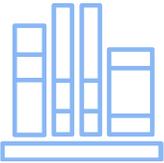


PARENTAL AND COMMUNITY PARTNERSHIPS

THE DATA

Parents play a critical advocacy role for their RCELD and 2e children, and they need support to fulfill this role.



- Children need exposure to peers who share their interests and passions, which further ignites their intellectual growth and love of learning (Amend & Joerg, 2019).
- Most gifted children socialize and make friends with those more related to their mental age rather than their chronological age (Cross, 2011).
- Parents and teachers do not always see eye-to-eye when it comes to behavior concerns because behavior may vary depending on the environment (Thompson & Winsler, 2018).
- Families of gifted children often feel that they do not relate to families of nongifted children mainly due to their unique academic needs. Consequently, parents of gifted children may find it difficult to access support groups within gifted or other communities (Jolly & Matthews, 2013).

RECOMMENDATIONS

- Model and explain how to move forward after making mistakes (Amend & Joerg, 2019).
- Reflect on the stressful moments with other parents of gifted and 2e children. This interaction may provide comfort in talking to other parents with similar experiences (Zanetti et al., 2019).
- Demonstrate a comfort with personal strengths and weaknesses to help children become comfortable with their own giftedness and areas of weakness (Amend & Joerg, 2019).
- Enroll children in enrichment programs to broaden interests within a community where students feel emotionally safe and accepted. Invitational learning is culturally responsive; it includes compassion, empathy, and a focus on justice for students (Ford, 2015).



RESOURCES TO LEARN MORE INFORMATION

- Supporting the Emotional Needs of the Gifted (<https://www.sengifted.org/>)
- National Association for Gifted Children's Parent, Family and Community Network (<https://nagc.org/get-involved/nagc-networks-and-special-interest-groups/networks-parent-family-community>)
- Our Gifted (<https://ourgifted.com/>)
- Lived Experiences of Parents of Gifted Students With Autism Spectrum Disorder: The Struggle to Find Appropriate Educational Experiences (2015 article in Gifted Child Quarterly <https://journals.sagepub.com/doi/10.1177/0016986215592193>)



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