

THE DEMANDS OF GIFTEDNESS

PREMISE:

1. HIGH LEVEL INTELLIGENCE MAKES CERTAIN DEMANDS UPON THE GIFTED LEARNER.
 2. BEHAVIOR OF GIFTED LEARNERS RESULTS FROM THESE DEMANDS.
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1. To crave knowledge, to satisfy the need to feel progress in what he or she is learning.
2. To feel the need to focus on or devour a subject.
3. To make observations; to see relationships
4. To place high standards on himself
5. To be creative or inventive; to seek an unusual or unique approach to an assignment.
6. To question generalizations
7. To be serious-minded; to be intolerant (usually) of foolishness or silliness.
8. To concentrate..to become totally absorbed in a task, to have a longer attention span.
9. To explore wide interests at a maturity beyond her chronological age.
10. To be sensitive to honor and truth.
11. To express ideas and reactions. This is sometimes seen as argumentative.
12. To resist routine, drill; to require unique ways of pursuing drill.
13. To work alone.
14. To be intolerant of stupidity.
15. To seek order, structure, and consistency.
16. To do critical, evaluative thinking. May lead to critical attitude toward self or others.
17. To be rarely satisfied with the simple or obvious.
18. To be impatient with sloppy or disorganized thinking.
19. To be sensitive and empathetic.
20. To have her intelligence responded to.
21. To see out his mental peers.
22. To be friendly and outgoing.
23. To use his power of abstraction; to see and point out cause and effect relationships.
24. To have time for thinking.
25. To be outstanding in several areas but average in some

Adapted by Jeanne Delp from Dr. May Seago's Characteristics of the Gifted.
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ONE TEACHER'S CREDO

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"We come from different generations and different families. I have traveled places you've never seen and you have crossed paths with people I shall never know. But the tie that unites us is stronger than any differences that may seem to divide us. I will always remember that every event and person in your life had an impact on you."

For My Students To Each of you I Promise These Things:

1. I will always remember that every day you enter my classroom, a part of you wants to succeed.
2. I will always remember that you have multiple ways to show me what you know.
3. I will always remember that your life is filled with passions.
4. I will always remember that although you may appear as strong as timber, parts of you are as fragile as glass.
5. I will always remember that you may not be the sole owner of your strongest emotions.
6. I will always remember that your life experiences might be different than mine, but they are just as valuable.
7. I will always remember that success cannot be measured in numbers.
8. I will always remember that success requires discipline...from both of us.
9. I will always remember that teaching and learning are issues of trust.
10. I will always remember to listen.

Ten Tips for Talking to Teachers

1. Make an appointment to meet and talk. This shows the teacher that you're serious and you have some understanding of his or her busy schedule. Tell the teacher about how much time you'll need, be flexible, and don't be late.
2. If you know other students who feel the way you do, consider approaching the teacher together. There's strength in numbers. If a teacher hears the same thing from four or five people, he or she is more likely to do something about it.
3. Think through what you want to say before you go into your meeting with the teacher. Write down your questions or concerns. Make a list of the items you want to cover. You may even want to copy your list for the teacher so both of you can consult it during your meeting. (Or consider giving it to the teacher ahead of time.)
4. Choose your words carefully. Example: Instead of saying, "I hate doing reports; they're boring and a waste of time," try, "Is there some other way I could satisfy this requirement? Could I do a video instead?" Strike the word "boring" from your vocabulary. It's a word that's not helpful for teachers (and it might even make them mad.)
5. Don't expect the teacher to do all of the work or propose all of the answers. Be prepared to make suggestions, offer solutions, even recommend resources. The teacher will appreciate that you took the initiative.
6. Be diplomatic, tactful, and respectful. Teachers have feelings, too. And they're more likely to be responsive if you remember that the purpose of your meeting is conversation, not confrontation.
7. Focus on what you need, not on what you think the teacher is doing wrong. The more the teacher learns about you, the more he or she will be able to help. The more defensive the teacher feels, the less he or she will want to help.
8. Don't forget to listen. Strange but true, many students need practice in this essential skill. The purpose of your meeting isn't just to hear yourself talk.
9. Bring your sense of humor. Not necessarily the joke-telling sense of humor, but the one that lets you laugh at yourself and your own misunderstandings and mistakes.
10. If your meeting isn't successful, get help from another adult. "Successful" doesn't necessarily mean that you emerged victorious. Even if the teacher denies your request, your meeting can still be judged successful. If you had a real conversation - if you communicated openly, listened carefully, and respected each other's point of view - then congratulate yourself on a great meeting. If the air crackled with tension, the meeting fell apart, and you felt disrespected (or acted disrespectful), then it's time to bring in another adult. Suggestions: a guidance counselor, the gifted program coordinator, or another teacher you know and trust who seems likely to support you and advocate for you. Once you've found help, approach your teacher and try again.

Excerpted from *The Gifted Kid's survival guide: A Teen Handbook (Revised, Expanded, and Updated Edition)* by Judy Galbraith, M.A. and Jim Delisle, Ph.D. © 1996. Used with permission from Free Spirit Publishing Inc., Minneapolis, MN; 1-356-7037322; www.freespirit.com. All rights reserved