a note from the editor

One of my favorite rituals in the late summer is the annual shopping spree for selecting new supplies, lunchboxes, and backpacks to help ring in the new school year. Watching bright, eager faces comb rows of shiny new supplies warms my heart and harkens fond memories to shopping with my own mother back in the day.

While we tend to focus on our children’s needs, it occurred to me that as the new school year begins, parents, too, need to equip themselves with a new toolbox of information to guide, support, and advocate for their high-ability child in the coming days and months. Parenting for High Potential is that toolbox.

This back-to-school issue of Parenting for High Potential offers parents a potpourri of school-related topics that will help parents navigate the school year ahead. From decoding testing and assessments to exploring a new model for parent-teacher conferences, this issue sheds new light on traditional topics from the gifted learner perspective. Also, this month’s social-emotional column focuses on the importance of creating experiences to let our children fail safely in order to foster resilience and perseverance.

And, if you haven’t visited www.nagc.org lately, I encourage you to spend time exploring our recently revamped site. It’s chock-full with NAGC standards, position statements, resources, and articles to help navigate topics of diversity, Common Core, twice-exceptionality, and advocating within the school or classroom. While you’re on Facebook, be sure to “Like” the NAGC Parenting for High Potential page. We’re working hard to deliver content in the ways you want to receive it.

Best wishes to you and your family for a stimulating and rewarding school year!

Kathleen Nilles, Editor-in-Chief
Parenting for High Potential
What’s in Your Parenting Backpack?

Just as our children’s backpacks are teeming with shiny new supplies and books, parents also need their own supplies to help navigate gifted waters during the upcoming school year.

From Common Core to advocacy, be sure to take a look at these resources that every parent needs to have in his or her back-to-school backpack.

Common Core

Teaching Children Self-Advocacy

Back-to-School Tips
Social-Emotional Needs

Coming this fall, be on the lookout for free-to-member Webinars on Wednesdays (WOWs). This year’s lineup focuses on a wide range of subjects, including a webinar by George Betts, NAGC president-elect, and Tracy C. Missett on “The Social and Emotional Lives of Gifted Students.” Go to www.nagc.org for dates and times.

NAGC is making content easier to access with new e-books, published under the brand NAGC Select. Check out Tracy Missett’s just-released The Social and Emotional Characteristics of Gifted Students at www.amazon.com for additional social-emotional resources.

Classroom Advocacy

• Schader, R. & Eckert R. (2006). What do we need to know about children who have already mastered pre-school or kindergarten skills prior to entering the classroom? Connecting for High Potential (Issue 3). http://bit.ly/1oAmDnD

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To access digital issues of Parenting for High Potential, visit http://nagc.org/resources-publications/nagc-publications/parenting-high-potential
Intelligence, IQ, Tests, and Assessments: What Do Parents Need to Know? What Should They Tell Their Kids?

By Dona Matthews, Ph.D. and Joanne Foster, Ed.D.

As the school year begins, so begins another season of testing. Embarking on the standardized testing process often leads parents of gifted children to other questions about intelligence, tests, and assessment practices. What is intelligence? Do IQ tests measure it? Are there better ways of deciding who needs gifted programming? What can parents request by way of results and their interpretation? Should parents tell their children about their test results?

Parents whose children attend public school know that most gifted testing and assessments are managed by the school or district. Those seeking private school or alternate programming options may need outside tests in order to qualify for specific gifted programs.

Specifics can be confusing—answers to these questions can inform parents in securing the best possible educational opportunities for their children.

Before we address these questions, it’s important to clarify the difference between tests and assessments. An assessment is a comprehensive study of a person’s strengths and weaknesses, using a variety of approaches, including tests, inventories, questionnaires, interviews, observa-
What Is Intelligence?
Here’s a perspective based on evolving findings in neuroscience and cognitive psychology:

Intelligence is the ability to understand complex ideas, adapt effectively to the environment, overcome obstacles, engage meaningfully in various forms of reasoning, and learn from experience. It develops incrementally in various forms of reasoning, and varies across time, situations, and domains.1

Current research shows that intelligence is far more dynamic, accessible, and vibrant—and less mysterious—than people once thought.

Parents can actively:
• Nurture their children’s abilities by helping them discover interests and engage in more compelling challenges.
• Foster their children’s creative and critical thinking skills, and ensure they’ve ample time for independent play and quiet reflection.
• Help their children understand their capabilities and responsibilities so they’re better equipped to build their own intelligence, skill sets, and social and emotional strengths.

Parents who are collaborative and informed advocates are well positioned to enable their children to engage in healthy intelligence-building across many different areas from toddlerhood through the teenage years.

Do IQ Tests Measure Intelligence?
There are many tests that provide an intelligence quotient (IQ). The most valid and reliable are administered one-on-one by psychologists. They assess vocabulary, general knowledge, different kinds of reasoning, and short-term memory—all of which contribute to academic learning.

Current research has found there are limitations to IQ tests.2 These factors should be taken into consideration when using IQ tests as a measure for identifying gifted and talented students:

Scoring. An IQ score that’s very high can confirm a child’s need for gifted education, but a lower score doesn’t necessarily mean a child wouldn’t be well placed in gifted programming. A lower score can reflect a problem at the time of testing (e.g., illness, emotional concerns, hunger), a creative or contrarian attitude, test anxiety, language barriers, or other reasons children don’t demonstrate the best or most of which they’re capable.

Narrow Range of Skills. A serious concern with using IQ testing as the sole measure of potential is the narrow range of skills evaluated. Many important dimensions of real-world functioning are barely touched on, including social and emotional abilities, creativity, motivation, drive, and persistence. According to what’s known about how intelligence develops, it makes better sense to say, “Her mathematical and scientific reasoning skills are highly advanced for her age,” than, “She’s highly intelligent.”

Intelligence is Not Static. Assessment practices often assume that intelligence is stable—but it’s not. Researchers are discovering more and more about how the brain works, and how abilities develop. Intelligence changes with motivation, effort, and opportunities to learn. A one-time IQ score is not a predictor of future competence or success.

And for many reasons, the younger a child is when he’s assessed, the more likely it is that his scores will change substantially over time.3 Alfred Binet, a pioneer in intelligence testing, recognized the changeable nature of intelligence long before today’s findings on neural plasticity (the way the brain changes and develops in response to experience): “With practice, training, and, above all, method, we manage to increase our attention, our memory, our judgment, and literally to become more intelligent than we were before.”4

Diversity Differences. Another important criticism about IQ tests concerns the persistent differences in scores across race, geography, and socioeconomic status. These differences reflect many factors that are unrelated to intelligence, including differences in test-taking sophistication, and opportunities to learn the kinds of things included in IQ testing.5 The IQ and learning gaps also include real differences in past and current intellectual challenge and stimulation.

Are There Better Ways than IQ to Decide Who Needs Gifted Programming?
An intelligence test score may provide clues about a child’s educational needs but this should be taken into consideration in conjunction with other sources of information.

Parents with concerns about whether their child’s learning needs are being met sometimes ask for a gifted assessment. They may request this at their child’s school or through private consultation with a psychoeducational consultant. However, a solid starting point in most situations is to work with their child’s
classroom teacher. It can be beneficial to ask the teacher these three practical questions:
• “What are my child’s areas of strength and weakness?”
• “What does she need right now in order to be both challenged and supported in her learning?”
• “How can I help?”

The best way to answer these questions is to be strategic, thinking about them one at a time and in relation to the child’s (1) academic achievement, (2) reasoning ability, (3) interest, and (4) persistence, as each
(Continues on p. 8)

Testing Tips

While most gifted professionals agree that test scores should not serve as the sole source of identification for high-ability learners, the fact is that tests and assessments are still administered in some districts, schools, and gifted programs. Here’s a quick look at some of the common vernacular to help parents better navigate the testing waters.

Tests vs. Assessments

An assessment is a comprehensive study of a person’s strengths and weaknesses, using a variety of approaches, including tests, inventories, questionnaires, interviews, observations, and reports from others. A test—an IQ test, a math test, a hearing test—is just one component of an assessment. Tests yield scores, whereas assessments yield findings and recommendations.

Tests are sometimes used as benchmark requirements for entrance into specific programs or if a discrepancy in learning is suspected. However, tests often exclude underserved gifted students who are English Language Learners (ELLs), disabled, or from minority or low-income backgrounds; particularly if the test uses academic language at levels inconsistent with how they think.

A comprehensive evaluation strategy—where academic and ability test scores are accompanied by a variety of other developmental, performance, psychometric, and sociometric sources of information—is the best way to ensure no high-ability, creative, or task-committed learner is overlooked.

Types of Tests

Achievement Tests

Achievement tests determine what the students already have learned and if they are more advanced than their grade level peers. They may be academic-specific (i.e. Math or Language Arts) or standardized tests (such as SATs, ITBS, SRA, and MATs). These assessments should not have a ceiling so students are able to show all of what they know. Tests specifically designed for the gifted population include Test of Mathematical Abilities for Gifted Students or Screening Assessment for Gifted Elementary Students (SAGES).

Ability Tests

Intelligence quotient (IQ) or cognitive abilities tests are sometimes used to provide information on strengths and weaknesses in the intellectual domain.

Some tests are visual, some are verbal, some tests use abstract-reasoning problems. Others focus on arithmetic, spatial imagery, reading, vocabulary, memory, or general knowledge.

However, IQ tests are not as helpful in identifying someone with creative, leadership, or other abilities.

Sample Tests of Cognitive Ability*
• CogAT
• Otis-Lennon
• Henmon-Nelson
• Naglieri Nonverbal Ability Test
• Raven’s Progressive Matrices
• Stanford-Binet Intelligence Scale
• Wechsler Intelligence Scale for Children
• Woodcock-Johnson

*This is not an exhaustive list, but rather a sampling of the types of tests often administered.

When to Test

IQ tests were originally designed to understand an individual child’s learning problems. They can be useful when a child experiences learning problems that interfere with her ability to do well on classroom tests or other measures of academic achievement. Some gifted programs still require IQ tests as a benchmark requirement for admittance, however, experts caution against using an IQ test as the sole criteria.

While experts have differing opinions on whether to test young children, researchers generally agree that it is difficult to make accurate IQ determinations at an early age (under 6). For younger children, alternative measures of high ability include characteristics checklists, parent/teacher surveys and interviews, observations, and portfolios.

Who Should Administer Tests

Tests should always be administered by trained professionals. Often, schools and certain programs require parents to use their specified and recommended psychologists for test administration. Parents should first contemplate whether testing is really necessary, what outcome would the test serve, and then check with their district, school, or program before proceeding in having their child tested.

How to Interpret Test Scores

Tests provide a variety of scores, including raw scores, percentile ranks, grade-equivalent scores, and standard scores. However, most gifted professionals agree that a single test score is not an adequate measure in determining whether or not a student should be considered for high-ability programming. Test norms should reflect the local demographic instead of national norms (important for districts with a greater number of individuals from minority or ethnic groups). In some cases, it may be important to review subscores, as students or those with different learning styles can be overlooked if relying on a general overview score.

Results: Now What?

Tests provide specific data points measuring certain skills, but are not always an accurate reflection of the individual’s full capabilities. The majority of states do not require local education agencies to follow the same screening and identification process, so program criteria are left to the district or individual school. Parents and administrators should work together in a positive and collaborative spirit to employ a comprehensive assessment process, using objective and subjective data from multiple sources to develop an appropriate educational strategy for gifted students.

Endnotes
FALL AND WINTER
SUPER SATURDAYS
November 1, 8, 15, & 22, 2014
February 7, 14, 21, & 28, 2015
Saturday classes allow high-
ability or high-interest students
in grades one through eight
to broaden the scope of their
interest and interact with other
bright young people on WKU’s
campus and at the Kentucky
Science Center.

TRAVEL:
FALL BREAK IN SPAIN
October 3–12, 2014
Travel opportunities with The
Center are for eighth grade and
high school honors students as
well as interested adults.

TWICE EXCEPTIONAL
LEARNERS SEMINAR
November 5, 2014
Dr. Susan Baum will be leading
this one-day seminar on twice
exceptional children, young
people with gifts and talents
and one or more disabilities.

The Center for Gifted Studies
Providing Summer Programming for Advanced Students for More Than 30 Years
of these components applies to specific subject areas.\(^6\)

By taking time for careful reflection, making notes, referring to past reports and work portfolios, and talking with people who work directly with a child in various learning environments in and out of school, it’s possible to get a comprehensive understanding of individual needs. That provides a foundational base for understanding educational programming and other learning options.

**What Can Parents Request by Way of Test Results and Their Interpretation?**

After an assessment, parents often ask us, “Is my child gifted?” However, it’s more productive to ask, “Does my child have abilities that are advanced, compared to others his age?” and, “Does he have areas needing special attention?” In order to answer these questions, parents can request the following:

1. **Results by academic subject areas.** Knowing the score breakdown by subject area helps parents ensure their child is being given programming that matches his ability in different domains.

2. **Degree of advancement.** Knowing that a child is “mathematically gifted” is a good start. The next questions to ask are, “How far advanced is he? What level of programming does she need?” A third grade child who scores at Grade 9 mathematically needs different challenges than a third grade child who scores at Grade 5.

3. **Scores in percentiles.** Percentile scores are more user-friendly than raw scores or standard scores. A child who scores at the 60th percentile in language skills (that is, better than 60% of same-age others) and better than 99.9% of others mathematically, requires mathematical advancement, but probably not verbal advancement.

**What Should Parents Tell Their Children about Their Test Results?**

When parents see test results as decision-making data, and realize that ability develops over time with opportunities to learn, they can disclose test results without worrying about damaging their child’s confidence or inflating his ego. Here are some suggestions:

1. **Be open.** Provide as much information as your child wants, sharing the numbers if he’s interested and explaining what they mean.

2. **Translate results into practical implications.** “Your verbal reasoning scores were exceptionally high. I guess that’s why you’re so great at debating ideas with your sister.”

It also means you’ll need harder work than most kids.” Or, “Your science scores weren’t so strong. Is that because you haven’t had a chance yet to learn what was on the test? Maybe we can find areas you’d enjoy learning more about.”

3. **Remind your child that everyone has strengths and challenges.** No matter how well he’s done, talk with him about people who are exceptional achievers in one or more areas, but not necessarily in others. Discuss how some strengths show up in academic assessments, and some don’t. Ask him about areas he sees as his own strengths as well as weaknesses.

4. **Emphasize the hard work component of learning and achievement.** This applies both to your child’s areas of strength and to his relative weaknesses. You can emphasize this by modeling persistence and resilience in your own daily activities.

If your child doesn’t make the cut, nobody should conclude she isn’t a gifted learner, or (if she came close) that she’s “almost gifted.” She may have advanced learning needs in one or more areas, either now or in the future—abilities that didn’t show up in whatever assessment was conducted. Parents should also be aware that a full scale IQ score does not always accurately reflect ability. Large gaps in subscores (particularly in the areas of working memory or processing speed) may be an indicator of a possible learning disability or twice-exceptionality.\(^7\)

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**NAGC Position Statements**

Be sure to visit [www.nagc.org](http://www.nagc.org) to check out these important NAGC position statements on assessments, testing, and identification:

- Identifying and Serving Culturally and Linguistically Diverse Gifted Students (2011)
- The Role of Assessments in Identifying Gifted Students (2008)
- Use of the WISC-IV for Gifted Education (2008)
Dynamic Pathways for Gifted Learners

Center for Talent Development
Northwestern University

Programs Currently Enrolling:

Northwestern University’s Midwest Academic Talent Search
Research-based assessment identifies academic ability, measures growth and connects students to resources and opportunities for advanced students.

Gifted LearningLinks
Online courses allow access to advanced subject matter, individualized pace and one-on-one engagement with instructors.

EXPLORE ALL OUR PROGRAMS ONLINE:
ctd.northwestern.edu
847/491-3782
It’s Time to Revamp the Parent-Teacher Conference Process: Let’s Include the Child!

By Dr. Janette Boazman

Take a moment to reflect on the parent-teacher conferences you’ve attended or what parent-teacher conferences were like when you were in school. In many instances, the parent-teacher conference has not changed a great deal over the years. The typical routine often goes something like this:

• The school sets aside a date for parent-teacher conferences.
• Parents sign up for a time to meet with their child’s teacher.
• On conference day, during their timeslot, the parents and teachers meet for a short time.
• There is discussion of the child’s academic progress and behavior.
• The child, for whom the conference is being held, waits outside of the classroom or at home to get a report from the parents.
• Post conference, parents report what they feel is best for the child to hear and in a way they want their child to hear the news. They may or may not discuss all of what was said in the conference.

What’s missing from this process? The child is missing from this process. The child, the most important stakeholder, is visibly absent and a passive participant in the process. Other problems occur with this model:

• Gifted children who participate in curriculum enrichment or gifted pullout programs often have a special teacher for those classes. Because conferencing frequently takes place with only the general education teacher, the development and the
progress of the gifted learner in the gifted setting is not always discussed when the parents and the general education teacher meet.

• When gifted children are accelerated, they often have multiple teachers. This can lead to multiple parent-teacher conferences where the gifted student is left outside of the conversation.
• Parents often choose to conference with the one teacher that is perceived to be accountable for the largest portion of their child’s academic profile and expect that teacher to share reports from their child’s other teachers.

Now, clear the traditional image of parent-teacher conferences from your mind and contemplate a conference process and setting that has the potential to bring together multiple teachers to collaborate on the growth and development of your child. Picture a process that allows for active student participation, positive psychological growth, planning for academic achievement, self-evaluation, and the development of a strong and trusting team of the child, parents, and teachers.

One conferencing process that allows for such learner growth, development, and connection is the **student-led conference**.

The student-led conference really is what it implies. It’s a parent conference where the student takes the lead role in preparing and

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**What is a Student-Led Conference?**

In the educational setting, students are led by the classroom teacher or an advisor on the preparation for leading the conference. The preparation begins at the start of the school year and continues, at least, through the last formal parent conference day held by the school. Throughout the school year, students, with teachers or advisors, build a performance portfolio of work and assignments they are working on or have completed. By using their performance portfolio at the parent conference, the student explains progress toward mastery of academic, character, and behavioral objectives and goals. *(For more details on the process, refer to the resources listed at the end of this article.)*

In general, the process usually includes the following:

• Preconference preparations are made by the student with the guidance of the teacher or advisor. This includes practice in speaking and leading the discussion for the conference.
• At the time of the conference, the parents are invited into the classroom. Their student greets them and introduces them to all members present at the conference. They include parents, the teacher(s), and other involved individuals that the student wants present.
• The student thanks the family and all parties for assembling for the meeting and gives an overview of the format and objectives for the conference.
• The student explains work samples from all content areas and discusses academic grades, goals, and the action plan for positive development. If the conference is held at the time report cards are issued, the student usually addresses the grades presented on the report card.
• Discussion of behavior and character development is led by the student.
• The student leads a discussion on how the parents can help at home.
• The conference ends and the student thanks all participants for being present.
• Participants in the conference fill out post-conference paperwork.
The student-led conference is not new. Written work about this concept began to emerge in professional journals in the late 1980s. The student-led conferencing style is not exclusive to one educational population: It can be used in general education or special education settings. It’s not just for middle and high school age students and can be used as early as 3rd grade—and possibly earlier in gifted learner circumstances. And, the student-led conference process can be implemented schoolwide or in select environments, such as those settings where we see gifted learners.

Why are Student-Led Conferences Valuable for Gifted Learners?

Studies as far back as 1931 indicate that gifted students demonstrate different learning characteristics and traits. Gifted learners:

• Grasp concepts more quickly and tend to show competency in basic skills at an early age
• Think creatively
• Tend to have a positive self-image and leadership qualities
• Examine topics more deeply than those around them
• Are curious
• Read more than that the average student
• May demonstrate a high and sustained devotion to self-directed projects

When a gifted student is allowed to progress and achieve personal goals, they display independence, self-initiative, and metacognitive ability. These characteristics indicate that student-led conferences are a natural fit for gifted students. Students can become more reflective learners who develop self-regulation.

In the student-led conference, the student has the opportunity to show academic knowledge, behavioral practice, and personal achievements. It also allows for reflection, recognition, and discussion of academic and behavioral weakness. The learner can discuss a plan for mastering regular education objectives, along with a plan for what they would like to learn beyond the regular education curriculum. Learners have the chance to set goals and ask for the support they need to achieve those goals.

Student-led conferences—and the growth that comes with regularly occurring student-led conferencing—has the potential to positively impact the emotional and academic development of the student and move the student closer to talent development, happiness, and thriving throughout their formative years and beyond. Isn’t it time for a change?
Resources
Kinney, P. (2012). Fostering student accountability through student-led conferences. Westerville, OH: Association for Middle Level Education.

Author’s Note
Janette Boazman, M.S., Ph.D., is an assistant professor of education at University of Dallas. She holds a Ph.D. in curriculum and instruction, and an M.S. in educational psychology. She is the mother of a gifted son and an advocate for all gifted individuals. Her research centers on the personal and psychological well-being of the gifted.

Endnotes
All of these kids have experienced failure in one way or another. How they dealt with it depended largely upon the ways that their families and teachers prepared them to cope with the disappointment, frustration and, yes, learning opportunities inherent in not achieving a desired outcome.

Who among us has never failed—in a job, a relationship, on the tennis court? Winner worship is embedded early. Society suggests that the ultimate put-down is “loser” and failure is the ultimate f-word. But, we could pay a terrible price for our loser loathing: What better way to avoid failing than to never enter the fray?

Fear of failure starts early in life, and is common among high achievers. From their earliest years, many gifted children are successful in almost everything they try because they are under challenged, and paradoxically, become failure-avoidant. And, when we parents always encourage our children to get the highest grade or to be “the best,” we may be discouraging them from seeking challenges that are optimal for their level of possible accomplishment.

We adults in their lives also need to take risks and to model a growth mindset prepared to cope with all possible outcomes.

**Embrace Mistakes**

High-level achievement should be encouraged, but it is important to teach how to set priorities, and to model taking time to reflect on the value of mistakes. Learning to set achievable goals is a big part of avoiding failure. Teaching task commitment—sticking with something until it is successfully completed—can be a delicate dance.

Children need to learn when to let go of a project, but also need to realize that very few masterpieces were created on the first try. When projects are displayed or graded, it is always useful to have students respond to these questions:

- What have you done?
- What did you learn?
- What would you have done or learned with more time?
- What will you do differently next time?

When things go wrong, they can be corrected and can serve as a learning experience. A candid admission that you are wrong is the first step in getting it right the next time.

**Manage Time**

We can’t do everything that we would like to do. Not everything worth doing can be done equally well.

With the hurried pace and information overload that describes most of our lives, kids
need to practice time management. Making mistakes often means that a problem has not been thoroughly thought through.

When teaching our children to fail safely, we need to pay specific attention to sharing with them how we make decisions by previewing outcomes, evaluating choices, and reviewing previous mistakes.

Absorb Disappointment & Modeling Behavior
An important part of surviving failure is the development of resilience. Resilient people are able to absorb disappointment because of a belief in themselves and a connection to others. A resilient child has confidence in her decision-making ability. Parents who can demonstrate their failures and intentionally share their thoughts and feelings about them model resilient behavior. They teach their children how to cope with disappointment.

It’s a parent's responsibility to set clear limits and to follow through with appropriate consequences. Everyone needs to agree upon an acceptable level of performance or behavior, before the task is undertaken. Children need to learn to accept responsibility for their mistakes, rather than being prevented from doing so by well-meaning parents who wish to shield them from any negative experiences. A child who refuses to wear boots in the rain will not suffer irreparable harm from sitting through the school day in wet sneakers.

Develop Islands of Competence
Psychologist Robert Brooks suggests helping your child develop “islands of competence.” Being very good at something—and knowing that you are good at it—can reinforce confidence and self-worth when encountering difficulties or roadblocks.1

In a family or classroom, knowing the personal strengths and weaknesses of each member can be valuable in fostering cooperation and teamwork. Adults do this all the time. We hire someone to help us with our taxes if we lack the time or talent to do them well. Kids need to understand that no one can do everything perfectly, that some failure is unavoidable, and that examination of mistakes can lead to improvement and correction the next time.

Share and Care
Teaching children to cope with failure requires that we reveal ourselves—our manners of decision making, habits of dealing with frustration, and entrenched patterns of thought. Just as we aim to teach the whole child, we must aim to teach from the whole of ourselves.

Our inner resources register deeply with our children. If anything can prepare a child for life’s inevitable failures, it is time spent in the presence of loving adults who are willing to share their wisdom and care enough to provide meaningful guidance. ♡

Resources

Author’s Note
Diana Reeves is a certified parent discussion group facilitator, university instructor, and education consultant. As a former parent representative on the NAGC Board of Directors, Diana helped develop NAGC’s Mile Marker Series, received the NAGC 2009 Community Service Award, and co-authored an NAGC-sponsored e-book on forming gifted and talented parent advocacy groups.

This article is based on her presentation, Fostering Habits of Success: PACK FIRST for the Journey, which has been shared with audiences at the Alabama Association for Gifted Children’s state conference, Massachusetts Association for Gifted Education parent and educator conferences throughout New England, and the NAGC 59th Annual Convention in Denver.

Failing regularly, she now wishes to share her experiences and observations as a means of helping parents, administrators, and teachers successfully prepare children for life’s journey.

Endnote
Last Word

It's good for parents to be test-savvy. However, if you stop to consider the differences across the lives, learning experiences, interests, and abilities of children, it becomes evident that it's difficult—if not impossible—to quantify how anyone's intelligence will develop from infancy through adolescence and into adulthood. We do know, however, that parents can have a huge impact on their children's intelligence by providing them with the support and encouragement that will see them through challenging times, bolster their abilities, enhance their sense of self, and enable them to be the best they can be. It's exciting and empowering to realize a child's intelligence changes over time, and can be developed with nurturing and access to rich and fulfilling learning experiences.

Authors' Note

Dr. Dona Matthews has been teaching, writing, counseling, consulting, and conducting research on gifted-related issues since 1985. She has written dozens of articles, book chapters, and conference presentations, and has co-authored numerous books, including Beyond Intelligence: Secrets for Raising Happily Productive Kids, Being Smart about Gifted Education, The Development of Giftedness and Talent Across the Life Span, and The International Companion to Gifted Education. She was Executive Director, Millennium Dialogue on Early Child Development, University of Toronto, and founding Director, Hunter College Center for Gifted Studies and Education, City University of New York. Dona currently lives and works in Toronto, where she contributes to The Creativity Post and writes blogs for www.beyondintelligence.net.

Dr. Joanne Foster is co-author (with Dona Matthews) of Beyond Intelligence: Secrets for Raising Happily Productive Kids (2014) and the award-winning Being Smart about Gifted Education (2009). She's also the author of Not Now, Maybe Later: Helping Children Overcome Procrastination (in press). In addition to Parenting for High Potential, Joanne's writing has been featured in numerous publications around the world. She has actively promoted learning for over 30 years in the capacity of teacher, gifted education specialist, enrichment program coordinator, policy advisor, and educational consultant. Dr. Foster teaches educational psychology at the Ontario Institute for Studies in Education of the University of Toronto where she also provides leadership in the areas of giftedness and high-level development. You can visit her website at www.beyondintelligence.net.

Endnotes