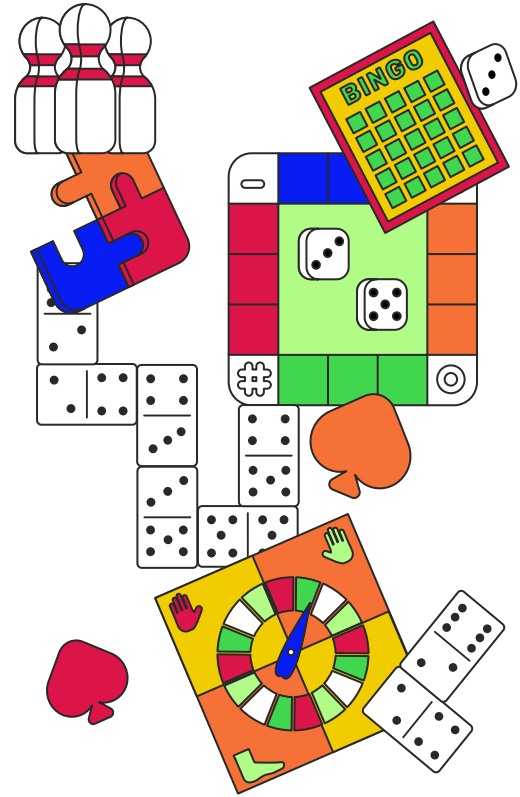


Welcome to GTAC!



Make a name tag →

Name

School(s)

Favorite childhood board game

≡ IT'S ≡

YOUR

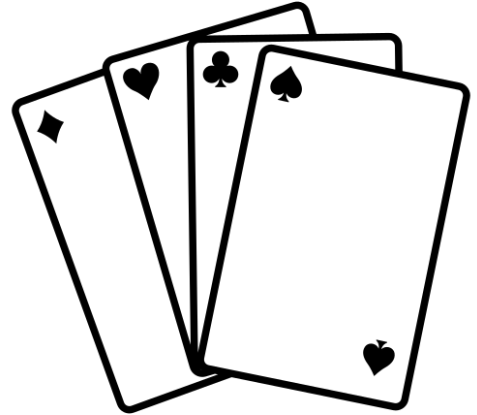
MOVE



Pick a Card -- Introductions

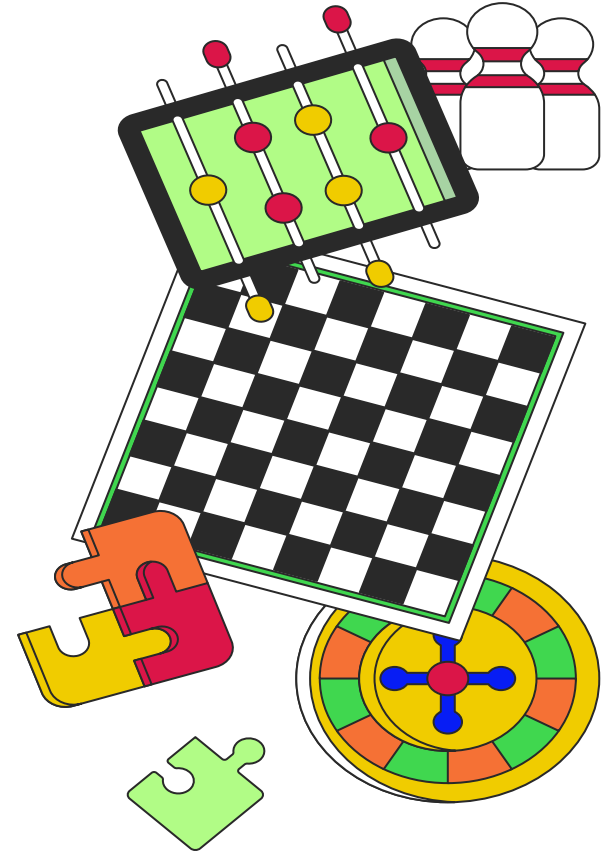
When it is your turn introduce yourself with your name and what school(s) you represent. Then based on your suit share:

- ♥ HEARTS: What is your favourite meal? Describe it.
- ♠ SPADES: What is something you enjoy doing in your spare time?
- ♦ DIAMONDS: What is something you're hoping to learn in drama class?
- ♣ CLUBS: What is your favourite way to consume media (social media, videos, podcasts)?

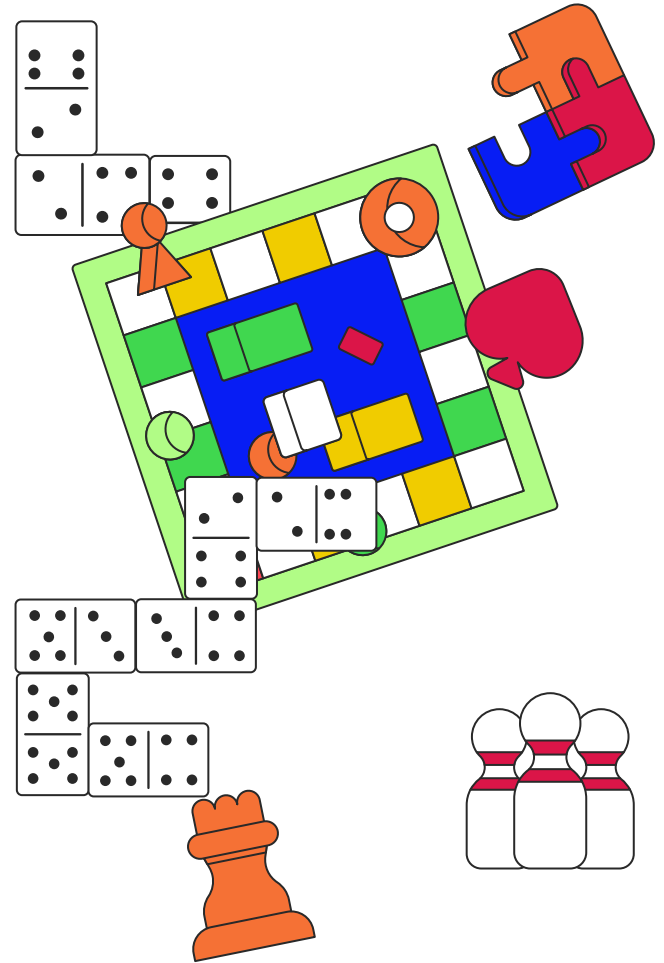


Agenda

- Welcome
- Introduction GTAC
- Board Report
- 24-25 Potential Charges
- Introduction to Executive Function
- Closing

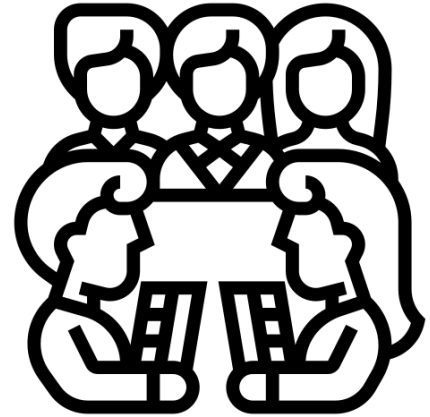


01 What is GTAC?



Gifted & Talented Advisory Council = GTAC

- One of LPS 8 “Key Communicator Groups”
- GTAC is a “Community group” (defined in Board Policy BDF) we are encouraged to “offer suggestions and advice to the Board”
- Our Purpose: Create a community where families can connect and talk about the academic and social emotional needs of Gifted children
- Support GT services in LPS
- Keep our community abreast of best practices and research in the field of Gifted Education
- We WANT & NEED your input!!



Executive Council

Chair

Kati Cahill

Chair-Elect

OPEN!!

Contributing Members

Courtney Moore Rodriguez

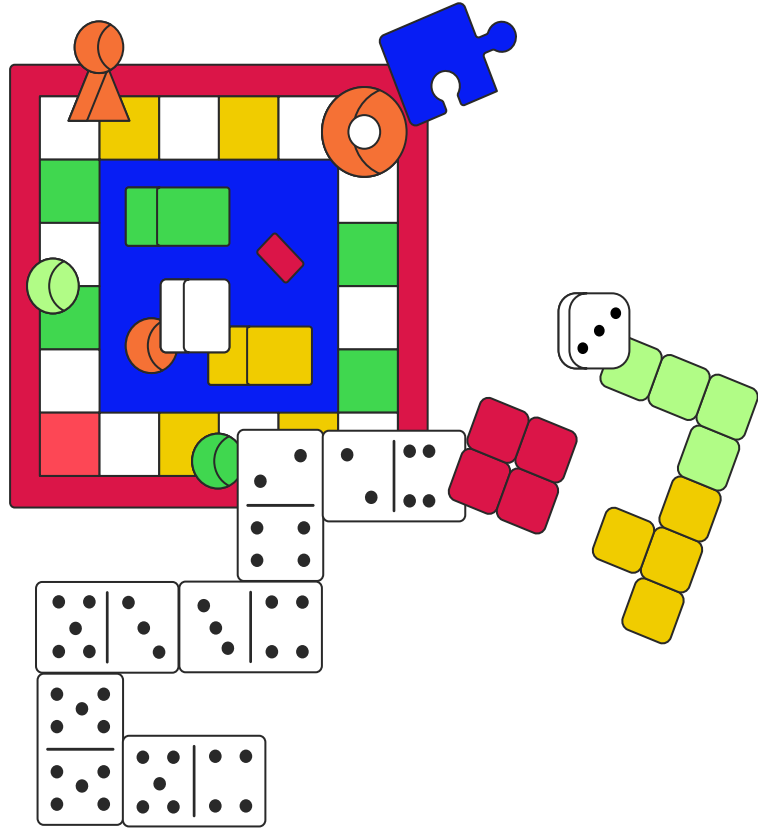
Arrolynn Keady

Teresa Dwire Elliot

Monica Dobbelstein

Meetings

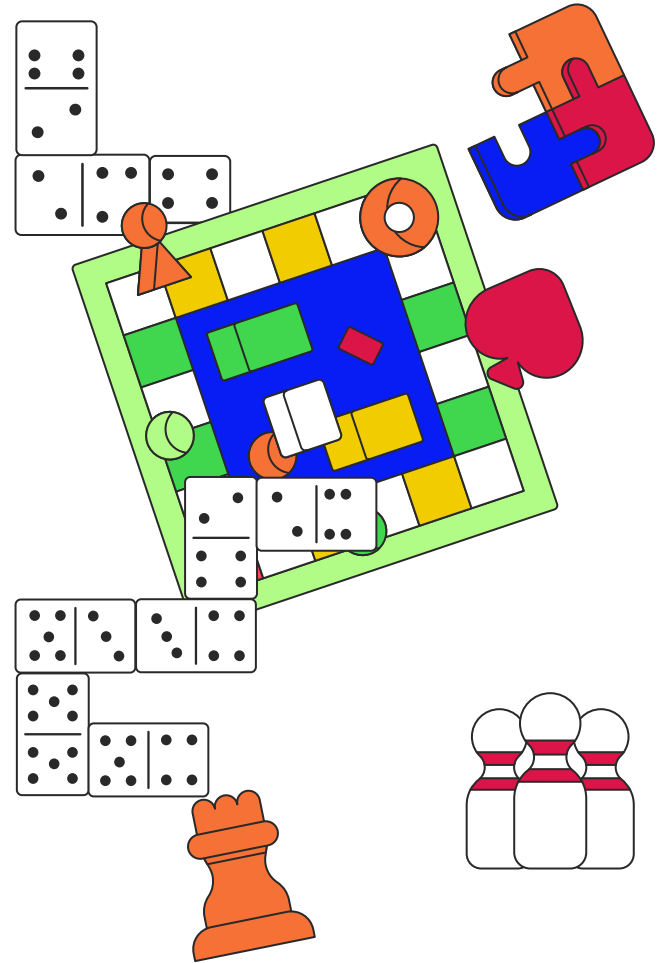
- ~~September 10, 2024~~
- **OCTOBER 10 -- Presentation to BOE**
- January 14
- April 29



02 Board Report

Joan Anderssen

03
24-25
Potential
Charges



24-25 Potential Charges

FAMILY COMMUNICATION & PARTNERSHIP

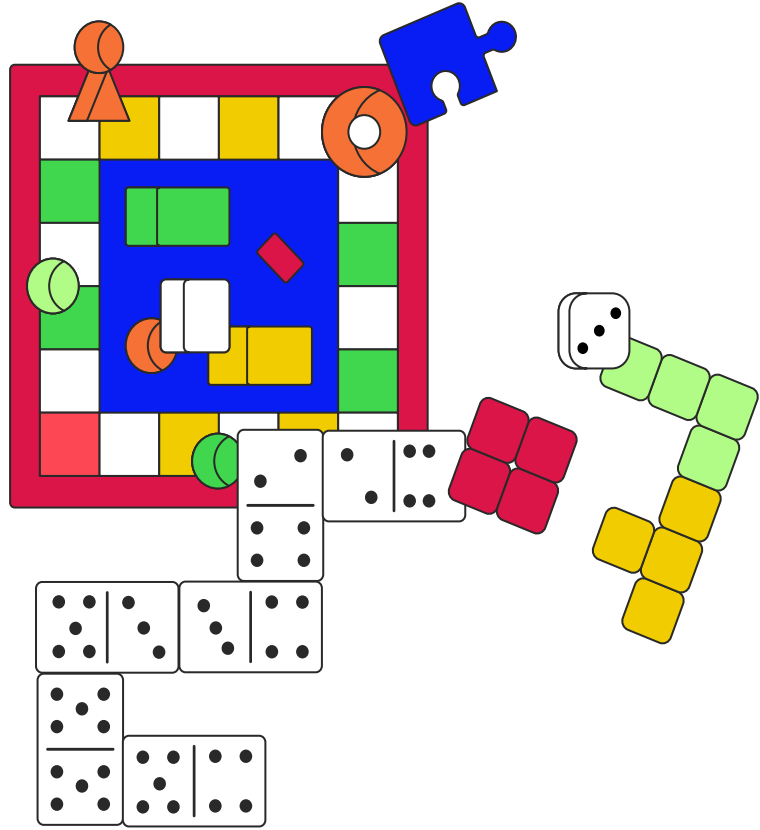
Plan and Execute a “Family Game Night” to foster community engagement and provide insights into cognitive functions and critical thinking skills.

UNDERSTANDING GIFTEDNESS

Focus on Executive Function: Educate families and staff about the unique executive functioning challenges and strengths of gifted students, helping to support academic success and personal growth.

PERCEPTION DATA SURVEY

Develop and distribute a perception survey to gather feedback from the LPS Gifted community, using the results to inform and improve GT services and communication strategies.



04

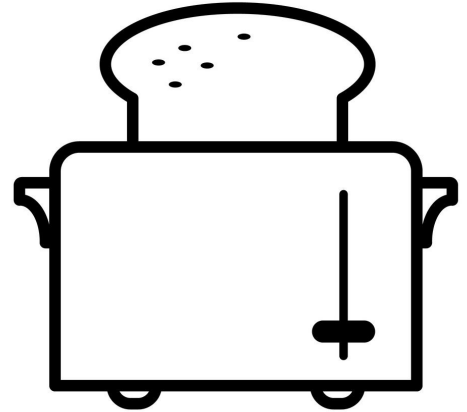
Executive Function

Let's Make Toast

Turn & Talk

- Talk with a neighbor about the steps to making toast
- How many steps did you come up with?
- Did you include
 - Get out bread
 - Plug in toaster
 - Set toaster to correct level
 - Put bread in toaster
 - Push lever down to start toaster
 - Get out butter
 - Get plate (or napkin) and knife
 - Get toast from toaster
 - Put toast on plate
 - Butter toast
 - Put bread away
 - Put butter away
 - Put knife in sink or dishwasher
 - EAT the toast

14



What is Executive Function?

Formal Definition: *Cognitive control*, or the ability to *flexibly, voluntarily, and adaptively coordinate behavior in the service of internal goals* in changing environments.

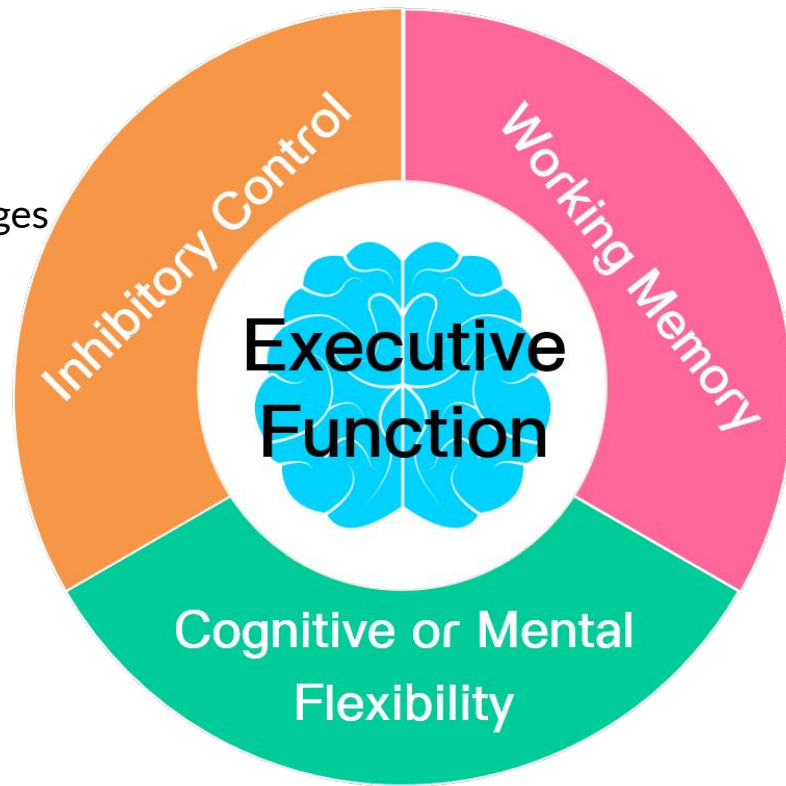
Simple definition: To “*execute*” complex tasks through to completion.

SimplEST definition: *The ability to get things done.*





- Controlling automatic urges (i.e. impulse control)
- Delay immediate gratification
- Control thoughts & emotions (emotional regulation)
- Focused attention



- Holding information for short periods of time
- Work without losing track of what you are doing
- Following directions
- Task Initiation
- Organization



- Thinking “outside the box”
- Considering multiple points of views or perspectives
- Shifting between tasks that have different cognitive demands
- adapting to changed circumstances

WHAT IS

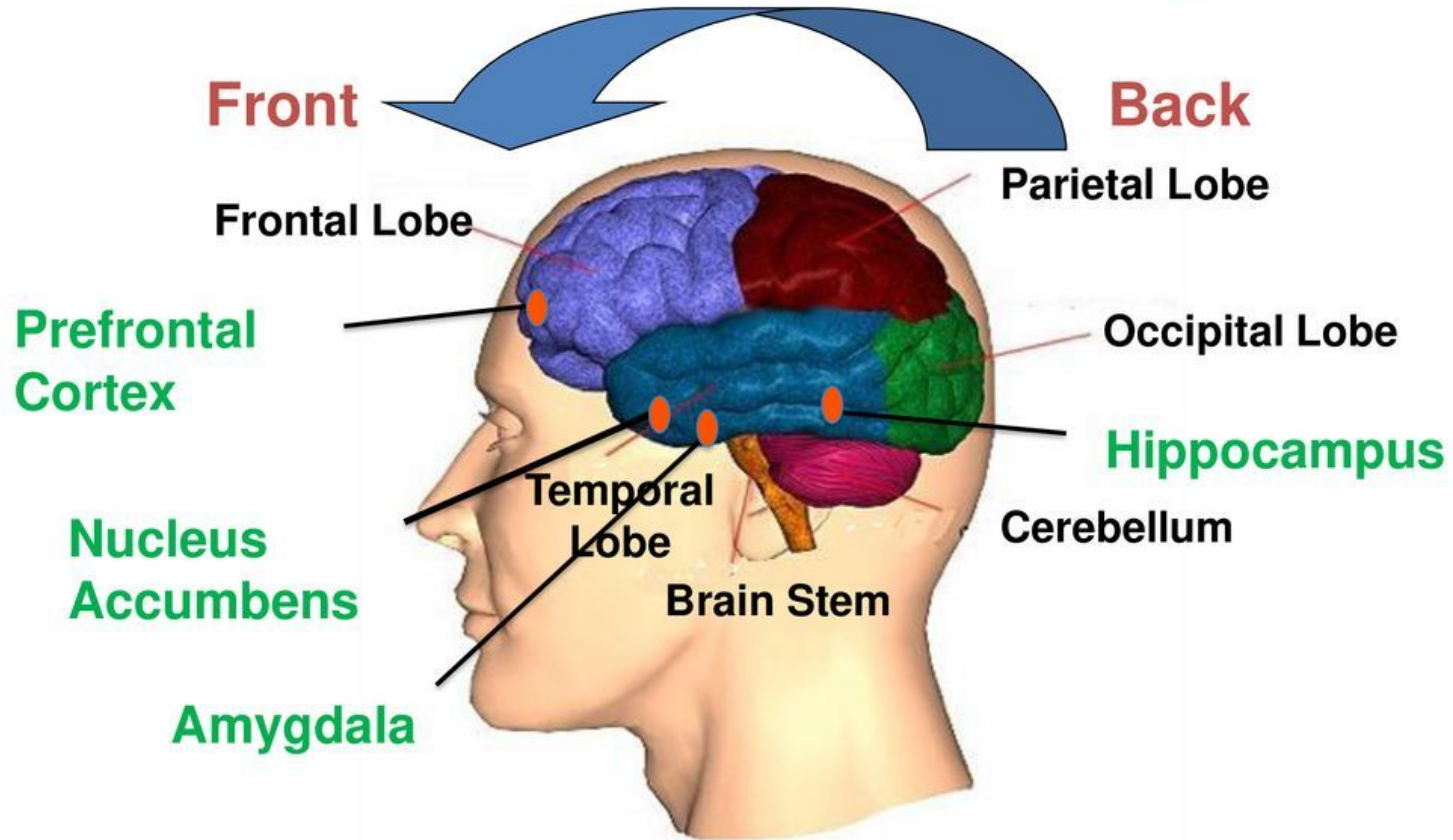
EXECUTIVE

FUNCTION?



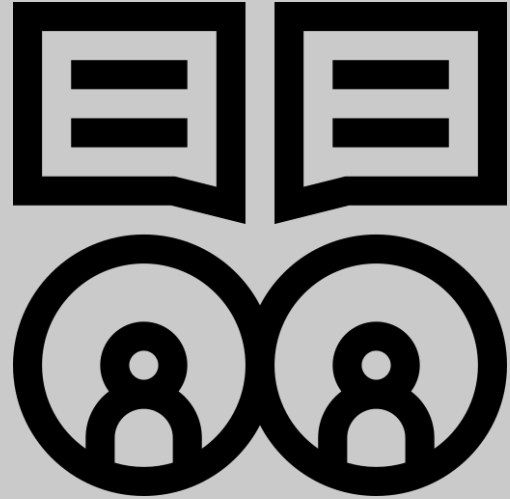
[Video Link](#)

How the Brain Develops



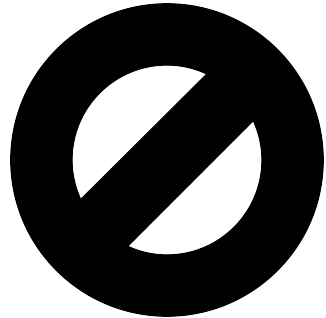
Say Something

- Choose a partner.
- Read, [Seth Perler's "What is Executive Function \(in plain English\)"](#) silently and simultaneously to designated stopping points.
- When each partner is ready, stop and **“say something.”**
 - The something might be a question, a brief summary, a key point, an interesting idea, or a personal connection.
- Continue the process until you have completed the reading.

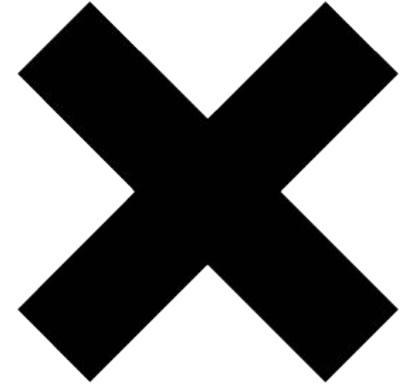


Misconceptions about EF Challenges

Students who struggle with executive function are not intelligent.



Students who struggle with executive function are lazy, unmotivated, and can concentrate when they want to (like when playing video games).



Students who struggle with executive function are not successful in life.



[Video Link](#)

Students with EF challenges could be faced with

**20,000 corrective
or negative
comments**

by the time they're 10 years old.

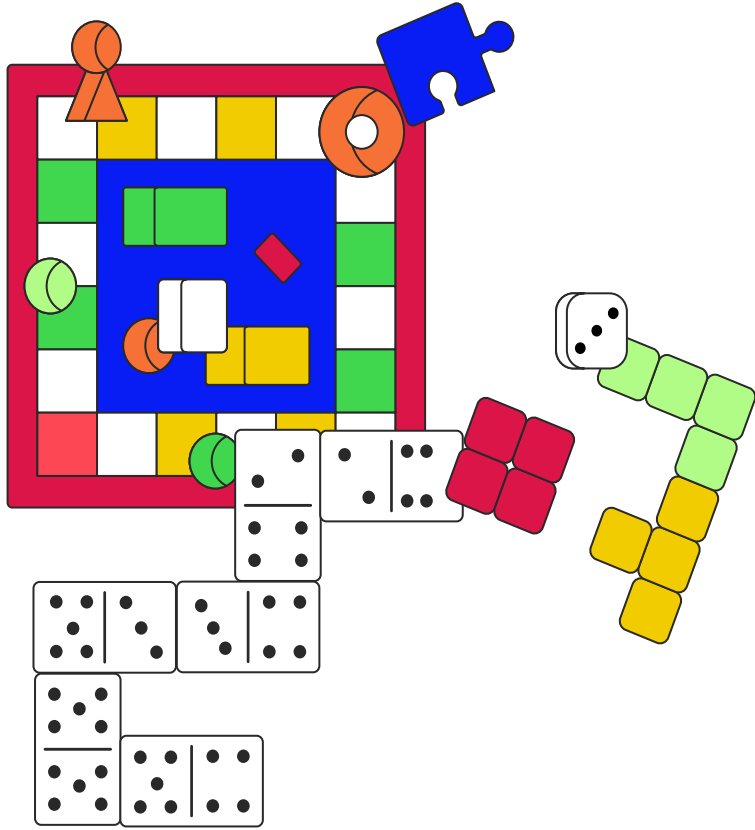
Why does this matter for Gifted kids?

- Development of the prefrontal cortex—and advanced executive functioning—may be on a three- or four-year delay for Gifted Students.
- Gifted children who *learn too easily do not need executive skills*, at least not for that easy learning. So *there is no need to organize information or acquire study skills*. Being good at taking in information can actually impede the development of equally important output skills.

Why does this matter for Gifted kids?

- (Neurodiverse) individuals learn and process differently, and need strategies that are *tailored to their unique personalities and idiosyncrasies*. They tend to develop asynchronously within the various aspects of Executive Function, and when this is properly taken into consideration, we can **empower** these students with solutions that work.

- [Seth Perler](#)



How can we
support
Executive
Function?

**What is *essential* for
neurodiverse students is
best practice for all
students**

- Brandon Slade Untapped Learning

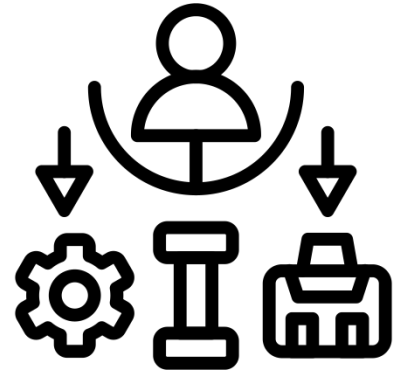
Strategies to help with EF

- **Establish Routines:** Create consistent patterns for daily activities.
- **Chunking:** Break tasks into smaller, manageable pieces.
- **Mindful Meditation:** Use meditation to improve focus and emotional regulation.
- **Visual Aids:** Utilize calendars and planners to organize tasks.
- **Limit Distractions:** Minimize interruptions and focus on single tasks.
- **Self-Reflection:** Reflect on actions and behaviors for personal growth.
- **Set Clear Goals:** Define achievable objectives to guide actions.
- **Reward Yourself:** Use rewards to reinforce positive habits.

Routines

Routines allow our brain to switch from “manual” to “autopilot”, which allows us to focus on more important tasks. Routines:

- Reduce stress and anxiety
- Increase focus and organization
- Build confidence and discipline



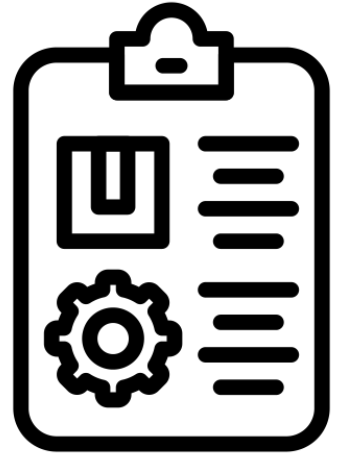
- Brandon Slade Untapped Learning

Why do Routines Fail?

- More than 1 routine at a time
- Too ambitious
- Too complex

So... dial it back: *Tiny Habits* Model (BJ Fogg)

Gradually introduce new routine elements, with patience and flexibility, to avoid student (and personal) overwhelm





[Video Link](#)

Thank You!!

≡ IT'S ≡

YOUR

MOVE

