



AIG Focus

Monthly Goal: I persist on tasks even when my initial efforts are not successful.

Growing Grit in the Gifted

How do we help our gifted children develop grit? Giftedness and grit don't necessarily come hand in hand. Grit is a key quality of successful people.

Angela Duckworth, psychologist and author of *Grit: The Power of Passion and Perseverance* says, "To be gritty is to keep putting one foot in front of the other. To be gritty is to hold fast to an interesting and purposeful goal. To be gritty is to invest day after day, year after year, in challenging practice. To be gritty is to fall down seven times, and rise eight."

Helping children find and advance their skills in their passions is key in developing grit. Children have to have something they are passionate about and a goal within that passion that is worth pursuing with all their heart and soul in order to develop grit.

Really allow your children to go all-in with their passions. Once you know

what your children's passions are, let them soar with it!

Grit is just one of many positive characteristics that successful people have. Raising resilient children with a passion can do nothing but help them along the path to achieving their dreams. Remember that your children are the ones that choose their passions and they are the ones that get to decide the goals they want to pursue. This is not about what you want for your children, but what your children want for their learning. You are supporting, not directing. Be the soft place for your child to land when things go wrong. Be the one with the encouraging word when they are facing adversity. Believe in your children and they will believe in themselves.

To read more about growth mindset and grit in gifted children, go to: "[Growing Grit in the Gifted](#)" by Anna Chambley.

Director's Discussion

This month, we think about what happens when the challenge is present, the struggle is real, and time may not be on our side.

There is an innate human need to be intellectually stimulated. The brain yearns to learn (perhaps not learn exactly what we want, but to learn something). So, in a school setting, where there are standards to learn along with passions to pursue, what role does grit play?

Grit is goal-based. For a child to learn grit, he/she must set goals. The goal creates the finish line. Without that finish line, it is a great challenge to know why to keep pushing. Grit is critical because it is separate from natural ability, intellect, and talent. Grit is more than simply "not giving up."

Like all traits, a person is not going to show grit in all circumstances. That is normal. It is okay to be "grittier" in some areas (likely in topics we care about) than others. Encourage those passions, the goal setting, and the behaviors that allow students to see that grit pays off.

Michael Elder, Ed.D.

Director, College and Career Readiness

A note from your specialist...

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

The last couple weeks of February has been spent testing 3rd graders for the AIG program. I've completed testing and am back to my normal schedule.

I also wanted to go ahead and let you know about an opportunity for a summer camp called Cognicon. Cognicon is geared towards gifted students and students served by gifted services and is being put on by Onslow County Gifted Services this summer. There is a camp for rising 2nd-5th graders and one for rising 6th-8th grade

gifted students. The application period opens March 27th at 5:00 pm. There is a limited number of spots.

Cognicon for rising 2nd-5th grade:

[Cognicon Elementary.png](#)

Cognicon for rising 6th-8th:

[Cognicon Middle Schools Initial Flyer 2023.png](#)

Reading: Students have continued working on vocabulary using root words. Fourth grade is starting figurative language and how to enhance writing using "fancier" fig-

urative language. Fifth grade is creating blackout poetry.

Math: Students have continued working on Hands-on-Equations. Hands-on-equations is a program that teaches students to solve equations with variables that represent the unknown. Students use manipulatives and then learn to transfer that to drawings and then to written equations.

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