



Journeys with Bright and Gifted Children: A Survival Guide

November 14, 2006

Granite Association for Gifted Children & Murray Association for Gifted Children

Beginning Resources

www.hoagiesgifted.org -Comprehensive resource site

www.nagc.org – National Association for Gifted Children

www.uagc.org – Utah Association for Gifted Children

www.eric.ed.gov – US Dept of Education, Education Resources Information Center

www.gifted.uconn.edu.nrcgt.html University of Connecticut, National Research Center on Gifted/Talented

Beginning Books

They Say My Kid's Gifted, Now What, F. Richard Olenchak, Prufrock Press, 1998. ISBN 1882664442

The Survival Guide for Parents of Gifted Kids: How to Understand, Live With, and Stick Up for Your Gifted Child, Sally Yahnke Walker, Free Spirit Publishing, 2002, 1991. ISBN 0-915793-28-8

When Gifted Kids Don't Have All the Answers: How to Meet Their Social and Emotional Needs, Jim Delisle & Judy Galbraith, Free Spirit Publishing, 2002. ISBN 1575421070

School Resources

GRANITE SCHOOL DISTRICT

Miriam Waterman, Gifted Administrator
miriam.waterman@granite.k12.ut.us

Sheri Sorensen, Gifted Coordinator
sheri.sorensen@granite.k12.ut.us

Phone:(801) 646-4620

Website: www.graniteschools.org go to "Parents & Students", then "Gifted and Talented Program"

Granite Assn for Gifted Children
www.myteacherpages.com/webpages/GAGC/

Bright Child/Gifted Learner

by Janice Szabos

Bright Child

1. Knows the answers
2. Is interested.
3. Is attentive
4. Has good ideas
5. Works hard
6. Answers the questions
7. Top group
8. Listens with interest
9. Learns with ease
10. 6-8 repetitions for mastery
11. Understands ideas
12. Enjoys peers
13. Grasps the meaning
14. Completes assignments
15. Is receptive
16. Copies accurately
17. Enjoys school
18. Absorbs information
19. Technician
20. Good memorizer
21. Enjoys straight forward sequential Presentation
22. Is alert
23. Is pleased with own learning

Gifted Learner

1. Asks the questions.
2. Is highly curious
3. Is mentally and physically involved
4. Has wild, silly ideas
5. Plays around, yet tests well
6. Discusses in detail, elaborates
7. Beyond the group
8. Shows strong feelings and opinions
9. Already knows
10. 1-2 repetitions for mastery
11. Constructs abstractions
12. Prefers adults
13. Draws inferences
14. Initiates projects
15. Is intense
16. Creates a new design
17. Enjoys learning
18. Manipulates information
19. Inventor
20. Good guesser
21. Thrives on complexity
22. Is keenly observant
23. Is highly self-critical

UPCOMING EVENTS

January 18, 2007 – UAGC Free Parent Night, 7-8:30 p.m., Salt Lake City Sheraton
Carolyn Callahan, Ph.D. "All I Ever Needed to Know About Parenting Gifted Students I Learned from Star Trek"

January 18-20, 2007 – UAGC Winter Conference, Salt Lake City Sheraton
Parent Strand on Saturday, January 20. Go to www.uagc.org for registration.

MURRAY SCHOOL DISTRICT

Kay Erwin, Gifted Coordinator
kerwin@murrayschools.org
Phone: (801)264-7424 ext. 5817

Website: From www.murrayschools.org go to "District Office", "Perspectives". Gifted/talented resources:
<http://www.mury.k12.ut.us/MCM/TeacherPages/Hanna/webpages/index2.htm>

www.usoe.org –

Utah State Office of Education

www.nationdeceived.org –

Templeton Report on Acceleration

www.aegus1.org - Association for the Education of Gifted Underachieving Students

www.uniquelygifted.org – Uniquely Gifted: Resources for Gifted Children with Special Needs

Curriculum Compacting: The Complete Guide to Modifying, Sally Reis, Creative Learning Press, September 1992. ISBN: 0936386630

Losing Our Minds: Gifted Children Left Behind, Deborah L. Ruf, Ph.D., Great Potential Press, July 2005. ISBN: 0910707707

Misdiagnosis And Dual Diagnoses Of Gifted Children And Adults: ADHD, Bipolar, OCD, Asperger's, Depression, And Other Disorders, James T. Webb, et al., Great Potential Press, January 2005. ISBN 0910707677

Teaching Young Gifted Children in the Regular Classroom: Identifying, Nurturing, and Challenging, Joan Franklin Smutney et al., Free Spirit Publishing, May 1997. ISBN: 1575420171

Teaching Gifted Children in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented, Susan Winebrenner, Free Spirit Publishing, November 2000. ISBN: 1575420899

Teaching Kids With Learning Difficulties in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Challenge and Motivate Struggling Students, Susan Winebrenner, Pamela Espeland, Free Spirit Publishing, May 1996. ISBN: 157542004X

Crossover Children: A Sourcebook for Helping Children Who Are Gifted and Learning Disabled, Marlene Bireley, Council Exceptional Children; 2nd edition, September 1995. ISBN: 0865862648

Reforming Gifted Education How Parents and Teachers Can Match the Program to the Child, Karen B. Rogers, Great Potential Press, January 2002. ISBN: 0910707464

The Survival Guide for Teachers of Gifted Kids: How to Plan, Manage, and Evaluate Programs for Gifted Youth K-12, Jim Delisle & Barbara Lewis, Free Spirit Publishing, 2003. ISBN 157542116X

Help! What Do I Do Now?

Sometimes, the most difficult part of raising children lies in knowing where to go for information and assistance. Resources are available, but how do you find them? The following are a few suggestions to help you in your search.

1. **Start with your child's school.** Teachers see a side of your child that you don't. Get their input; work as a team. Also, every elementary school in **Murray District** provides access to a gifted education specialist. Check with them for books, resources, and information. Have you checked out teacher websites? Many have links to information for both parents and students. Murray also has resident gifted experts in Perspectives Coordinator Kay Erwin and Principals David Smith (McMillan) and Connie Amos (Liberty). Every elementary and middle school in **Granite District** has a gifted facilitator. For specific gifted issue links, check out the websites on this resource sheet. At the district level Granite has Gifted Administrator Miriam Waterman and Gifted Coordinator Sheri Sorensen. In addition, principals have been asked to designate a parent liaison to attend monthly Parent Liaison for Gifted/Talented Programs meetings.
2. **Join your affiliate - Check with other parents.** Your support and membership in MAGC and GAGC will help us expand our work. Let us know of your needs and interests so we can better serve you. GAGC has a new website that is constantly being updated: www.myteacherpages.com/webpages/GAGC/. Services include a GAGCNews Listserv, resources and a Message Board. Membership in MAGC or GAGC also includes a full membership in the Utah Association for Gifted Children (UAGC). These organizations can help you network with other parents facing similar challenges or guide you to books, internet links, or other sources of information that may be helpful.
3. **Check out the Utah Association for Gifted Children** website at www.uagc.org. This is an ever-evolving site with information about upcoming events and links to further resources. There you can sign up for a UAGCNews listserv. Also check www.hoagiesgifted.org, the most comprehensive website listing gifted resources on the internet.
4. **Have you looked at www.nagc.org, the National Association website?** They have a parent specialist to whom you can submit questions as well as a myriad of links to specific articles regarding gifted education, parenting and advocacy.
5. **What about local libraries and bookstores?** The Murray and Salt Lake County Libraries have a growing collection of books on differing aspects of giftedness. If there is a title you would like to library to acquire, request it. Companies such as *Freespirit*, *Great Potential Press*, *Prufrock*, *Creative Learning Press*, and *DeLeon Publishing* specialize in materials for gifted children. Some of these publications can be found at local bookstores.
6. Above all, in the words of Winston Churchill, **"Never, never, never, never give up."** Keep searching until you find an answer. It is out there, the challenge lies in the hunt.

Shari Hill's Top 10 ideas on Gifted

1. Ignore the Joneses.
2. They can, but should they?
3. Allow them to take risks and fail.
4. A gifted jerk is still a jerk.
5. What does an "A" mean?
6. Just say no—stick to the rules.
7. Listen more, preach less.
8. Get a life (parents take a break).
9. Help them set realistic goals.
10. Enjoy your kids.

SENG

Guiding the Gifted Child, James T. Webb, et al., Great Potential Press, 1994. ISBN 0910707-00-6 (This will be used for parent discussion groups)

www.SENGGifted.org -

Serving Emotional Needs of Gifted organization

Bibliotherapy

According to Linda Silverman in her book, "Counseling the Gifted and Talented" (Love Publishing Co, June, 1993 ISBN 0891082271),

Bibliotherapy is the use of children's books to help understand and solve personal problems (Frasier & McCannon, 1981). It is particularly effective with the gifted, since these students usually have advanced reading skills and are often avid readers. They are capable of seeing the metaphoric implications of the material, not only for the characters in the plot, but also for themselves.

Web resource for reading lists:

http://www.hoagiesgifted.org/reading_lists.htm

Some of My Best Friends Are Books: Guiding Gifted Readers from Preschool to High School, Judith Wynn Halstead, Great Potential Press, May 2002. ISBN: 0910707510

Matilda, Roald Dahl, Puffin, Reissue Edition, June 1998. ISBN: 0141301066. Comical book about a young, gifted girl who meets the world head-on.

Someday, Angeline, Louis Sachar, New York: Avon (1991). A highly-gifted 8-year-old girl tries to find her place in the educational system and the world.

A Wrinkle in Time, Madeleine L'Engle, Yearling Books, Reissue Edition, April 1973. ISBN: 0440498058. 1963 Newberry Medal Winner, science fiction, classic good vs. evil.

Tuck Everlasting, Natalie Babbitt, Farrar, Straus and Giroux (BYR); Reprint edition, November 1, 1985. ISBN 0374480095. What would you do if you found a fountain that allowed you to live forever? Promotes interesting discussion.

Bridge to Terabithia, Katherine Paterson, Harper Trophy, Reissue edition, June 1987. ISBN 0064401847. 1978 Newberry Medal Winner, touching story of friendship and tragedy.

Stargirl, Jerry Spinelli, Knopf Books for Young Readers, August 2000. ISBN: 0679886370. The "new girl" at the high school is not afraid to be herself and care for others.

"Searching for Bobby Fischer" – video about a young chess player whose father is set on him becoming a champion.

"Little Man Tate" - video about a child genius trying to find his place in the world.

SENG: Supporting the Emotional Needs of the Gifted

In 1981, SENNG was formed to bring attention to the unique emotional needs of gifted children. It provided adults with guidance, information, resources, and a forum to communicate about raising and educating these children.

Today, SENNG has expanded its goals to focus on not only gifted children, but also on gifted adults. Many schools, communities, and organizations focus on the intellectual needs of gifted individuals. SENNG brings attention to the unique social and emotional needs of gifted individuals, which are often misunderstood or ignored. By underwriting and providing education, research, theory building, and staff development, SENNG promotes environments where gifted individuals can develop positive self-esteem, thrive, and utilize their talents.

SENG is now an independent, non-profit 501(c)(3) entity with a diverse Board of Directors. Thanks to the generosity of a few of its long time supporters, SENNG has developed the ability to offer a wide variety of services. With the goal of further expanding its activities and reaching more people, SENNG also accepts contributions of all sizes from individuals and organizations. Please join us in our work to increase understanding, knowledge, and services for gifted children and adults.

Mission

SENG seeks to inform gifted individuals, their families, and the professionals who work with them about the unique social and emotional needs of gifted persons. We support programs that foster in gifted individuals the mental health and social competence necessary for them to be free to choose ways to develop and express their abilities and talents fully.

With support, gifted individuals can develop abilities that enhance their own lives and the lives of others. Without understanding and support, they may be inhibited in the development of their gifts and talents, which can result in significant negative personal and societal consequences. The mission of SENNG is to empower caring families and communities to influence more positively and effectively the development of giftedness in those individuals entrusted to their care.

SENG-Model Parent Support Groups

In 1981, SENNG established guidelines for SENNG-Model Parent Support Groups. In communities around the country, parents of gifted children are invited to participate in a ten-week series to discuss the social and emotional needs of their children, and the parenting issues related to those needs. The emphasis is on positive aspects of parenting, avoiding power struggles, and helping gifted children learn appropriate life skills while enhancing the parent/child relationship and parent self-esteem. Weekly topics include *Identification/Characteristics, Parent Relationships, Sibling Relationships, Communication of Feelings, Stress Management, Depression, Motivation, Tradition Breaking, Peer Relationships, and Discipline*.

In September 2005, UAGC sponsored training for Parent Group facilitators. We hope to be starting groups throughout the state in the near future. If you are interested in participating in a SENNG-Model Parent Group, please contact the Utah Association for Gifted Children:

Paul Shepherd, UAGC President paul.shepherd@granite.k12.ut.us
Teri Lane, UAGC Public Relations Chair 4lanetloo@comcast.net

801-277-4552

Rocky Mountain Talent Search

Provides opportunity for academically talented 3rd – 9th graders to take the SATI, ACT, PLUS, or Explore tests. These above-level assessment tools provide a "higher ceiling" and valuable assessment information for young, academically talented students as well as early experience taking college entrance exams.

For more information, call the Rocky Mountain Talent Search office at **303-871-2983** or check out their website: <http://www.du.edu/education/ces/rmts.html>

To gain the greatest benefit from the program, students need to apply by November 15, 2006.

Parenting Resources

www.sengifted.org

Supporting Emotional Needs of Gifted

www.freespirit.com

Free Spirit Press

www.giftedbooks.com

Great Potential Press

www.prufrock.com

Prufrock Press

www.creativelearningpress.com

Creative Learning Press

Guiding the Gifted Child, James T. Webb, et al., Great Potential Press, 1994. ISBN 0910707-00-6 (This will be used for parent discussion groups)

The Gifted Kids' Survival Guide for Ages 10 & Under, Judy Galbraith, Free Spirit Publishing, November 1998. ISBN 1575420538

The Gifted Kids' Survival Guide: A Teen Handbook, Judy Galbraith, Jim Delisle, Pamela Espeland, Free Spirit Publishing; Rev, Expanded & Updated edition, October, 1996. ISBN 1575420031

Perfectionism: What's Bad About Being Too Good?, Marriam Adderholdt, Free Spirit Publishing; Revised & Updated edition, July, 1999. ISBN 1575420627

Learning Outside the Lines, Jonathan Mooney, David Cole, Fireside, September 5, 2000 ISBN 068486598X.

Parent Talk: How to Talk to Your Children in Language that Builds Self-Esteem and Encourages Responsibility, Chuck Moorman, Fireside, February 2003. ISBN 0743236246

Siblings Without Rivalry: How to Help Your Children Live Together So You Can Live Too, Adele Faber, Elaine Mazlish, Collins; Expanded edition. February 1998. ISBN 0380799006

Raising Self-Reliant Children in a Self-Indulgent World, H. Stephen Glenn, Jane Nelsen, Three Rivers Press; 2nd edition, June, 2000. ISBN 0761511288.

Dabrowski's Overexcitabilities

Theory of Positive Disintegration Kazimierz Dabrowski (1902-1980)

The following are excerpts taken from "Overexcitability and the Gifted" by Sharon Lind, SENG Newsletter. 2001, 1(1) 3-6. For complete text, see www.sengifted.org/articles_social/Lind_OverexcitabilityAndTheGifted.shtml

Overexcitabilities: inborn intensities indicating a heightened ability to respond to stimuli. Found to a greater degree in creative and gifted individuals, overexcitabilities are expressed in increased sensitivity, awareness, and intensity, and represent a real difference in the fabric of life and quality of experience.

Psychomotor Overexcitability: heightened excitability of neuromuscular system...derive great joy from their boundless physical and verbal enthusiasm and activity.

Sensual Overexcitability: Increased and early appreciation of aesthetic pleasures such as music, language, and art, and derive endless delight from tastes, smells, textures, sounds, and sights...may also feel over stimulated or uncomfortable with sensory input.

Intellectual Overexcitability: marked need to seek understanding and truth, to gain knowledge, and to analyze and synthesize...incredibly active minds. Intensely curious, often avid readers, usually keen observers...able to concentrate, engage in prolonged intellectual effort, and are tenacious in problem solving whenever they choose.

Imaginational Overexcitability: heightened play of the imagination with rich association of images and impressions, frequent use of image and metaphor, facility for invention and fantasy, detailed visualization, and elaborate dreams...mix truth with fiction, or create their own private worlds with imaginary companions and dramatizations to escape boredom.

Emotional Overexcitability: heightened, intense feelings, extremes of complex emotions, identification with others' feelings, and strong affective expression. Other manifestations include physical responses like stomachaches and blushing or concern with death and depression...remarkable capacity for deep relationships; they show strong emotional attachments to people, places, and things.

General Strategies:

Discuss the Concept of Overexcitability

Focus on the Positives

Cherish and Celebrate Diversity

Use and Teach Clear Verbal and Nonverbal Communication Skills

Teach Stress Management from Toddlerhood On

Create a Comforting Environment Whenever Possible

Help to Raise Awareness of One's Behaviors and Their Impact on Others

Remember the Joy

Granite Association for Gifted Children (GAGC) Granite School District Offices, Gifted Department 2500 S. State, Salt Lake City, UT 84115

GAGC is an affiliate of the Utah Association for Gifted Children. We are a non-profit organization of parents, educators, and students dedicated to meeting the educational needs of gifted and talented children. We believe that all children deserve the opportunity for educational growth within our public school system. We are committed to supporting and improving gifted and talented education in Granite School District.

For more information contact:

Barbara King 278-3877, trking@3kingslaw.com
Teri Lane 277-4552, 4lanetloo@comcast.net

Murray Association for Gifted Children (MAGC) PO Box 573671 Murray, UT 84157

MAGC is an affiliate of the Utah Association for Gifted Children. We are a volunteer, non-profit support and advocacy group. We promote awareness of the unique social, emotional, & intellectual needs of gifted and talented students and strive to impact the development of appropriate educational services for these students

For more information contact:

Laura Haskell 264-8573, L_Haskell@hotmail.com
Ruthann Gibbs 261-5447, lr_g1bbs@comcast.net