



Talented and Gifted Social Emotional Advisement

FOR PARENTS



Connecticut Association for the Gifted
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Purpose of this resource:

- To support the social emotional wellbeing of students during distance learning
- To provide strategies for teachers, parents, and stakeholders for helping gifted children manage their feelings, sadness, and anxiety during the COVID-19 pandemic
- To promote the differentiated needs for children at each developmental age by recognizing the value of their interests, readiness, and learning preferences

How distance learning affects gifted students:

While gifted children may cognitively process information about COVID-19, it's important to remember that, for some, other areas of development—such as their emotional or social skills—may not be as mature. They may exhibit intense feelings when fearing for their own family, or when realizing others have difficulty getting food, may be sick, and/or can't get tested.

However, families with gifted children and teens can manage intensities and anxieties in a healthy way, and channel energies to support positivity in themselves and in the community

What you can do to support gifted learners:

- Set the tone
- Discuss the crisis
- Manage anxiety
- Support through development stages

Refer to:

[Supporting Your Gifted Child During COVID-19](#)

From the National Association for the Gifted Children (NAGC)

Setting a calm, reassuring tone:

- Avoid minimizing concerns
- Stress patience
- Understand that support, not chastising, is what your children need
- Help your children recognize and manage their stress
- Reflect their feelings, be supportive, and do not judge
- Expect that your child may need more affirmations of love and affection; oblige these requests to alleviate anxiety and maintain secure attachment
- Create a chill zone or "signal words" to indicate overload.

Discuss COVID-19:

- Be vigilant about gathering accurate information from reliable sources
- Be open with information you have in developmentally appropriate ways
- Correct rumors or false information your child has received
- Talk about the likelihood of minimal significant adverse health effects for children
- Allow your child to openly ask questions and express their concerns
- Begin conversations by asking an open-ended question like, “What do you want to know about COVID-19?”

Use Cognitive (Thinking) Strategies:

- Identify the thought.
- Challenge the thought.
- Modify the thought.
- Replace the thought.

From Warrior to Worrier: A Guide to Conquering Your Fears,
Dan Peters, Ph.D., 2013

Focus on What Your Child Can Control:

- Keeping a positive attitude
- Having fun—doing things that bring joy
- Being kind to family members and pets
- Connecting with others via age-appropriate social media
- Finding beauty in each other and nature, such as walking, hiking, and biking

Find Ways to Make A Difference:

- Write thank you letters to first responders
- Organize online fundraisers
- Donate to a food pantry
- Read aloud via video chat to younger children
- Make cards/draw pictures for neighborhood elderly or shut-ins
- Ask teens to organize and host virtual talent shows or themed family dinners

Mindfulness & Breathing Exercises:

Studies have shown significant health benefits when mind and body are connected. At home, parents can help their children stay healthy by incorporating daily exercise, regular sleep schedules, yoga, meditation, and other mindfulness practices.

Resources:

[Child Trends](#)

[Healthy Minds](#)

[National Association of School Psychologists](#)

[Yale Center for Emotional Health](#)

Supporting Gifted Children By Developmental Stage:

During times of crisis, children of all ages need love and attention from their parents, familiar routines as possible, new routines where necessary for structure and comfort, and to talk about their feelings.

Parents should refer to these tables to assist in identifying behaviors, a typical child's reactions to crisis, and age-appropriate strategies

Keep in mind that many gifted children exhibit asynchrony, meaning they may be developmentally farther ahead or, in some situations, lagging behind their age mates. Parents should adapt based on their own gifted's child's development.

In Closing:

- Be genuine in your words and actions
- Find ways to focus on things your children can control, while being mindful of (but not ignoring) those they cannot
- There is no such thing as a perfect parent
- Eventually, we will all find some equilibrium

Resource:

From the National Association for the Gifted Children (NAGC)

[Supporting Your Gifted Child During COVID-19](#)

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.

CAG offers [Parent Resource Groups](#) to 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.