

Optimal Match: Tip #1



Each child needs “learning opportunities that challenge them sufficiently and appropriately, along with the right kinds of guidance and support so they can meet and enjoy those challenges, and feel good about themselves at home and at school.”

*from Chapter 1,
Perspectives and Paradigm Shifts*



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Optimal Match: Tip #2



“Creative parenting means welcoming problems as possibilities, as ways of identifying what you can do better. It means pushing beyond your comfort zone, being open to new ideas, and inventing new ways of doing things.”

*from Chapter 2,
Creativity and Giftedness*



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Optimal Match: Tip #3



“The only good reason to test gifted learning needs is to figure out how to better meet those needs, putting the focus on diagnosing possible mismatches, rather than on categorizing children as gifted (and not).”

*from Chapter 3,
Questions and Answers About Testing*

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Optimal Match: Tip #4



“Rather than seeing IQ as a true measure of a person’s intelligence, it’s more accurate to see it as describing an individual’s functioning at a certain time on a certain number of specific tasks.”

*from Chapter 4,
Assessments and Tests*



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Optimal Match: Tip #5



“As much as possible, the Optimal Match approach avoids categorizing some children as gifted (and some therefore as not gifted), and instead focuses on identifying individual children’s subject-specific gifted learning needs.”



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*from Chapter 5,
Mismatch Diagnostics:
Labeling Learning Needs, Not People*

Optimal Match: Tip #6



“Every child wants to learn. They yearn to be engaged, and to have their time in school feel useful and relevant. Those who arrive already knowing big chunks of the curriculum won’t be doing much learning without some kind of change to what’s normally taught, or how it’s taught.”

*from Chapter 6,
Meeting Gifted Learning Needs
in the Regular Classroom*



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Optimal Match: Tip #7



“A range of options that can nurture high-level development...can be made available in regular classrooms. The objective is to find a good match between the learning needs of your child, and the range of learning opportunities that are available, thinking as broadly as possible.”

*from Chapter 7, Other Options:
Stretching the Boundaries*



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Optimal Match: Tip #8



“Recent research points to three recommendations for motivating continued engagement in learning:

1. *Match tasks to each child’s ability and interests.*
2. *Support students’ autonomy.*
3. *Create an environment that’s warm, welcoming, inclusive, and accepting.”*



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*from Chapter 8,
Motivation and Achievement*

Optimal Match: Tip #9



“By providing a dependable environment, and modeling effective coping skills and good problem-solving attitudes, you can go a long way toward helping your child respond effectively to adversity and acquire the emotional resilience they’ll need for making the most of their abilities.”

from Chapter 9,

Social, Emotional, and Behavioral Considerations



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Optimal Match: Tip #10



“A person’s intelligence is a result of early nurturing experiences, the various environments experienced, the surrounding cultural milieu, educational paths and circumstances, life events, and other factors, all interwoven with inherited genetic patterns, and organized by the individual as an active agent in creating their own intelligence.”



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from Chapter 10,

How Does Giftedness Develop?

(And What Role Do Parents Play?)

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Optimal Match: Tip #11



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“Successful advocacy can be thought of as a problem-finding and problem-solving process...Gifted advocacy occurs on various levels, from individual parents working toward more appropriate programming for their own child, to a concerned group improving the way an entire district deals with gifted education.”

*from Chapter 11,
Parents And Teachers: Supporting Children’s Gifted
Learning Together*

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Optimal Match: Tip #12



“We hope you’ll continue being smart about gifted learning, open to the wealth of opportunities available for encouraging and supporting gifted-level development in those children and adolescents with whom you work, live, and share the richness of life.”

*from Chapter 12,
Optimal Learning for All Children*