Best-selling author and newspaper columnist Regina Brett has said: “Summer is the annual permission slip to be lazy. To do nothing and have it count for something. To lie in the grass and count the stars. To sit on a branch and study the clouds.”

If you have gifted children in your life, you know that sitting on a branch or counting the stars may only last a few minutes at best. Their boundless energy and curiosity will ultimately win over—and they will want to do something.

Summer is an important time to keep gifted children’s minds inspired and engaged, by creating experiences we normally don’t have time for during the school year. From summer-long projects in service-learning to quick boredom busters, this issue brings you dozens of ideas for how to keep your gifted child engaged over the next few months.

Also, be sure to check out the resource listing on universities and colleges that offer extensive programs (camps, enrichment, residential, schools) along with advocacy, counseling, consulting, and other services. See what kinds of programs, services, and support are available in your area, or a neighboring state, both in the summer and year-round.

So, what’s your plan for the dog days of summer? I hope Parenting for High Potential helps you create some awesome adventures and make lifelong memories for your gifted child and family.

Kathleen Nilles, Editor-in-Chief
knilles@nagc.org
School’s Out for Summer!
(And, Now What Do I Do with My Gifted Kid?)

By Kathleen Nilles

The ring of the final school bell dismissing children for summer can be both a blessing and a curse for gifted parents. Everyone looks forward to a break from the day-to-day school routine (including parents!), but how can parents entertain curious, energetic minds during the dog days of summer?

This month, we dug through the Parenting for High Potential archives to bring you 8 strategies for keeping your gifted child engaged, excited, and ecstatic when school’s out.

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Jennifer Ritchotte
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Carolyn Welch
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NAGC Staff Liaisons:
Karen Yoho and Kathleen Nilles

To access digital issues of Parenting for High Potential, visit http://nagc.org/resources-publications/nagc-publications/parenting-high-potential
1. **Summer Campalooza.** Summer camp has been one of the top ways parents through the generations have kept their kids busy during the summer months. Often gifted kids have special interests or needs beyond the typical park district offerings. This short article helps parents ask the right questions and provides resources for camps off the beaten path. *Exploring Summer Camp Options* by Desiree R. Lindbom-Cho, April 2013.

2. **Selecting After-School Programs: Guide for Parents.** It can be confusing how to select an appropriate program for your gifted child. This article provides an in-depth look at how to evaluate program focus, quality of engagement, and motivation for learning, along with the different types of programs required based on your child’s levels of expertise. Resources include university enrichment programs, cultural and creativity summer programs, academic and enrichment competitions, and online resources. *Selecting After-School Programs: A Guide for Parents* by Dr. Stephen T. Schroth, March 2007.

3. **Talent Development Programs.** Talent development programs exist across the country to provide research-based assessment, advanced academic programs, and resources to enhance gifted education. Summer is prime-time for your child to explore a new area of interest or expand a current one through one of the many rigorous program offerings. *Tools of the Trade* by Renee Bacher, March 2010.

4. **What to Do with the Young’uns?** Often, many organized programs don’t officially start for gifted children until they are starting or have completed kindergarten. So, how do we meet the needs of the under 6 set? These two articles focus on ways parents can keep the summer a sunny success for young gifted children by coupling at-home explorations with inquiry-based, investigative-related activities outside the home. *The Pivotal Role of Parents in Expanding the World of Young Gifted Children*, December 2011, and *Beyond School Walls: What Parents Can Do To Widen the Horizons of Their Gifted Learners*, December 2014, both by Joan Franklin Smutny.

5. **Create Your Own Home Camp!** One way to extend learning opportunities for children is for parents to create their own camp experiences. Learn how to set up your own home-based camp for older and younger siblings alike. *Summertime and the Livin’ is Easy* by Dr. Christy D. McGee, July 2013.

6. **Plan an Art Museum Treasure Hunt!** Museum treasure hunts can range from the simple to very complex, and often require very little preparation. This comprehensive article shows you how to turn an art museum visit into a fun game, including treasure hunt ideas, art categories, how to talk about art, and how to be an “art detective.” This timeless piece is a must-read before venturing out to a museum or art gallery this summer. *The Art Museum Treasure Hunt* by Patricia L. Hollingsworth, December 1998.

7. **Boredom Busters.** Inevitably, parents will hear, “I’m bored!” at one time or another this summer. This quick read reminds us of simple ways we can find new places to see, new things to do, or familiar faces with whom to play on days where the children need a change of pace. *I’m Bored: Spring Fever and the Gifted Child* by Desiree R. Lindbom-Cho, March 2013.

8. **All the World’s a Stage.** Summer’s a great time to explore creative pursuits, so if your child has a flair for the dramatic, you must read this article. These practical tips provide how-to’s for ways parents can nurture their child’s dramatic talents. This article includes tons of resources for helping young kids, adolescents, and teens explore acting, directing, producing, filmmaking, playwriting, makeup, costume design, technical crew, and theater games. *Discovering the Next Superstar: Exploring Drama, Theater, and Acting with Children* by Chris Gilman, June 2007.
Service-Learning in Action

By Jean Metzger and Kathy Frazier

“Service-learning occurs through a cycle of action and reflection. Personal and social development is linked with academic and cognitive development. The experience enhances understanding; understanding leads to more effective action.”

—Janet S. Eyler, Vanderbilt University

In today’s society, children are inundated with information from the world around them. At school, they are engaged in critical reading and writing, along with an increased rigor in math, science, and social studies. At home, they might savor some time to delve into a favorite book, spend quality time with family and friends, or explore the unlimited number of apps, websites, video games, computer programs, and digital tools. While children have these various opportunities at their reach, there’s often one valuable component missing from the learning process: a meaningful connection that ignites a passion to learn and to make a difference in the world.

How can parents and teachers help children accomplish a meaningful connection to learning? Service-learning is one way...
students can connect academics to real-world experiences—while linking meaningful service to learning.

**What is service-learning?**
Service-learning combines service to the community with student learning in a way that improves both the student and the community. Service-learning is experiential and hands-on, yet is based on a strong curriculum and academic foundation. It incorporates instruction and reflection, while teaching civic responsibility and strengthening communities. Through service-learning, kids work on real problems to help solve a community issue, thus making the learning experience authentic.

**What is the difference between service-learning and volunteerism?**
Service-learning is more than volunteerism or community service. According to the American Psychological Association, service-learning and civic engagement can be related but are not the same thing. Service-learning differs from community service or volunteerism in two distinct ways:
- The service activity is integrated with academic curriculum and content.
- Students engage in reflection activities after their service experience and apply their learning in real-life activities.

**What evidence supports service-learning?**
According to global youth service movement Generation On, students benefit from service-learning in several ways, including:
- Greater sense of the purpose for learning
- Deeper understanding of themselves and empathy and respect for others
- Opportunities to explore skills and interests and to network for career readiness
- Guided practice in taking action as socially responsible global citizens
- Increased self-efficacy as they address community needs

A national study of Learn and Serve America programs also suggests that effective service-learning programs improve academic grades, increase attendance in school, and develop personal and social responsibility. Whether the goal is academic improvement or personal development, through service-learning students develop important skills, such as critical thinking, communication, teamwork, civic responsibility, mathematical reasoning, problem solving, public speaking, scientific, research, and analysis.

**What do children learn through a service-learning project?**
Engaging children in service projects provides many benefits:
- **Academic Outcomes.** While involved in developing a service-learning project, children are actively engaged in research, problem solving, and critical and creative thinking.

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**10,000 Random Notes of Kindness**

When 14-year-old Jacob’s grandfather died in 2010, it left a permanent impact on him. He was struck by the vulnerability of the elderly and was motivated to begin volunteering at nursing homes. There he discovered that the elderly are often neglected, receiving little love and kindness in their final, most precious stage of life.

This inspired him to create [www.lovefortheelderly.org](http://www.lovefortheelderly.org), a website that collects anonymous letters of kindness and sends them to elderly people in nursing homes and assisted living facilities. In one year, Jacob has received and distributed over 10,000 letters from across the world.
as they develop and implement an action plan to help solve a real-world problem. Service-learning is interdisciplinary, and may involve math, writing, reading, and humanities. It also enhances technology skills.

**Social Outcomes.** Involvement in service-learning provides opportunities to collaborate and develop leadership skills. Communication skills improve as kids share their ideas, motivate others to join in their cause, work with community partners, and make presentations.

**Intrapersonal Skills.** Gifted children often experience anxiety related to their emotional intensity. They listen to the news and feel worried about their future. Service-learning empowers them to believe they can make a difference in the world. It strengthens their moral development. Gifted children who have tendencies toward perfectionism soon learn that they may face obstacles as they pursue implementation of their action plan. Service-learning helps them change their mindset related to setbacks and view them as opportunities to learn, grow, and stretch their creative limits.

Lastly, P21, the Partnership for 21st Century Learning, stresses the importance of the 4C’s in preparing students for their future. The 4C’s include:

- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Creativity

Service-learning provides children hands-on experience in practicing the 4C’s in real-world situations.

Whether parents are looking for a stimulating summer activity, or teachers are looking for new ways to spice up their curriculum, there are many reasons adults should explore service-learning projects with their children. In addition to benefiting the kids, adults will undoubtedly reap the rewards of a service-learning adventure.

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**Creating Successful Service-Learning Projects: Step-by-Step**

The following framework will help you guide your child in developing a successful service-learning project.

1. **Help Select a Meaningful Issue.** Think about issues in your school, neighborhood, city, state, or global community. Read the newspaper, listen to the news, and explore the Internet. Take an “awareness walk,” “conduct a “gripe session,” and encourage your kids to think about issues about which they are passionate.

2. **Research the Issue.** Create a research plan. This might include scouring books, magazines, newspapers, and the Internet; conducting interviews; or creating a survey. Investigate service-learning projects others have created to help resolve the issue.

3. **Develop a Project.** Think about the topic selected and important challenges discovered through research. Focus the goal of the project. Do not make it too narrow or try to solve the entire problem. Consider the following criteria in selecting a project: Cost, Resources, Time, Interest/Passion, Acceptance, Need, Long-Term Effects, and Transportation.

4. **Create Goals and a Vision.** Imagine the outcome of your project. Develop goals to help accomplish your future vision.

5. **Write an Action Plan.** Giving your project a name will bring it to life. List the steps of implementation. Are there friends or classmates that might join in your cause? Are there partnerships you can form with community organizations or experts? Create a timeline. Consider obstacles you might face and how you would overcome them.

6. **Take Action.** Follow your plan and revise when necessary. Reflect, Evaluate, Celebrate.
want to know more about service-learning? The NAGC archives can help! Be sure to access these articles from the January 2012 issue of Parenting for High Potential:

- How to Help Your Child Make a Difference in the World Through Service-Learning by Dr. Alice W. Terry
- The Call to Meaning Through Service and Guardianship by Dr. Patricia Gatto-Walden
- Parent to Parent: Teaching Your Child to Give Back by Dr. Christy McGee
- Insights: Nurturing Empathy in the Young and the Gifted by Mariam Willis
Universities Aren’t Just for Big Kids!

Look to local universities and colleges for gifted resources

Did you know that many local universities and colleges offer valuable resources for parents of gifted children? Not every university offers services for gifted—and not every university offers the same services—but it’s definitely worth it for parents to investigate the services their local university may offer:

**Schools, Courses & Camps**
- Schools (Pre-K-12, early entrance, and distance learning)
- Summer camps, both day and residential
- Weekend enrichment programs
- Online mentoring and courses

**Consulting, Counseling & Testing**
- Assessment and testing services, for either their own programs or talent searches
- Telephone or in-office consultations
- Counseling services, for students and parents
- Specialty services, such as for twice-exceptional students

**Events**
- Annual parent and family days
- Parent support groups

**Resources**
- Gifted resource libraries
- Legislative policy advocacy
- Magazines and newsletters
- Online listservs

While not necessarily inclusive, take a look at the list on the following pages as compiled by NAGC. If you know of a university that should be included on the list, please let us know! Contact Carolyn Kaye at ckaye@nagc.org.

‘Spencer had an amazing year...’

“I have no doubt that his successes—both socially and emotionally—have come from the joint efforts of his gifted specialist and his Math/Science teacher. They have provided him endless support, love and encouragement.” —Erin Gribben, parent

Where would our gifted children be if not for the caring, committed teachers who have inspired them to reach higher, learn more, and do better?

Please show them your appreciation with a tax-deductible gift in their name to the 2015 Annual Fund.

We would be pleased to recognize the teacher you’ve honored in NAGC’s 2015 Year in Review.

Say thanks today. www.nagc.org/nagc-annual-fund
Scan this map to find universities/colleges within your state or region that provide programs, services, and resources to gifted children and their families. Match the number with the listing on the following pages to identify the appropriate university/college. Then, use the icon system below to identify which services/resources/programs are offered at each location. Contact ckaye@nagc.org if you know of additional programs or changes to keep this list current. (Originally compiled in September 2013.)
parent resources

1. **Samford University**
   Birmingham, AL
   - Dr. Patti Wood
   - Pfwood@samford.edu
   - http://www.samford.edu

2. **Arizona State University**
   Glendale, AZ
   - Dina Brulles
   - dina.brulles@asu.edu
   - http://education.asu.edu/
   - Herberger Young Scholars Academy
   - Kimberly Lansdowne
   - herbergeracademy@asu.edu
   - www.herbergeracademy.asu.edu
   - Barrett Summer Scholars
   - Taylor Whitney
   - bss@asu.edu

3. **Arkansas State University**
   State University, AR
   - Dr. Julie Lamb Milligan
   - jlamb@astate.edu
   - http://www.astate.edu

4. **University of Arkansas at Little Rock**
   Little Rock, AR
   - Dr. Ann Robinson
   - aerobinson@ualr.edu
   - http://ualr.edu/gifted

5. **Stanford University**
   Stanford, CA
   - Stanford Pre-Collegiate Studies Program
   - precollege@stanford.edu
   - https://spcs.stanford.edu/

6. **University of California, Berkeley**
   Berkeley, CA
   - Academic Talent Development Program
   - adtpoffice@berkeley.edu
   - http://adtp.berkeley.edu

7. **University of Southern California**
   Los Angeles, CA
   - Sandra Kaplan
   - skplan@usc.edu
   - www.rossier.usc.edu

8. **University of Denver**
   Denver, CO
   - Institute for the Development of Gifted Education
   - Norma Lu Hafenstein
   - nhafenstein@du.edu
   - www.du.edu/idge
   - Ricks Center for Gifted Children
   - www.du.edu/ricks

9. **University of Northern Colorado**
   Greeley, CO
   - Center for the Education and Study of Gifted, Talented, Creative Learners
   - Jennifer Ritchotte
   - jennifer.ritchotte@unco.edu
   - www.unco.edu/cebs

10. **University of Connecticut**
    Storrs, CT
    - Lisa Muller
    - lisa.muller@uconn.edu
    - http://www.gifted.uconn.edu

11. **University of South Florida**
    Tampa, FL
    - Elizabeth Shaunessy-Dedrick
    - shaunessy@usf.edu
    - http://www.coed.usf.edu

12. **Georgia Regents University**
    Augusta, GA
    - Paulette P. Harris
    - pharris1@gru.edu
    - http://gru.edu/

13. **University of Hawaii at Hilo**
    Hilo, HI
    - Hawaiian EDventure
    - edventure@hawaii.edu
    - www.hawaiianedventure.com/

14. **Northwestern University**
    Evanston, IL
    - Center for Talent Development
    - ctd@northwestern.edu
    - http://www.ctd.northwestern.edu

15. **Ball State University**
    Muncie, IN
    - Kristie Neumeister
    - klspeirsneum@bsu.edu
    - http://www.bsu.edu

16. **Indiana Wesleyan University**
    Marion, IN
    - Jim Elsberry
    - jim.elsberry@indwes.edu
    - www.indwes.edu

17. **Drake University**
    Des Moines, IA
    - Dr. Sally Beisser
    - sally.beisser@druke.edu
    - http://www.druke.edu/soe/endorsements/gifted/

18. **University of Iowa**
    Iowa City, IA
    - Belin-Blank Center
    - belinblank@uiowa.edu
    - http://www2.education.uiowa.edu/belinblank/

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**Advocacy** (Legislative & Policy)
**Consultation** (Telephone or In-Office)
**Distanced Learning**
**Summer & Weekend Enrichment Programs** (Day and/or Residential)
**Other** (Resource Library, Newsletter/Magazine, Listservs, Parent Seminars, etc.)

**Assessment & Testing**
**Counseling**
parent resources

19 Emporia State University
Emporia, KS
Connie Phelps
cphelps@emporia.edu
http://www.emporia.edu/elecse/sped/gifted.html

20 Wichita State University
Wichita, KS
Dr. Kay Gibson
kay.gibson@wichita.edu
http://www.wichita.edu/thesis/

21 Northern Kentucky University
Highland Heights, KY
Kimberly Clayton-Code
codek@nku.edu
http://gifted.nku.edu

22 Western Kentucky University
Bowling Green, KY
The Center for Gifted Studies
Dr. Julia Link Roberts
julia.roberts@wku.edu
www.wku.edu/gifted

23 Louisiana State University
Baton Rouge, LA
Jennifer Jolly
jjolly@lsu.edu
http://uiswcmweb.prod.lsu.edu/education/GraduatePrograms/Curriculum_and_Instruction/Gifted_Education/item49280.html

24 Louisiana State University
Shreveport, LA
Cathy Singletary, Ph.D.
cathy.singletary@lsus.edu
http://www.lsus.edu/

Advocacy (Legislative & Policy)
Consultation (Telephone or In-Office)
Distance Learning
Schools (Early Entrance and/or Pre-K-12)
Summer & Weekend Enrichment Programs (Day and/or Residential)
Other (Resource Library, Newsletter/Magazine, Listservs, Parent Seminars, etc.)

Dynamic Pathways for Gifted Learners

Age 4 through Grade 12

Online Courses: Gifted LearningLinks
Advanced subject matter, individualized pace and one-on-one engagement with instructors.

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

Center for Talent Development
Northwestern University
EXPLORE ALL OUR PROGRAMS ONLINE
www.ctd.northwestern.edu | 847/491-3782
25. University of Louisiana—Lafayette
   Lafayette, LA
   Christine Briggs, Ph.D.
   cbriggs@louisiana.edu
   http://curriculum.louisiana.edu/about-us/centers/center-gifted-education

26. University of Southern Maine
   Gorham, ME
   Jim Curry
   jcurry@usm.maine.edu
   http://usm.maine.edu

27. Johns Hopkins University
   Baltimore, MD
   Center for Talented Youth
   Chuck Beckman
   charles.beckman@jhu.edu
   http://www.cty.jhu.edu

28. University of St. Thomas
   Minneapolis, MN
   Karen Westberg
   kwestberg@stthomas.edu
   http://www.stthomas.edu

29. Mississippi University for Women
   Columbus, MS
   Arden Mason
   arason@edhs.muw.edu
   http://web3.muw.edu

30. Lindenwood University
    St. Charles, MO
    Mary Gismegian
    mgismegian@lindenwood.edu
    http://www.lindenwood.edu

31. Maryville University of St. Louis
    St. Louis, MO
    Steve V. Coxon
    scoxon@maryville.edu
    http://www.maryville.edu/gifted

32. Truman State University
    Kirksville, MO
    Joseph Baldwin Academy for Eminent Young Scholars
    Jana Morton
    jmorton@truman.edu
    http://jba.truman.edu/

33. Hunter College
    New York, NY
    Hunter College Center for Gifted Education
    Dr. Elissa Brown
    eb177@hunter.cuny.edu
    http://www.cty.jhu.edu

34. Lehman College, CUNY
    Bronx, NY
    Christy Folsom
    ctfolsom@gmail.com
    www.lehman.cuny.edu

35. St. John’s University
    Queens, NY
    Dr. Seokhee Cho
    cho2@stjohns.edu
    http://www.stjohns.edu/academics/schools-and-colleges/school-education/certified-gifted-education

36. Teachers College, Columbia University
    New York, NY
    James Borland
    borland@tc.edu
    http://www.tc.columbia.edu/c%26t/giftEd/

37. Meredith College
    Raleigh, NC
    Dr. Tisha A. Duncan
    duncanti@meredith.edu
    http://www.meredith.edu

38. University of North Carolina at Charlotte
    Charlotte, NC
    Michael S. Matthews
    michael.matthews@uncc.edu
    http://education.uncc.edu/special-education-programs/academically-or-intellectually-gifted-certification-k-12.asp

39. Western Carolina University
    Cullowhee, NC
    Sharon Dole
    dole@email.wcu.edu

40. Cleveland State University
    Cleveland, OH
    Susan Rakow
    susanrakow@earthlink.net
    http://www.csuohio.edu/cehs/departments/C_F/cf_gift.html
parent resources

41 The University of Tulsa
Tulsa, OK
University School
Debra Price
debra-price@utulsa.edu
http://utulsa.edu/academics/university-school/

42 College of Charleston
Charleston, SC
Julie Dingle Swanson
swansonj@cofc.edu
http://cofc.edu/academics/graduate-degree-progs/certificateprograms/cert-gted.php

43 University of South Carolina
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44 University of Tennessee at Chattanooga
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45 Vanderbilt University
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http://pty.vanderbilt.edu

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47 Lamar University
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49 University of North Texas
Denton, TX
Anne N. Rinn
anne.rinn@unt.edu
https://www.coe.unt.edu/educational-psychology/certification-programs/gifted-and-talented-education

50 Utah State University
Logan, UT
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scott.hunsaker@usu.edu
http://teal.usu.edu/htm/endorsements/gt

51 College of William & Mary
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http://education.wm.edu/index.php

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http://www.gmu.edu/

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Carolyn M. Callahan
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http://www.virginia.edu

54 Whitworth University
Spokane, WA
Sharon Page
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http://www.whitworth.edu/gifted

55 University of Washington
Seattle, WA
Robinson Center for Young Scholars
Dr. Nancy Hertzog
nhertzog@uw.edu
robinsoncenter.uw.edu/

56 University of Wisconsin-Madison
Madison, WI
Wisconsin Center for Academically Talented Youth
www.wcaty.wisc.edu
skyba@wisc.edu

Advocacy (Legislative & Policy)  Consultation (Telephone or In-Office)  Distance Learning  Summer & Weekend Enrichment Programs (Day and/or Residential)
Assessment & Testing  Counseling  Schools (Early Entrance and/or Pre-K-12)  Other (Resource Library, Newsletter/Magazine, Listservs, Parent Seminars, etc.)
ABCs of Being Smart: U is for Understanding

By Dr. Joanne Foster

Here are 10 useful guidelines to help you think intelligently and sensitively about gifted and high-ability learners, and how to support them emotionally, socially, and academically.

1. Understanding. Find out all you can about giftedness—its conceptual base, its implications, its joys, and its complexities.

2. Uncover. Carefully sift through reputable sources of information about gifted learners and approaches to gifted education. Thoughtfully consider the material and the various—and sometimes conflicting—perspectives. Be mindful of what’s best for your own child and family dynamic.

3. Uniqueness. Appreciate that giftedness is an “individual differences” phenomenon.

4. Uncertainty. Realize that there’s a lot we have yet to learn about high-level development. Children, too, experience bouts of uncertainty—about themselves, about their place in the ever-changing world, and about what they can and cannot do.

5. Unconditional love. Know that this is a given—and never compromised.

6. Uneven development. Accept that developmental pathways are diverse, and that developmental asynchrony is not uncommon.

7. Unusual circumstances. Recognize that each set of circumstances, each child’s span of growing up years and opportunities for authentic self-discovery, each learning environment, each social milieu, each transition, and each set of educational decisions has its very own stamp of distinction and has to be reflected upon and addressed accordingly.

8. Untrained teachers… Unconscionable! Advocate for more teacher preparation, training, and professional growth programs that will enable educators to be more competent and targeted in their work with gifted learners.

9. Unwavering resolve. Provide support, encouragement, and guidance on an ongoing basis to help children develop and maintain a strong sense of self and well-being.

10. Unequivocal. Acknowledge and stand up for the irrefutable right for appropriate, meaningful educational experiences for all children.
Here are 15 VIPs—Very Important Perspectives—for parents to consider when supporting their child’s high-level development. The order makes sense to me personally, however I invite you to prioritize this list for yourself because then you’ll be thinking even more carefully about the points!

• **Values.** Integrity, honesty, respect, compassion…What’s on your list of virtues that children should learn and that can’t be compromised?

• **Verify.** Help children find the truth, relevance, and meaning in what they undertake. It will spark their interest and motivation.

• **Voice.** Kids have to be able to express their opinions, concerns, and ideas—and possibly even vent—and that means parents have to listen (preferably attentively) and respond.

• **Venture.** Explore, discover, play—these are all action verbs that pave the way for learning and personal growth from infancy right through adulthood.

• **Venue.** The dictionary defines venue as “a place of action,” and it might be a home, a school, a store, a park, a beach, a museum, a gallery, or anywhere children can acquire varied experience of the vast world around them. The more venues visited, the more vistas, and vantage points.

• **Vision.** Following that thought, the more kids see, the more they learn.

• **Volition.** The act of choosing whether to put forth effort, to be creative, to engage in activities, to collaborate with others—these are just some of the many choices that affect children’s well-being and achievement levels. Kids have to be willing to try, and to learn from their mistakes.

• **Versatility.** Children may want to pursue a variety of whims and interests (and why not?) but they might need support switching from one area of focus to another, and they likely won’t be equally adept at everything they try. Be available to offer guidance and encouragement when kids’ inclinations veer.

• **Vicissitudes.** Life is full of ups and downs. Nothing is really certain, and goals can be hard won, so children have to learn about resilience and a growth mindset.¹

• **Vigor.** Children who demonstrate vitality, vivaciousness, and vehemence, including strengths of character and conviction, are forces to be reckoned with. (Very positive forces.)

• **Volunteerism.** It’s imperative that we show children how they can contribute to the community because we all belong to humankind. Continue to reinforce children’s commitment to the greater good.

• **Vanguard.** It means being at the forefront of a movement. Is your child a leader or a follower? Being on the frontline of anything takes courage and grit. (You might say valor.)

• **Victory!** Success comes in different guises, and there is no one measure of it. How do you gauge success? More importantly perhaps, how does your child? Maybe determining happy productivity is one way.

• **Vulnerability.** Even the most capable children are capable of being upset, or hurt; they may also have difficulty academically or socially. Part of being a good parent is to give them the tools to stay safe and confident, and to overcome challenges.

**Author’s Note**

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**Endnotes**