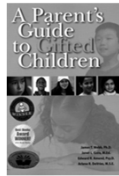


## Communication and Relationships with Gifted Children

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- **Success is more than just financial success**
- **Communication and relationships are the most important factors in success**
- **How can we parent in order to foster communication and relationships?**

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### Key Tasks for Communication

- **Invest in the relationship and belongingness within the family and classroom.**
- **Nurture resilience and the development of values.**
- **Accept and appreciate the child's uniqueness.**
- **Help the child to understand and like himself.**
- **Teach the child self-motivation, self-management, and self-discipline.**

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## Strategies for Communication and Relationships

- Treat your child with intellectual respect, but remember their asynchrony.
- A key aspect is to match the academic program to the child's needs.

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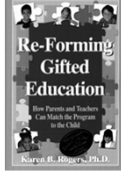
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## A Menu of Educational Options

- Early Entrance and Grade-Skipping
- Non-Graded or Multi-Grade Classes
- Compacting the Curriculum and Grade Telescoping
- Single-Subject Acceleration
- Cluster Grouping
- Regrouping for Specific Subject Instruction
- Like-Ability Cooperative Grouping
- Cross-Grade Grouping
- Peer Tutoring Dyads
- Full-Time Ability Grouping/Tracking
- Pull-Out Groups
- Full-Time Gifted Classes or Programs
- School-within-a-School
- Testing Out
- Advanced Placement Programs
- International Baccalaureate
- Early Admission to College
- Talent Search Programs
- Correspondence Courses, Distance Learning, and Independent Study Courses
- College-in-the-Schools
- Mentorships
- Home schooling



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## What Is Your Gifted Program Like?

- Often we only identify the already achieving, teacher-pleasing gifted students.
- We fail to match the program to the child.
- We have one type of gifted program, and then expect all types and levels of gifted children to fit into it.
- We must ensure that our program:
  - Provides for continuous academic progress
  - Remediates academic weakness
  - Enhances psychological adjustment
  - Provides for socialization

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### Strategies for Communication and Relationships

- Expect competence and focus on success.
  - Children live up, or down, to our expectations.
  - Create success experiences, but be like a good sports coach.
  - Use "I admire."
  - Catch them doing something right.
  - Avoid the "7 A's, 1 B" phenomenon.
  - Start with *their* areas of interest; then branch to yours.
  - Use anticipatory praise.
- Value the child more than just for what he produces.

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### Strategies for Communication and Relationships

- Be aware of what you model.
  - We too often model poor relationship skills.
  - We sometimes even yell, don't listen, are intolerant of others, and model poor problem-solving.
  - We use sarcasm and ridicule, and we gossip and use referential speaking.
  - We openly compare our kids with others, and we say things to our children we would not say to another adult ("killer statements").

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### Killer Statements that Hinder Communication and Motivation

- You're no different than anyone else, so stop asking for exceptions!
- Stop living in a dream world. Be like the rest of the world!
- For someone so smart, you sure are dumb! You have no common sense at all
- Your idea isn't new, you know. It was discovered a long time ago.
- Do you have to be creative with everything? Can't you just do things like everyone else?
- You're always daydreaming, or thinking of yourself and your projects – never anyone else!

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**Killer Statements that Hinder  
Communication and Motivation** (continued)

- Why do you always have to be so intense and sensitive all the time?
- Can't you just accept things that teachers say? Do you have to question and find fault with everything?
- You're not ready for that. It just won't work, and it would just be a waste of time!
- With your memory, I don't believe you forgot! I think you just didn't want to do it.
- Where were you when I was explaining that? Asleep?
- I can't believe you forgot your homework again! After all, you're a gifted child.

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**Strategies for  
Communication and Relationships**

- Value the relationship; avoid barriers to communication.
  - Barriers say, "This computer or TV show is more important to me than you" and "I'm not available."
  - Use special time; special place; special events (quiet vs. noise) – and remember the importance of frequency.
    - ❖ Trips
    - ❖ Treehouse times, walks, bike rides
    - ❖ Fishing or camping
    - ❖ Going out for breakfast

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**Strategies for  
Communication and Relationships**

- Set limits, but avoid power struggles.
- Give choices wherever possible (Freedom within limits; the "V" of love).
- Avoid "shooing flies" or getting "sucked into" issues.

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**Strategies for  
Communication and Relationships**

- Set the fewest limits needed, but enforce those that are set.
  - Be realistic and consistent (difficult in blended families).
  - Check signals with your teammates (family huddle).
  - Try not to overreact (“doomsday limits”).
  - Particularly avoid inconsistent punishment.
- Use "natural consequences" wherever possible.
  - It can be difficult to do, but...
  - It allows you to be sympathetic & supportive.
  - “The school of experience is a hard one, but...”

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**Strategies for  
Communication and Relationships**

- "Take the sail out of the wind" (It's better than the alternative!).
- Remember that discipline is not the same as punishment.
  - Punishment only tells you what not to do
  - Punishment harms the relationship
- Don't over-control and don't get over-involved.
  - When do you push? How do you know when to step back?
  - Don't value the child only for achieving and producing results.

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**Strategies for  
Communication and Relationships**

- Model tradition-breaking and how one can resist peer pressures.
- Some self-disclosure is helpful.
- Model and reinforce communication, self-management, independence, and resilience.

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## Overview

- Parents must separate their desires from those of their children; children must live their own lives.
- But *Cradles of Eminence* suggests that parents should be quite involved in their children's lives.

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## Overview

- Remember the importance of the relationship.
- Remember that there is a long time between when the seed is planted and when the tree bears fruit.
- Remember that parents and teachers must take care of themselves. When your battery is run down, you have nothing left to give.

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## Recommended Readings

- *10 Things Not to Say to Your Gifted Child* (Heilbronner, 2011).
- *Children: The Challenge* (Dreikurs & Soltz, 1991).
- *Cradles of Eminence: Childhoods of More Than 700 Famous Men and Women* (Goertzel, Goertzel, Goertzel, & Hansen, 2003).
- *How to Behave So Your Children Will, Too* (Severe, 2003).
- *How to Parent So Children Will Learn*. (Rimm, 2008).
- *Keys to Parenting a Gifted Child*, 3<sup>rd</sup> ed. (Rimm, 2007).
- *Nurturing Brilliance: Discovering and Developing Your Child's Gifts*. (Caffrey, 2011).

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### Recommended Readings

- *The Optimistic Child* (Seligman, Reivich, Jaycox, & Gillham, 1995).
- *A Parent's Guide to Gifted Children* (Webb, Gore, Amend, & DeVries, 2007).
- *A Parent's Guide to Gifted Teens: Living with Intense and Creative Adolescents*. (Rivero, 2010).
- *The Resilience Factor* (Reivich & Shatté, 2002).
- *The Shelter of Each Other: Rebuilding Our Families* (Pipher, 1995).
- *Siblings without Rivalry* (Fabert & Mazlish, 1998).

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### Recommended Readings

- *Smart Boys: Talent, Manhood, and the Search for Meaning* (Kerr & Cohn, 2001).
- *Smart Girls: A New Psychology of Girls, Women, and Giftedness*. (Kerr, 1997).
- *The Smart Teens' Guide to Living with Intensity: How to Get More Out of Life and Learning*. (Rivero, 2010).

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