



AIG Focus

Monthly Goal: I create and work towards challenging personal goals.

You Gotta Have Hope

Hopeful individuals view themselves as being able to create paths to achieve their goals; they initiate steps toward achieving goals and sustain their course along a route to success. In short, if an individual identifies a goal, is able to identify multiple pathways to achieving the goal, and has the agency to move on those pathways and change pathways when faced with obstacles, they would have hope of reaching their goal.

Researchers have found that gifted students with high hopes achieve successful school-related outcomes, demonstrate higher success on standardized achievement tests, and set higher global academic goals and expectancies of success. Students with low hope have a higher occurrence of anxiety and self-doubt.

Setting Goals Teaching goal setting is foundational to assisting gifted children in their development of hopefulness. Gifted children need to be active participants in setting their own personal, social, and academic goals.

Developing Pathways Thinking Parents and educators can help gifted students devel-

op pathways thinking by breaking down larger goals into smaller components that are approached, and eventually completed, in a sequenced and logical way.

Developing Personal Meaning or “Agency Thinking” It is essential that children set goals that are their own--with personal meaning--rather than assume the goals of their peers, teachers, or parents. Motivation, persistence, and performance are undermined if the goals are not personal.

Positive Self-Talk Gifted children should be taught to think positively and have strong positive beliefs about themselves. Possessing positive self-referential beliefs in situations of adversity are very important to the development of hopefulness in the gifted when they face obstacles in their day-to-day life and in their movement toward goal attainment.

To read more about developing hopefulness in gifted children, go to: “You Gotta Have Hope” from the National Association for Gifted Children.

Director’s Discussion

I must admit that there are times when I like to try something or do something just to see how it goes. I hope I am not alone in that. However, this month’s AIG goal reminds us that we must model goal setting for our students/children.

Some students are natural goal-setters and are driven to achieve. Other children need a little more encouragement. All children though can learn to set better and more challenging goals. Helping a child understand that potential is within each of us and can go unseen and untapped if we do not cultivate it is both critical and challenging.

There are many ways to help children set goals, but here are a few simple steps to get started:

- 1) When possible, allow the child to identify his/her “Big Goal” or “Challenge.”
- 2) Help your child drill into what the purpose of the goal or overcoming the challenge is.
- 3) Help your child figure out the smaller steps to reach the goal and how to measure progress.
- 4) Brainstorm obstacles or challenges in advance
- 5) Plan check-ins to make progress visible.

We want this newsletter to be two-way conversation. Feel free to email or call any time.

Dr. Michael Elder

Director, College and Career Readiness

A note from your specialist...

Here is a snapshot of what we are doing in the AIG pullout groups.

Reading: Students have been working on a PBL lesson to solve a mystery using text evidence to support their thinking. Students are reading through a “case file” to determine which character cast a spell and why. Students have also been shown how to access Wordle to solve a daily word puzzle.

Math: I’ve explored the concept of exponents with both fourth and fifth grade. Students looked at patterns of exponents and explored

what happens with negative exponents. Students also learned how to divide with decimals and how to convert fractions into decimals. Finally, students solved an algebraic Halloween puzzle.

ChessKid: I’ve been introducing classes to ChessKid and given them a school login. This is a great resource to learn chess and improve chess skills. I have a limited number of “gold” memberships that give students full access to this resource. Students have been told, once

they have completed the first 6 lessons, to let me know if they would like a gold membership, at least for a limited time. If students would like to possibly be on the school chess team later this year, it is important for them to be practicing on ChessKid using the login information I’ve given them.

AIG Specialist-Jason Barnes
Jason.barnes@onslow.k12.nc.us
 910.326.5115 QCE
 910.326.1501-SBE

