



EDITION 2

VISUAL ARTS EDUCATION PARENT RESOURCE

Supporting Your Artistically Gifted and Talented Student

TOPIC: REDUCING STRESS THROUGH TIME MANAGEMENT

Understanding how certain characteristics of gifted and talented students impacts them academically, emotionally, and socially will provide some insight into how to help reduce their stress levels. Stress is the body's general response to any intense physical, emotional, or mental demand placed on it by oneself or others. Many gifted and talented students have a heightened sensitivity to their surroundings, to events, to ideas, and to expectations. Stress can hamper the very abilities that make these students gifted. Stress clouds thinking, reduces concentration, and impairs decision making. It leads to forgetfulness and a loss of ability to focus keenly on a task, and it makes students overly sensitive to criticism. Under these conditions, student do not perform up to or beyond their potential.

Many artistically gifted or talented students are divergent thinkers. *“Divergent Thinking Ability: A preference for unusual, original, and creative responses is characteristic of divergent thinking”* (Lynn & Rhue (1988). Divergent thinkers find it hard to organize thoughts, feelings, and materials both at home and at school. Decision making and setting priorities are difficult because all the thoughts and feelings of the divergent thinker are interconnected; thoughts and feelings all seem to be equally interesting and important.” (1) Also they have a unique style of learning. They are immersive learners. When these students are engaged in an activity or assignment that peaks their interest, it is hard to get them to move on to other equally important school assignments.

Helping these students to manage time is an important skill for academic success, reducing stress, and maintaining emotional well-being. The focus of this edition will be on the following time management strategies: **Be Organized; Prioritizing Tasks; Backward Planning; 40 Minute Focus.**

References:

Linda Kreger Silverman (Editor), (2000) “ Counseling the Gifted and Talented”; Love Publishing Company, ISBN 0-89108-273-5
Steve V. Coxon, PhD., (2013), Serving Visual Spatial Learners, Prufock Press Inc.
Gilbert Clark & Zimmerman, (2015), Teaching Talented Art Students, Principles and Practices (No 294) National Arts Education Association

TIME MANAGEMENT STRATEGIES

DIVERGENT THINKING CHARACTERISTICS	STRATEGY 1: BE ORGANIZED	STRATEGY 2: 40 MINUTE FOCUS	STRATEGY 3 : BACKWARD PLANNING	STRATEGY 4: PRIORITIZING TASKS
Hard to organize thoughts, feelings, and materials	Have an organized work space (don't waste time constantly looking for your materials).	Don't wait until the last minute to complete your projects. Begin assignments immediately. Work on a specific assignment for 40 minute intervals, with no distractions. After 40 minutes, take a break.	The idea is to start with your ultimate objective, your end goal, and then work backward from there to develop your plan. .	Use an A-B-C rating system for items on your "to do" lists with A items being highest priority.
Difficulties in decision making and setting priorities	Determine if big tasks can be broken down into smaller tasks that may be easier to schedule (such as research and visiting the library as part of an assignment to write a critique or artist statement).	include time for relaxation, sleep, eating, exercise, and socializing in your schedule.	By starting at the end and looking back, you can mentally prepare yourself for success, map out the specific milestones you need to reach, and identify where in your plan you have to be particularly energetic or creative to achieve the desired results	Set goals for both the short term and long term as to what you want to accomplish. Write them down.
Unique style of learning: immersive learner	Be flexible: Know how to rearrange your schedule when necessary.	Set aside a maximum of 90 minutes per day for an assignment. Longer periods of time will cause fatigue and will impact the quality of your work.	Look at all of your "to do"s to gauge the time requirement and whether additional resources will be needed to accomplish them (if yes, schedule time to obtain resources and materials).	Don't forget the "big picture" - why are you doing the task - is it important to your long-term personal goals?