

Expert Advice From the
National Association for Gifted Children

Success Strategies for
**Parenting
Gifted Kids**



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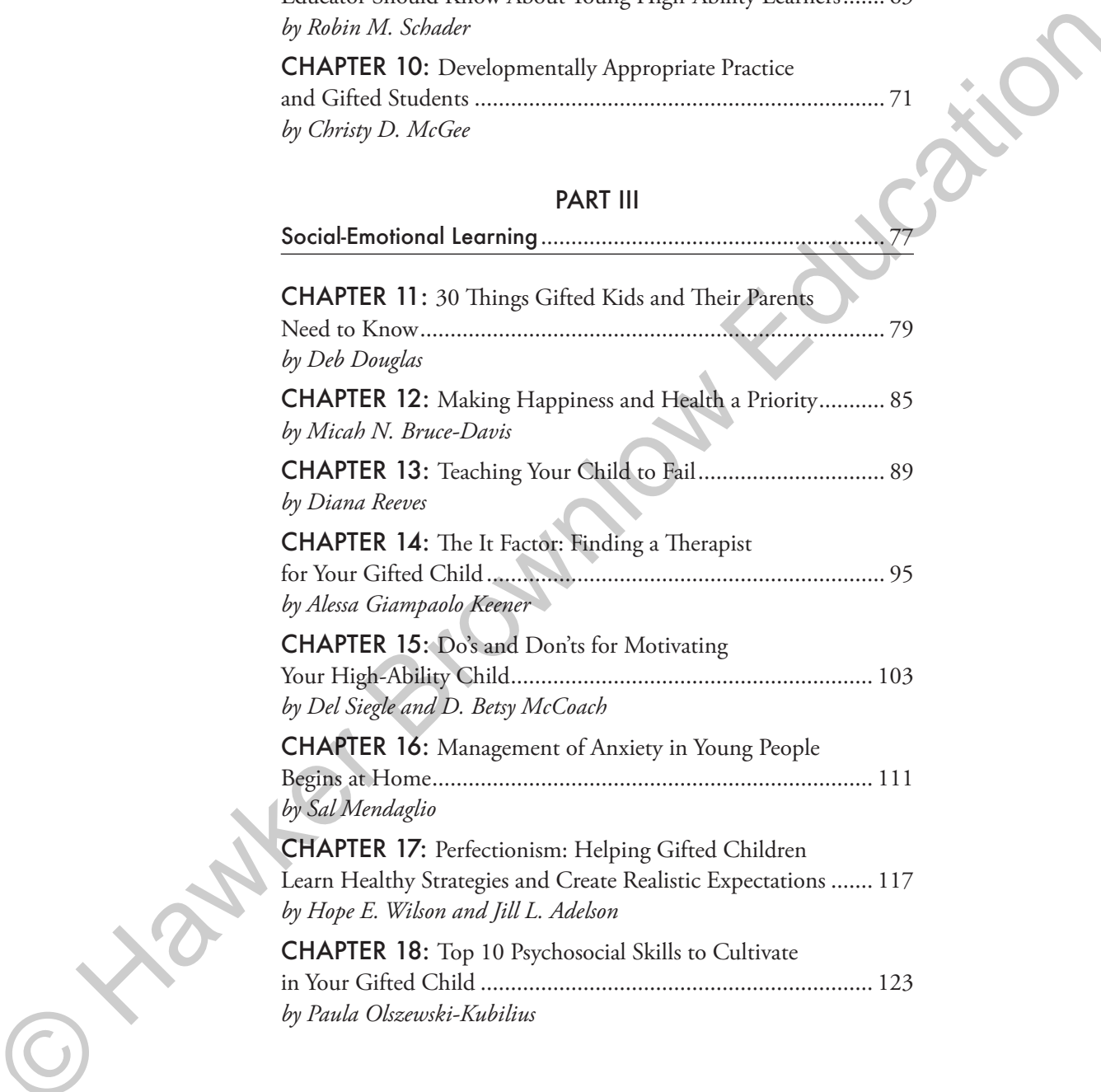
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FOREWORD

Parenting a talented child is not for wimps. It can be confusing yet thrilling, frustrating yet energizing, humbling yet enlightening . . . quite the roller-coaster! This is especially true when a child's talents are different from his or her parents'. On top of the issues related to gifted children's considerable strengths, they also experience all of the craziness of normal development—the frustrations, the complexities of friendships, the self-doubts, the heartbreaks.

Add another layer on top of that: Much like the misconception that gifted students don't need special services because "they'll figure it out on their own," many people think parenting a talented child is a cake walk. They don't see the perfectionism, extreme boredom in school, or difficulties finding like-minded peers. In my experience, this attitude of "it's easy parenting a gifted student" prevents parents of talented children from seeking out the assistance they know they need.

For a long time, there wasn't nearly enough assistance to provide, given that the resources available to parents of high-potential students was thin. But thanks in large part to the efforts of the National Association for Gifted Children—from whose publication *Parenting for High Potential* this book's content is drawn—we are starting to create a wide and deep reservoir of helpful, research-based information and advice for parents.

This book is a comprehensive sampling of all of the knowledge that reservoir contains, and the editors—all highly respected experts and advocates—carefully crafted the volume to be as useful as possible to parents. This book is low on jargon and high on practical strategies, it covers a wide range of important topics but avoids being superficial, and it is research-based yet doesn't get bogged down in those details. The authors are all distinguished experts with impressive track records of working with parents of gifted students, and that experience jumps off every page.

I especially encourage readers to make use of the reflection questions provided with each reading. These questions can serve as a guide and source of support for the difficult questions parents often have (and need to have) with their children's teachers, administrators, psychologists, and counselors. Within my own family, we have found frank discussions on these issues to be eye-opening, especially when the kids are involved. Children always notice and think about more than we realize, and that is even more the case when those children are intellectually talented.

Of course, we have a long way to go before we are fully supporting parents of gifted students. Perhaps that's an unattainable goal, as the needed assistance will keep evolving as society and education change. But striving to provide that support is a laudable, necessary goal, and the book you are holding in your hands represents a major step forward in providing that support. Thanks for all that you do for your gifted child!

—Jonathan A. Plucker, Ph.D.,
NAGC President, 2019–2021

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