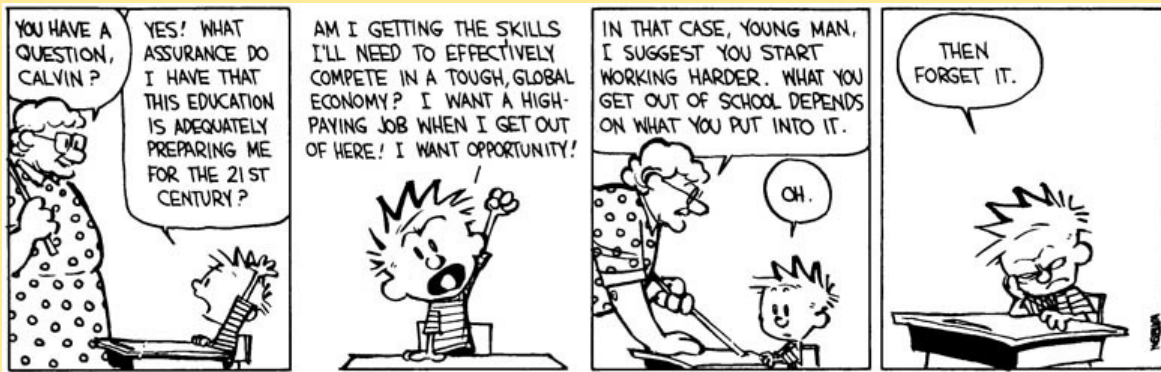




· Empower to Learn  
· Challenge to Achieve  
· Inspire to Excel

*Gifted & Talented Newsletter*

## Effort Over Outcome



Lots of ways to get info!



GT One Minute Survey

**Communication  
Preferences**

[Click here to take survey](#)

**Upcoming Events**

**Drop In Science Fair Info  
Meeting**

Drop in and get your Science Fair  
questions answered  
November 6 - 4:00-4:45 pm  
[TSD Admin Bldg](#) - Room 128

**NoCo Gifted Family  
Community Meeting**

November 7 - 6:30-7:30 pm  
[TSD Admin Bldg](#) - Aspen Room  
[Learn more....](#)

**Science Fair Forms Due**  
November 8

**We Heard You!**

Brown Bag Lunches have been a staple for learning and building a community of involved GT parents and families. However, the lunch hour doesn't meet everyone's schedule.

We will be experimenting with our monthly meeting times this year in hopes of allowing all parents to find a meeting time that fits your schedule. We have done our best to spread out our meeting times and locations to allow more parents to attend.

In addition, you will note that meetings are no longer called Brown Bag Lunches, but GT Meetups and there are monthly topics. Visit the [GT Wikispace](#) to see **What? Where? When?** the next parent event will be and to register.

**November GT Meet Up:  
Effort Over Outcome**

Here is a great little sample of what we will be discussing at our upcoming GT Meetup.

[Forms available here](#)

### GT Meetup

"Emphasizing Effort Over Outcome"

November 13 - 5:45-6:45 pm

[Truscott Elementary School](#)

### 2e Meetup

"Needs Assessment"

November 19 - 3:30-4:30 pm

[TSD Admin Bldg](#) - Aspen Room

### NoCo Gifted Family Community Meeting

December 5 - 6:30-7:30 pm

[TSD Admin Bldg](#) - Aspen Room

[Learn more....](#)

### GT Meetup

"Is IB Right for my GT High Schooler?"

Guest speaker Charmagne Braden

TSD IB Coordinator

December 10 - Noon - 1 pm

[Coyote Ridge Elementary School](#)

### TSD Science Fair

January 11 - times to be announced

[Loveland High School](#)

### GT Meetup

"Sigh...Our Scattered Kids:

Developing Executive Function Skills"

January 16 - 7:30-8:30 am

[Walt Clark Middle School](#)

### TSD Spelling Bee

January 25 - 7:30 am - 5:30 pm

[Walt Clark Middle School](#)

### TSD Mathcounts Tournament

February 1 - 8:30 am - 1:00 pm

[Conrad Ball Middle School](#)

### TSD Chess State

#### Qualifier Tournament

February 1 - 8:00 am - 12:30 pm

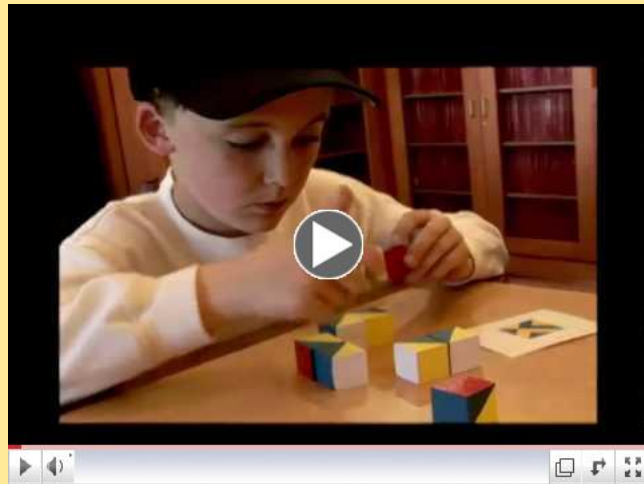
[Lucile Erwin Middle School](#)

## Upcoming Webinars

[Bulletproofing Gifted Kids: 7 Strategies that every teacher, counselor and parent needs to know](#)  
Nov. 10 - 6:30-8 pm MDT

[Growing Innovative, Introspective, and Inspiring Leaders](#)  
Nov. 5 - 5:30-7 pm MDT

[Heal the Past, Embrace the Present, Plan for the Future](#)  
Nov. 14 - 5:30-7 pm MDT



Carol Dweck: The Effect of Praise on Mindsets

## Fixed or Growth Mindset?

### Which do you emphasize more with your child?

Every so often a truly groundbreaking idea comes along. This is one. Mindset explains:

- Why brains and talent don't bring success
- How they can stand in the way of it
- Why praising brains and talent doesn't foster self-esteem and accomplishment, but jeopardizes them
- How teaching a simple idea about the brain raises grades and productivity

In a **fixed mindset**, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success-without effort. They're wrong.

In a **growth mindset**, people believe that their most basic abilities can be developed through dedication and hard work-brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities.

Teaching a growth mindset creates motivation and productivity in the worlds of business, education, and sports. [Read more...](#)

What mindset do YOU have? [Take the Quiz](#)

## Teachable Moments

Kids and adults alike have varied reactions to "getting stuck". Do they throw a tantrum? Get angry? Get anxious? Give up?

How can we help our oh-so sensitive and intense GT kiddos

## Creativity Quest

A Saturday program for students in grades 2 - 5 that develops creative and critical thinking tools in a hands-on, brains-on workshop setting.

November 2:

***Creative Thinking / Creative Writing***

December 7:

***Creative SCIENTISTS Solving Problems***

Time: 10:00 a.m. - 2:00 p.m.  
(Kids please bring a lunch)

Cost: \$20 each

Location: McKee Hall, lower level, on the UNC Campus

[Details and to Register](#)

## GT Library

Did you know that the TSD GT Department has a library of books, resources and tools for parents and teachers? [Email](#) or call Michelle Stout at 613-5057 to schedule a time to come peruse these wonderful tools for use with your students or for your own learning as a GT parent.



## Good Reads

### Beginning Readers

**Archibald Frisby**

by Michael Chesworth

### Chapter Books

**Your Mother Was a Neanderthal**

by Jon Scieszka

**Dear America Series**

by assorted authors

**The Hobbit**

by J.R.R. Tolkien

### Preteens

to stop, take a breath, and look for what, to us parents, often looks like the obvious solution?

Here is a funny little ice breaker for your conversation with your child, and [7 strategies to help your GT kids cope](#).



Stuck on an escalator

## Siblings of Twice-Exceptional Children

It can be difficult for parents to help siblings of 2e children to understand that parents are not favoring the special needs child, but that he or she truly has severe learning issues. It can seem unfair to a child when parents have different expectations for different children. Here are a few things that can be helpful:

1. Let the sibling know that you realize how frustrating this is and that it can seem that you have different standards for the special-needs child.
2. Have the sibling try writing a 1-page essay using his non-dominant hand, being told it will be evaluated for content and spelling and neatness, and see how tired he is at the end, then explain that this is how his sibling feels after many academic tasks that would be easy if he didn't have his learning disabilities.
3. Let the sibling tell you if any of the expectations you have for her seem unreasonable -- not in comparison with your expectations of her sibling, but on their own merits. If she thinks something is unreasonable, listen to her argument and see if there is any room for compromise.
4. Children with special needs often need extra attention from their parents, which can be hard on siblings. He may feel that his sibling gets all the attention and he only gets attention when he's in trouble. Try to schedule one-on-one time with each child.
5. Be sure that you are not expecting the sibling child to hide her achievements in order to keep her sibling from feeling badly.
6. Make sure that you recognize the sibling child's achievements, not just his short-comings. Otherwise, he can feel that he is in a double-bind -- he gets in

**The Lord of the Rings Trilogy**  
by J.R.R. Tolkien

### **Young Adults**

**The Odyssey**  
by Homer

### **Parents**

**When Gifted Kids Don't Have All the Answers: How to Meet Their Social and Emotional Needs**  
by Dr. Jim Delisle

**How Children Succeed: Grit, Curiosity and the Hidden Power of Character**  
by Paul Tough

### **Gifted Adults**

**The Gifted Adult: A Revolutionary Guide for Liberating Everyday Genius**  
by Mary Elaine Jacobsen

### **2c**

**Here's to Not Catching Our Hair on Fire: An Absent-Minded Tale of Life with Giftedness and Attention Deficit - Oh Look! A Chicken!**  
by Stacey Turis

trouble if he is not perfect, but does not get praise for doing well because that is what's expected of him.

*Tips for Parents: Meeting the Needs of Twice-Exceptional Children*  
Warsaw, M. Davidson Institute for Talent Development 2002

## **TED TALKS**

### **IDEAS WORTH SPREADING**



Susan Cain: The power of introverts

### **Did you know...**

#### **Underachievers Can Be Gifted, Too?**

Underachievement describes a discrepancy between a student's performance and his actual ability. The roots of this problem differ, based on each child's experiences. Gifted students may become bored or frustrated in an unchallenging classroom situation causing them to lose interest, learn bad study habits, or distrust the school environment. Other students may mask their abilities to try to fit in socially with their same-age peers. No matter the cause, it is imperative that a caring and perceptive adult help gifted learners break the cycle of underachievement in order to achieve their full potential.

### **Famous Quotes:**

**"It's not that I'm so smart, it's just that I stay with problems longer."**

Albert Einstein

### **Using Books to Build Social/Emotional Skills**

Gifted children often face social and emotional challenges that differ from those of their classmates. They need to understand and learn to cope with their differences. Here are some suggested reading selections for family reading and discussion:

**Early Elementary: Kindergarten to Grade 2**  
*Hannah*, by Gloria Whelan

Hannah is nine in 1887; she is blind, and has never gone to school. But when the new teacher, boarding at her house, asks if Hannah can go to school, her mother relents. The first day does not go

well. Carl, the oldest boy in the one-room school, teases Hannah and trips her, and she gets lost trying to find her way home alone. The new Braille device that could help her learn to read costs five dollars-too much for her parents. Then comes the potato harvest, with a prize for the person who gathers the most potatoes. The contrite Carl, who has won the prize for the last two years, has an idea that surprises Hannah.

Upper Elementary: Grades 3 - 5

*Millicent Min*, Girl Genius, by Lisa Yee

Millicent is 11 years old, will be a high school senior in the fall, and has talked her parents into allowing her to take a college course in poetry this summer. They have agreed that she will tutor Stanford Wong in English, with the hope that he can pass sixth grade and play basketball. Millie misunderstands him because she assumes that all gifted people are interested in academics. She also misunderstands her new friend Emily Ebers, neglecting to tell Emily about her outstanding academic record, and then slow to believe that when Emily learns about it she is upset not because Millicent is so smart, but because Millicent was not honest with Emily.

Middle School: Grades 6 - 8

*Fever*, by Laurie Halse Anderson

In the hot, dry August of 1793, people in Philadelphia began dying of yellow fever. When Matilda's mother is stricken and Matilda and her grandfather decide to go to friends in the countryside, they find that the city has been quarantined. They both become ill, recover, and return to a nearly deserted and anarchic Philadelphia. Matilda survives by finding Eliza, the free black woman who had cooked for her parents' coffeehouse. Finally, in late October, the frost arrives and the fever abates. On November 10th, President Washington returns to the capital city. By then, Matilda is already picking up the pieces of her life. This thoroughly researched and fast-paced novel evokes the fear and horror of the disease, but also the courage and sacrifice of people who helped each other survive.

Senior High: Grades 9 - 12

*The Gospel According to Larry*, by Janet Tashjian

In a prologue, the author is approached in a grocery store parking lot by a young man who convinces her to read the manuscript that he hands to her. What follows is the manuscript-Josh Swensen's story of how his life changed after he built a website to protest consumerism. Josh is bright and thoughtful, a critical thinker with a sense of humor and a serious goal: to make a contribution, to change the world. But the website takes on a life its own; the media frenzy tears Josh's world apart and he must re-evaluate his goals.

Source: [SENG](#)

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