

Parenting  
the  
Gifted



© Scrappin Doodles Inc.



# Learning Characteristics

- They may show keen powers of observation and a sense of the significant; they have an eye for important details.
- They may read a great deal on their own, preferring books and magazines written for children older than they are.
- They often take great pleasure in intellectual activity.
- They have well-developed powers of abstraction, conceptualization, and synthesis.
- They readily see cause-effect relationships.
- They often display a questioning attitude and seek information for its own sake as much as for its usefulness.
- They are often skeptical, critical, and evaluative. They are quick to spot inconsistencies.
- They often have a large storehouse of information about a variety of topics, which they can recall quickly.
- They readily grasp underlying principles and can often make valid generalizations about events, people, or objects.
- They quickly perceive similarities, differences, and anomalies.
- They often attack complicated material by separating it into components and analyzing it systematically.



# Creative Characteristics

- Gifted children are fluent thinkers, able to generate possibilities, consequences, or related ideas.
- They are flexible thinkers, able to use many different alternatives and approaches to problem solving.
- They are original thinkers, seeking new, unusual, or unconventional associations and combinations among items of information.
- They can also see relationships among seemingly unrelated objects, ideas, or facts.
- They are elaborate thinkers, producing new steps, ideas, responses, or other embellishments to a basic idea, situation, or problems.
- They are willing to entertain complexity and seem to thrive on problem solving.
- They are good guessers and can readily construct hypotheses or "what if" questions.
- They often are aware of their own impulsiveness and irrationality, and they show emotional sensitivity.
- They are extremely curious about objects, ideas, situations, or events.
- They often display intellectual playfulness and like to fantasize and imagine.
- They can be less intellectually inhibited than their peers are in expressing opinions and ideas, and they often disagree spiritedly with others' statements.
- They are sensitive to beauty and are attracted to aesthetic values.



# Behavior Characteristics

- Many gifted children learn to read early, with better comprehension of the nuances of language. As much as half the gifted and talented population has learned to read before entering school.

Gifted children often read widely, quickly and intensely and have large vocabularies.

- Gifted children commonly learn basic skills better, more quickly and with less practice.
- They are better able to construct and handle abstractions.
- They often pick up and interpret nonverbal cues and can draw inferences that other children need to have spelled out for them.
- They take less for granted, seeking the "hows" and "whys".
- They can work independently at an earlier age and can concentrate for longer periods.
- Their interests are both wildly eclectic and intensely focused.
- They often have seemingly boundless energy, which sometimes leads to a misdiagnosis of hyperactivity.
- They usually respond and relate well to parents, teachers and other adults. They prefer the company of older children and adults to that of their peers.
- They like to learn new things, are willing to examine the unusual and are highly inquisitive.
- They tackle tasks and problems in a well-organized, goal-directed and efficient manner.
- They exhibit an intrinsic motivation to learn, find out or explore and are very very persistent. They would rather "do themselves".



# Behavioral Overexcitabilities

## Psychomotor

Rapid speech, marked enthusiasm, fast games and sports, pressure for action, acting out, compulsive talking, impulsive actions, nervous habits, workaholism, competitiveness, compulsive organizing

## Emotional

Intensity of feeling positive and negative, emotional extremes, complex emotions, identification of others' feelings, somatic expressions (tense stomach, sinking heart, blushing), timidity, strong affective memory, fear, anxiety, guilt, concern with death, empathy, attachment, difficulty adjusting to new environments, conflicts with others over depth of relationship, self-judgment and evaluation, feelings of inferiority and inadequacy

## Sensual

Seeks sensory pleasures (smell, taste, etc), emotional tension, overeating, wanting to be in limelight, aesthetic pleasures (appreciation of beautiful things), writing styles or words



# Behavioral Overexcitabilities

## Intellectual

Probing questions, problem solving, curiosity, concentration, capacity of sustained mental effort, avid reading, detailed planning, metacognition (thinking about thinking), analytical thinking, introspection, love of theory analysis, moral thinking and development of hierarchy of values, conceptual and intuitive integration

## Imaginational

Free play, frequent use of image and metaphor, facility for invention and fantasy, facility for detailed visualization, poetic and dramatic perception, animistic and magical thinking, spontaneous imagery as an expression of emotional tension, mixing truth and fiction, elaborate dreams, illusions, detailed visual recall, fears of the unknown, tendency to dramatize



# As the parent, do you....

1. Do you answer your child's questions with patience and good humor?
2. Do you take advantage of questions and expressions of interest to guide your child into further learning and explorations?
3. Do you help develop physical and social skills as carefully as you encourage mental growth?
4. Do you help your child learn to get along with children of all levels of intelligence?
5. Do you avoid comparing your child with siblings or companions?
6. Do you show love for its own sake and not for intellectual achievement?
7. Do you set reasonable standards of behavior for your child and see that they are met?
8. Do you provide early opportunities for decision making with follow-up of learning to evaluate decisions after carrying out whatever action was taken?
9. Do you try to find something specific to praise when your child shows their work? (A generalized compliment "good" means little to gifted children.)
10. Do you help find worthwhile and challenging reading materials and television programs?



# As the parent, do you....

11. Do you provide hobby materials and books?
12. Do you find places where your child can study and work at hobbies?
13. Do you provide a place to display work?
14. Do you let your child learn about and share in some of your hobbies and interests?
15. Do you take your child on trips to points of interest?
16. Do you provide lessons and activities that are available through private groups, universities, or community organizations?
17. Do you teach you child how to budget time, organize work and improve study habits?
18. Do you help your child make plans and decisions?
19. Do you give your child increasing independence as the ability to handle responsibility increases?
20. Do you provide household responsibilities and other tasks suitable to your child's age level?