD Specialist can diagnose this problem.

All of the above 3 can appear as ADHD.

Emotional Life

3 Core personality traits identified by SENG (Supporting Emotional Needs of the Gifted)

- Sensitivity
- Intensity
- Perfectionism

Perfectionism – about avoiding failure or risk.

Can't make a decision

Meltdown at the first sign of trouble

Doesn't like criticism

Trouble accepting compliments – “seem to be like a lie.....”

Dwell on mistakes

Unwilling to start; afraid to try; “I don't want to....”

Challenge Cards in corner of classroom don't incentive this type of child.

Sensitivity – sensory avoiding, overstimulating

Too loud, fireworks, movies,

Disney movies can be scary.

Scratchy things – sensory.

Low pain tolerance.

Bathing /swimming are hard.

Don't like food to touch; textures; sensitive to smells.

Intensity –

Difficulty with transitions, because of intense focus.

So focused they may not “hear” you.

Competitive, best, most, fastest highest

Big focus on fairness.

Mood swings, higher highs, and lower downs.

Stubborn, strong-willed, not willing to compromise.

Reason these kids have so many things in common? Dabrowski's 5 super-stimulabilities.

- Overexcitabilities (OEs)
- Psychomotor – movement, can appear ADHD
- Sensual OE – visual, hearing, touch. Anything with 5 senses.
- Imaginational OE – Difficulty transitioning with fiction / reality
- Intellectual OE --- why, why, why?
- Emotional OE – most common.

Hard wired in CNS. Physical response. They get stimulated AND overstimulated more easily than neuro-typical population.

OE's not an accident, they support higher IQ.

Other Common Traits for Gifted Kids:

- Deep empathy for others – do not ignore it. Better to address if the kid was “at that age...” experiencing that emotion. Do not talk down to the emotion.
- For world issues, convert their concern into action.
- Imposter Syndrome – outwardly very successful, but doesn’t feel like they are the smartest... “kinda got lucky...” “They’re gonna figure it out someday.” Insecurity that they don’t live up to this persona, especially with highly successful people.
- Brain using higher levels of glucose in these kids.
Reactive Hypoglycemia. Just carbs are not enough. Protein and fat needed with every meal.

Taming the Worry Monster Slide:

Amygdala – part of brain that controls emotion.

“Boss it Back” – analogy where the amygdala is the smallest but often overrides the brain because it controls emotions. Keeping the brain fed and strong allows the brain to “boss the amygdala” back.

Executive Function:

Class of skills – Organizational and Regulatory skills

Highly linked to pruning process

Kids need additional executive function support until at least age 12 to 13.

Data suggests that we can’t expect our kids to have this type of function until closer to high school.

Need more support through School District.

Social Needs of Gifted Kids

- Interest in “stricter rules,” and “fairness”
- Interest in niche topics – ask unusual questions

How do they compensate?

- Gravitate to older kids
- Become a little adult or dumb yourself down

Social Maturity

The higher the IQ, the higher order of social order the child was seeking.

They may desire higher maturity level relationships, but may lack skills in how to develop it.

Hence, some of these children might become introverted.

Socially sensitive

- Intense response to perceived rejection
- Will need coaching

Make sure that the kids meet their true peers early on, so they don’t have to cope with asynchronous relationships later on. Help them find their tribe.

Peer Relationships:

Goal – find my tribe

3 factors for a school fit

1. Level – enrichment versus acceleration (1-2 years max)
2. Pace – fewer repetitions required in their areas of strength. 1-3 vs. 6-8 for neurotypical kids.
3. Peers – engage, collaborate, social development that is meaningful.

Grit is more important than IQ slide.

“**Effort Effect**” – kids who were told they were smart didn’t try hard next time. Kids recognized for effort did better. Takeaway: praise for effort and progress (not results).

Shocking Statistics:

10=20% of high school drop outs test in the gifted range.

18-25% of gifted learners drop out of high school.

Up to 20% of prison inmates are gifted.

Mindset – perils and promises of praise slide.

“Keep on trying....”

Takeaways – don’t praise kids for being smart. Praise effort.

IanByrd.com “*Brain is like a muscle.*”

Thomas Greenspon book – *What to do when Good Enough isn’t good enough: Getting Past Perfect.*

8:38 p.m. presentation was completed. Question Session from parents in house. Meeting adjourned at 8:58 p.m.