



## Parent Tool: Writing Your Own 2e Definition (Example)

My child is *intellectually talented* and *is diagnosed with dyslexia*. Academically, this means that he is very capable of *retaining lots of information, understanding complex concepts, working three grade-levels above in math; he's a tinkerer who likes understanding the "how" and "why" behind things*. This also means he has challenges with *reading and writing*. He learns best when *information is presented visually*. Socially, this means that he thrives in situations where *there are older kids or lots of math-y kids*, and he has trouble with *relating to many of his age-peers*. Emotionally, this means that he *feels things intensely* and that he has difficulties *with his self-esteem*. Overall, his strengths are *math, building things and theater*, and he needs support in *reading, writing and boosting his confidence*.

My child is *profoundly gifted* and *struggles with processing information quickly*. Academically, this means that she is very capable of *understanding advanced material and thinking well beyond her age*. This also means she has challenges with *written output and timed tests*. She learns best when *she has time to read material and then discuss it with someone; she produces her best work when she's allowed to go at her own pace*. Socially, this means that she thrives in situations where *she has time to "warm up" before participating*, and she has trouble with *transitioning between activities*. Emotionally, this means that she *has a developed sense of justice and how things "should be"* and that she has difficulties *when she perceives people are being unfair or mean*. Overall, her strengths are *observation and intuition (she has a great sense of how people, things, and systems work)*, and she needs support in *translating her ideas and thought process into standard forms of output*.