PARENTS OF GIFTED PRESCHOOLERS: RESPONSIVE ADVOCATES

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Abstract
Parenting roles were considered in a study of 11 gifted preschool readers (Margrain, 2005), with data obtained through extended parent interviews. Within this paper the experiences of these parents will be shared, common misconceptions reported, and the positive role that parents play in supporting their children highlighted. Findings indicate that the parents were able to identify their children’s strengths and talents, acted as advocates to support their children, were responsive, and provided the key resource of time. These findings negate commonly held assumptions that the parents of gifted children are overtly "pushy" or "hothousing".