

Parent Information

New to Hi-Cap?

It's a fascinating world!

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*This slide presentation is a
VERY basic overview . . .*

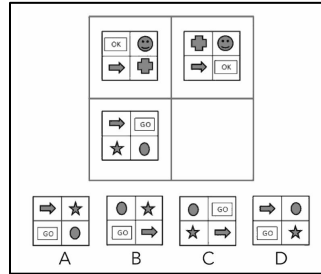
Maybe we can help provide some generic information . . .

The images below depict commonalities among highly capable students:

1. Thrives on the challenges of thinking and learning - Example: "I want to do it myself - do you have more of these?"
2. Learns at a high rate - Example: "Don't slow me down, I'll crash!"
3. Enjoys the company of older people who share the same passion about a specific topic - Example: "He loves dinosaurs too!"

What Comes Next?

(I like doing the work myself!)



Bicycle Brain

(Go too slow and you tip over - aka crash!)



Brain Peers

(Oh to share a passion with someone who has real knowledge!)



Executive Function & Self-Regulation Skills

Can be an exceptional challenge for Hi-Cap students.
This is a major focus of the Enrichment class!

"Click" to go to a great website - also has a wonderful video!

These skills depend on three types of brain function:

- **working memory**
- **mental flexibility**
- **self-control**

Integrated in daily conversations and tasks during Enrichment class.

These functions are highly interrelated, and the successful application of executive function skills requires them to operate in coordination with each other.

These are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully.

Just as an air traffic control system at a busy airport safely manages the arrivals and departures of many aircraft on multiple runways, the brain needs this skill set to filter distractions, prioritize tasks, set and achieve goals, and control impulses.

Executive Function & Self-Regulation Skills (cont.)

Children aren't born with these skills—they are born with the potential to develop them.

Providing the support that children need to build these skills at home, in early care and education programs, and in other settings they experience regularly is one of society's most important responsibilities.

Growth-promoting environments provide children with “scaffolding” that helps them practice necessary skills before they must perform them alone.

It is important for children to exercise their developing skills through activities that foster creative play and social connection, teach them how to cope with stress, involve vigorous exercise, and over time, provide opportunities for directing their own actions with decreasing adult supervision.

IMPACT - Our enrichment class strives to accomplish this!

The major focus of the tasks and projects during Enrichment class.

GREAT Resources - See your handouts!

[NAGC - National Association for Gifted Children](#)

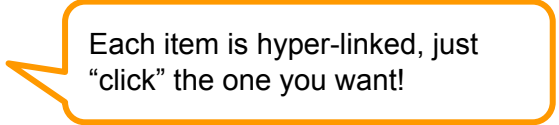
[WAETAG - Washington Association of the Education of the Talented and Gifted](#)

[NWGCA - Northwest Gifted Child Association](#)

[SENG - Supporting the Emotional Needs of the Gifted](#)

[Prodigy Northwest](#)

[Byrdseed](#)



Each item is hyper-linked, just
“click” the one you want!

Need more information? Questions/Comments/Suggestions?



QUESTIONS
COMMENTS
SUGGESTIONS
IDEAS

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