

# What we do...

- Galvanize our membership to advocate for state legislation, rules, and statutes on behalf of gifted learners and those who serve them
- Provide consistent programming several times per year for our members
- Support our membership with a private Facebook discussion group and public announcements
- Serve as the National Association of Gifted Children's state affiliate
- Write position papers in support of gifted and twice-exceptional learners' needs
- Utilize a nationally recognized and passionate group of Advisory Board members to ensure that we are commensurate with current research and best practices in the field
- Keep informed about the New York State Department of Education's efforts in gifted education
- Partner with other state and national organizations to leverage shared resources



## JOIN US

### Engage the Empire State!

Join, volunteer, network,  
take on a state leadership position...  
Your voice matters!

MEMBERSHIP	
Individual	\$25/year
Student	\$15/year

To learn more and join  
visit us at [giftednys.org](http://giftednys.org)



 **GiftedNYS**  
An inclusive statewide community  
advocating for learners with gifted  
needs, their families, and educators



# Who we are...

Gifted New York State, Inc. (GiftedNYS) is a not-for-profit organization of parents, educators, and professionals who have come together to support the needs of New York State's gifted and twice-exceptional (2e) student population and their families.

## OUR MISSION

- To build awareness and understanding of what it means to be gifted or twice-exceptional
- To promote federal, statewide, and local policies and initiatives that support and protect these underrepresented children in our schools
- To create community for gifted and twice-exceptional children and their families

## OUR COMMITMENT TO DIVERSITY, EQUITY, INCLUSION AND A SENSE OF BELONGING

We **EMBRACE DIVERSITY** and **ENCOURAGE DIFFERENCES**, recognizing that giftedness, including twice-exceptionality, exists across all cultures, ethnicities, races and faiths; therefore, we are committed to hearing, embracing and empowering all voices in our shared goal of recognizing, identifying, and supporting the academic and social-emotional needs of New York's gifted and talented student population and their families.

We **ENGAGE** in practices, discussions, and actions that create and maintain equity for all because we acknowledge that systemic inequality affects access to gifted education.

We are **COMMITTED** to creating, building, and cultivating a culture of inclusion and connectedness, with a focus on student strengths and talent development.

We are **REFLECTIVE** and **TRANSFORMATIVE** due to the shared belief that change is growth and growth is progress.



# Why we do it:

Like you, **we care**. We care about our children. We care about others' children. We care about families' challenges when raising children with advanced learning needs. We care about the challenges of teachers to respond to the diverse learning needs in their classrooms.



## DID YOU KNOW?

- **6.7% of students nationally** are enrolled in gifted programs, **but only 1.7% of New York State's students** are identified and enrolled in gifted programming.<sup>1</sup>
- **This discrepancy disadvantages not only New York State's students, but the state's economy and future.** If we intend to have the best and most highly skilled workforce, our schools must be the wellspring of future leadership and the key to our global competitiveness.
- **Underachievement is a common issue among gifted learners.** Obstacles such as social and emotional difficulties, socio-economic challenges, discrimination, low expectations, and coexistence of a disability result in many high potential learners going unidentified or receiving inappropriate instruction.<sup>2</sup>
- **Gifted youth experience additional factors associated with suicide.**<sup>3</sup> Psychological autopsies of students identified as gifted and having committed suicide uncovers that in addition to factors influencing youth suicide and prevention in the general population, **gifted individuals experience additional factors related to schools' lack of preparedness to meet gifted students' needs, including:** untrained teachers, inadequate curriculum, inadequate social and emotional support, anti-intellectualism, mixed messages, being/feeling misunderstood and neglected by school personnel, and feeling unsupported in academic setting transitions. **Conversely, protective factors for suicide prevention specific to gifted youth are:** appropriate academic challenge, opportunities to be with intellectual peers, school preparedness, adequately trained teachers, appropriate curriculum, effective social/emotional support, and interesting curriculum.<sup>4</sup>
- Research supports that **graduate coursework in gifted education improves teachers' effectiveness.** They are more likely to individualize instruction and emphasize creativity and critical thinking skills in their teaching, **potentially creating additional opportunities for exceptional learning experiences for all students.**<sup>5</sup>

1. National Center for Education Statistics. Table 204.90. Percentage of public school students enrolled in gifted and talented programs, by sex, race/ethnicity, and state: Selected years, 2004 through 2013-14. Retrieved from [https://nces.ed.gov/ipeds/data/ipeds\\_tables/017\\_204\\_90.asp](https://nces.ed.gov/ipeds/data/ipeds_tables/017_204_90.asp)

2. The Association for the Education of Gifted Underachieving Students (AEGUS). Retrieved from <https://www.aegus.com/our-work>

3. Cross, T. & Riedl Cross, J. (2020). An ecological model of suicidal behavior among students with gifts and talents. High Ability Studies. Retrieved from <https://doi.org/10.1080/13598139.2020.1733391>

4. The Association for the Education of Gifted Underachieving Students (AEGUS). Retrieved from <https://www.aegus.com/our-work>

5. Starko, A. J. (2008). Teacher preparation. In J. A. Plucker & C. M. Callahan (Eds.), Critical issues and practices in gifted education: What the research says (pp. 681 - 694). Waco, TX: Prufrock Press.