

College and Career Planning (suggestions from the Center for Gifted Education at the College of William and Mary)

Two types of knowledge are necessary:

1. Knowledge about self
2. Knowledge about colleges, their offerings, and the admission process

Knowledge about oneself includes:

- ? What is important to me in life
- ? Who am I
- ? Why do I want to go to college
- ? How do I make decisions
- ? What is my desired level of academic challenge or achievement
- ? How do I learn best
- ? What fields engage my interest, enthusiasm, dedication

How parents can assist: START EARLY

- ❖ Encourage, but don't force, your child's passions; help your child channel energy and effort into what he/she cares most about
- ❖ Emphasize choosing a career that fulfills deeply held values
- ❖ Have your child take the SAT or ACT for a talent identification program
- ❖ Encourage your child to take rigorous courses (Advanced Placement)—develop a plan of study beginning in 7th grade
- ❖ Ask yourself, "Is this what my child wants, or what I want for my child?"
- ❖ Encourage the idea of reversible/flexible career decisions and the possibility of having multiple careers
- ❖ Engage in long-term goal planning and setting
- ❖ Take your child to visit college classes in a few areas of interest; take your child to see college campuses
- ❖ Seek out mentorships and visits to businesses of interest to explore the profession and work environment
- ❖ Read the College Board publication *Book of Majors* which describes more than 900 majors and lists which universities offer them
- ❖ Have your child take an ACT-prep course and use study materials to get the highest college entrance exam score possible for scholarships
- ❖ Allow your child to delay career decisions until college

Anticipate Concerns:

<i>Characteristic of Giftedness</i>	<i>Possible Difficulties</i>
Multi-potentiality—fascinated by many areas and want to experience them all	May cause delay in decision-making because of the number of options; decisions focus around the search for meaning rather than the search for a college or career
Highly focused interest or strong talent at an early age	May have limited view of career options, may feel locked into a certain path

Competing expectations—torn between expectations of parents, teachers, and others versus student’s own expectations and need for self-fulfillment	Danger of conforming to others’ ideas of what student should be and do
Fear of failure—fear that they cannot live up to expectations	Danger of preferring safe decisions or an easier path and not taking chances or risks
Asynchrony—difference between levels of intellectual, emotional, and physical maturation	May be intellectually advanced but immature in terms of decision-making and establishing priorities
Impatience—intolerance of ambiguous or unresolved situations	May cause feelings of failure or low self-esteem because of difficulty in making a decision
Perfectionism—set excessively high goals for own performance	May cause procrastination in college admissions process or stress in choosing the “right” college or career
Ownership—students may question the reality of the abilities they possess (“Am I really that smart or capable?”); this problem is prevalent if the child has not been sufficiently challenged in school and learning comes effortlessly and then faces something that is difficult for him/her	May settle for a college or career below their potential