

# SENG-Model Parent Support Group

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**Text:** *Guiding the Gifted Child* by Webb, Meckstroth and Tolan

## Week 1

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### Identification: Tests & Characteristics

#### Chapters 1-3

- Characteristics of gifted children can be quite diverse.
- Terms “gifted,” “talented,” “high potential”
- Intelligence is not the same thing as achievement
- Styles of learning (“right brain/left brain”)
- Different methods of measuring potential, intelligence and achievement
- School screening and identification plans (they may overlook some children)
- What I.Q. tests do (and do not) tell (multiple intelligences)
- Obtaining Assessment (including a second opinion)

#### Handouts

1. [\*Journeys with Bright & Gifted Children\*](#) by Ruthann Gibbs & Teri Lane
2. [\*Nurturing Social-Emotional Development\*](#) by James T. Webb
3. [\*Gifted Adults: Characteristics & Emotions\*](#) by Annemarie Roeper

## Week 2

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### Motivation & Discipline

#### Chapters 4 & 5

#### Motivation

- Start where the child is; transfer motivations
- Successive successes; anticipatory praise
- Recognize the child’s needs; goal-setting
- Encouragement, not criticism (avoid sarcasm/ridicule)
- Importance of personal relationships
- Special time/special place
- Frequency of praise is more important than amount or duration

#### Discipline

- Discipline and limits are needed for all children
- We set limits because we care

- Discipline is different than punishment
- Avoid “no-win” struggles, nagging, “referential” speaking
- Encourage choices to develop self-esteem
- Ensure that choices are within limits
- Seek self-discipline
- Catch the child doing something right in self-discipline
- Frequency of consequences is more important than severity
- Use natural consequences where possible
- Limits that are set must be enforceable
- Avoid harsh, inconsistent punishment

## Handouts

1. *Motivation & Gifted Students* by Dr. Pam Clinkenbeard
2. [\*How Not to Talk to Your Kids: The Inverse Power of Praise\*](#) by Po Bronson
3. *Positive Discipline* by [www.Positivediscipline.com](http://www.Positivediscipline.com) & *Developing Capable People* by [www.capabilitiesinc.com](http://www.capabilitiesinc.com)
4. [\*Meeting the Needs of Gifted Underachievers- Individually!\*](#) by Joan Smutney
5. [\*Why Bright Kids Get Poor Grades and What You Can Do About It\*](#) by Dr Sylvia Rimm  
[Underachievement Quiz](#)
5. [\*Solving the Mysterious Underachievement Problem\*](#) by Dr. Sylvia Rimm
6. [\*2e: Twice Exceptional Resources\*](#) by Teri Lane

# Week 3

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## Stress Management & Communication of Feelings

### Chapters 6 & 7

#### Stress Management

- Some stress (challenge) is desirable; learn to manage it
- What causes stress is self-talk
- Blame and irrational beliefs leave us helpless
- Importance of balancing self-talk; “bookkeeping error”
- Perfectionism (idealism to an excess)
- Importance of parents modeling positive self-talk
- Don’t teach stress management skills during crisis times
- Immediate calming techniques (HALT – hungry, angry, lonely, tired); teaching meditation
- Using humor to induce perspective
- Socratic method of teaching (e.g., “How awful is it?”)
- How we manage our own self-talk

## Communication of Feelings

- Communication cannot be forced; create the climate
- Active listening is communicating
- Accept the feelings (though not necessarily the behavior)
- Avoid “killer statements”
- Modeling a relationship; “I” statements (“When you...I...”)
- Barriers to communication (fast pace of life, television, newspapers, computers, etc.)
- Self-disclosure begets self-disclosure
- Special times and special places enhance communication
- Emotional temperature readings

## Handouts

1. “How Many Plates Can You Keep Spinning?” excerpt from *What’s On Your Mind* by Joel Anderson & Joan Brinkman
2. [Developing a Feeling Vocabulary](#) by Sharon Lind (www.SENGifted.org)
3. *Stress Experience by Gifted People* by Doreen Woolley
4. *Reversal of Fortune: How Parents Unintentionally Undermine A Gifted Child’s Self-Worth* by Jim Delisle
5. [Stress Management Tips & Stress Reduction Techniques](#)
6. [Helping Gifted Students with Stress Management](#) by Leslie S. Kaplan

# Week 4

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## Peer Relationships & Sibling Relationships

### Chapters 8 & 9

#### Peer Relationships

- Who are peers? Peers in what area?
- Several different peer groups are often needed
- Many friends or few? How many real friends do we have as adults?
- Special friendships are often intense
- Bright children have high expectations; may lack tolerance for others
- Leadership or bossiness? Teaching leadership skills
- Use role-playing to enhance understanding
- Time alone versus time with others; eminence requires time alone
- Is time alone by choice or due to lack of skills?
- Peer pressure at different ages (including peer pressure on adults)
- Self-directedness and self-confidence help one withstand peer pressure

#### Sibling Relationships/Rivalry

- Kids rival for something, usually attention

- Importance of birth order (oldest, youngest, middle) roles
- Children adopt characteristic roles, seldom compete
- Important to help children expand their roles and to promote role overlap
- “Either/or” concepts of giftedness; “if he is, I’m not;” negative comparisons
- Competition/rivaling versus sibling synergy
- Parents remove themselves from squabbles
- Take the “sail out of the wind”

## Handouts

1. [Introversion: The often forgotten factor impacting the gifted](http://www.SENGifted.org) by Jill Burrus & Lisa Kaenzig (www.SENGifted.org)
2. [Developmental phases of social development](http://www.SENGifted.org) by Linda Silverman (www.SENGifted.org)
3. [“Play Partner” or “Sure Shelter”: What gifted children look for in friendship](http://www.SENGifted.org) by Miraca Gross (www.SENGifted.org)
4. [Gifted and Non-Gifted Siblings](http://www.SENGifted.org) by Nancy M. Robinson, PhD (Duke Gifted Letter)
5. [Tips for Reducing Sibling Rivalry](http://www.SENGifted.org) by Sylvia Rimm, PhD

# Week 5

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## Tradition Breaking & Depression

### Chapters 10 & 11

#### Tradition Breaking

- Bright, creative children question traditions, rituals, rules
- Creativity always implies being non-traditional
- Breaking traditions always has a price tag
- Kohlberg’s stages of moral development; more advanced is less traditional
- Traditions have a value (but can be overly binding)
- Traditions promote belongingness and predictable behaviors; tap root
- Family traditions; sense of sanctuary
- Importance of creating our own traditions starting now
- What we model for our children in tradition breaking

#### Depression

- Re-label depression as anger; inward or frustrated anger
- Depression as self-blame (“hair shirt”); negative self-talk
- Cannot argue people out of depression
- Avoid “Pollyanna cheerleader” or belittling of their feelings
- Existential depression; meaning in life
- Importance of relationships and of physical touch
- Evaluating seriousness; considering suicide

- When and how to refer; getting professional help

## Handouts

1. [Teen Depression](http://www.webmd.com) www.webmd.com
2. [Existential Depression in Gifted Individuals](http://www.sengifted.org) by Jim Webb (SENGifted.org)
3. [Perfectionism and the Highly Gifted Child](http://www.sengifted.org) by Shaun Hatelty

# Week 6

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## Parent Relationships & Adult Gifted

### Chapter 12

#### Parent Relationships

- Stresses of parenting; setting parental priorities
- Reacting to the urgent rather than the important
- Special time for parents; recharging your own batteries
- Dual parent, single parent, step-parent issues; difficulties in blending families
- Importance of having house rules
- Need for communication and consistency (family huddle)
- Super-parent versus reality

#### Adult Gifted

- The apple doesn't fall far from the tree

## Handouts

1. [The Ten Commitments at a Glance](http://www.10commitments.net) www.10commitments.net
2. [Can you hear the flowers sing? Issues for gifted adults.](http://www.sengifted.org) by Deirdre Lovecky (www.SENGifted.org)
3. [Fostering adult giftedness: Acknowledging and addressing affective needs of gifted adults](http://www.sengifted.org) by Sharon Lind (www.SENGifted.org)
4. [Discovering the gifted ex-child](http://www.sengifted.org) by Stephanie Tolan (www.SENGifted.org)
5. [Gifted Adults in work](http://www.sengifted.org) by Noks Nauta & Franz Corten (www.SENGifted.org)
6. [Desiderata](http://www.sengifted.org) by Max Ehrmann