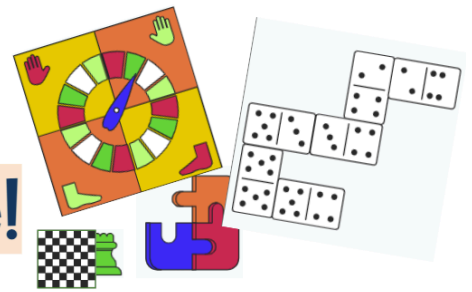




GTAC 24-25

It's Your Move!



Gifted & Talented Advisory Council Meeting October 8, 2024

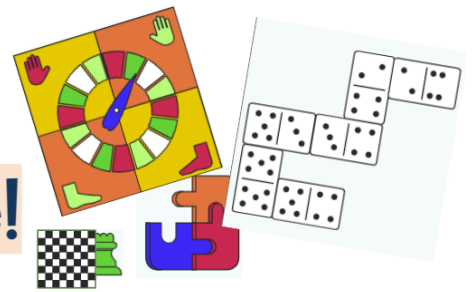
Agenda and Meeting Minutes

1. Welcome
2. Introduction GTAC
 - a. One of LPS 8 “Key Communicator Groups”
 - b. GTAC is a “Community group” (defined in Board Policy BDF) we are encouraged to “offer suggestions and advice to the Board”
 - c. Our Purpose: Create a community where families can connect and talk about the academic and social-emotional needs of Gifted children
 - d. Support GT services in LPS
 - e. Keep our community abreast of best practices and research in the field of Gifted Education
 - f. We WANT & NEED your input!!
 - g. **WE NEED A CHAIR ELECT!!** If you are willing to serve in this role please email Julia at jshannon@lps.k12.co.us
3. Board Report
 - a. Assessment for LPS is now available on the district website
 - b. New LPS scorecard to keep track of our progress towards BOE priorities will be posted publicly by Spring of 2025
 - c. GTAC will present to BOE on Thursday
4. 24-25 Potential Charges
 - a. **FAMILY COMMUNICATION & PARTNERSHIP**: Plan and Execute a “Family Game Night” to foster community engagement and provide insights into cognitive functions and critical thinking skills.
 - b. **UNDERSTANDING GIFTEDNESS**: Focus on Executive Function: Educate families and staff about the unique executive functioning challenges and



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strengths of gifted students, helping to support academic success and personal growth.

- c. **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.

5. Introduction to Executive Function

Definition of Executive Function (EF):

- Executive function refers to cognitive control, enabling individuals to coordinate behavior towards internal goals in changing environments. In simple terms, it is the ability to get things done and manage complex tasks.

Components of EF:

- Impulse control
- Delaying gratification
- Emotional regulation
- Focused attention
- Working memory (holding information temporarily)
- Task initiation, organization, and shifting between tasks

Brain Development and EF:

- Brain development occurs from back to front, with the frontal lobe, responsible for advanced executive function, maturing last. Key areas like the hippocampus, amygdala, and prefrontal cortex play roles in emotional memory, impulse control, and organizing/planning.

Common Misconceptions:

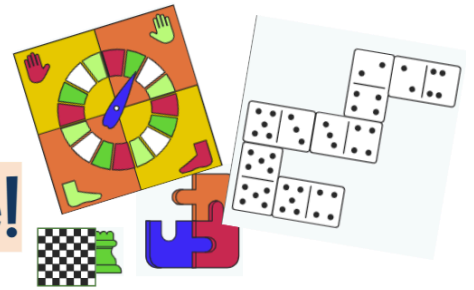
- Misconceptions include thinking students who struggle with EF are unintelligent, lazy, or unmotivated. In reality, EF challenges do not reflect intellectual ability.

EF and Gifted Students:



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- Gifted students may experience delayed development in EF, with the prefrontal cortex maturing 3-4 years later than their peers. They may also struggle with output skills because their easy learning does not require organized study habits or information processing.

Supporting EF in Gifted Students:

- Neurodiverse individuals, such as gifted students, benefit from strategies tailored to their unique learning and processing styles. Personalized strategies can help these students develop EF skills.

Strategies for Supporting EF:

- Establish routines to reduce stress and increase focus.
- Break tasks into manageable chunks.
- Use visual aids like planners and calendars.
- Minimize distractions and practice mindful meditation to enhance focus.
- Set clear goals and use rewards to reinforce positive habits.

Challenges with Routines:

6. Routines can fail if they are too complex or ambitious. Introducing routines gradually using the "Tiny Habits" model ensures better success by preventing overwhelm.

7. Closing