The physical act of turning the calendar page to a new year can create a sense of new perspectives and new possibilities…and perhaps sparks us to take a look at our situation through a different lens.

This month, Sue Jeweler and Linda Barnes-Robinson provide a timely metaphor to use when working with gifted children at home, school, and in the community. By helping them see the world through a different lens, gifted children can think outside their box. Their kaleidoscope of options, along with sample scenarios and scripts, will appeal to parents and teachers alike as they nurture gifted children in 2015.

Sylvia Yamada also introduces us to a different perspective: gifted students known as “Third Culture Kids” who move between their country of origin and other countries, spending school time in each. Sylvia opens our eyes to the needs and challenges of reintegrating into one’s former culture…and how parents can evaluate academic options available to them wherever they are. Her questionnaire rubric is one that could easily be modified for parents investigating alternative programming options for their high-ability child.

Lastly, this month’s “ABCs of Gifted” column by Dr. Joanne Foster focuses on the letter T, offering “Tips for Working with Teachers”—a must-read for parents midway through their gifted child’s academic year. As is typical, Joanne’s terrific tips teach us traits to tap and things to try for building trust and teamwork with our children’s teachers.

Happy New Year!

Kathleen Nilles, Editor-in-Chief
Parenting for High Potential
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Meeting the needs of gifted students is challenging even in traditional contexts and settings. Well-known issues include a limited choice of schools, underrepresentation of certain populations, and, often, the lack of facilities and support for high-ability students. Imagine, then, the further complexities of high-ability Third Culture Kids (TCKs) whose lifestyles are marked by mobility and transitions across multiple continents and cultures.

I first heard the term “Third Culture Kids” (TCKs) during a talk given by cross-cultural transition consultant Libby Stephens at the international school my sons attend here in Sao Paulo, Brazil. Initially, I thought that my children’s multicultural ancestry and background—with a Filipina mother and Japanese-Brazilian father—automatically qualified them as TCKs. However, I learned later on that it was actually their immersion in American culture during my husband’s 3-year job assignment in the U.S., and the possibility of other future international postings, that made them TCKs.

TCKs are defined as children who spend a significant period of their developmental years in a culture outside their parents’ passport culture(s) and are typically children of international business people, foreign service staff, military personnel, and missionaries.1

My sons, like other TCKs, are being raised in a genuinely cross-cultural and highly mobile world as they themselves or the people around them regularly come and go.2 Unsurprisingly, they have shown signs of developing typical TCK “kaleidoscopic identities”3 due to their exposure to various peoples, cultures, and languages, as well as their shared sense of belonging “nowhere and everywhere,” their reliance on strong family ties, and the role of language in their acculturation and identity development.

Selecting the Right Educational Setting for High-Ability TCKs: A Mother’s Perspective

By Sylvia Yamada
When it was time to move back to Sao Paulo, our three years in
the U.S. and my children’s experience with the U.S. public school
system made such a big impact on our family that the Brazilian
private school they used to attend was not an automatic option.
This was consistent with studies that show how the new degree of
cultural layering can make it extremely difficult—or even impos-
sible—for some TCKs to return to their home country’s educa-
tional system.4

What about the children who are TCKs and high-ability stu-
dents? Both my children are TCKs and high-ability, with the
younger one identified as exceptionally gifted while we were in
the U.S. In order to select the right educational setting for our
children, our family had to look at their needs through the over-
lapping lenses of their two realities: as gifted/high-ability students
and as TCKs.

This was something we did instinctively, even though at that
time, we barely knew anything about gifted education and had
not even heard the term TCK. Our approach then was, coinciden-
tially, similar to the dual multicultural lens and gifted lens Venn
diagram perspective used by Donna Ford and Tarek Grantham
when they examined the 2010 NAGC Gifted Programming Stan-
dards to develop and present “The Ideal: Merging Gifted Educa-
tion and Multicultural Education Standards.”5

In selecting the right educational setting for high-ability
TCKs, parents should consider how the learning environment
can address commonalities between gifted students and TCKs,
including their:

• Feelings of alienation in typical school environments
• Honest sharing of knowledge or experiences mistaken for brag-
ging (causing TCKs to talk less about themselves or hide details
about their lives)
• Encounters with teacher duality (teacher either rewards or pun-
ishes students for their advanced knowledge)
• Developmental trajectories different from the norm
• Stronger reliance on close family relationships than peer rela-
tionships in school settings.6

Parents should also consider the differences among school
systems in different countries and examine the total approach to
education in any system of schooling, not merely the academics.
Styles of discipline, teaching, and grading can vary widely from
one culture to another.7

TCKs are defined as children who spend a significant
period of their developmental years in a culture outside
their parents’ passport culture(s) and are typically
children of international business people, foreign service
staff, military personnel, and missionaries.1
Another factor to consider is resilience. Research has found that many gifted children are resilient, with TCKs also typically resilient and adaptable as a result of the transitions they experience in life. Therefore, it’s important to find a school that encourages students to monitor their progress toward their goals and develop resilience and self-perception in the process.

With so many factors to consider, our family arrived at a decision on which educational setting was right for our children by asking ourselves several key questions that, although were not easily answered with a resounding “yes” or “no,” helped us put our priorities in perspective and facilitate our decision-making.

I developed a list of questions based on my family’s experience and literature I read, concentrating on primary themes to consider in choosing the right educational setting for high-ability TCKs (See page 5). Though these questions sprung from my family’s particular context, most of them are applicable to other families with high-ability TCKs, whether assigned to a foreign country or repatriating, and whether a gifted program is available or not.

The questions can be tailored to individual needs by adding or modifying them. Because each of us value some concerns more than others, parents can also customize the tool by ranking questions or giving them “value points” according to how they see fit.

In our case, the questions helped us limit our choices to an international school and a Brazilian private school; despite the high costs, we chose the former. The possibility of another international assignment had a significant impact on our decision.

Given our context, we did not seriously consider online learning or homeschooling, nor was boarding school really an option. In the end, some sort of objective rubric helped assure us that we made an informed decision. I hope this will help other parents, too.

Resources

Books

Websites
Libby Stephens: Humanizing the Transition Experience
http://www.libbystephens.com/
TCK Academy’s Expert Interview Series
http://tckacademy.com/class/
TCK World: The Official Home of Third Culture Kids
http://www.tckworld.com/

Author’s Note
Sylvia Yamada is scheduled to complete her M.Ed. in Educational Psychology, Gifted and Creative Education from the University of Georgia in Spring 2015. She also has bachelor’s degrees in Management Economics from Ateneo de Manila University, Philippines and as a Monbusho (Japanese Government) scholar in Cross-Cultural Studies from Kobe University, Japan. A TESOL certified teacher fluent in Filipino, English, Portuguese, and Japanese, she is originally from the Philippines and currently teaches part-time at an international school in Sao Paulo, Brazil where she lives with her husband and two sons.

Endnotes
Choosing the Right Educational Setting for Your High-Ability TCK

Editor’s Note: This questionnaire was designed by the author as a tool to help evaluate academic options for children who are considered Third Culture Kids (TCKs). It has not been vetted via a research study, but is offered as a means to illustrate how parents can create their own rubrics and the types of questions parents might ask when exploring schooling options for their children. Educational settings may include local, international, boarding, online, and home schools.

1. Does the school provide a challenging academic environment through enrichment & acceleration?

A. Does it provide any of the following curricula options to accommodate a gifted learner: International Baccalaureate (IB), Enrichment Triad Model (ETM) of the Schoolwide Enrichment Model (SEM), Parallel Curriculum Model (PCM), Autonomous Learning Model (ALM), or Incubation Model of Teaching (IMT)?
B. Are high-ability students’ needs being met in the classroom through differentiated instruction, flexible grouping, enrichment clusters or some other method?
C. Do students have the opportunity to pursue their interests through independent study or problem-based learning?
D. Are they being engaged in authentic, 21st century learning and developed as creative, critical thinking individuals who can work in a collaborative setting?

2. Does the school educate the “whole child,” addressing their gifted-TCK dual realities as well as cognitive & affective needs?

A. Are there activities that nurture students’ dual realities of giftedness and TCK experience?
B. Are there school-wide cultural events that celebrate and promote the community’s diversity?
C. Can students engage in service learning and outreach initiatives to develop high-ability TCKs’ cross-cultural and social awareness and understanding, both on a local and global scale?

3. Does the school offer a culturally and linguistically responsive and nurturing curriculum?

A. In schools where English is the medium of instruction, is there support for high-ability TCKs who are also ELLs (English Language Learners)?
B. In schools where the medium of instruction is a foreign language for the student, is there foreign language support available?
C. Does the medium/language of instruction allow your child to have an optimal learning experience and fully develop his/her potential?
D. Does the curriculum allow high-ability TCKs to develop and optimize their bi- or multilingualism and advanced knowledge/understanding of and experience with various people and cultures?

4. Does the school support high-ability TCKs’ mobility & transition?

A. Is there a system that supports high-ability TCKs’ learning and performance when they need to be out of the country for personal reasons—such as renewing visas and/or attending family events or emergencies in their passport countries?
B. Is there a system in place to support the transition of newly arrived students and families, those who are preparing to leave for good, and those who will be left behind?
C. Does the curriculum allow for continuity and/or facilitate transition into another school system or country?

5. Are the school’s mission and philosophy aligned with your family’s values?

A. Are you confident in the school’s influence on your child’s holistic development?
B. Does the school promote attitudes and values that your family believes in and upholds?

6. Is it a financially viable option?

A. Can you afford the tuition fees?
B. Does the sponsoring organization provide assistance? (Partially or in full? For how long?)
C. Do the fees already include extracurricular/afterschool activities, field trips, materials & supplies, etc.?
D. Bottom line: Do you think it’s worth it?
Steve Jobs once said, “Part of the reason we model our computers on metaphors like the desktop is that we can leverage the experience people already have.”\(^1\) Metaphors, which make implied comparisons between two unlike tangible or intangible objects,\(^2\) can also serve as powerful teaching tools for gifted and high-ability children.

Perhaps you’ve heard the phrase “seeing the world through a different lens,” which suggests the importance of taking a new perspective or different viewpoint. Those who wear prescriptive eyewear can easily relate to how their world is instantly changed from blurry to clear by the simple act of putting on their specs or a “different lens.”

When parents and teachers help gifted kids use the metaphor “learning through different lenses,” amazing things happen: Horizons open up. Ideas are focused. Thoughts are magnified and clarified. They see the big picture. Metaphoric thinking offers new and exciting ways to see the world.

**A “Frame”work for Teachers and Parents**

In 1985, Edward de Bono wrote the book *Six Thinking Hats* as a resource for the business community to help people become better thinkers.\(^3\) The training exercise he developed had participants wear different colored hats, each color representing a different kind of thinking. All kinds of thinking were valued, and by wearing the hats, participants were able to focus and re-direct their thinking as needed. We found that twice-exceptional students also responded to this strategy in the summer programs and self-contained classrooms in the school district that we served.

As co-authors of *Smart Kids with Learning Difficulties* and *101 School Success Tools for Smart Kids with Learning Difficulties*, we explored issues in the social-emotional realm including the use of metaphors as a way to help kids see a variety of perspectives academically and in real-life and real-world situations. We were inspired with the students’ successes so, when introducing mediation and conflict resolution skills to the children, we created a “lenses” tool to create new ways of seeing and understanding one another.

**Why Do We Need Lenses?**

Viewing the world through different lenses provides significant benefits. Lenses help us look beyond our own experiences and be aware of how our experiences affect what we see, hear, think,
and believe. Lenses can reframe and transform dysfunction into appropriate behavior and habits.

When Do We Change Lenses?
There are a multitude of reasons for why we might need or want to “change lenses.” Whether adult or child, a new perspective allows us to:

• Better understand ourselves  
• Solve a problem  
• Reach a goal  
• Overcome failure, sadness, emptiness  
• Understand  
• Grow stronger  
• Be smarter  
• Improve relationships  
• Give us more options, more choices

Learning through Different Lenses
“Learning through different lenses” can be used in any setting—at school, home, and beyond.

At School
By using different lenses, students can comprehend, analyze, apply, synthesize, and evaluate concepts, content, processes, and products across the entire curriculum, in any subject. They can also address peer and adult relationships in the school setting (e.g. conflict-resolution strategies). By using different lenses:

• Teachers can plan and implement instruction, analyze data to differentiate instruction, choose appropriate accommodations

Adults can use this discussion guide to acquaint children with the “learn through different lens” metaphor and help them understand how it applies to real-world situations:

1. Define the term “metaphor.”
2. Introduce glasses with lenses as a metaphor for viewing the world with a variety of perspectives. (Lenses come in various forms to help you see: eye glasses, contacts, microscopes, telescopes, swim goggles, snow goggles, protective glasses, sunglasses.)
3. Brainstorm ways real eyeglass lenses can be changed to alter how one sees (magnification lenses, colored lenses, etc.).
4. Discuss how each of the brainstormed lenses can alter the way a person sees.
5. Brainstorm ways a metaphorical pair of eyeglasses can be changed to alter one’s perspective.
6. Identify specific instances that each of the metaphorical glasses can alter how one sees real-life, real-world situations.
for students with special needs, and find successful conflict-resolution strategies with students.

- **Students** can complete an assignment, be supported in problem-solving, have a successful experience when working with others on group projects, and shape effective study skills.
- **Parents** can see strengths and needs in the child, to help when working with a child on homework, providing information that can be shared with teachers, and choosing effective activities for the child.

**At Home**

Using different lenses, learners can see and understand a variety of perspectives within the family:

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**Powerful teaching tools**

Parents and teachers can use this script to help children understand how looking through a different lens will help them obtain a different viewpoint to solve problems, both in the academic and social-emotional realms.

What would an artist do if she was painting a picture and realized something was missing? She would look for the missing piece and, when she found it, would add it to her painting. Or, what would a master carpenter do if, while building something in his workshop, he ran into a problem that stopped him in his tracks? He’d look for the right tool to solve the problem or invent a tool to solve the problem.

What would you say if I asked if you’d like to learn how to use a tool that would enable you to see things differently than you’ve ever seen them before? What would you say if I told you this might cause you to then think and do things differently at school, at home, and in the community?

Does this kind of change seem silly, scary, or even impossible? Do you wonder why you’d need such a tool? Well, the artist and the carpenter used different lenses to see things and then do things from another point of view. Just like them, kids, teachers, and parents can use different lenses for thinking and doing just about anything. We can learn to use different lenses to see and understand beyond our own experiences, and learn to be aware of how our experiences affect what we see, hear, think, and believe.

**How can I see more clearly?**

Adults put contact lenses in their eyes after getting up in the morning. People put on glasses to read the newspaper. We use magnifying glasses to make images bigger when we want to see detail. When we want to see more than a two dimensional picture, we put on our 3D glasses. The lenses we look through determine what we see or don’t see. So, how can each of us see more clearly? Or, said a different way, how do we know which lens to use at any given time?

To answer this question, there are some things we all need to know first. We need to know a lot about ourselves, because we’ll better understand what lenses will give us the information we’re missing or looking for. A lens gives us another perspective so we can better understand what we’re trying to learn about.

Sometimes a lens will stop us in our tracks, because we see something or learn something for the first time so clearly that we have never seen before! When this happens, we may wonder how we have missed something so important for so long. Maybe this happens as we grow up. Or, it’s because we’ve read about something, talked with someone who we care about, or studied something that excites us. Whatever it is, we need to be ready for these moments whenever they come our way, so we can build upon them. And that means the more lenses we have available in our toolbox, the better.
**powerful teaching tools**

- **Children** figure out ways to get along better with siblings or learn to be good listeners and negotiators.
- **Parents** learn new and creative ways to teach, understand, and discipline children. They become better listeners, and praise and reward effort.
- **Teachers** better understand the home dynamic in order to have more complete information to appreciate the whole child.

**Beyond School & Home**
Using different lenses, learners can see and understand a variety of perspectives within the community:
- **Teachers** can tap into community needs, know children's

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**Different lenses**
help us make better choices because they give us multiple ways to solve a problem, deal with adversity, or help a friend.

Following are three ways to use different lenses to avoid the danger of the “single story” or the “only one answer” approach to solutions.

**Scenario A: The child needs help analyzing a social/emotional situation.**
- Use the framework for “learning through different lenses” as an introduction to the metaphor concept.
- **Define Triggers**
  Verbal and non-verbal actions can stimulate confrontation with another person.
  **Example of Verbal action:** Get out of my face!
  **Example of Non-verbal action:** Holding up a fist.
  1. Ask students to list words that trigger a negative response and can cause conflict in their lives.
  2. Ask students to list non-verbal actions that trigger a negative response and can cause conflict in their lives.
  3. Discuss how students can recognize their own triggers.
  4. Discuss how students can recognize triggers in others.
- **Define Warning Signs**
  Body responses to triggers can be important warning signs.
  **Examples:** face gets red, breathing quickens, muscles tense, hands clench
  1. Ask students to list warning signs in themselves.
  2. Ask students to list warning signs in others.
- **Define Coping Mechanisms**
  Actions we take to increase the time between a trigger and our response to the feeling of anger.
  **Examples:** Count to 10, walk away, and ignore others’ verbal and non-verbal responses

**Scenario B: The child doesn’t clean his room when told to by parents.**
- Ask the child to “look through a different lens” and brainstorm the issue of cleaning his room from each perspective: the parent and himself. Record answers for why the parent wants him to keep his room clean; ask why the child does not see a need to clean his room. Discuss the different perspectives.
- After a discussion, create a plan that addresses the issue so that a compromise can be reached. (For example, schedule days during the week that the room is cleaned and days when the door to the room is closed.)

**Scenario C: The child has a differing opinion from her coach. The child does not want to sit on the bench and, instead, wants to play the entire game.**
- Ask the child to “look through a different lens” at each side and brainstorm the issue of “sitting on the bench” from each perspective: the coach and herself. Record answers. (For example, the child says she is a better player than the other kids. The coach says it is his job to give other players a chance to learn skills and apply them during a game.)
- Analyze how, with a different lens, the child was able to understand the coach’s perspective.

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strengths and interests, and help engage parent participation.

• **Students** gain a deeper appreciation for school surroundings and the greater community.
• **Parents** connect with the child’s teachers, class, and school projects to stay connected to the school community.

**Conclusion**
The “learning through a different lens” metaphor can be effectively and efficiently transferred and applied to any situation. The framework provides a straightforward, multi-step process that can be taught to and learned by all.

When teachers, parents, and students “look through different lenses,” they activate their analytical, critical thinking, creative thinking, and problem solving skills. Lenses provide a different perspective so we can understand how we view the world, how others view the world, and how our behavior affects others. These different perspectives enhance curricular connections and social/emotional well-being. The questions asked during the process of “putting on different lenses” provides a structure for thinking. When answering questions, one enters into discussion with self and others that provides vision, perspective—and perhaps even a paradigm shift.

**Resources**

**Authors’ Notes**
Sue Jeweler, a retired teacher, has been a consultant to the John F. Kennedy Center for the Performing Arts, the Smithsonian Institution, National Geographic, and Street Law. She has co-authored numerous journal articles and over 40 books. She is the recipient of the prestigious *Washington Post* Agnes Meyer Out-
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standing Teaching Award. She co-established Creative Family Projects whose most recent projects are *Mommies and Daddies in Jail* and *Mommies and Daddies in Prison*. For her work on behalf of children with an incarcerated parent, she was nominated for the 2013 White House “Champions of Change” award.

Linda Barnes-Robinson has devoted her professional life to advocating for children and families. She worked to establish one of the first comprehensive programs for Gifted/Learning Disabled Students (Twice-Exceptional) in the nation. She is a nationally recognized trainer and educational consultant in gifted identification, gifted/learning disabled programs and conflict resolution education. She has co-authored and edited numerous books, articles, manuals and curriculum documents, including her latest book, the best-selling *Smart Kids with Learning Difficulties*. She received her master’s degree from The George Washington University and a Post-Graduate Certificate in Family Mediation from The Catholic University of America.

**Endnotes**


They paved the way ... and you let them know how much it meant.

**Honor a Teacher/Mentor Program Generates More than $2,500**

Thank You! to all those donors who honored a teacher, mentor or gifted education leader with a gift made in their name to the 2014 Annual Fund:

- Laura Beltchenko, in honor of Catherine Brighton, Ginny Burney, Brian Housand, Tonya Moon, Sandy Kaplan, Jonathan Plucker, Joyce VanTassel-Baska
- Sue Burgard, in honor of George Betts
- Pamela Clinkenbeard and Dr. Lori Flint, in honor of Dr. Mary Frasier
- Diane Gardner and Jacob Haun, in honor of Shelly Eye
- Julie Gonzales, in honor of Valerie James and Roberta Reed
- Erin Gribben, in honor of Paula Haynes
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- Ann Robinson, in memory of Abraham Tannenbaum
- Christina Russell, in honor of Libby Craig
- Bob Seney, in memory of Maurine Tunnell
- Nick and Pauline Toews, in honor of Cynthia Rhodes

The following individuals made contributions in recognition of Jill Marie Olthouse, who passed away in May 2014. Dr. Olthouse requested that memorials be made in her name to NAGC.

- Nancy Susan Bakaitis
- Patricia Coon
- Donna Marie Kaufman
- Karmen Lauth
- Sung Hee Lee
- Patricia Luther, New Life Assembly of God
- Neil Punsalan
- CJ Barnes Rowland
- J. Eric and Lucretia Vandemark
- Shirley Winch
- Mariann and Charles Young

If you would like to recognize a special teacher, mentor or NAGC leader who had a positive impact on you or your child, please show your appreciation by making a tax-deductible gift in their name that will further NAGC’s work in 2015 and years to come.

Contact NAGC at 202-785-4268 or give online at www.nagc.org/donate
ABCs of Being Smart: T is for Tips for Working with Teachers

By Dr. Joanne Foster

For parents of toddlers to teens—here are some time-tested tips.

Traits to Tap
When meeting with teachers to strengthen home and school connections or resolve any issues, it’s best to be as open and positive as possible. Be:

• Thankful—Convey gratitude for the work teachers do.
• Thorough—Do your “homework” and get the facts straight before confronting the teacher about issues having to do with your child.
• Thoughtful—Give preliminary thought to what you think might work to improve any specific difficulties and also build bridges with the school—and be sure to listen thoughtfully to the teacher’s ideas and responses to your questions and suggestions.
• Truthful—Be honest about any concerns you might have, and why they matter.
• Tough—Maintain resolve, but do so while being mindful of the perspectives of others (e.g., tenacity in moderation).
• Timely—Be considerate of people’s busy schedules, and strive to find convenient, appropriate times for conversations with the teacher about what you think requires addressing.
• Tactful—Watch your tone, written communication, words, and body language, all of which convey messages.

• Tranquil—Adopt a calm, diplomatic approach that will help drive momentum forward (because tension is counterproductive).

Things to Try
Teachers typically have a “toolbox” of top strategies they use to help make their classrooms welcoming, effective learning environments. Here are suggestions for parents who want to fortify the contents of any such toolbox. Add:

• Trust—Let teachers, counselors, and school administrators know that you have confidence in them, and in everyone’s ability to work collaboratively. Confidence is empowering.
• Teamwork—Bring your strengths and viewpoints to the table, tie them constructively to others’ contributions, coordinate efforts, and thereby develop a shared ethic.
• Trailblazing—Be creative; think in new and innovative ways.
• Tracking—Keep an ongoing record of your child’s accomplishments so teachers can build on what’s known.
• Talk—Facilitate more discussion, dialogue, and sharing of ideas.
• Training—Advocate for additional teacher training opportunities. (For instance, professional development on differentiating programming for gifted/high-ability learners, or workshops on promoting inquiry-based learning, or…)
tips, tips, and more tips

• **Tasks**—Suggest ideas for activities and learning experiences that relate to your child's particular interests, including those in non-curricular areas.
• **Thinking skills**—Help children develop their creative and critical thinking skills. (There are lots of exciting programs for this online and elsewhere.)
• **Technology**—Find out what's of-the-moment, and how it can enhance learning and teaching—at home and at school.

**Turbulence and Transition Times**
Sometimes problems arise, requiring parents and teachers to strategically focus on improving the status quo for a child. The approach will depend on circumstances, but here are some tactical measures to consider. **Prepare to:**

• **Troubleshoot**—Help to determine the source or causes of a problem. (Sometimes what underlies a problem is temporary, tangential, or simple to address. Sometimes it’s more complex.)
• **Tolerate**—Show patience, and a willingness to chat, weigh alternatives, and possibly compromise; avoid coming across as unyielding, confrontational, short-tempered, or disrespectful.
• **Tweak**—Take it one step at a time; don’t attempt to fix everything all at once.
• **Twist, Turn, Try**—Be amenable to looking in different directions—such as consulting with different people, considering different resolutions, and exploring ideas from different contexts.
• **Tread carefully**—Be part of the solution, not part of the problem.
• **Target**—Find out what’s really at issue, what’s already been done to address it, and what you can do to help—today, tomorrow, and beyond.
• **Triumph**—Remember that when troublesome situations occur, parents, teachers, and children can work together toward transforming turmoil into a triumphant tour de force.

**Author’s Notes**
**Joanne Foster, Ed.D.** is co-author (with Dona Matthews) of *Beyond Intelligence: Secrets for Raising Happily Productive Kids* (2014, Anansi) and the award-winning *Being Smart about Gifted Education* (2009, Great Potential Press). As a parent, teacher, consultant, researcher, and education specialist, Dr. Foster has more than 30 years of experience working in the field of gifted education. She teaches at the Ontario Institute for Studies in Education at the University of Toronto, and writes and presents extensively on a wide range of topics at conferences and learning venues across North America. Her book *Not Now Maybe Later: Helping Children Overcome Procrastination* (Great Potential Press) will be released in early 2015. Visit her website at www.beyondintelligence.net or email at joanne.foster@utoronto.ca.

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**What is your child doing this summer?**

Visit the [*NAGC Gifted and Talented Resources Directory*](http://giftedandtalentedresourcesdirectory.com) today to discover exciting summer opportunities for your gifted child. Find cultural immersion, advanced mathematics, science exploration, wilderness skills programs, and more.

No matter what your child’s interests, you’re sure to find something that fits!

Check it out today at [http://giftedandtalentedresourcesdirectory.com](http://giftedandtalentedresourcesdirectory.com)