

# Giftedness: *Parenting the Gifted Child*

Presentation by

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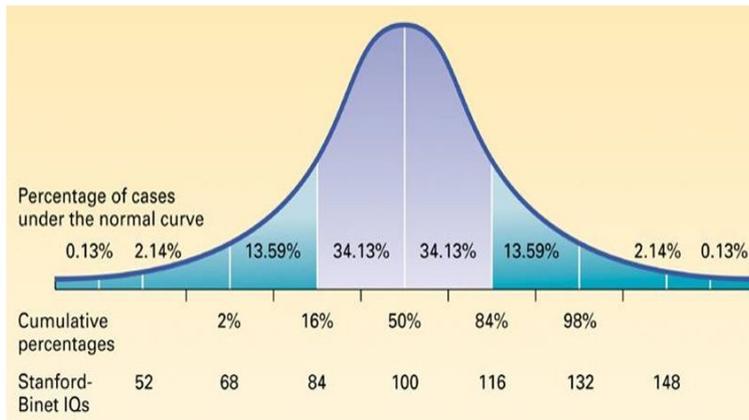
*Educational and Counselling Psychology*

# Agenda

- Why offer special services to GAT?
- Is your child gifted?
  - Gifted and Talented Behaviours
  - Characteristics common to Families of Gifted Individuals
- What programs are available for GAT at EMSB?
  - Further recommendations for Parents of gifted and talented children

# Why offer special services to Gifted students?

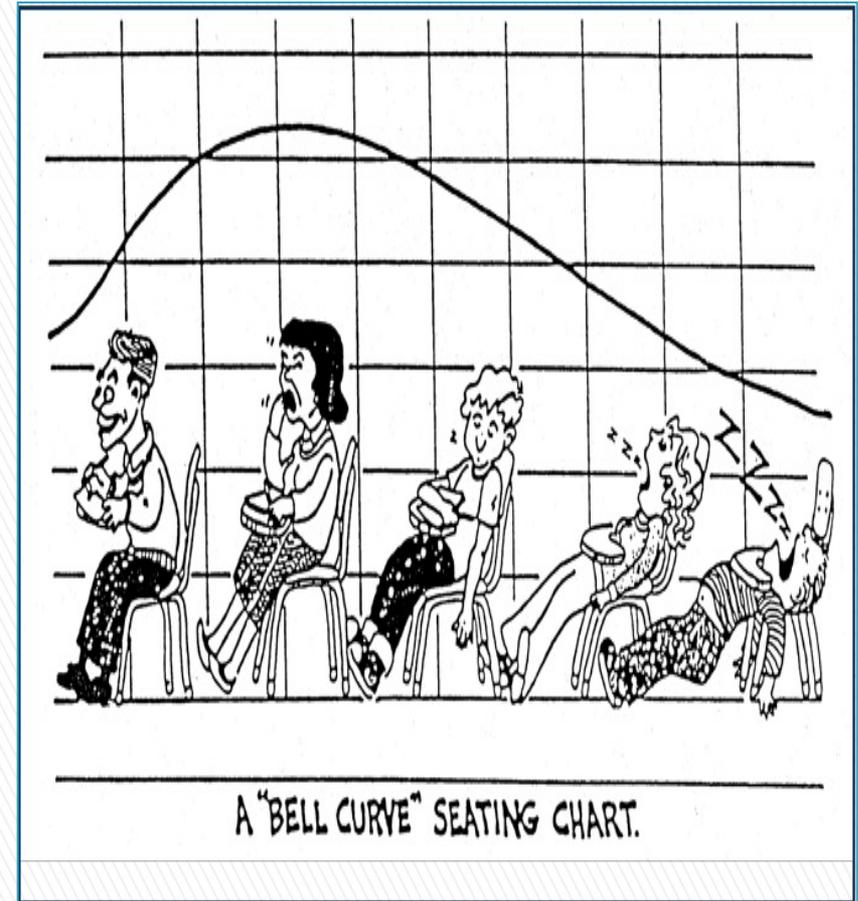
## The Normal Curve and Stanford-Binet IQ Scores



IQs less than 70 = Intellectually Disabled. More than 130 = gifted

Moderately Gifted	130-144
Highly Gifted	145-159
Exceptionally Gifted	160-179
Profoundly Gifted	180+

Note. From Gross (2000).



Standard-based classrooms

Amount of repetitive content

# *Lack of Work Habits and Self-Regulation*

*“I never learned how to work!”*

*“Elementary school and middle school were so easy for me!”*

*“I coasted through elementary and middle school and then fell apart in the advanced classes in my high school.”*

*(Reis & Hebert, 2004)*

# Traits, Aptitudes & Behaviors (TAB)

Frasier, Martin, Garcia, et. al. 1995; NRCGT, 2007

TAB	Description	How it may look
Motivation: Evidence of desire to learn	Forces that initiate, direct and sustain individual or group behavior in order to satisfy a need or attained goal	<ul style="list-style-type: none"> <li>• Aspires to be somebody, to do something.</li> <li>• Is an enthusiastic learner.</li> <li>• Demonstrates persistence in pursuing or completing self-selected tasks (may be culturally influenced; evident in school or non-school activities).</li> </ul>
Interest: Intense (sometimes unusual) interests	Activities, avocations, objects, etc. that have special worth or significance and are given special attention	<ul style="list-style-type: none"> <li>• Demonstrates unusual or advanced interest in a topic or activity.</li> <li>• Is a self-starter.</li> <li>• Is beyond age-group.</li> <li>• Pursues activity unceasingly.</li> </ul>
Communication skills: Highly expressive and effective use of words, numbers, symbols, etc.	Transmission and reception of signals or meanings through a system of symbols (codes, gestures, language, numbers)	<ul style="list-style-type: none"> <li>• Demonstrates unusual ability to communicate (verbally, physically, artistically, or symbolically).</li> <li>• Uses particularly apt examples, illustrations or elaborations.</li> </ul>
Problem-solving ability: Effective (often inventive) strategies for recognizing and solving problems	Process of determining a correct sequence of alternatives leading to a desired goal or to successful completion or performance of a task	<ul style="list-style-type: none"> <li>• Demonstrates unusual ability to devise or adapt a systematic strategy for solving problems and to change the strategy if it is not working.</li> <li>• Creates new designs, invents.</li> </ul>
Memory: Large storehouse of information on school or non-school topics	Exceptional ability to retain and retrieve information	<ul style="list-style-type: none"> <li>• Already knows information.</li> <li>• Needs only 1-2 repetitions for mastery.</li> <li>• Has a wealth of information about school or non-school topics.</li> <li>• Pays attention to details.</li> <li>• Manipulates information.</li> <li>• Is highly curious.</li> </ul>

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Frasier, Martin, Garcia, et. al. 1995; NRCGT, 2007

TAB	Description	How it may look
Inquiry: Questions, experiments, explores	Method or process of seeking knowledge, understanding, or information	<ul style="list-style-type: none"><li>• Asks unusual questions for age.</li><li>• Plays around with ideas.</li><li>• Demonstrates extensive exploratory behaviors directed toward eliciting information about materials, devices or situations.</li></ul>
Insight: Quickly grasps new concepts and makes connections; senses deeper meanings	Sudden discovery of the correct solution following incorrect attempts based primarily on trial and error	<ul style="list-style-type: none"><li>• Demonstrates exceptional ability to draw inferences.</li><li>• Appears to be a good guesser.</li><li>• Keenly observant.</li><li>• Possesses heightened capacity for seeing unusual and diverse relationships.</li><li>• Integrates ideas and disciplines.</li></ul>
Reasoning: Logical approaches to figuring out solutions	Highly conscious, directed, controlled, active, intentional, forward-looking, goal oriented thought	<ul style="list-style-type: none"><li>• Makes generalizations.</li><li>• Uses metaphors and analogies . . . thinks things through in a logical manner.</li><li>• Thinks crucially . . . comes up with plausible answers.</li></ul>
Imagination/Creativity: Produces many ideas; Highly original	Process of forming mental images of objects, qualities, situations, or relationships, which are not immediately apparent to the sense; solve problems by pursuing nontraditional patterns of thinking	<ul style="list-style-type: none"><li>• Shows exceptional ingenuity using everyday materials.</li><li>• Creates wild, seemingly silly ideas; often fluently/flexibly.</li></ul>
Humor: Conveys and picks up on humor well	Ability to synthesize key ideas or problems in complex situation in a humorous way; exceptional sense of timing in words and gestures	<ul style="list-style-type: none"><li>• Has a keen sense of humor, may be gentle/hostile.</li><li>• See unusual relationships.</li><li>• Demonstrates unusual emotional depth.</li><li>• Demonstrates sensory awareness.</li></ul>

# Affective Characteristics of Gifted Students

- Social Skills, Personal Adjustment
  - IQ Range! (Hollingwarth, 1942; Gross, 2000)
  - Kunkel, Chapa, Patterson, & Walling (1995)
  - “*What’s it like to be gifted?*”
    - Findings--Individual and Social: Positive and Negative
- Perfectionism

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*Note.* From Gross (2000).

# Attributes of Dysfunctional Perfectionists

- Anxious about making errors
- Set extremely high standards for self
- Perceive excessive expectations and criticisms from others
- Question their own judgments
- Lack effective coping strategies
- Seeks constant approval

# Attributes of Healthy Perfectionists

- Intense need for order and organization
- Self-acceptance of mistakes
- View of personal effort as an important part of their perfectionism
- High (but realistic) parental expectations
- Use of positive coping strategies with their perfectionist tendencies

# Recommendations for Parents: *Parenting By Positive Expectations* (Clark, B. 2006; Davis & Rimm, 2018 )

- Help with their need for **perfectionism**.
  - Help them set realistic expectations/ standards for self and others.
  - Send the message that parents believe in their children
- Create open communication. Listen Actively!
- Provide support and challenge
- Provide a safe place where your child may be their best and true selves.
- Echoes the importance of discipline and life-long learning
- Help your children understand the consequences of a decision.
- Enjoy living with your gifted child.
- Share what you like to do with your children.
- Allow choice and allow them to make decisions.
- Clear and consistent messages between/ within parents
- Show that you value reflection and daydreaming.

# An Enriched Environment as Seen in Neuroscience Research

- Includes a steady source of positive emotional support
- Provides a nutritious diet
- Stimulates all the senses
- Provides an atmosphere free of undue pressure and stress
- Presents a series of novel challenges at the appropriate level for the child's development
- Allows for social interaction
- Develops mental, physical, aesthetic, social, and emotional skills
- Allows choice
- Allows the child to be an active participant in the learning process.

# Levels of Educational Services (LoS) for GAT at EMSB

- Level 1: Classroom Differentiation
  - DI to address needs for advancement, depth and complexity, challenge and creativity
- Lever 2: Adaptations (by some)
  - School wide enrichment opportunities
  - Academic competitions
  - Curriculum Compacting
  - Mentors/ Independent Study
- Level 3: Modifications (by few based on formal assessment):
  - Derogation 52: Early Admission to Kindergarten or First Grade
  - Grade Skipping
  - Early admission to Highschool
  - Subject Acceleration

# Tier 1. Curriculum Differentiation/ In Class

## Reading Center ELA (differentiated by reading level)

- French Language Center:
  - Histoires de loup
  - À la découverte des loups
  - Loups en grammaire
- Mathematical Centers
  - Divide Like an Egyptian
  - Are We There Yet? A Journey through Our Solar System.
  - POW

## Math Differentiation

- IXL

## Learning Centers

### Grade 1 math

IXL offers hundreds of grade 1 math skills to explore and learn! Not sure where to start? Go to your personalized Recommendations wall to find a skill that looks interesting, or select a skill plan that aligns to your textbook, state standards, or standardized test.

#### Counting and number patterns

- A.1 Counting review - up to 10
- A.2 Count to fill a ten frame
- A.3 Counting review - up to 20
- A.4 Counting tens and ones - up to 20
- A.5 Count on ten frames - up to 40
- A.6 Skip-counting by twos
- A.7 Skip-counting by fives
- A.8 Skip-counting by tens
- A.9 Skip-counting by twos and fives
- A.10 Skip-counting by twos, fives and tens
- A.11 Counting - up to 100
- A.12 Counting tens and ones - up to 99
- A.13 Counting by twos, fives and tens
- A.14 Counting backward - up to 100
- A.15 Counting forward - up to 100
- A.16 Number lines
- A.17 Counting on the hundred chart
- A.18 Hundred chart
- A.19 Even or odd
- A.20 Identify numbers as even or odd
- A.21 Even or odd numbers on number lines
- A.22 Which even or odd number

#### Understand subtraction

- F.1 Subtract with cubes - up to 10
- F.2 Subtract with pictures - numbers up to 10
- F.3 Subtraction sentences - numbers up to 10
- F.4 Subtraction sentences using number lines - numbers up to 10
- F.5 Subtract zero and all

#### Subtraction skill builders

- G.1 Subtracting 1
- G.2 Subtracting 2
- G.3 Subtracting 3
- G.4 Subtracting 4
- G.5 Subtracting 5
- G.6 Subtracting 6
- G.7 Subtracting 7
- G.8 Subtracting 8
- G.9 Subtracting 9
- G.10 Subtracting 0

#### Subtraction

- H.1 Subtraction facts - numbers up to 10
- H.2 Ways to make a number -

#### Three-dimensional shapes

- O.1 Two-dimensional and three-dimensional shapes
- O.2 Name the three-dimensional shape
- O.3 Cubes and rectangular prisms
- O.4 Select three-dimensional shapes
- O.5 Count vertices, edges and faces
- O.6 Compare vertices, edges and faces
- O.7 Identify shapes traced from solids
- O.8 Identify faces of three-dimensional shapes
- O.9 Shapes of everyday objects 1
- O.10 Shapes of everyday objects 11

#### Spatial sense

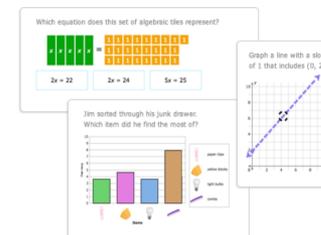
- P.1 Above and below
- P.2 Beside and next to
- P.3 Left, middle and right
- P.4 Top, middle and bottom
- P.5 Location in a grid

#### Data and graphs

- Q.1 Which picture graph is correct?
- Q.2 Interpret picture graphs
- Q.3 Which tally chart is correct?

## Quebec

IXL alignment to the Quebec math curriculum



#### Fully aligned content

IXL's skills are aligned to the Quebec Progression of Learning and the Quebec Education Program, providing comprehensive coverage of math concepts and applications. With IXL's provincial curriculum alignments, you can easily find unlimited practice questions specifically tailored to each learning objective.

#### Track by curriculum

With the IXL Analytics provincial curriculum centre it's simple to view student progress towards provincial curriculum objectives. The reports in the provincial curriculum centre allow you to quickly evaluate student aptitude and identify trouble spots.

Click on a grade to view the provincial curriculum, find practice skills and track performance.

- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12

# Levels of Gifted Educational Services (LoS) for GAT at EMSB

## ✓ Level 1: Classroom Differentiation

DI to needs for advancement, depth and complexity, challenge and creativity

## ➤ Lever 2: Adaptations (by some)

➤ Enrichment programs (Schoolwide)

➤ Academic competitions

➤ Mentors/ Independent Enrichment

## ➤ Level 3: Modifications (by few based on formal assessment):

➤ Derogation 52: Early Admission to Kindergarten or First Grade

➤ Grade Skipping

➤ Early admission to Highschool

➤ Subject Acceleration

# School-Wide Enrichment Programs & Academic Competitions

## Caribou International Math Competition (K-12)

- *Schools: East Hill, VMC, Dunare Gardens, Roslyn, PDC, Gardenview*



## Future Problem Solving International (5-6)

- *Schools: Dunare Gardens, PDC, Roslyn, RWA sec 1-3*

## Debating and Public Speaking (4-6)

- *Schools: Willingdon, Roslyn; Dunare Gardens, Gardenview, PDC*

## Battle of the Books Jr. (4-6)

- *Schools: Roslyn; Dunare Gardens, PDC Gardenview.*

## McGill's Let's Talk Science Competition (G6-8)

- *Schools: Dunare, VMC sec 1 & 2, Roslyn, Willingdon*

**FPSPi Topics 2022-2023**

You can explore and think about these topics over the summer!

 E-Waste	 Robotic Workforce
 Digital Realities	 Throwaway Society

**BATTLE OF THE BOOKS**



**EMSB GIFTED & TALENTED PROGRAMMING 2022-23**

let's talk  science

# Future Problem Solving International



School Wide Enrichment Initiative at The Secondary School Level (Vincent Massey Collegiate & Royal West Academy)

**Future Problem-Solving Program International (FPSP)**

FPSP is a dynamic international program involving thousands of students annually. Developed in 1974 by creativity pioneer Dr. E. Paul Torrance, Future Problem Solving (FPS) provides competitive and non-competitive components for today's curriculum. This six-step model, which teaches critical and creative thinking, problem solving, and decision making can be used as part of classroom curriculum, an extracurricular activity, or by individuals or clubs. Student work is submitted electronically, and evaluation and feedback are provided by FPSP coaches. Qualified students earn invitations to participate in the annual International Conference (taking place in June 2023 at University of Massachusetts- Amherst). The costs for students' participation and conference are covered by the Mesure 15027 for Gifted and Talented learners at EMSB.

Four thinking skills taught and modeled systematically to student participants engaged in the program are the corner stones of the Future Problem-Solving process

- **Creativity** – Problem solving situations are set in the future to encourage inventive thinking. Students explore future possibility from the present
- **Communication** – Clear and articulate communication is developed while working with a team and ideas are presented in written and verbal modes.
- **Critical Thinking** – Students use analysis to gain an understanding of global issues and to comprehend significant aspects of complex situations
- **Collaboration** – Students work together while learning and applying problem solving skills. Teamwork is nurtured as students advance through challenging and exciting situations.

## GLOBAL ISSUES PROBLEM SOLVING (GIPS):

This program enables students to think creatively and explore collaboratively a selected inquiry topic from a diverse range of contemporary global topics. The 2022- 23 topics are:

- E-Waste
- Digital Realities
- Robotic Workforce
- Throw Away Society

Participants research a chosen topic and apply FPSP's six-step problem solving process to resolve the Future Scene -- a hypothetical scenario set 20-30 years in the future. Culminating in a detailed Action Plan, entries are authentically assessed and scored by trained evaluators. Students invited to the international conference will also complete booklets while on-site. This program can be entered as **teams of 3 to 4 students or individuals**, taught by a coach (i.e., the school librarian in collaboration with a mentor funded by the Gifted and Talented Mesure at EMSB).

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## FPSP Topics 2022-2023

You can explore and think about these topics over the summer!

### E-Waste



### Digital Realities



### Robotic Workforce



### Throwaway Society



# Junior School Enrichment Program: Debating and Public Speaking (4-6)

Class #	Date	Skill	Topic to be covered
Class #1	Week of April 12: TBA	Public Speaking	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Explain the goals and expectations of the program;</li> <li>• Intro to PAEL-basics of argumentation;</li> <li>• Multiple sides to an argument (as opposed to one objective right/wrong answer);</li> <li>• Students will individually select a topic from the list—see Appendix B--and will use it throughout the skill-based program.</li> </ul>
Class #2	Week of April 19: TBA	Research - How to look for valid and reliable sources?	<ul style="list-style-type: none"> <li>• Library Workshop (The school librarian shall be invited to this session)</li> <li>• Practice: Conduct library searches on the topic selected in class #1.</li> </ul>
Class #3	Week of April 26: TBA	Note Taking and Organizing	<ul style="list-style-type: none"> <li>• Intro to Concept Mapping, a strategy for note taking and organizing content;</li> <li>• Summarizing the sources (retrieved from library searches) using concept mapping strategy</li> </ul>
Class #4	Week of May 3: TBA	Critical Thinking	<ul style="list-style-type: none"> <li>• Intro to critical thinking;</li> <li>• Logical Fallacies;</li> <li>• Evaluate their sources by looking at the literature arguments with a critical eye.</li> </ul>
Class #5	Week of May 10: TBA	Writing	<ul style="list-style-type: none"> <li>• Argumentative writing (Argumentative Essay--Purdue University Model)</li> <li>• Working on argumentative essay on the topic selected (individually)</li> </ul>
Class #6	Week of May 17: TBA	Public Speaking	<ul style="list-style-type: none"> <li>• First Public Speech (individually) (3 to 4 arguments of max 7 minute)</li> <li>• Reflection on Public Speeches</li> <li>• Debrief</li> </ul>
Class #7	Week of May 24: TBA	Debating	<ul style="list-style-type: none"> <li>• Component Elements and Canadian Parliamentary Structure (Explain terminology)</li> <li>• Intro to Show Debate (to be enacted on TBD)</li> <li>• Debate Topic (Vote on it)</li> </ul>

## Suggested Debate Topics:

1. All students should have daily chores.
2. Every home should have a pet.
3. Homework should be banned.
4. School uniforms should be required.
5. Year-round education is better for students.
6. The Internet should be banned from schools.
7. All museums should be free to the public.
8. Students should be held legally responsible for bullying in schools.
9. Children under 14 should not be allowed on Facebook.
10. Grades and tests should be abolished.
11. All people should be vegetarians.
12. Solar energy should replace all traditional forms of energy.
13. Zoos should be abolished.
14. Human cloning should be banned.
15. Democracy is the best form of government.
16. All citizens should be required to vote.
17. Teachers should be replaced by computers.
18. The voting age should be lowered.
29. Students should not be graded on their handwriting.

# Battle of the Books Enrichment (Gr. 4-6)

Title	Author	Genre
Camp X	Eric Walters	Adventure; Historical Fiction
Innocent Heroes: Stories of Animals in the First World War	Sigmund Brouwer	Adventure; Nonfiction Blended Fiction
Silverwing	Kenneth Oppel	Adventure
Berani	Michelle Kadarusman	Realistic Fiction
Fatty Legs	Christy Jordan-Fenton	Autobiography Nonfiction
The Breadwinner	Deborah Ellis	Realistic Fiction
Beatrice and Croc Harry: A Novel	Lawrence Hill	Mystery
The Case of the Burgled Bundle	Michael Hutchinson	Mystery
The Barren Grounds	David Robertson	Fantasy
Nuria & The Immortal Palace	M.T. Khan	Fantasy

**BATTLE  
OF THE  
BOOKS**

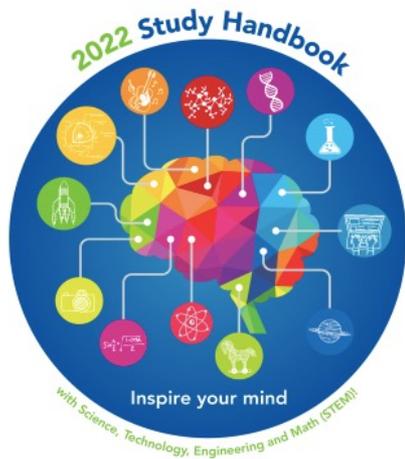


**EMSB GIFTED & TALENTED  
PROGRAMMING  
2022-23**

**Final Battle of the Books scheduled, May 19<sup>th</sup> from 9:30 - 11:30 at Roslyn Elementary School**

# Let's Talk Science Challenge

The LTSC features multiple weeks of activities and prizes. Students can test their STEM knowledge with an exciting question and answer competition, a hands-on engineering challenge and much more.



let's talk  
science

## What are the benefits to students?

- Provides an outlet for students who are not being challenged by the curriculum
- Inspires students to consider future education in STEM and potential STEM careers
- Enriches the curriculum in eight subject areas
- Emphasizes team collaboration, cooperative learning and problem-solving skills

# Independent Enrichment

- Scenario Writing Future Problem Solving International (Grade 4)
- Scratch programming exploration. Looking into code and video game design.
  - The Wizard and the Robot - Scratch Animation (Grade 2)
  - The Peach and the Stomach - Scratch Animation (Grade 2)
- Lunar Rover Research Challenge (Grade 3 & 4; Grade K-noncompetitive)
- Mini Debate Group - (Grade 3 & 4)
- Ancient Egypt Interactive Book (G3)
- Dino Dictionary (G2)
- The Mystery of The Missing Tomb (G4)

# Egyptian Mythology Project



## Pharaohs

The Pharaohs were not only the most powerful in Egypt, they were worshipped as gods. Some of them were even put in a special tombs with plenty of gold.

Did you know that the Egyptian word for Pharaoh was *nesu* in Greek? Even the origin of the word pharaoh was *per-aa*. The ancient Egyptians would not even use the term pharaoh. But in 1450 BC people started using the term pharaoh.



## SOCIETY IN ANCIENT EGYPT

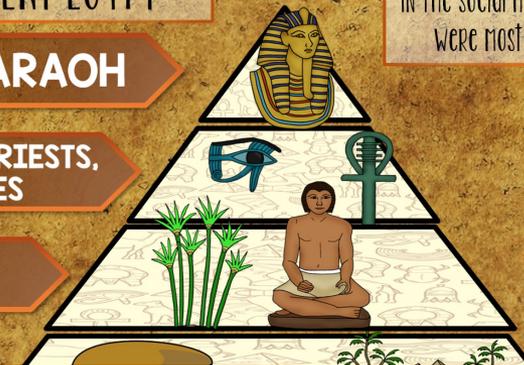
PHARAOH

VIZIERS, PRIESTS, NOBLES

SCRIBES

MERCHANTS & CRAFTSPEOPLE

PEASANTS & SERVANTS



In the social hierarchy, which groups were most educated and why?



## Egyptian gods and goddesses.

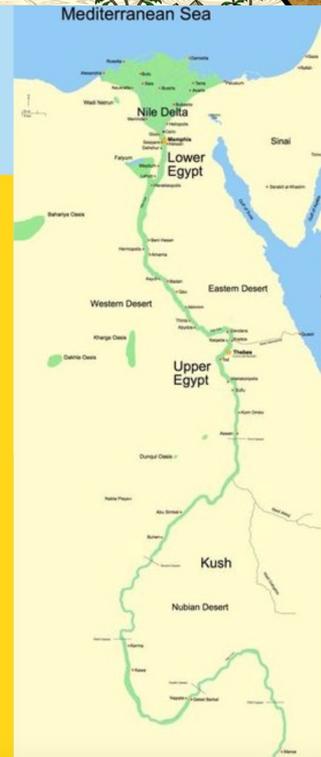
Ra the sun god.

In ancient Egypt they believed in thousands of gods. The most important Egyptian god was Amon-Ra and he was also worshipped outside of Egypt. Ra was a god that came about when Ra and Amon were linked together. Amon was a god of the air from even more ancient times, he was known as "The Hidden One" and he was one of the most popular gods at Karnak. The Egyptians believed Ra was the god of the sun and that he speeds across the sky with his golden chariot and orange fire all around it! During the night Ra is gobbled up by the goddess Nut and he travels through the land of the dead until the morning and then he is reborn as a fresh new day.



Fact

Did you know that the Nile River is the longest river in the whole world. The Nile is 4,100 miles long, and it flows through many African countries. Some of these countries are Tanzania, Uganda, Democratic Republic of the Congo, Rwanda, Ethiopia, Kenya, South Sudan, Sudan and most importantly Egypt.



Fact

The Nile is connected to the Mediterranean Sea, because it flows into the Mediterranean Sea. Cool fact about the Mediterranean Sea it covers about 970,000 square miles (2,510,000 square kilometres)!

# Levels of Gifted Educational Services (LoS) for GAT at EMSB

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  - School wide enrichment opportunities
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# Final Suggestions and Resources for Parents

- Understand what it means to be gifted
  - Association Québécoise pour la Douance (<http://www.aqdouance.org/> )
  - Haut Potentiel (<https://hautpotentielquebec.org/> )
  - The Gifted Development Center (<http://www.gifteddevelopment.com/>)
- Facilitate learning outside of the school environment.
  - Museums, doing an activity or project related to the exhibit, often visits to the library, watch documentaries followed by discussion, attend plays or other art shows.
- Find a specialized psychologist or clinic that can conduct psychological assessments to determine if the child is gifted
  - ABC Ontario's website (<http://abcontario.ca/iep-information>)
- Establish strong relationships and effective communication with the child's teachers and school administration
- Find other families with gifted children
  - For the child to develop friendships that are more meaningful and stimulating to them (Kingore, 2008)
  - For the parents to establish a support system

- ▶ Lauren Sosniak and Benjamin Bloom
  - “We were looking for exceptional *kids* and what we found were exceptional *conditions*” (p. 247).

# Characteristics Often Found in Families of Gifted Children (Davis & Rimm, 2018)

- There are few children in the family; The gifted child is the oldest or only child.
- Early stimulation and enrichment (e.g., reading to them, encouraging language development, and providing exposure to a variety of experiences).
- Parents are older and educated.
- Parents show high energy and love of learning.
- Parents model a strong work ethic and valuing of achievement.
  - Use guidance that is reasonable, realistic, and appropriate to each child.
- Authoritative parenting style (not overindulgent and permissive!)
  - Tend to be liberal and flexible, but not permissive.
- Parents value and encourage independence in the children.
- Parents set clear standards that are flexible and fairly administered.
  - Set clear limits based on each child's ability to understand consequences; goals are clear; success is expected as a right of the child, not of the parent.
- All members of the family are encouraged to develop the highest level of their ability as individuals.
- Family relationships and parent-child interactions are healthy.
  - Are relatively self-assured, are on good terms with one another and accept the responsibility for their own actions.
- Parents and children share work, learning, and play.
- Parents are involved in school-related activities.

**Thank you!**

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