



Talented and Gifted Distance Learning Resources

FOR EDUCATORS



Connecticut Association for the Gifted
ctgifted.org
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Purpose of this resource:

- To provide information for teachers organized by skill, grade, and interest during distance learning.
- To promote the differentiated needs of students by recognizing the value of their interests, readiness, and learning preferences during distance learning.
- To support the social emotional wellbeing of students during distance learning.

Serving the whole gifted child:

Considerations:

What does this mean, and why is it important?

What are the comprehensive needs—
cognitive, social, emotional, and physical—
of the whole gifted child?

What must parents, educators, and
communities do
to support the whole gifted child?

Informative Resource:

[Resources for Educators &
Parents During COVID-19](#)
from the National
Association for the Gifted
Children (NAGC)

Direct Resources from NAGC:

[Free Webinars & Live Chats](#)

[COVID-19 Research](#)

[Teaching Online: Best Practices, Technology & Tools](#)

[PreK-12 Enrichment & Educational Resources](#)

[Social-Emotional Support](#)

PreK-12 Enrichment & Educational Resources:

[Toys & Games for Gifted Children](#)

[Curated by State Departments of Education & State Affiliates](#)

[Resources by Discipline](#)

[Advanced Placement \(AP\) Supports](#)

Best Practices regarding Technology & Tools:

[Best Practices for Teaching Online.](#)

[Making a Sudden Transition to Teaching Online: Suggestions and Resources.](#)

[QM Emergency Remote Instruction Checklist \(K-12 Education\).](#)

Select Free Webinars & Live Chats:

[MCGT Sunday Evening Family CHATS](#)

[Using Strength-Based Pedagogy to Engage and Challenge High-Ability and Talented Students.](#)

[My Future...What Now?" Teens Talk About Moving Forward in our Challenging Times.](#)

[Virtual Educating Mindfully Summit.](#)

[An Interview with Temple Grandin: World Autism Awareness Day.](#)

Link to COVID-19 Research:

[Medical, Social, and Behavioral Science Articles from SAGE Publishing](#)

SAGE believes in the power of the social and behavioral sciences to convert the best medical research into policies, practices, and procedures to improve – and even save – lives.

This collection includes the latest medical research from SAGE related to the virus as well as top social and behavioral research to help individuals, communities, and leaders make the best decisions on dealing with the outbreak and its consequences.

Access to Social-Emotional Support:

[Parent TIP Sheet](#) (and [Parent TIP Sheet in Spanish](#))

[Articles & Blogs](#)

[Videos & Podcasts](#)

[Resources & Evidence-Based Practices](#)

For further reference:

[AN INITIAL GUIDE TO LEVERAGING THE POWER OF SOCIAL EMOTIONAL LEARNING > AS YOU PREPARE TO REOPEN AND RENEW YOUR SCHOOL COMMUNITY](#)

from CASEL

In closing:

When considering the needs of the whole gifted child, it is advisable to -
“ evaluate his or her needs, development, and the importance of providing
alternatives for his or her ongoing growth in the school, home, and community.”

- George Betts, 2016

Resource:

From the National Association for the Gifted Children (NAGC)

[Resources for Educators & Parents During COVID-19](#)

Resources from CAG:

- Teacher Resource Groups: TRG sessions are focused on student engagement, agency for advanced learners through advocacy, and supporting networks of stakeholders in our unprecedented educational landscape.
- Parent Resource Groups: PAGE groups support and encourage the development of gifted students through an understanding of their characteristics and needs, by fostering appropriate educational opportunities for them at home, in school, and in the larger community.

Whom to contact:

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CAG supports educators and parents to meet the needs of Connecticut's gifted, talented and high-potential children of diverse cultural and socio-economic backgrounds.

We provide resources and advocacy so children are identified and provided access and opportunities for an appropriate education by personnel trained and qualified to meet their cognitive, social, and emotional special needs.