

**PARENTS**

**are the CORE**

**PAC**



# HOW SPECIAL IS MY CHILD?

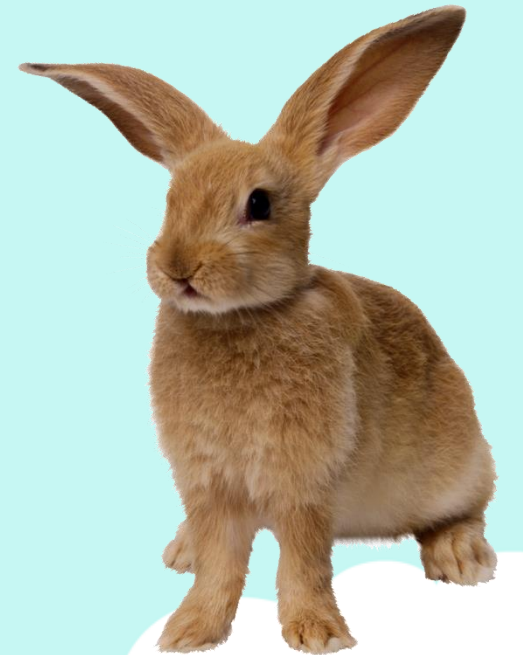
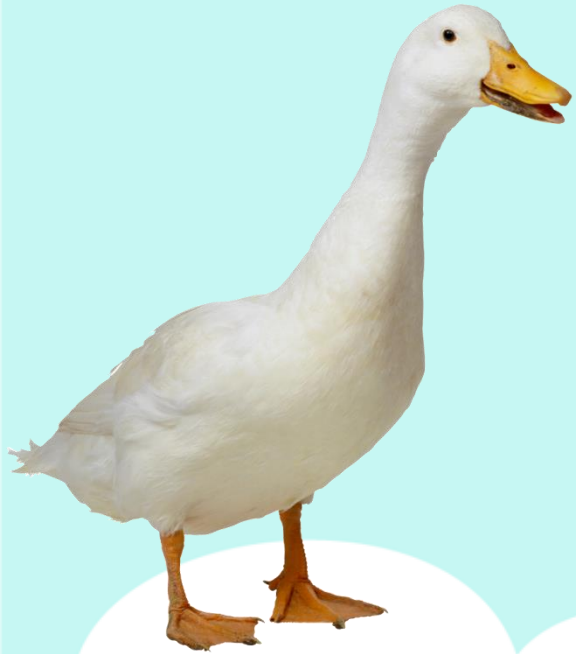
HELPING YOUR CHILD GROW HIS/HER STRENGTHS  
AND MANAGE HIS/HER WEAKNESSES



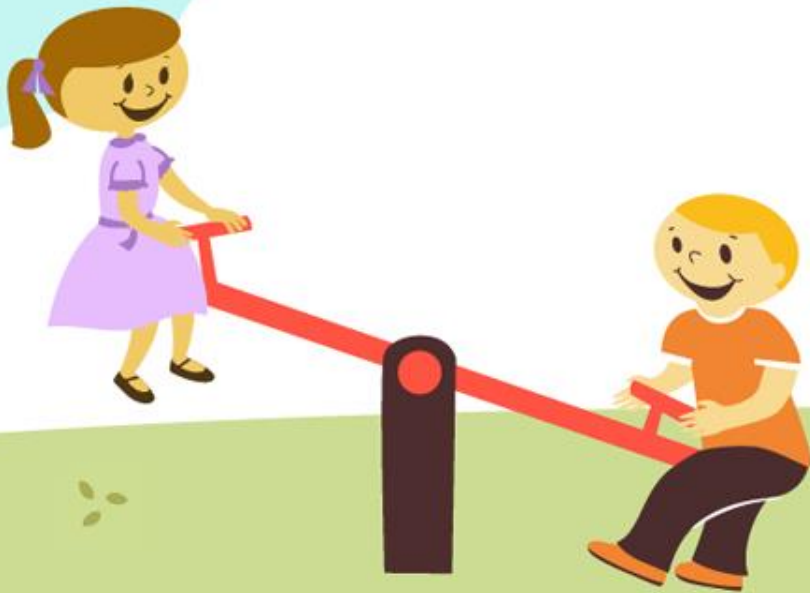
## HOW SPECIAL IS MY CHILD? OBJECTIVES

1. REVIEW THE CHARACTERISTICS (STRENGTHS & WEAKNESSES) THAT MAKE EACH CHILD UNIQUE.
1. EXAMINE WAYS PARENTS AND SCHOOLS CAN HELP STUDENTS BUILD ON STRENGTHS AND OVERCOME WEAKNESSES TO ACHIEVE THE BEST POSSIBLE OUTCOME IN THE FUTURE.
2. PROVIDE AN OPPORTUNITY FOR PARENTS TO DISCUSS PARENTING CHALLENGES AND SOLUTIONS WITH OTHER PARENTS AND SCHOOL STAFF MEMBERS.
4. STRENGTHEN OUR HOME/SCHOOL PARTNERSHIP TO BENEFIT STUDENTS.

# SCHOOL FOR ANIMALS



IN RAISING AND  
EDUCATING CHILDREN,  
THE GOAL **SHOULD NOT**  
**BE** TO MAKE EVERYONE  
THE SAME!



EACH CHILD HAS AREAS OF STRENGTH AND WEAKNESS!



WORKING TOGETHER,  
THE HOME AND SCHOOL CAN HELP YOUR  
CHILD BUILD ON STRENGTHS AND MANAGE  
WEAKNESSES  
TO ACHIEVE THE BEST POSSIBLE  
OUTCOME.

# CONSIDER **YOUR** CHILD

- WHAT ARE SOME STRENGTHS WHICH CAN BE DEVELOPED FURTHER?
- WHAT ARE SOME WEAKNESSES WHICH CAN BE MANAGED AND/OR IMPROVED?



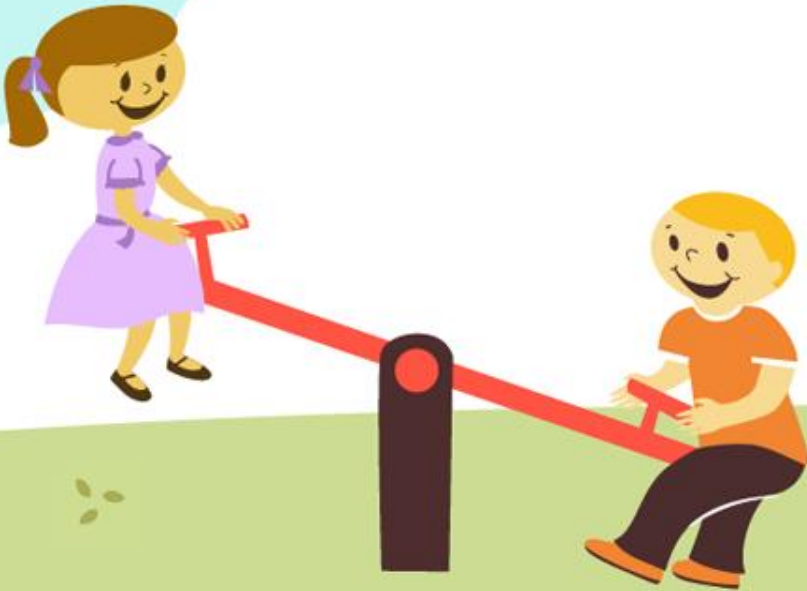


KNOWING YOUR CHILD'S AREAS OF WEAKNESS IS HELPFUL, BUT IT SHOULD **NOT** BE WHERE WE FOCUS OUR ATTENTION!



AS ADULTS WORKING OR LIVING WITH CHILDREN, WE HAVE A POWERFUL TOOL TO HELP CHILDREN LEAD HAPPIER, HEALTHIER, MORE FULFILLING LIVES.

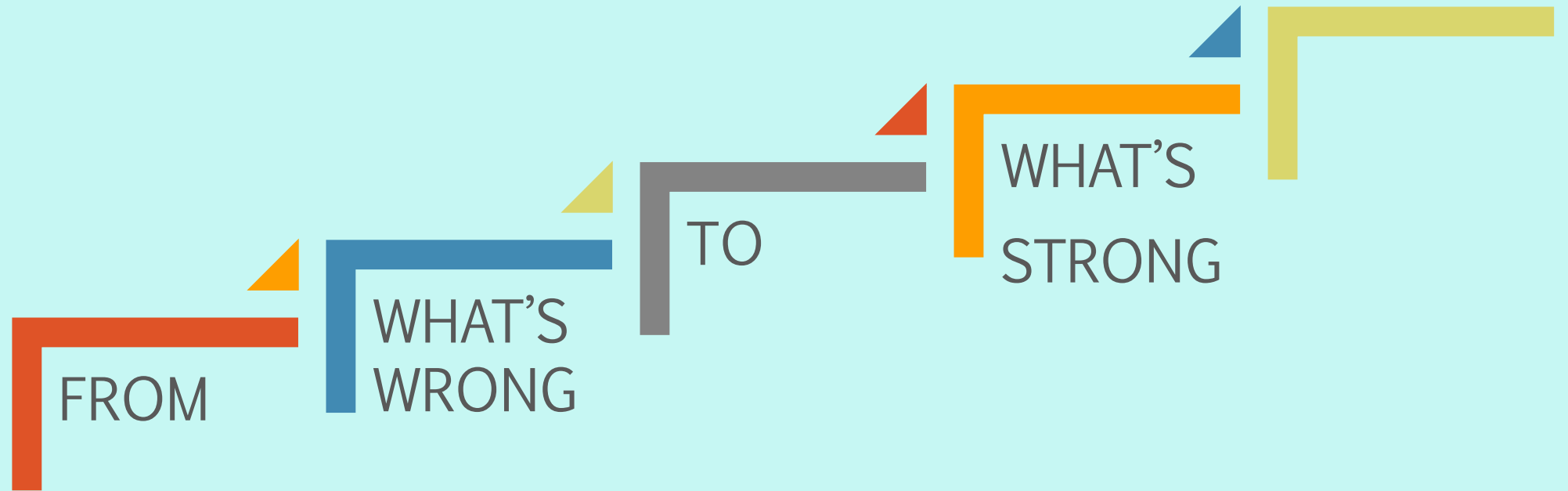
WE CAN HELP CHILDREN NOTICE AND VALUE THEIR STRENGTHS AND USE THEM MORE IN THEIR DAILY LIVES.



TALKING TO CHILDREN  
ABOUT THEIR STRENGTHS  
WILL HELP TO BUILD THEIR  
CONFIDENCE



# WE NEED TO SHIFT OUR THINKING



# LET'S FOCUS ON EACH CHILD'S INNATE TALENTS – **WHAT'S RIGHT WITH THIS CHILD!**

RESEARCH SHOWS THAT ENGAGING STUDENTS IN WHAT THEY ARE INTERESTED IN AND WHERE THEY EXCEL WILL LEAD TO OUTCOMES OF BETTER ACADEMIC PERFORMANCE, HIGHER TEST SCORES, AND ULTIMATELY STUDENTS' ABILITY TO REACH THEIR FULL POTENTIAL AFTER HIGH SCHOOL.

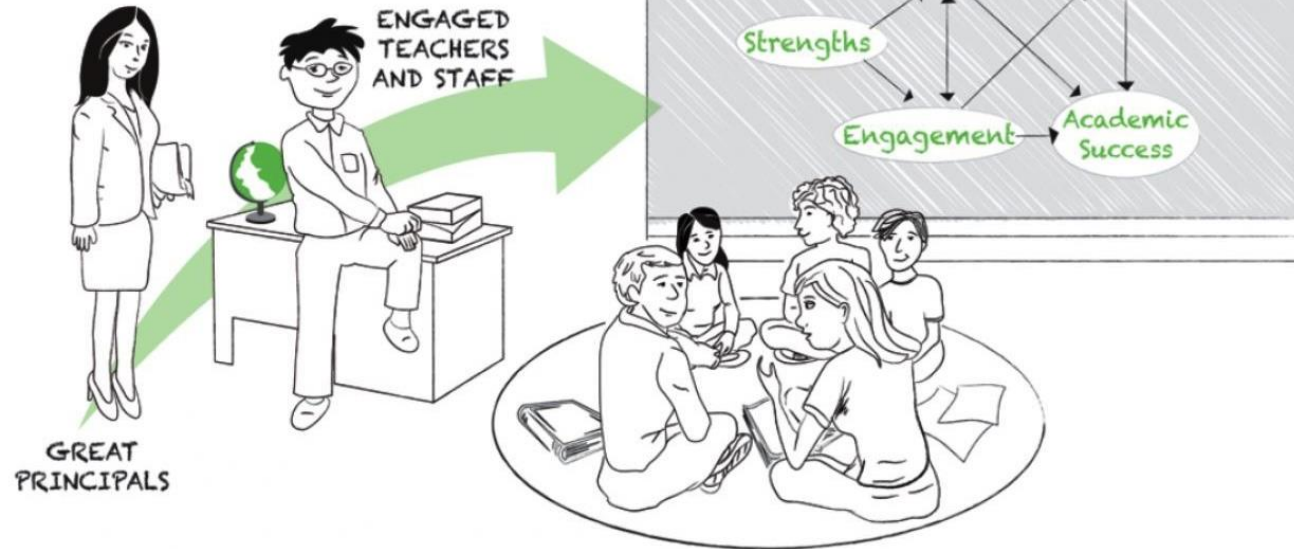




TALK ABOUT STRENGTHS YOU  
SEE IN YOUR CHILD.

PARENT TO PARENT DISCUSSION

## The **PATH** to School Success



THE ROLE OF THE  
SCHOOL IN  
HELPING STUDENTS  
SUCCEED



# SCHOOL PROGRAMS OFFER A WIDE RANGE OF SERVICES

## GENERAL EDUCATION

- THE CURRICULUM OFFERED IN A GENERAL EDUCATION SETTING IS GEARED TO RECOGNIZE THE STRENGTHS AND NEEDS OF MOST STUDENTS.

## SPECIAL EDUCATION AND GIFTED EDUCATION

- THE CURRICULUM OFFERED IN A SPECIAL EDUCATION OR GIFTED EDUCATION SETTING IS DESIGNED TO RECOGNIZE IDENTIFIED STRENGTHS AND NEEDS OF STUDENTS WHO REQUIRE MORE SPECIALIZED SERVICES.





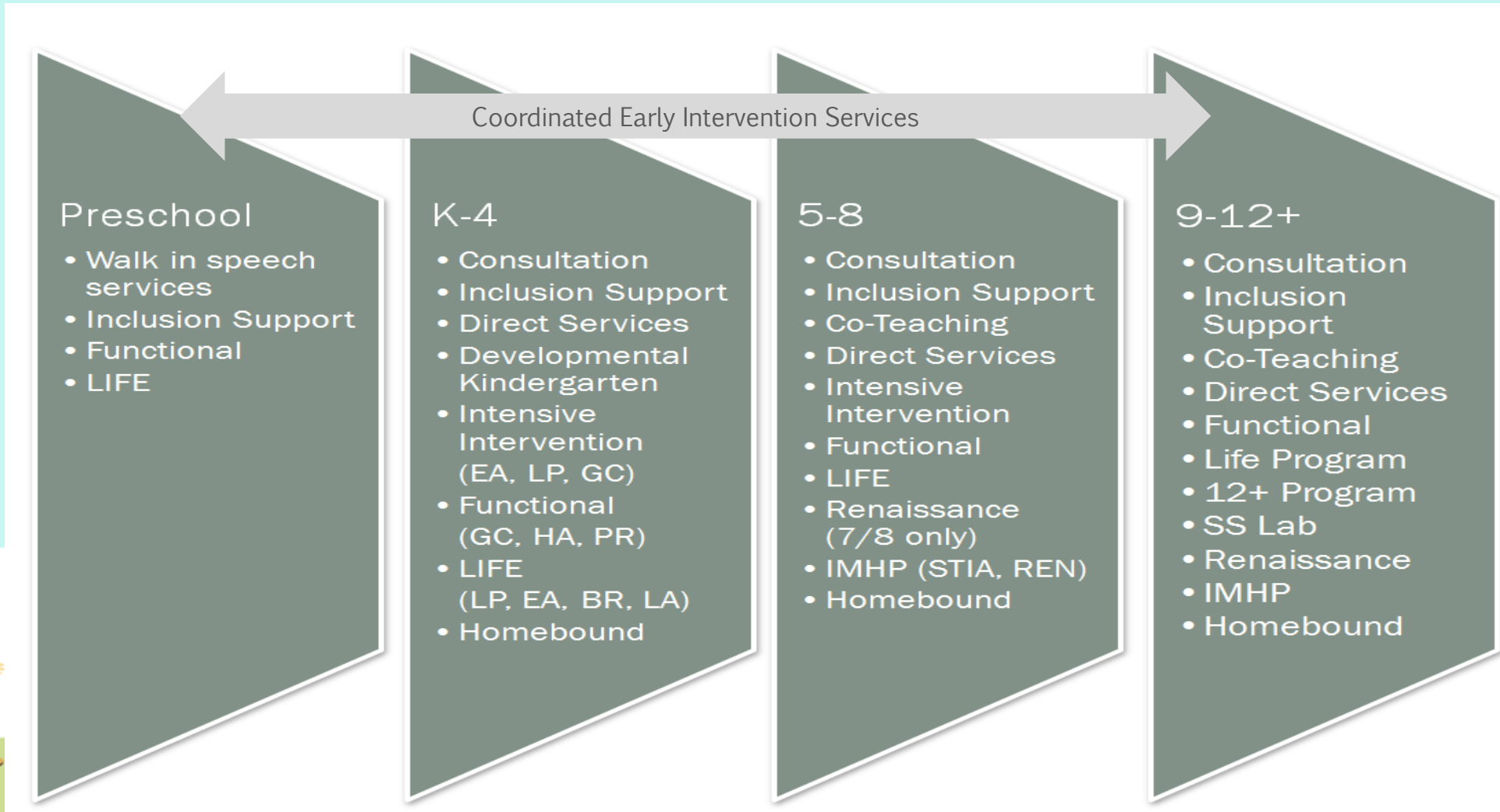
# GENERAL EDUCATION COMPONENTS

- CURRICULUM AND INSTRUCTION DESIGNED TO MEET INDIANA STATE STANDARDS AND COLLEGE AND CAREER READINESS STANDARDS
- HIGHLY TRAINED TEACHERS
- USE OF TECHNOLOGY AND INDIVIDUALIZED INSTRUCTION TO HELP PERSONALIZE LEARNING, ALLOWING STUDENTS TO BUILD ON STRENGTHS AND DEVELOP WEAK AREAS



# SPECIAL EDUCATION

## Continuum of Support



# GIFTED EDUCATION

- CURRICULUM IS DIFFERENTIATED TO PROVIDE MORE RIGOROUS AND CHALLENGING OBJECTIVES FOR STUDENTS BASED ON IDENTIFIED STRENGTHS AND WEAKNESSES.



WHETHER THEY ARE PLACED IN GENERAL EDUCATION, SPECIAL EDUCATION, OR GIFTED EDUCATION, THE GOAL IS TO HELP EACH CHILD RECOGNIZE AND DEVELOP HIS/HER OWN UNIQUE SKILLS AND POTENTIAL.

WHEN EDUCATION IS BASED ON STUDENT STRENGTHS, BACKGROUND KNOWLEDGE AND CONNECTIONS TO THE HOME ENVIRONMENT, ALL CHILDREN HAVE ACCESS TO THE CONTENT AND LEARNING IS MORE PRODUCTIVE.



ALTHOUGH NO TWO STUDENTS COME TO SCHOOL WITH THE SAME CULTURE, LEARNING STRENGTHS, BACKGROUND KNOWLEDGE, OR EXPERIENCES - AND NO TWO STUDENTS LEARN IN EXACTLY THE SAME WAY, EVERY STUDENT'S UNIQUE PERSONAL HISTORY ENRICHES CLASSROOMS, SCHOOLS, AND THE COMMUNITY.

**THIS DIVERSITY IS OUR GREATEST EDUCATIONAL ASSET!**



THE ROLE OF  
PARENTS IN  
HELPING  
CHILDREN  
SUCCEED



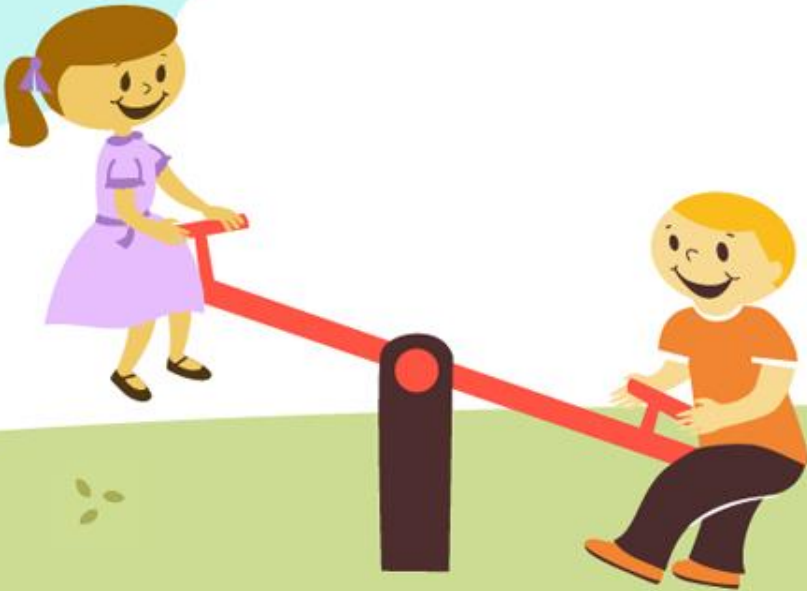
FIRST – HELP YOUR CHILD  
UNDERSTAND THE WAYS IN  
WHICH HE/SHE IS UNIQUE AND  
EXTRAORDINARY!



# BALANCE THE STRENGTH-WEAKNESS EQUATION

STRENGTHS ARE THE ACTIVITIES THAT ENERGIZE YOUR CHILD WHEN HE/SHE IS DOING THEM.

WEAKNESSES LEAVE HIM/HER FEELING DEPLETED.





# STRENGTHS VS. WEAKNESSES

- IN THE LONG RUN, PEOPLE DON'T MAKE THEIR **BIGGEST CONTRIBUTIONS** IN LIFE IN THEIR AREAS OF WEAKNESS. CHILDREN **OVERCOME** WEAKNESSES, BUT THEY RARELY EXCEL IN THEM OR END UP BUILDING THEIR LIFE'S WORK AROUND ACTIVITIES THAT MAKE THEM FEEL DEPLETED.





DISCUSSION TOPIC: DO YOU  
THINK WE TEND TO  
OVEREMPHASIZE  
WEAKNESSES AND UNDER-  
EMPHASIZE STRENGTHS?

PARENT TO PARENT DISCUSSION

# YOUR CHILD HAS STRENGTHS IN DIFFERENT AREAS

- ACTIVITY STRENGTHS ARE THE THINGS YOUR CHILD **DOES** THAT ENERGIZE HIM/HER
- RELATIONSHIP STRENGTHS ARE THE THINGS YOUR CHILD **DOES WITH OTHERS** THAT MAKE HIM/HER FEEL ENERGIZED AND PROUD
- LEARNING STRENGTHS ARE THE WAYS LEARNING **MAKES THE MOST SENSE** TO YOUR CHILD

## AREAS OF STRENGTH

ACTIVITY STRENGTHS

RELATIONSHIP STRENGTHS

LEARNING STRENGTHS



# PARENTS CAN HELP YOUR KIDS IDENTIFY STRENGTHS, WEAKNESSES

- OBSERVE YOUR KIDS IN VARIOUS SETTINGS – WORK AND PLAY
  - WHAT TASKS COME EASILY? DIFFICULT? WHAT DO THEY ENJOY? DISLIKE?
- EVALUATE TOGETHER
  - GIVE FEEDBACK AND ENCOURAGE THEM TO POINT OUT THINGS THEY ENJOY (STRENGTHS) AND DISLIKE (WEAKNESSES)
  - ENCOURAGE THEM TO SELF-REFLECT SO THEY CAN DISCOVER THEIR OWN STRENGTHS
  - HELP THEM THINK OF NEW WAYS TO USE THEIR TOP STRENGTHS EVERY DAY



# OTHER WAYS PARENTS CAN HELP

- **ENCOURAGE EXPERIMENTATION, DREAMING, CREATIVITY, AND PASSION**
  - THIS MAY LEAD TO THE DISCOVERY OF UNRECOGNIZED STRENGTHS AND WEAKNESSES.
  - WATCH THEM AT PLAY TO SEE HOW THEY SOCIALIZE AND WHAT THEY PREFER.
- **EXPOSE YOUR CHILD TO MANY AREAS OF INTEREST AND ABILITIES**
- **SEEK OUT WHAT MAKES YOUR CHILD UNIQUE**
  - GIVE THEM MANY CHOICES ABOUT WHAT TO DO.



# PARENTS CAN...

- **KEEP TRACK**
  - WRITE DOWN THINGS YOUR CHILD DOES THAT MAKE HIM/HER UNIQUE AND SPECIAL.
- **TALK TO YOUR CHILD AND LISTEN**
  - ASK THEM PROBING QUESTIONS THAT CAN'T BE ANSWERED WITH A YES/NO. (HOW DID YOU FEEL ABOUT...?)
  - THEY KNOW THEIR STRENGTHS BETTER THAN ANYONE.
- **LET THEM SELF-EVALUATE.**
  - ASK WHAT THEY THINK ABOUT THEIR PERFORMANCE. LET THEM EXPERIENCE FAILURE AND SEE THAT IT'S OKAY!



# BE CAREFUL ABOUT DREAMS AND ASPIRATIONS!

- RESEARCH SHOWS THAT PARENTS' EXPECTATIONS AND ASPIRATIONS FOR THEIR CHILDREN'S FUTURE ARE VERY INFLUENTIAL IN SHAPING THOSE FUTURES.
- ALL PARENTS HAVE DREAMS FOR THEIR CHILDRENS' FUTURE:
  - NFL QUARTERBACK?
  - ARCHITECT?
  - CONCERT PIANIST?
  - DOCTOR?
  - FIRST IN THE FAMILY TO GRADUATE FROM COLLEGE?
  - DOCTORATE?

HIGH EXPECTATIONS ARE GOOD – BUT  
REMEMBER...



# REMEMBER...

- EXPECTATIONS MUST BE REALISTIC –BASED ON YOUR CHILD’S TRUE STRENGTHS AND INTERESTS (YOU MAY ASPIRE FOR HIM/HER TO BE A SOCCER STAR OR VIOLINIST, BUT THIS MAY NOT BE REALISTIC BASED ON THEIR TRUE STRENGTHS.)
- CREATE AN ENVIRONMENT THAT FOSTERS YOUR CHILD’S STRENGTHS AND SPECIAL SKILLS – BUT DON’T FORCE THEM TO PARTICIPATE IF THEY DON’T SHARE YOUR ENTHUSIASM/INTEREST FOR SOMETHING.
- **STEP BACK** WHEN YOUR CHILD SIGNALS THAT HE/SHE IS OVERWHELMED – “I HATE BASEBALL.” “I DON’T FEEL LIKE GOING TO PIANO LESSONS.” “I DON’T LIKE DOING...”
- PUSH ASIDE YOUR PERSONAL ASPIRATIONS – LET YOUR CHILD DECIDE WHAT THEY WANT TO **DO** (SPORTS, MUSIC...) AND **BE** (DOCTOR,TEACHER...)





# REMEMBER...

- FOCUS ON WHAT YOUR CHILDREN WISH TO ACCOMPLISH AND REALIZE THAT YOUR CHILDREN ARE **NOT YOUR CONTINUATION** AND MUST HAVE A LIFE OF THEIR OWN – ONE THAT MAKES THEM FEEL FULFILLED.
- HOW YOU PERCEIVE YOUR CHILD'S STRENGTHS AND FUTURE MAY NOT BE THE SAME AS THEIR SELF-PERCEPTION.
- DON'T BE DISAPPOINTED IF YOUR CHILD'S HOPES AND DREAMS ARE NOT WHAT YOU HAD EXPECTED OR ASPIRED FOR THEM.
- LET YOUR CHILDREN SET THEIR OWN TARGETS. SET THEM UP TO SUCCEED – THIS BUILDS CONFIDENCE.
- CELEBRATE AND APPRECIATE THE PERSON YOUR CHILD IS BECOMING.





DISCUSSION TOPIC: HOW CAN PARENTS INSURE THAT THEIR HIGH EXPECTATIONS AND ASPIRATIONS WILL NOT HAVE A NEGATIVE EFFECT ON THEIR CHILD'S PARTICIPATION IN ACTIVITIES NOW AND IN CHOICES AFFECTING THE FUTURE?

# GROWING STRENGTHS/MANAGING WEAKNESSES



# ACTIVITIES FOR DEVELOPING STRENGTHS AND MANAGING WEAKNESSES

1. **AFFIRM AND CHALLENGE** – COMPLIMENT STRENGTHS AND CHALLENGE YOUR CHILD TO KEEP IMPROVING THESE AREAS. HELP RECOGNIZE WEAKNESSES AND DETERMINE HOW TO ADDRESS THEM. (CREATE A STRENGTHS, WEAKNESSES AND CHANGES CHART).

# STRENGTHS/WEAKNESSES/CHANGES CHART

- **Create a Strengths, Weaknesses, and Changes Chart**
- **Strengths.** In the first column, list your skills and abilities and the personality traits and aspects of your appearance that you like.
- **Things to Improve.** In the second column, list areas you'd like to work on.
- **Changes to Make.** In the third column, list changes you could make that would help you feel even better about yourself. But be realistic. Some things (like height, skin color, disabilities, or living situation) are very difficult or impossible to change or control.
- **Things to Accept.** List the things that are out of your control-the ones you'll have to learn to live with-in the fourth column of the chart.



[Click Here to Go Back to the Chart Instructions on SeeJaneWin.com](#)

My Own Strengths, Weaknesses, and Changes Chart			
Strengths	Things to Improve	Changes to Make	Things to Accept

## ▪ 2. CAPTURE YOUR CHILD'S STRENGTHS TO MANAGE WEAK AREAS

- EX: My daughter loves to sing. She knows the lyrics to dozens of songs by heart, but when it comes to learning times tables, she's a mess.
  - Buy a Multiplication Songs CD and play it often (bedtime), then quiz your daughter verbally on the times tables.
- EX: My son has always been a strong reader, but he struggles with math.
  - Make up stories with math problems in them or find existing word problems that give your son math practice.
- EX: My daughter is a whiz at jigsaw puzzles, but she just doesn't get fractions
  - Use props such as M&M's, pizza, etc. to practice.
- EX: My son loves to make up stories, but is just not into science.
  - Pose "What if..." or "Imagine that..." games. "What if you were an aluminum can – describe your journey from trash bin to new product."



### 3. HELP YOUR CHILD TRANSLATE STRENGTHS INTO **NEW** AREAS OF EXPLORATION

EX: If your child has good **technical** skills and lots of curiosity, help them practice good **communication** skills by asking questions such as “Can you explain what you did to make that work?” “How could you use this to make X better?”

EX: If your child is good at accomplishing multiple tasks at once (**multi-tasking**), help them learn about **prioritizing** by focusing them on how they plan – “Can you help me understand why you did it like this?”

**THIS COULD LEAD TO THE DISCOVERY OF PREVIOUSLY UNRECOGNIZED STRENGTHS.**





# DO'S AND DON'TS FOR MANAGING WEAKNESSES

- DO:

HOLD HIGH EXPECTATIONS, BUT RESIST THE URGE TO EVALUATE EVERYTHING YOUR CHILD DOES!

LET YOUR CHILD SELF-EVALUATE. ASK WHAT THEY THINK ABOUT THEIR PERFORMANCE.

LET THEM EXPERIENCE FAILURE AND SEE THAT IS IS OKAY TO FAIL!

- DON'T:

- COMPARE YOUR CHILDREN – INSTEAD CELEBRATE EACH CHILD'S UNIQUENESS.

- OVER-EMPHASIZE WEAKNESSES – ESPECIALLY IN AREAS THAT AREN'T IMPORTANT. WHILE SOME LIFE SKILLS ARE IMPORTANT AND NECESSARY TO FUNCTION AS AN ADULT, SPENDING TOO MUCH TIME AND ENERGY ON UNIMPORTANT ONES TAKES AWAY TIME AND ENERGY FROM DEVELOPING STONG AREAS.





DISCUSSION TOPIC: WILL SOME OF THE STRATEGIES FOR DEVELOPING STRENGTHS AND MANAGING WEAKNESSES BE BENEFICIAL AS YOU WORK WITH YOUR CHILD?

PARENT-TO-PARENT DISCUSSION

## 8 WAYS SCHOOLS AND PARENTS HELP CHILDREN GROW

1. Communicate – talk about strengths.
2. Advocate – share with others ways to help them be their best!
3. Motivate – encourage them to work hard and do their best.
4. Accentuate – compliment their efforts and strengths.
5. Cultivate – provide lots of opportunities for new experiences.
6. Dedicate – give time and attention to their strengths and interests.
7. Eliminate – don't let weaknesses become the major focus.
8. Celebrate – be proud of what makes them unique and SPECIAL.

8



# THE SKILLS MOST IMPORTANT TO SUCCESS IN LIFE AREN'T ALWAYS ACADEMIC ONES.

PARENTS SHOULD BUILD ON EACH CHILD'S STRENGTHS, OFFER SUPPORT, AND HELP THEIR CHILDREN ACQUIRE LIFE SKILLS SUCH AS:

- KNOWING HOW TO PACE YOURSELF
- KNOWING HOW TO KEEP GOING WHEN YOU'RE COMPLETELY STUCK
- KNOWING HOW TO ASK FOR HELP



# 21<sup>ST</sup> CENTURY SKILLS

RESILIENCY  
TRUSTWORTHINESS  
RESPECTFULNESS  
DEDICATION  
FLEXIBILITY  
SELF-ASSURED  
FRIENDLINESS  
LOGICAL  
REFLECTIVE  
HONEST  
VERSATILITY  
OPTIMISTIC  
SENSE OF ADVENTURE  
PERSUASIVE  
PRACTICAL  
LIVELY  
PATIENT  
ORDERLY  
INTELLIGENT  
CURIOSITY  
SELF-CONTROL  
TEAMWORK

PERSEVERENCE  
CARING  
TOLERANCE  
DISCIPLINED  
OPEN  
TACTFUL  
ASSERTIVE  
RISK-TAKER  
CONSIDERATE  
BRAVERY  
SPIRITUALITY

LEADERSHIP  
OPTIMISM  
DETERMINATION  
AMBITIOUS  
OBSERVANT  
SENSE OF HUMOR  
ORDERLY  
INDEPENDENT  
CREATIVE  
SELF-DIRECTED  
ENTHUSIASTIC  
GENEROUS  
HONEST  
IDEALISTIC  
INSPIRING  
PERSUASIVE  
ACCURATE  
APPRECIATIVE  
LOVE OF LEARNING  
SOCIABILITY  
PERSPECTIVE

PROBLEM SOLVING  
CRITICAL THINKING  
NURTURING  
ADAPTABILITY  
TECH-SAVVY  
ARTICULATE  
COLLABORATIVE  
INNOVATIVE  
ACCEPTING

OUR GOAL AS PARENTS AND EDUCATORS – THAT ALL CHILDREN WOULD FEEL LIKE THIS!



THANK YOU FOR  
PARTICIPATING IN  
PARENTS ARE THE CORE!

