# Working with families

The following table presents some of the more likely issues for families and some guidelines to best practice responses, but all support offered should be developed within an understanding of this particular family and child.

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| **Families may…** | **Professionals may…** |
| not have identified their own child as gifted. | provide explanations about the characteristics of giftedness, and  discuss appropriate educational provision. |
| find it difficult to manage different social and emotional behaviours. | provide descriptions of how such behaviour is responded to in an early childhood setting, and  link strategies that the parent may have found successful so that a bridge can be developed to best help the child. |
| respond to the child’s high level of verbal skills and reasoning by allowing more choice and responsibility than the child is mature enough to cope with. | work with the family to identify what are reasonable levels of choice and decision making for that child, and  confirm for the family the appropriateness for some decisions to remain the responsibility of older members of the family. |
| unconsciously expect the early childhood or school setting to provide the same learning environment as that of home. | work with the family to develop a detailed understanding of what learning happens at home and how this child approaches learning, and  decide with the family which elements and expectations are the same, where there are differences and how the early childhood professionals and the family can work together to support the child, and  encourage the family to view the early childhood professionals especially educators as partners in the educational process. |
| share their anxiety about the challenge of meeting their gifted child’s intellectual needs. | explain how families play an important role in the child’s learning and reassure and  affirm the family’s support of their child through authentic discussions. |