Bureau of Exceptional Education and Student Services
K-12 Public Schools
Florida Department of Education
2007

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IMPLEMENTATION GUIDELINES

Introduction

This manual provides a guide for a gifted endorsement course. Included you will find suggested resources, a list of prerequisite skills, objectives, components, activities, and assignments.

It is understood that there will be flexibility in course formats (number of meetings, duration of each meeting) depending on the participants and nature of the instructional setting. The mastery must be equivalent to a 3-semester-hour course in a university setting (16 weeks/3 hours). Each participant must show evidence of mastery that could be held as a portfolio for each course.

The courses have been updated with two central concepts, *Infusion* and *Modeling*.

Infusion includes the following principles:

- · Required skills as excellent general practitioners
- Diversity issues
- Adult education principles
- Technology and information skills
- Differentiated curriculum
- Appropriate assessment
- Independent learning and research skills

Modeling includes the following principles:

- Facilitative practitioner
- Reflective ongoing self-assessment
- Intake interview: pre-assessment, including knowledge base, skills, learning styles, interests, socio-cultural preferences
- Formative evaluation
- Gifted instructional strategies: compacting, contracting, creative productivity

The facilitative practitioner should use the following effective strategies:

- Process built into content
- Examination of current issues and key concepts
- Overview of multiple models
- Networking with other instructors
- · Infusion of lower-level thinking, focus on higher-level thinking skills
- Interactive and open-ended
- Freedom of choice: constructivism
- Flexible structure: complexity, pacing
- Model effective strategies

Built into each of the courses are levels. The use of the pre-assessment is critical to the delivery of these modules. The levels are:

- 1. Pre-assessment
- 2. Base level: compacting and built-in assessment in every module to facilitate acceleration
- 3. Curriculum extension/skill development for those who evidence mastery of some of the basic concepts at pre-assessment
- 4. Creative productivity for those evidencing a higher level of mastery

The outcomes of the modules are:

- Base level: content expertise for all participants
- Higher level: alternative outcomes for participants with some degree of mastery of the topics
- Professional development as an educator of gifted students
- Documentation of skill development (portfolio)
- Open-ended, yet accountable, evidence of mastery
- Continuity across the five courses

Instructors/facilitators

Recommended qualifications for instructors/facilitators of the classes are:

- A current Florida teaching certificate (or the equivalent) with gifted endorsement (or documented expertise in gifted education)
- A master's degree or higher
- A background of successful staff development and/or adult training expertise
- A minimum of three years successful teaching experience in gifted education

Additional Materials

Three additional documents are included with these guidelines. The first is recommended resources and supplementary texts for the five endorsement courses. When instructors are selected, they should review these recommended resources for the courses and check Web site addresses for accuracy. Also, included is a list of prerequisites that prospective teachers enrolled in the endorsement courses should possess. The instructor may need to direct participants to other staff development offerings instead of trying to teach prerequisites as part of the endorsement course. The third document outlines specific delivery strategies that should be used for gifted endorsement courses. The instructor should model these strategies throughout the implementation of the courses.

This is one of five Gifted Endorsement Modules available through the Bureau of Exceptional Education and Student Services, Florida Department of Education, designed to assist school districts and state agencies that support education programs in the provision of special programs for exceptional students. For additional information on this publication, contact the Clearinghouse Information Center, Bureau of Exceptional Education and Student Services, K-12 Public Schools, Florida Department of Education, Room 628 Turlington Building, Tallahassee, Florida 32399-0400.

Telephone: (850) 245-0475

Fax: (850) 245-0987

SunCom: 205-0475

E-mail: cicbiscs@fldoe.org

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Bureau of Exceptional Education and Student Services

Bambi J. Lockman, Chief Evy Friend, Administrator, ESE Program Development and Services Donnajo Smith, Program Specialist, ESE Program Development and Services

Patricia Gatto-Walden, Ph.D.
Consulting Services for the Gifted and Creative, writer
Gill Caudill, Leon County, writer
Cindy Lovell, Stetson University, writer
Suzanne Rawlins, Volusia County, writer

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Module Evaluation Form

Guidance and Counseling for the Gifted INTRODUCTION

This notebook provides a guide for instructors and participant materials for the gifted endorsement course titled *Guidance and Counseling for the Gifted*.

BACKGROUND

The original *Guidance* and *Counseling* of the *Gifted* course development took place in 1992. Since that time, *Guidance* has been a requirement for the endorsement of teachers of students who are gifted. In 2002, the WOGI work group examined the course to revise the objectives and develop a framework for updating the course. Work on updating the module continued and resulted in this course guide.

COURSE DESCRIPTION

The course provides an overview of the theory, research, practical strategies, and resources on guidance and counseling, with an emphasis on classroom applications in the gifted classroom. The course is designed as a 60-hour course that includes participation in instructional activities, research, and extended learning outside of the classroom.

COURSE DESIGN

The content is organized around a variety of topics related to the guidance and counseling of students who are gifted. The course is divided into thirteen sessions designed to address thirteen Key Questions and a specific set of instructional objectives. You will find these objectives at the beginning of each course session.

The thirteen Key Questions are:

- What does it mean to be gifted?
- What characteristics do gifted individuals display across their lives that differentiate them from same-age peers?
- What is the phenomenological experience of a gifted individual?
- How do the strengths and vulnerabilities of gifted individuals impact their lives?
- How does the very nature of highly gifted and profoundly gifted individuals separate them from others?
- How can we identify and support a gifted child who displays atypical characteristics due to life differences?

- How can we help foster resiliency in at-risk gifted students?
- How can schools support our brightest students?
- How can we help students learn what they want to do, not just what others think they should do?
- How can we facilitate social skills and leadership development in students?
- How can advocates positively affect others' understanding and acceptance of gifted children's needs?
- What is different about parenting a gifted child?
- Are all intellectually gifted children emotionally and spiritually gifted as well?

ORGANIZATION AND STRUCTURE OF COURSE MATERIALS

The notebook is divided into thirteen sessions (listed in the Table of Contents), preand post-tests and their answers, and an evaluation form. Each of the sessions is organized around a topic and includes Guiding Standards/Objectives, Key Questions, Materials, Session Opener/Compass, Learning Options, Options to Evidence Mastery, Recommended Readings and Resources, and Other Resources/ Extensions.

DEFINITION OF SESSION COMPONENTS

- **Topic:** Offers a focal point for the session
- Guiding Standards/Objectives: Lists the specific areas of focus or the measurable outcomes that should result from the learning options and readings in the session
- **Key Question(s):** Provides a guide for inquiry within each session
- Materials: Lists materials that are recommended for use during the session
- Compass/Session Opener: Provides an assessment of the participant's current level of knowledge and a connection to the session topic
- Learning Options: Outlines multiple options from which the instructor may select to help participants accomplish session objectives
- Options to Evidence Mastery: Provides multiple options to use to assess participants' attainment of session outcomes
- Recommended Readings: Refers to written materials (text, articles for duplication, current on-line articles) for use during the session
- Other Resources/Extensions: Lists additional resources that may be used to extend or augment the class session and may be of particular value to participants who desire to explore the topic in greater depth

COURSE MANAGEMENT

Flexibility should be built into the course format (number of meetings, duration of each meeting) depending on the specific needs of the participants and the nature of the instructional setting.

COURSE OBJECTIVES FOR GUIDANCE AND COUNSELING THE GIFTED

After completing this module, the participant should be able to:

Objective 1: Describe holistic developmental characteristics of a gifted child and understand what it is like to be gifted from the child's point of view.

Objective 2: Analyze strengths and vulnerabilities that distinguish students who are gifted from their age-related peers.

Objective 3: Describe personality variances of individuals who are gifted and profoundly gifted.

Objective 4: Differentiate needs and concerns of students who are gifted in special populations, including differences due to gender, cultural and ethnic divergence, twice exceptionality, and low socio-economic status.

Objective 5: Describe thoroughly risk factors and resiliency related to students who are gifted.

Objective 6: Identify numerous educational opportunities available for students who are gifted, and discuss the strengths and limitations of each.

Objective 7: Identify counseling and guidance activities and resources to assist students who are gifted—K-12 and post-secondary—to plan for course work, college, career, and life choices.

Objective 8: Use knowledge of social skills training to assist students who are gifted in developing healthy relationships and displaying leadership capability.

Objective 9: Acquire and refine the knowledge, skills, and resources needed to advocate as a teacher, parent, or supporter of self-advocacy for gifted students.

Objective 10: Understand special needs in parenting the gifted child and in family dynamics.

Objective 11: Understand and support children who are emotionally gifted and spiritually gifted.

Objective 12: Apply knowledge and skills necessary to assist students, their families, and educators in understanding the psychology of giftedness and in tapping community, state, and national resources for service support.

Objective 13: Become competent in identifying and navigating Web sites that extensively address topics related to giftedness for personal and professional use.

Guidance and Counseling for the Gifted Matrix Topic 1

		Kesources
Have a panel discussion between participants who were labeled gifted and in special programs and participants who were bright but not labeled. Examine the pros and cons of each experience. In groups, conduct a comparative analysis and discussion on definitions of giftedness.	Participation as volunteer on panel or as audience posing questions. In groups, exploring one definition and sharing benefits and limitations with entire class. Determining which definition is most useful in relationship to: understanding gifted children, gifted identification, gifted programming, and expectations of performance.	National Association for Gifted Children. "What is gifted?" Retrieved from www.nagc. org/index.aspx?id=574&ir Piechowski, M. (2006). "Mellow out," they say. If I only could. Madison, WI: Yunasa Books. Renzulli, J. (1998). The three-ring conception of giftedness. Retrieved from www.sp.uconn. Edu/~nrcgt/sem/semart13.html Sheard, S. (n.d.). What parents want teachers (and professionals) to know. Retrieved from www. giftedhomeschoolers.org/articles/gettingit.html Silverman, L. K. (1993). Counseling the gifted and talented (pp. 3–10). Denver: Love Publishing Company. Tolan, S. (n.d.). Giftedness as asynchronous development. Retrieved from www. stephanietolan.com/gt_as_asynch.htm Webb, J., Meckstroth, E., & Tolan, S. (1982). Guiding the gifted child (pp. 1–34). Columbus, OH: Ohio Psychology Publishing Co. Additional Resources: A Fable? (n.d.). Retrieved from www.ri.net/gifted_talented/teachers.html
	4:	In groups, exploring one definition and sharing benefits and limitations with entire class. Determining which definition is most useful in relationship to: understanding gifted children, gifted programming, and expectations of performance.

of Resources	Delisle, J. (n.d.). In praise of elitism. Retrieved from www.prufrock.com/client/ client_pages/ln_Praise_of_Elitism.cfm I Remember by Wendy. (n.d.). Retrieved from www.hoagiesgifted.org/i_remember.htm Kingore, B. (n.d.). High achiever, gifted learner, creative thinker. Retrieved at www. bertiekingore.com/high-gt-create.htm list Powell, T., & Siegle, D. (n.d.). Teacher bias in identifying gifted and talented students. Retrieved from www.sp.uconn.edu/~nrcgt/news/spring00/spring005.html Silverman, L. K. (2002). Asynchronous development. In M. Neihart, S. Reis, N. Robinson, & S. Moon (Eds.), <i>The social and emotional development of gifted children</i> . Washington, DC: NAGC. Smith, D. (2003, May). APA Monitor. Cultivating otherwise untapped potential. Retrieved from www.apa.org/monitor/may03/cultivating.html
Evidence of Mastery	Time spent reviewing Web articles in resource libraries available to teachers, parents, and gifted children. Completed list of articles.
Learning Options and Activities	Spend time surfing Web sites: www.hoagiesgifted.org/ www.sengifted.org www.gt-cybersource.org
Guiding Objectives	
Topic 1 Key Questions	What does it mean to be gifted?

Guidance and Counseling for the Gifted Matrix Topic 2

«destions	Objectives	Learning Options and Activities	Evidence of Mastery	Resources
	Attain a developmental	Divide the class into reading	Participation in small group	Overview of Topic: Clark, B. (2002). Growing up gifted. In <i>Growing up</i>
Istics do la u gifted a	understanding of gifted	and discussion groups, and	sharing and creation of	<i>gined</i> (otn ed., pp. 108–150). Upper Saddle Kiver, NJ: Merrill Prentice Hall.
individuals ir	individuals	assign a stage of	master list of	Infancy:
their	life span from	each group.	during specific	Smutny, J. F., Veenker, K., & Veenker, S. (1989). <i>Your aifted child (</i> pp. 1–16). New York: Ballantine
lives that ir differentiate a	infancy to adulthood	Collectively, the group will	stage assigned.	Books.
them from ir	incorporating	create a master		Toddler:
ge	a holistic	list of holistic		Smutny, J. F., Veenker, K., & Veenker, S. (1989).
peers? p	perspective.	characteristics of		Your gifted child (pp. 17-34). New York: Ballantine
		the gifted during		Books.
		each specific		Preschool:
		pnase.		Smutny, J. F., Veenker, K., & Veenker, S. (1989).
				Your gifted child (pp. 35-38; 44-51). New York:
		In pairs list how	With partner	Ballantine Books.
		gifted children in	creation of	School Age:
		your classroom	list of holistic	Clark, B. (2002). Growing up gifted. In Growing up
		demonstrate	characteristics	gifted (6th ed., pp. 168–207). Upper Saddle River,
		differences across	of gifted	NJ: Merrill Prentice Hall.
		all five domains	children in	Toons:
		from their same-	your classroom	Delisle 1 & Galbraith 1 (1996) The diffed kids'
		age peers.	and ways to support their	survival guide: A teen handbook (pp. 243–267). Minneapolis, MN: Free Spirit Press.
			sensitivities.	
	(continued)	(continued)	(continued)	(continued)

Evidence of Mastery	stration Nature vs. Nurture: Clark, B. (2002). Growing up gifted. In <i>Growing up gifted</i> (6th ed., pp. 42–56). Upper Saddle River, NJ: Merrill Prentice Hall. Ind. S. (n.d.). "Ask the experts." (Topic 2 HO 4) Adult Giftedness: Lind, S. (n.d.). Fostering adult giftedness: Acknowledging and addressing affective needs of gifted adults. Retrieved from www.sengifted.org/articles_adult/Lind_FosteringAdultGiftedness.shtml	Participation in sing? Issues for gifted adults. Retrieved from www.sengifted.org/articles_adults/Lovecky_to faculty about CanYouHearTheFlowersSing.shtml Gifted children. Tolan, S. (n.d.). Discovering the gifted ex-child. Retrieved from www.sengifted.org/articles_adults/ Tolan_DiscoveringTheGiftedExChild.shtml Tolan, S. (n.d.). Self-knowledge, self-steem and the gifted adult. Retrieved from www. stephanietolan.com/self-knowledge.htm	Holistic Understanding of the Gifted: Delisle, J. (2003, Fall). To be or to do: Is a gifted child born or developed? Roeper Review, 6(1). Retrieved from www.gt-cybersource.org/Record. aspx?NavID=2_0&rid=12984
Evider	Demonstration of understanding of creativity by conducting a class discussion.	Participation in debate related to faculty about gifted children.	(continued)
Learning Options and Activities	Develop "resident expert" group presentation on creativity and lead a discussion how to incorporate and support creativity in the classroom.	Conduct a class debate on whether gifted children will live up to their potential without special programs or services.	(continued)
Guiding Objectives	Describe how the interaction between the environment and innate capabilities affects productivity throughout life.		(continued)
Topic 2 Key Questions	What character- istics do gifted individuals display across their lives that differentiate them from same-age	peers?	

Resources	Holistic Understanding of the Gifted, continued: Lovecky, D. (1997). Identity development in gifted children: Moral sensitivitiy. Roeper Review, 20(2), 90–94. Retrieved from www.sengifted.org/articles_social/Lovecky_IdentityDevelopmentInGiftedChildren MoralSensitivity.shtml Lovecky, D. (1992). Exploring social and emotional aspects of giftedness in children. Roeper Review, 15(1), 18–25. Retrieved from www.sengfited.org/articles_social/Lovecky_ExploringSocialAnd EmotionalAspectsOfGiftednessInChildren.html Schmitz, C. C., & Galbraith, J. (1985). Assessing who you've got: The gifted student. Managing the social and emotional needs of the gifted (pp. 21–27). Minneapolis: Free Spirit Press. Silverman, L. (2006). What We Have Learned About Gifted Children. Retrieved from www.gifted development.com/What_is_Gifted/learned.htm Tolan, S. Beginning brilliance. In J. Smutney, (1996). The young gifted child: Potential and promise. New York: Hampton Press. Retrieved from www. stephanietolan.com/begining_brilliance.htm
Evidence of Mastery	Participation of in creation of interview protocol, conducting interview, and preparation to share findings.
Learning Options and Activities	Bridge exercise: As a class, prepare a short interview that participants would conduct with students of varying ages on what they think giftedness is, and how they think it plays out at home, at school and socially.
Guiding Objectives	Describe how the interaction between the environment and innate capabilities affects productivity throughout life.
Topic 2 Key Questions	What character- istics do gifted individuals display across their lives that differentiate them from same-age peers?

Resources	Creativity: Neihart, M., & Olenchak, R. (2002). Creatively gifted children. In M. Neihart, S. Reis, N. Robinson, & S. Moon, (Eds.), <i>The social and emotional development of aifted children</i> . Washington, DC: NAGC.	Piirto, J. (2004). The creative process: A postmodern view of creativity with emphasis on what creators really do. Retrieved from http://personal.ashland.edu/~jpiirto/Australia%20keynote%202%20creativity.htm	VanTassel-Baska, J. (n.d.). Creativity as an elusive factor in giftedness. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=13721	Additional Resources: Cross, T. (2001). On the social and emotional lives of gifted children. Waco, TX: Prufrock Press.	Cross, T. L., Coleman, L., & Terhaar-Yonders, M. (1991). The social cognition of gifted adolescents in schools: Managing the stigma of giftedness. <i>Journal for the Education of the Gifted, 15, 44</i> –55.	Csikszentmihalyi, M., Rathunde, W., & Whaley, C. (1994). <i>Talented teens</i> . New York: Basic Books.	Manor-Bullock, R., Look, C., & Dixon, D. N. (1995). Is giftedness socially stigmatizing? The impact of high achievement on social interactions. <i>Journal for the Education of the Gifted, 18,</i> 319–338. (continued)
Evidence of Mastery							
Learning Options and Activities							
Guiding Objectives							
Topic 2 Key Questions	What character- istics do giffed individuals	display across their lives that differentiate	same-age peers?				

Resources	Additional Resources, continued: Piirto, J. (1999). Talented children and adults: Their development and education (2nd ed.). Columbus, OH: Prentice Hall/Merrill.
Evidence of Mastery	
Learning Options and Activities	
Guiding Objectives	
Topic 2 Key Questions	What character- istics do gifted individuals display across their lives that differentiate them from same-age peers?

Guidance and Counseling for the Gifted Matrix Topic 3

Topic 3 Key Questions	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
What is the phenomenological experience of a gifted individual?	Understand the inner experience of children who are gifted.	Bridge building option: conduct interview, share what you learned; make a master list of what the students thought about giftedness.	Shared results of interview with participants in your group.	Dabrowski's Theory: Gallagher, T. (n.d.). Overexcitabilities used to predict giftedness. Retrieved from www.hoagiesgifted.org/dabrowski.htm Lind, S. (2001). Overexcitability and the gifted. The SENG Newsletter, 1(1), 3–6. Retrieved from www.sengifted.org/articles_social/Lind_ OverexcitabilityAndTheGifted.shtml
		Write a one-page essay on how and why individuals who are gifted are more unlike one	Written one- page essay.	Mendaglio, S. (n.d.). Dabrowski's Theory of Positive Disintegration: Some implications for teachers of gifted students. Retrieved from www.sengifted.org/articles_social/Mendaglio_Dabrowskis TheoryOfPositiveDisintegration.shtml
	Become familiar with Dabrowski's Theory of Positive Disintegration and the importance of Developmental Potential and Overexcitabilities.	another than alike. Read article and share significant highlights. Delineate how overexcitability traits are often misdiagnosed.	Shared vital points to correctly identify overexcitabilities.	Piechowski, M. (2006). "Mellow Out," they say. If I only could. Madison, WI: Yunasa Books. Silverman, L. K. (1993). Counseling the gifted and talented (pp. 11–22). Denver: Love Publishing Company. Personality Variables and Gifted: Burruss, J., & Kaenzig, L. (1999, Fall). Introversion: The often forgotten factor impacting the gifted. Virginia Association for the Gifted, 21(1). Retrieved from www.gt-cybersource.org/Record. aspx?NavID=2_0&rid=12859
	(continued)	(continued)	(continued)	(continued)

Topic 3 Key Questions	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
What is the phenomen-ological	Become cognizant of personality	Prepare a brochure of relevant	Prepared brochure on gifted	Personality Variables and Gifted, continued: Kunkel, M., Chapa, B., Patterson, G., & Walling, D. (1992). Experience of giftedness: Eight great gripes
experience of a gifted individual?	variables that affect the social and emotional	information on gifted children's sensitivities,	children's sensitivities and develop-	six years later. <i>Roeper Review, 15</i> (1), 10–14. Retrieved from www.gt-Cybersource.org/Record. aspx?NavID=2_0&rid=11358
	well-being of gifted children.	overexcitabilities, and asynchronous development as an aid for teachers at school.	ment.	Lovecky, D. V. (1997). Identity development in gifted children: Moral sensitivity. <i>Roeper Review</i> , 20(2), 90–94. Retrieved from www.sengifted.org/articles_social/Lovecky_IdentityDevelopment InGiftedChildrenMoralSensitivity.shtml
		Each person read an article	Shared significant points	Martin. (n.d.). Fitting in and speaking out: Me and Asperger's Syndrome. Retrieved from www. hoagiesgifted.org/fitting_in.htm
		variables. Write a commentary on your experience as a gifted individual, and	Written commentary.	Morelock, M. (1992). Giftedness: The view from within. <i>Understanding our Gifted: Open Space Communications</i> , 4(3), 1, 11–15. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=11392
		mention if the articles have missed any significant points.		Olszewski-Kubilius, P., & Kulieke, M. (n.d.). Personality dimensions of gifted adolescents. Retrieved from www.gt-cybersource.org/Record.
	(continued)	(continued)	(continued)	Roeper, A. (n.d.). The emotional needs of the gifted child. Retrieved from www.sengifted.org/articles_social/Roeper_TheEmotionalNeedsOFTheGiftedChild.shtml (continued)

Topic 3 Key Questions	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
What is the phenomenological experience		Create a short bibliography of relevant books incorporating	Conducted Web search to create	Personality Variables and Gifted, continued: Roeper, A. (2000, Fall). Giftedness is heart and soul. Retrieved from www.upsidedownschoolroom.com/heart&soul.html
of a gifted individual?		gifted children's sensitivities, overexcitabilities, and asynchronous	bibliography to address topic.	Sak, U. (n.d.). A synthesis of research on psychological types of gifted adolescents. Retrieved from www.sengifted. org/articles_social/Sak_SynthesisOfResearch OnPsychologicalTypes.shtml
		development. Share the list with the remainder of the class.		Silverman, L. (n.d.). The moral sensitivity of gifted children and the evolution of society. Retrieved from www.sengifted. org/articles_social/Silverman_TheMoralSensitivityOf GiftedChildren.shtml
		Read Piechowski's book, " <i>Mellow</i>	Shared insightful excerpts.	Webb, J. (1994). Nurturing social-emotional development of gifted children. ERIC Digest #E527. Retrieved from http://www.ericdigests.org/1995-1/social.htm
		Out," they say. If I only could. Share excerpts from the book to		Additional Resources: Csikszentmihalyi, M., Rathunde, K., & Whalen, S. (1994). Talented teenagers: The roots of success and failure. New York: Basic Books.
		further understand "normal"		Elkind, D. (1988). The hurried child: Growing up too fast too soon. Reading, MA: Addison-Wesley.
		of profound sensitivities and overexcitability among the gifted.		Hebert, T., & Kent, R. (n.d.). Nurturing social and emotional development in gifted teenagers through adult literature. Retrieved from www.sengifted.org/articles_counseling/Hebert Kent_NurturingDevelopmentYoungAdultLiterature.shtml Roeper, A. (2006). The "I" of the beholder: A guided journey

Guidance and Counseling for the Gifted Matrix Topic 4

Resources	Amends, E. (2003). Worry and the gifted: How much is too much? Retrieved from www.gt-cybersource. org/Record.aspx?NavID=2_0&rid=12801 Blakeley, S. (2000, Spring). The emotional journey of the gifted and talented adolescent female. The National Research Center on the Gifted and Talented. Retrieved from www.sp.uconn.edu/~nrcgt/news/spring01/sprng013.html		Matthews, D., & Foster, J. (n.d.). Helping sensitive children cope in difficult times. Retrieved from www. sengifted.org/articles_social/FosterMatthews_TroublingTimes.shtml (continued)
Evidence of Mastery	Presentation of highlights of each article.	Participation in recording vulnerabilities across the life span. Sharing list and participation in discussion.	(continued)
Learning Options and Activities	Divide the readings among participants; share significant information not previously discussed with class.	In groups, participants will complete one of three sheets: vulnerabilities within self; vulnerabilities form others; vulnerabilities at home, school, and community. Focus across life span. Share results.	(continued)
Guiding Objectives	Understand strengths and vulnerabilities of a gifted individual that originates from within the self.	Understand vulnerabilities that are due to another's reaction to giftedness.	(continued)
Topic 4 Key Questions	How do the strengths and vulnerabilities of gifted individuals impact their lives?		

How do the Understand strengths vulnerabilities and vulnerabilities of to a specific gifted circumstance. individuals impact their lives?	nd iities ue fic nce.	discuss ded erience: and ities. to depict he word	Two lists with two acronyms for gifted.	Neihart, M. (2002). Gifted children and depression. In M. Neihart, S. Reis, N. Robinson, & S. Moon (Eds.). <i>The social and emotional development of gifted children</i> . Washington, DC: NAGC. Neihart, M. (1999). The impact of giftedness on psychological well-being: What does the empirical literature say? <i>Roeper Review, 22,</i> 10–16. Roedell, W. (1984). Vulnerability of highly gifted children. <i>Roeper Review, 6</i> (3), 127–130. Retrieved from www.gt-cybersource.org/Record.
ulnersof so of luals t their	ue nce.	experience: ths and abilities. a an m to depict or the word ew	ms for	Eds.). The social and emotional development of gifted children. Washington, DC: NAGC. Neihart, M. (1999). The impact of giftedness on sychological well-being: What does the empirical iterature say? Roeper Review, 22, 10–16. Roedell, W. (1984). Vulnerability of highly gifted children. Roeper Review, 6(3), 127–130. Retrieved from www.gt-cybersource.org/Record.
luals	fic nce.	ths and abilities. e an to depict or the word		yifted children. Washington, DC: NAGC. Neihart, M. (1999). The impact of giftedness on sychological well-being: What does the empirical iterature say? Roeper Review, 22, 10–16. Roedell, W. (1984). Vulnerability of highly gifted children. Roeper Review, 6(3), 127–130. Retrieved from www.gt-cybersource.org/Record.
luals t their		abilities. an to depict or the word		Neihart, M. (1999). The impact of giftedness on osychological well-being: What does the empirical iterature say? <i>Roeper Review</i> , 22, 10–16. Roedell, W. (1984). Vulnerability of highly gifted children. <i>Roeper Review</i> , 6(3), 127–130. Retrieved from www.gt-cybersource.org/Record.
individuals impact their lives?		e an m to depict or the word ew		osychological well-being: What does the empirical iterature say? <i>Roeper Review</i> , 22, 10–16. Roedell, W. (1984). Vulnerability of highly gifted children. <i>Roeper Review</i> , 6(3), 127–130. Retrieved from www.gt-cybersource.org/Record.
impact their lives?		or the word ew		iterature say? Roeper Review, 22, 10–16. Roedell, W. (1984). Vulnerability of highly gifted children. Roeper Review, 6(3), 127–130. Retrieved from www.gt-cybersource.org/Record.
IIVes :		or the word ew		Roedell, W. (1984). Vulnerability of highly gifted children. <i>Roeper Review</i> , 6(3), 127–130. Retrieved from www.gt-cybersource.org/Record.
				gifted children. <i>Roeper Review,</i> 6(3), 127–130. Retrieved from www.gt-cybersource.org/Record.
		·		Retrieved from www.gt-cybersource.org/Record.
		duidance	report of	aspx?NavID=2_2&rid=11179
		and .		Schuler, P. (n.d.). Gifted kids at risk: who's listening?
		discuss most		Retrieved from www.sengifted.org/articles_social/
		common problems		Schuler_GiftedKidsAtRiskWhosListening.shtml
		of gifted students		Schuler, P. (2002). Perfectionism in gifted children
		in your school.		and adolescents. In M. Neihart, S. Reis, N.
				Robinson, & S. Moon (Eds.). The social and
			Completed	emotional development of gifted children.
		who are gifted	list of	Washington, DC: NAGC.
				Shaine, J. (n.d.). Underachievement from the
		_		inside out. Retrieved from www.geocities.com/josh
		10 concerns" list. r	results, and	shaine/insideout.html
		Analyze results	assistance	
			for students	Oniversity of Michigan Health Minute Publication.
		sensitive material t	to process	Doit tiet zu/zu iiiitasigrit napperi to you. Retrieved
		with class.	the outcome.	Irom www.mea.umicn.eau/opm/newspage/zuu// hmsuicide htm
		(continued)	(continued)	(continued)

f Resources	Webb, J., Amend, E., Webb, N., Goerss, J., Beljan, P., & Olenchak, F. (2004). Counseling, multiple exceptionality, and psychological issues. Retrieved from www.sengifted.org/articles_counseling/Webb_MisdiagnosisAndDualDiagnosisOfGiftedChildren. shtml Additional Resources: Ellsworth, J. (1998). Adolescence and gifted: addressing existential dread. Retrieved from www.sengifted.org/articles_counseling/Ellsworth_AdolescenceAndGiftedAddressingExistentialDread. shtml Maxwell, B. (n.d.). Diagnosis questions. Retrieved from www.sengifted.org/articles_counseling/Maxwell_DiagnosisQuestions.shtml Schmitz, C. C., & Galbraith, J. (1985). Managing the social and emotional needs of the gifted: A teacher's survival guide. Minneapolis, MN: Free Spirit Press.
Evidence of Mastery	Participation in group discussion. Reading excerpts from book.
Learning Options and Activities	In quads, pick one of two films and discuss depiction of strengths and vulnerabilities utilizing Topic 4 HO 1 or Topic 4 HO 2. Read excerpts of gifted teens from M. Piechowski's book on what it is like to be her/him.
Guiding Objectives	
Topic 4 Key Questions	How do the strengths and vulnerabilities of gifted individuals impact their lives?

Guidance and Counseling for the Gifted Matrix Topic 5

Key Questions	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
How does Require an of highly approfoundly abguifted and profoundly abguifted nor individuals holis separate difficial them from the others? approfoundly approfused	Recognize that a person with an I.Q. four or more standard deviations above the norm is as holistically different from the norm as a person with an I.Q. four or more standard deviations below the norm is holistically different from the norm.	Write a letter to a new teacher offering information and advice on gifted and highly gifted students. Interview two AP teachers and write a paper on the characteristics, needs, and vulnerabilities of their highly gifted students.	Completed letter to a new gifted teacher. Written report of interview.	Kearney, K. (2000). Frequently asked questions about extreme intelligence in very young children. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=11375 Kearney, K. (1996). Highly gifted children in full inclusion classrooms. The Hollingworth Center for Highly Gifted Children, 12(4). Retrieved from www.gt-cybersource. org/Record.aspx?NavID=2_0&rid=11310 Kearney, K. (n.d.). The 10 most commonly asked questions about highly gifted children. The Hollingworth Center for Highly Gifted Children. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2-0&rid=11235 Lovecky, D. (1994). Exceptionally gifted children. Different minds. Roeper Review, 17(2). Retrieved from www.sengifted.org/articles_learning/Lovecky ExceptionallyGiftedChildrenDifferentMinds.shtml Robinson, H. (1981). The uncommonly bright child. In M. Lewis, & L. Rosenblum (Eds.). The uncommon child (pp. 57–81). New York: Plenum Press. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=10576 Thompson, M. (n.d.). All children are gifted. Retrieved from www.sengifted.org/articles_learning/Tolan_IsItACheetah.
	(continued)	(continued)	(continued)	(continued)

Topic 5 Key Questions	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
How does Under the very that ar nature groupi of trait gifted and profoundly gifted individuals is mer separate converthem from preser others?	Understand that any grouping of traits for profoundly gifted individuals is merely for convenience of presentation.	Read one of Leta Hollingworth's books and read excerpts to the class.	Reading excerpts to the class.	Albert, R. (1980). Exceptionally gifted boys and their parents. <i>Gifted Child Quarterly, 24</i> (4), 174–179. Retrieved from www.gt-cybersource.org/Record. aspx?NavID=2_0&rid=11361 Clark, B. (2004). Tips for parents: Helping parents understand their profoundly gifted child. Davidson Institute Seminar. Retrieved from www.gt-cybersource. org/Record.aspx?NavID=2_0&rid=13165 Feldman, D. (1993). Child prodigies: A distinctive form of giftedness. <i>Gifted Child Quarterly, 37</i> (4), 188–193. Retrieved from www.gt-cybersource.org/Record. aspx?NavID=2_0&rid11426 Hollingworth, L. (1926). <i>Gifted children: Their nature and nurture.</i> New York: Macmillan. Hollingworth, L. (1942). <i>Children above 180 I.Q. Stanford-Binet: Origin and development.</i> New York: World Book.

Guidance and Counseling for the Gifted Matrix Topic 6

Topic 6 Key Questions	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
How can we identify and support	Describe the different social and	Read articles and, as "class expert," present	Completed readings, assuming	Gender Differences-Girls: Kerr, B. (1985). Smart girls, gifted women. Dayton, OH: Ohio Psychology Press.
a gifted child who displays	emotional needs of gifted	to class the information and lead discussion.	key role in discussion.	Kerr, B. (1994). Smart girls two: A new psychology of girls, women and giftedness. Dayton, OH: Ohio Psychology Press.
atypical character- istics due to life	students from special populations. Include			Feldman, D. (1993). Child prodigies: A distinctive form of giftedness. <i>Gifted Child Quarterly</i> , 37(4), 188–193. Retrieved from www.gt-cybersource.org/Record. aspx?NavID=2_0&rid11426
	gender, ethnicity and culture, socio-			Piirto, J. (n.d.). Why are there so few? (Creative women: visual artists, mathematicians, scientists, musicians). Retrieved from www.gt-cybersource.org/Record. aspx?NavID=2_0&rid=11184
	status, twice exceptional,	Choose a	Completed	Hollingworth, L. (1926). Gifted children: Their nature and nurture. New York: Macmillan.
	and under- achieving	second focal topic and	Topic 6 HO 1 with	Reis, S. (2002). Social and emotional issues faced by gifted girls in elementary and secondary school. SENG Newsletter,
	students.	complete Topic 6 HO 1.	second topic.	2(3), 1–5. Retrieved from www.sengifted.org/articles_social/Reis_SocialAndEmotionalIssuesFacedByGiftedGirls.shtml
				Rimm. S. (2002). <i>Helping today's girls become tomorrow's successful women: Ten tips for caring adults.</i> Free Spirit Press. Retrieved from www.gt-cybersource.org/Record. aspx?NavID=2_0&rid=11402
	(continued)	(continued)	(continued)	Smutny, J. (1999). Gifted Girls. <i>Understanding our Gifted</i> . Open Space Communications, 11(2), 9–13. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=11388

Topic 6 Key Questions	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
θ τ C:	Learn how to recognize, understand, and support gifted children with multiple differences.	Read "The Silent Epidemic" and write an editorial. Compare district with state Web sites to see if special population gifted students are equally represented.	Editorial on "The Silent Comparing district with state Web sites.	Gender Differences-Boys, continued Kerr, B. A., & Nicpon, M. F. (2003). Gender and giftedness. In N. Colangelo & G. A. Davis (Eds.), Handbook of gifted education (3rd ed., pp. 493–505). Boston: Allyn & Bacon. Kerr, B., & Colangelo, N. (1994). Something to prove: Academically talented minority students. Ohio Psychology Press. Retrieved from www.gt-cybersource.org/Record. aspx?NavID=2_0&rid=10565 Pollack, W. (1998). Real boys: Rescuing our sons from the myths of boyhood. New York: Holt Publishing. Bridgeland, J., Dilulio, J., & Morison, K. (2006). The silent epidemic: Perspectives of high school dropouts. Retrieved from www.civicenterprises.net/pdfs/thesilentepidemic3-06.pdf Slocumb, P. D. (2001). Giftedness in poverty. Gifted Education Communicator, 32(4). Twice-Exceptional Differences: Brody, L., & Mills, C. (1997). Gifted children with learning disabilities: A review of the issues. Journal of Learning Disabilities, 30(3), 282–286. Cline, S., & Hegeman, K. (n.d.). Overcoming stereotypes. Gifted Child Today. Retrieved from www.hoagiesgifted.org/identification.htm Cronin, A. (n.d.). Asynchronous development and sensory integration intervention in the gifted and talented population. Retrieved from www.sengifted.org/articles_social/Cronin_AsychnronousDevelopmentandSlIntervention.shtml
	(continued)	(continued)	(continued)	(continued)

Topic 6 Key Questions	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
How can we identify and support a gifted		Research your school records to note the trends of	Analysis of your school's under-	Twice-Exceptional Differences, continued: Dodson, W. (2002, Summer). Attention Deficit-Hyperactivity Disorder (ADHD): The basics and the controversies. Understanding our Gifted, 14(4). Retrieved from www.gt-
child who displays atypical character-istics due		underachieve- ment.	achievement trends.	cybersource.org/Record.aspx?NavID=2_0&rid=12693 Lovecky, D. (1999). Gifted children with ADHD. Retrieved from www.gt-cybersource.org/Record. aspx?NavID=2_0&rid=11380
to life differences?				Neihart, M. (2000). Gifted children with Asperger's Syndrome. <i>Gifted Child Quarterly, 44</i> (4), 222–230. Retrieved from www.gt-cybersource.org/Record. aspx?NavID=2_0&rid=11381
				Silverman, L. K. (2003). Gifted children with learning disabilities. In N. Colangelo & G. A. Davis (Eds.), <i>Handbook of gifted education</i> (3rd ed., pp. 533–543). Boston: Allyn & Bacon.
				Underachievement Baker, J., Bridger, R., & Evans, K. (1998). Models of underachievement among gifted preadolescents: The role of personal, family, and school factors. <i>Gifted Child Quarterly</i> , 42(1), 5–15. Retrieved from www.gt-cybersource.org/ Record.aspx?NavID2_0&rid=11334
				Caveney, A. (n.d.). Motivational paralysis. Retrieved from www.hoagiesgifted.org/paralysis.htm
				(continued)

Topic 6 Key Questions	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
How can we identify and support a gifted				Underachievement, continued: Emerick, L. (1992). Academic underachievement among the gifted: Students' perceptions of factors that reverse the pattern. Gifted Child Quarterly, 36(3), 140–146.
child who displays atypical character-istics due				Kanevsky, L., & Keighley, T. (2003). To produce or not to produce? Understanding boredom and the honor in underachievement. <i>Roeper Review, 26</i> (1). Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=12995
to life differences?				Rimm, S. B. (2003). Underachievement: A national epidemic. In N. Colangelo & G. A. Davis (Eds.), <i>Handbook of gifted education</i> (3rd ed., pp. 417–423). Boston: Allyn & Bacon.
				Schultz, R. (2000). Flirting with underachievement. <i>The Hollingsworth Center, 13</i> (2). Retrieved from www.gt-Cybersource.org/Record.aspx?NavID=2_0&rid=11370
				Siegle, D., and McCoach, D. (n.d.). What you can do to reverse underachievement in your classroom. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=13069
				Shaine, J. (n.d.). Underachievement from the inside out. Retrieved from www.geocities.com/josh_shaine/insideout.html
				Additional Resources: Goldstein, L. (2001). Diamond in the rough. Retrieved from www./donline.org/article/6069
				Karnes, M. B., & Johnson, L. J. (1990). <i>Identifying and programming for young black gifted children</i> . Unionville, NY: Trillium Press. <i>(continued)</i>

Topic 6 Key Questions	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
How can we identify and support a gifted child who displays atypical				Additional Resources, continued Lind, S. (2000). Before referring a gifted child for ADD, ADHD evaluation. Communicator, 31(4). Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2-0&rid=11510 Lovecky, D. (2006). Different minds. Philadelphia: Jessica Kingsley Publishing.
character- istics due to life differences?				McCarty, H., & Siccone, F. (2001). Motivating your students: Before you can teach them, you have to reach them. Needham Heights, MA: Allyn & Bacon. Slocumb, P. D., & Payne, R. K. (2000). Environmental opportunities. Removing the mask: Giftedness in poverty (pp. 17–41). Highlands, TX: RFT Publishing.
				Silverman, L. (2003). <i>Upside down brilliance: The visual spacial learner.</i> Denver: DeLeon Publishing. VanTassel-Baska, J., Johnson, D., & Avery, L. D. (2002). Using performance tasks in the identification of economically disadvantaged and minority gifted learners: Findings. <i>Gifted Child Quarterly</i> , 46(2).

Guidance and Counseling for the Gifted Matrix Topic 7

Topic 7 Key Questions	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
we r in ed	Identify risk factors and resiliency as related	Divide readings and present key information.	Participation in discussion.	Arellano, A. R., & Padilla, A. M. (1996). Academic invulnerability among a selected group of Latino university students. <i>Hispanic Journal of Behavioral Sciences</i> , 18(4), 485–507. (ISSN-0739-9863)
students?	to students who are gifted.			Benard, B. (1995). Fostering resilience in children. <i>ERIC Digest</i> (ESO-PS-95-9). Retrieved from www.ericdigests. org/1996-2/fostering.html
	Enumerate what you	In groups of four, discuss	In groups, answering	Clasen, D. R., & Clasen, R. E. (2003). Mentoring the gifted and talented. In N. Colangelo & G. A. Davis (Eds.), Handbook of gifted education (3rd ed., pp. 254–267). Boston: Allyn & Bacon.
	can do as a teacher to belo	resillency and gifted students.	questions and taking	David, J. (Ed.). (1996). The family secret: Adult children of alcoholics tell their stories. Quill Publishing.
	students at risk.		discussion.	Dixon, C. (1996). <i>Gifted and at risk. Fastback 398.</i> Bloomington, IN: Phi Delta Kappa Educational Foundation. (ISBN-0-87367-598-3) (ERIC Document Reproduction Service No. ED407824)
	List symptoms	Write an essay on why gifted	Completed and	Ford, D. Y. (1994). Nurturing resilience in gifted black youth. Roeper Review, 17(2), 80–85. (ISSN-0278-3193)
	in children and adults of addiction	students might leave high school and	evaluated essay addressing	Hebert, T. P. (1996). Portraits of resilience: The urban life experience of gifted Latino young men. Roeper Review, 19(2), 82. (ISSN-0278-3193)
	and physical or sexual abuse.	what options exist for them.	key points.	Kline, B. E., & Short, E.B. (1991). Changes in emotional resilience: Gifted adolescent females. Roeper Review, 13(3), 118–21. (ISSN-0278-3193)
		(continued)	(continued)	(continued)

Guidance and Counseling for the Gifted Matrix Topic 7, *continued*

Topic 7 Key Questions	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
How can we help foster resiliency in at-risk gifted students?		Read Topic 7 HO 1 and HO 3 and write an essay. Read Topic 7 HO 2 and answer questions in a group. Define prevalence of risks and how teachers can help students in need. Prepare a presentation for students on alcoholism and addiction. Write a commentary on violence in the home referencing your community. Write a creative story with an atrisk character.	Topic 7 HO 1 and HO 3 related essay. Participation in Topic 7 HO 2 activities defining prevalence of risks and students in need. Evaluation of presentation to students. Written commentary on violence.	Lovell, C. (2005). Rachael Mason hears the sound. Minneapolis, MN: Free Spirit Publishing. Neihart, M. (2002). Risk and resilience in gifted children: A conceptual framework. In M. Neihart, S. Reis, N. Robinson, & S. Moon (Eds.), The social and emotional development of gifted children. Washington, DC: Prufrock Press. Reis, S. M., Hebert, T. P., Diaz, E. I, Maxfield, L. R., & Ratley, M. E. (1995). Case studies of talented students who achieve and underachieve in an urban high school. Research Monograph 95120. Storrs, CT: The National Research Center on the Gifted and Talented, University of Connecticut. Rerzulli, J., & Park, S. (2002). Giftedness and high school dropouts: Personal, family, and school-related factors. Research Monograph 02168. Storrs, CT: The National Research Monograph 02168. Storrs, CT: The National Research Monograph Women Online Resources. Retrieved from http://www.vaw.umn.edu/documents/nativeamerican/nasection7.shtml Werner, E. E. (1984). Research in review: Resilient children. Young Children, 40(1), 68–72. Worrell, F. C. (1997). Academically talented students and resilient at-risk students: Differences on self-reported risk and protective factors. Journal of At-Risk Issues, 4(1), 10–18.

Guidance and Counseling for the Gifted Matrix Topic 8

sceived, and participated discussion of the participated discussion of the participate and discussion of the participate and paresiste a settempt of the participate and participated discussion of the participated disc	two categories of and 2 of A Nation categories of Deceived, Vol. 1, acceleration—and participate in grade based quad discussion. Fill out Topic 8 based—and list 18 acceleration options. Read parents' writings and write a letter in
	rries of ration—based based lbject—and ration s.

Guidance and Counseling for the Gifted Matrix Topic 8, *continued*

Evidence of Mastery	Participation Noble, K., Robinson, N., & Gunderson, S. (1993). All in class discussion. adults. Roeper Review, 16(3), 124–130. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=11419 Osborn, J. (n.d.). Educational advocacy for gifted students. Retrieved from www.gt-cybersource.org/ Record.aspx?NavID=2_0&rid=11491 Rogers, C. (n.d.). Carl Rogers, Core conditions and education. Retrieved from www.infed.org/thinkers/etrogers.htm Rogers, K. (2002). Effects of acceleration on gifted learners. In M. Neihart, S. Reis, N. Robinson, & S. Moon (Eds.), The social and emotional development of gifted evaluated children. Washington, DC: NAGC. Schiever, S. W., & Maker, C. J. (2003). New directions in enrichment and acceleration. In N. Colangelo & G. A. Schiever, S. W., & Jones, E. (2002). Types of acceleration. Dimensions and issues. In A Nation Deceived: Vol. II. Colangelo, N., Assouline, S., Gross, M., Wright, L., & Coulianos, C. (1991). A model program for precocious children. Hollingsworth Preschool. Gifted Child Today, 14(5), 24–29. Retrieved from www.gt-cybersource.org/	Recold.aspx.chavID=z 0&fid=1145z
Learning Options and Activities	Read Topic 8 HO 3 and participate in class discussion comparing enrichment with acceleration. Write an essay on steps high schools can take to meet needs of students who are gifted.	
Guiding Objectives	Recognize home-schooling as a positive option for some gifted students and families. Be aware of myths, fears, and expectations of teachers and administrators that hold back students and the research that responds to these concerns.	
Topic 8 Key Questions	How can schools support our brightest students?	

Guidance and Counseling for the Gifted Matrix Topic 8, continued

Topic 8 Key Questions	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
How can schools support our brightest		Working with two students, design what would be helpful to them in making	Participation in class discussion.	Foster, C. (2000). In a class by themselves. <i>The Stanford Alumni Association</i> , 28(6). Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=11324 Kantrowitz, B., & Rosenberg, D. (1984). In a class of their
students?		educational decisions.		own: For exceptionally glitted children, the best school can be the one at home. <i>Newsweek</i> , 58. Retrieved from www. gt-cybersource.org/Record.aspx?NavID=2_0&rid=11325
		In small group,	Completed	Winnick, P. (2000). Home-schooled students take unorthodox route to become top college candidates. <i>Pittsburgh Post-Gazette</i> , Blade Communications. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=113046
		of acceleration and determine how they can be applied to your	evaluated essay on steps high schools	Assouline, S. G., Colangelo, N., Lupkowski-Shoplik, A., & Lipscomb, J. (1998). <i>Iowa Acceleration Scale Manual: A Guide for Whole-Grade Acceleration K-8</i> . Scottsdale, AZ: Gifted Psychology Press, Inc.
		school district. Draft a letter to administrator.	can take to meet gifted needs.	Kulik, J. A., & Kulik, C. C. (1997). Ability grouping. In N. Colangelo & G. A. Davis (Eds.), <i>Handbook of gifted education</i> (2nd ed., pp. 230–242). Boston: Allyn & Bacon.
		Become familiar	Familiarity	Kulik, J. A., & Kulik, C. C. (1984). The effects of accelerated instruction on students. Review of Educational Research, 54(3), 409–425.
		with lowa Acceleration Scale.	with lowa Acceleration Scale.	Osborn, J. (n.d.). Educational advocacy for gifted students. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=11491
		(continued)	(continued)	(continued)

Guidance and Counseling for the Gifted Matrix Topic 8, *continued*

Resources	Stanley, J. C., & McGill, A. M. (1986). More about young entrants to college: How did they fare? <i>Gifted Child Quarterly, 30, 70–73.</i> VanTassel-Baska, J. (n.d.). Individual instruction plan menu for the gifted child. Retrieved from www.gt-cybersource. org./Record.aspx?NavID=2_0&rid=12847 Wright, L., & Coulianos, C. (1991). A model program for precocious children: Hollingsworth Preschool. <i>Gifted Child Today, 14</i> (5), 24–29. Retrieved from www.gt-cybersource. org/Record.aspx?NavID=2_0&rid=11452	
Evidence of Mastery	Preparation for participation in staffing and report on staffing.	Completed list of summer programs and talent searches.
Learning Options and Activities	Imagining you are a gifted coordinator: prepare for a staffing on an underachieving, highly gifted student.	Make list of summer academic programs and talent searches for gifted students.
Guiding Objectives		
Topic 8 Key Questions	How can schools support our brightest students?	

Guidance and Counseling for the Gifted Matrix Topic 9

Resources	Azpeitia, L., & Rocamora, M. (n.d.). Misdiagnosis of the Giffed. Retrieved from www.rocamora.org/Giffed.html Colangelo, N. (2003). Counseling gifted students. In Handbook of giffed education (pp. 373–387). Boston: Alandbook of giffed education (pp. 373–387). Boston: Allyn & Bacon. Galbraith, J., & Delisle, J. (1996). College-bound, a prescription for success. The giffed kids survival guide: A teen handbook (pp. 174–204). Minneapolis, MN: Free Spirit Press. Gatto-Walden, P. (1999). Counseling gifted females with eating disorders. Advanced Development Journal, 8, pp. 113–130. Kerr, B. (1991). Counseling gifted students: Techniques that work. A handbook for counseling the gifted and talented. Alexandria, VA: American Association for Counseling and Development. Lardner, C. (n.d.). School counselors light-up the intraand inter-personal worlds of our gifted. Retrieved from www.hoagiesgifted.org/light_up_the_world.htm Lovecky, D. (1990). Warts and rainbows: Issues in the psychotherapy of the gifted. Advanced Development Journal. Moon, S. (2002). Counseling needs and strategies. In M. Neihart, S. Reis, N. Robinson, & S. Moon (Eds.), The social and emotional development of gifted children (pp. 213–222). Washington, DC: NAGC.
Evidence of Mastery	Presentation of highlights and leading discussion. Creation of bibliography.
Learning Options and Activities	Read articles in sub-topic and, as a "class expert," present highlights and lead discussion. Create a bibliography of books and articles that support gifted students in your classroom.
Guiding Objectives	Understand the need for supportive services for gifted individuals due to the complexity and sensitivity of their nature. Recognize that a counselor, therapist, or psychologist must be amply educated in the gifted field so not to misdiagnosis common character- istics of gifted individuals as pathology.
Topic 9 Key Questions	How can we help students learn what they want to do, not just what others think they should do?

Guidance and Counseling for the Gifted Matrix Topic 9, continued

Topic 9 Key Questions	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
How can we help students learn what they want to do, not just what others think they should do?	Realize counseling provides empathy and partnership in times of need.	Review counseling services available to gifted students and families and become acquainted with counselor to provide service as a team.	Review of counseling services. Development of a plan to provide services to your students. Development of a ment of a ment of a to bour	Counseling, continued: Silverman, L. (1993). Techniques for preventative counseling. In Counseling the gifted (pp. 81–110). Denver: Love Publishing Co. Silverman, L. (1993). Counseling Families. In Counseling the gifted (pp. 151–178). Denver: Love Publishing Co. Webb, J., Amend, E., Webb, N., Goerss, J., Beljan, P., & Olenchak, R. (n.d.). Counseling, multiple exceptionality, and psychological issues. Retrieved from www.sengifted. org/articles_counseling/Webb_ MisidagnonisAndDualDiagnosisOfGiftedChildren.shtml Guidance: Educational Resources Information Center. (n.d.). ERIC Digest #E490. College planning for gifted and talented youth. Retrieved from www.hoagiesgifted.org/eric/e490.html
	resources to assist K-12 students who are gifted in planning for further education, career, or life choices.	create a two- hour workshop to help students understand and accept aspects of their giftedness.	two-hour workshop for students.	Kerr, B. (1991). Academic guidance and the curriculum. A handbook for counseling the gifted and talented (pp. 19–49). Alexandria, VA: American Association for Counseling and Development. Lardner, C. (n.d.). School counselors light-up the intraand inter-personal worlds of our gifted. Retrieved from www.hoagiesgifted.org/light_up_the_world.htm Olszewski-Kubilius, P., & Yasumoto, J. (1994). Factors affecting the academic choices of academically talented adolescents. Talent Development, Vol. II. Ohio Psychology Press. Retrieved from www.gt-cybersource. org/Record.aspx?NavID=2_0&rid=10585

Guidance and Counseling for the Gifted Matrix Topic 9, *continued*

Resources	Guidance, continued: Paiva, M. (n.d.). Navigating the road of college admissions for high-achieving students. Retrieved from www.hoagiesgifted.org/navigating_college.htm VanTassel-Baska, J. (n.d.). Academic counseling for the gifted. In L. Silverman (Ed.), Counseling the gifted (pp. 201–214). Denver: Love Publishing Co.			students. In <i>A nanabook for counseling the gifted</i> and talented (pp. 83–99). Alexandria, VA: American Association for Counseling and Development. Nemko, M. (n. d.). Career advice for geniuses. Retrieved	from hoagiesgifted.org/career_advice.htm Silverman, L. (1993). Career counseling. In <i>Counseling</i> the gifted (pp. 215–238). Denver: Love Publishing Co.	(continued)
Evidence of Mastery	Acquisition of procedures and forms necessary to refer a student for counseling.	Participation in exercise to recognize the importance of living out of all	five domains daily.	Creation of week-long unit on self-discovery.		(continued)
Learning Options and Activities	Research the procedures necessary to refer a student for counseling.	Participate in intro- spective exercise to address five domains. Determine how	gifted students relate to their total self.	Conduct a Web search of self-awareness inventories. Create	a week-long unit on self- discovery for students.	(continued)
Guiding Objectives	Recognize that guidance and career counseling support gifted individuals	in decision- making for positive life choices.				(continued)
Topic 9 Key Questions	How can we help students learn what they want to do, not just what others	think they should do?				

Guidance and Counseling for the Gifted Matrix Topic 9, *continued*

Topic 9 Key Questions	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
How can we help		Create a career matrix to analyze	Creation of matrix	Additional Resources: Delisle, J., & Galbraith, J. (2002). When gifted kids don't have all the answers. Minneapolis. MN: Free Spirit Press.
learn what		incorporating results	self-	Galbraith 1 & Delisle 1 (1987) Giffed kids survival
they want		of self-awareness	discovery	guide II, ages 11–18. Minneapolis, MN: Free Spirit Press.
to do, not		exercises utilized	exercises	Galbraith, J., & Delisle, J. (1996). <i>Gifted kids survival</i>
others			Inventory.	guide: A teen handbook. Minneapolis, MN: Free Spirit
think they				Press.
should		Write an essay on	Well-written	Kincher, J. (1995). Psychology for kids: 40 fun tests that help
do?		how you would	essay	you learn about yourself. Minneapolis, MN: Free Spirit
		respond to	addressing	Press.
		behavioral changes	topic.	
		in a student.		from www.senaifted.org/articles_social/Lind
		00tio 40/01	7	DevelopingAFeelingVocabulary.shtml
		for list of fooling	oversion and	Mirdock M (1980) Spipping ipwaed Boston: Shambhala
			exercise and	INITIATION, INI. (1909). Ophiling Iliwala. Dostoli. Olialiidiala.
		words. Complete	appropriate	Rogers, K. (2002). Developing your child's plan and what
		exercise (Topic 9	activities for	happens next. Re-forming giffed education. Scottsdale,
		HO 1) and, with	classroom.	AZ: Gifted Potential Press.
		activities to identify		Webb, J., Amend, E., Webb, N., Goerss, J., Beljan, P., &
		emotions for the		Olenshcak, R. (2005). <i>Misdiagnosis and dual diagnoses</i>
		classroom.		of gilled ciliaten and addits. Scottsdale, Az. Great
				Potential Press.
				Wright, A., & Olszewski-Kubilius, P. (1993). Helping gifted
				designed to assist economically disadvantaged and first-
				generation college attendees. Evanston, IL: NRC G/T.

Guidance and Counseling for the Gifted Matrix Topic 10

Topic 10 Key Questions	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
How can we	Help students	Read articles and share highlights.	Completion of reading	Friendship and Social Skills Building: Gross, M. (n.d.). "Play partner" or "sure shelter"? Why gifted children prefer older friends. Retrieved from www.
social	social skills	to help students	participation	hoagiesgifted.org/play_partner.htm
skills and	and inspire leadership.	socially.	in discussion.	Gross, M. (n.d.). The "me" behind the mask: Intellectually diffed students and the search for identity. Retrieved from
develop-	Support	Complete	Completion	www.sengifted.org/articles_social/Gross
students?	gifted	Leadership Style	of Leader-	Janos, P., Marwood, K., & Robinson, N. (1985). Friendship
	experience	HO 1, HO 2, and	Profiles and	patterns in highly intelligent children. Roeper Review, 8(1).
	of global intercon-	HO 3) and discuss in class	participation in	aspx?NavID=2_0&rid=11377
	nectedness		discussion.	Gatto-Walden, P. (1999). Counseling gifted females with
	and			eating disorders. Advanced Development Journal, 8, 113-
	personal	Work in pairs	Creation of	130.
	responsi-	to create a	unit plan	Lovecky, D. (1995). Highly gifted children and peer
	bility to take	leadership unit for middle school	utilizing anecdote.	relationships. Counseling and Guidance Newsletter, 5(3),
		students.		aspx?NavID=2_0&rid=11300
	Realize that	Listen to five	Summary of	Reis, S. (2002). Social and emotional issues faced by gifted
	a primary	keynote speeches	keynotes	girls in elementary and secondary school. SENG newsletter, 2(3), 1–5. Retrieved from www.sengifted.org/articles_social/
	is to belong.	Secretan; write	entry on how	Reis_SocialAndEmotionalIssuesFacedByGiftedGirls.shtml
)	how they affected	they affect-	Rimm, S. (2003). Social Adjustment and Peer Pressures for
		you and could	ed and in-	Giffed Children. Retrieved from www.gt-cybersource.org/
		help students.	formed you.	Record.aspx?NavID=2_0&rid=11287 (Topic 10 HO 3)
	(continued)	(continued)	(continued)	(continued)

Guidance and Counseling for the Gifted Matrix Topic 10, *continued*

Topic 10 Key Questions	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
How can we facilitate	Help gifted children to understand	Write a journal entry on how you can be an	Journal entry.	Friendship and Social Skills Building, continued: Roeper, A. (1995). Empathy, ethics and global education. In Selected Writings and Speeches (pp.172–178).
social	that their	inspirational leader		Minneapolis, MN: Free Spirit Press.
skills and leadership	protound sensitivity	In the classroom.		Rogers, C. (1989). Significant learning in therapy and in education. In <i>On Becoming a Person</i> (pp. 279–296).
develop-	and empathy	Crosto s list of	jo toi	Boston: Houghton Mifflin Co.
ment In students?	can be	inspirational	quotes for	Silverman, L. (n.d.). Developmental phases of social devel-
	channeled	quotes, one for	daily use.	opment. Remeved Irom www.senginted.org/articles_social/ Silverman DevelopmentalPhasesOfSocialDevelopment.shtml.
	to rieip busepkind	each day of the		Silverman (1993) Social development leadership and
		sciloui yeai.		gender issues. In Counseling the Gifted and Talented (pp.
	Recognize	Research the	Completed	291-327). Denver: Love Publishing Co.
	that	development of	research of	Leadership Development:
	perceptivity,	social skills or	social or	Bisland, A. (2004). Developing leadership skills in young
	empathy,	leadership skill	leadership	gifted students. Gifted Child Today. Retrieved from www.
	ethics,	and create a list	skills and list	highbeam.com/doc/1G1-113183945.html
	values,	of favorite sites	of favorite	Davis, G., & Rimm, S. (2004). Leadership, affective
	integrity,		sites and	learning, and character education. In Education of the
	arid	distribute to class.	share	gifted and talented. Boston: Pearson Custom Publishing.
	are related			Educational Resources Information Center. (n.d.). ERIC Digest
		In pairs, create	Creation of	#E485. Developing leadership in gifted youth. Retrieved from
		classroom	classroom	www.hoagiesgifted.org/eric/Archived/e485.html
		activities to	activities on	Johnson, K. (2000). Affective component in the education
		understand and	"dialogue."	of the gifted. Gifted Child Today. Retrieved from www.
		practice dialogue.		highbeam.com/doc/1G1-66107759.html
		(continued)	(continued)	(continued)

Guidance and Counseling for the Gifted Matrix Topic 10, *continued*

Topic 10 Key Questions	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
How can we facilitate social skills and leadership		Create classroom activity discussing everyone's responsibility to social action and servant	Outline of unit of study on "servant leadership."	Leadership Development, continued: Karnes, F., & Bean, S. (n.d.). Leadership development and gifted students. Retrieved from www.kidsource.com/ kidsource/content/leadership_and_gifted.html Karnes, F., & D'Ilio, V. (1989). Personality characteristics of student leaders. Psychological Reports, 64. 1125–1126.
develop- ment in students?		leadership. Answer, "Who is a leader?" Write an inspirational message to your students	Letter to students.	Kingore, B. (n.d.). Biographies and autobiographies: Life models in the classroom. Retrieved from www.bertiekingore. com/biographies.htm Maslow, A. H. (1971). Education and peak experiences. Goals and implications of humanistic education. In A. H. Maslow <i>The Farther Reaches of Human Nature</i> (pp. 168–179; 180–195). New York: Viking Press. Moyle, V. (2005). Authentic character development—Beyond
		role as a leader. Investigate community service activities that students could	List of community service opportunities for students	nature and nurture. In Hafenstein, Kutrumbos, & Delisle (Eds.). <i>Perspectives in gifted education: Vol. 3. Complexities of emotional development, spirituality and hope</i> (pp. 33–59). Retrieved from www.sengifted.org/articles_learning/Moyle_AuthenticCharacterDevelopment.shtml Secretan, L. (n.d.). Keynotes. Retrieved from www.secretan.com/keynotes. vcl.php
		speaker to class.	and potential speaker(s).	Additional Resources: Caudill, G., & Croteau, J. M. (1993). Guiding images: Helping gifted and talented and creative children (pp. 141–147). Unionville, NY: Trillium Press. Delisle, J., & Galbraith, J. (2002). When gifted kids don't have all the answers. Minneapolis: Free Spirit Press. (continued)

Guidance and Counseling for the Gifted Matrix Topic 10, *continued*

Topic 10 Key Questions	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
How can we facilitate				Additional Resources, continued: Jaworski, J. (1996). Synchronicity: The inner path of Ieadership. San Francisco: Berrett-Koehler Publisher.
social				Karnes, F. A., & Bean, S. M. (1993). Girls and young women
skills and leadership				<i>leading the way</i> (pp. 127–153). Minneapolis, MiN: Free Spirit Press. Karnes, F., & Chauvin, J. (2000). <i>Leadership skills inventory.</i>
develop-				Scottsdale, AZ: Gifted Psychology Press.
ment in students?				Karnes, F., and Chauvin, J. (2000). <i>Leadership development program.</i> Scottsdale, AZ: Gifted Psychology Press.
				Lewis, B. (1991). <i>The kids' guide to social action</i> . Minneapolis, MN: Free Spirit Press.
				Manor-Bullock, R., Look, C., & Dixon, D. N. (1995). Is gifted- ness socially stigmatizing? The impact of high achievement
				on social interactions. <i>Journal for the Education of the Gifted,</i> 18(17), 319–338.
				Myrick, R., & Sorenson, D. (1992). <i>Helping skills for middle school students</i> . Minneapolis, MN: Educational Media Corp.
				Roeper, A. (1995). Selected Writings and Speeches. Minneapolis: Free Spirit Press.
				Roeper, A. (2006). <i>The "I" of the beholder</i> . Scottsdale, AZ: Great Potential Press.
				Secretan, L. (2004). <i>Inspire! What great leaders do.</i> New Jersey: John Wiley and Sons.
				Sisk, D., & Rosselli, H. (1998). <i>Leadership: A special type of giftedness</i> . Monroe, NY: Trillium Press.
				Silverman, L. K. (Ed.). (1993). <i>Counseling the gifted and talented</i> . Denver: Love Publishing Company.

Guidance and Counseling for the Gifted Matrix Topic 11

Topic 11 Key Questions	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
How can advocates positively affect	Acquire and refine the knowledge and skills	Divide the readings among participants. Gather together	Completed assigning and reading articles and	Educational Advocacy for the Gifted: Davidson Institute for Talent Development. (2006). Does No Child Left Behind require that no child can get ahead? Retrieved from www.gt-cybersource.org/Record.
others' under- standing and accept-	needed to advocate for gifted learners.	in small groups to discuss key features of articles.	discussion of key features.	aspx rnaviD-2_0ain-14033 Educational Resources Information Center. (n.d.). ERIC Digest #494. Supporting Gifted Education through advocacy. Retrieved from www.hoagiesgifted.org/eric/ Archived/e494.html
ance of gifted children's needs?		research and compile list of local, state, and national	Completed list of resources.	Educational Resources Information Center. (n.d.). ERIC. GT-Value FAQ. Retrieved from www.hoagiesgifted.org/eric/faq/gt-value.html
			Compiled	Educational Resources Information Center. (n.d.). ERIC. GT-Legal issues. Retrieved from www.hoagiesgifted.org/eric/faq/gt-legal.html
	now parent, teacher, and educational	to become larmial with advocacy issues, needs, resources, laws,	addresses, and relevant information	ERIC International/National Resources for Gifted Education. Retrieved from www.hoagiesgifted.org/eric/fact/ gt-assoc.html
	advocates can positively	skills, and strategies.	on advocacy.	Educational Resources Information Center. (n.d.). ERIC Digest. (n.d.). Student selection for gifted/talented programs. Retrieved from www.hoagiesgifted.org/eric/faq/gt-idpar.html
	affect gifted services and program- ming.			Educational Resources Information Center. (n.d.). ERIC Digest 1990 #E494. Supporting gifted education through advocacy. Retrieved from www.gt-cybersource.org/Record. aspx?NavID=2_0&rid=11191
	(continued)	(continued)	(continued)	(continued)

Guidance and Counseling for the Gifted Matrix Topic 11, continued

ions Evidence of Mastery Resources	tates familiarity and advocacy for the Giffed, continued: familiarity form www.hoagiesgiffed.org/asimovs_law.htm ates giffed from www.hoagiesgiffed.org/asimovs_law.htm cocy with Florida Sheard, W. (n.d.). A civil rights action for gifted children. Retrieved from www.hoagiesgiffed.org/civil_action.htm Retrieved from www.hoagiesgiffed.org/civil_action.htm Retrieved from www.hoagiesgiffed.org/civil_action.htm Smutny. J. (1995). Early gifts, early school recognition. Understanding our Giffed, 7(3), 1, 13—16. Retrieved from advocacy ww.gt-cybersource.org/Record.aspx?NavID=2_0&rid=11486 groups. Knowledge Davidson Institute for Talent Development. (2004). Parenting tips on educational advocacy. Retrieved from familiarity www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=13976 orida. Synopsis of Davidson, J., Kring, D., & Moseley, J. (2005). How parent advocacy groups can make a difference: An interview with actions in Plobie Kring and Juli Moseley. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=13976 DeVries, A. (1999). How to make parent-teacher conferences worthwhile and productive. In Parenting for Haining raining and in-service conferences worthwhile and productive. In Parenting for Haining session session and child Retrieved from www.gt-cybersource.org/ Record.aspx?NavID=2_0&rid=13114 Shopsin of an in-service about giffed child. Retrieved from www.dt-cybersource.org/ Record.aspx?NavID=2_0&rid=13114 Session and articles. (i.d.). Knowledge is key: Advocating for your gifted child. Retrieved from www.dt-cybersource.org/ articles. Strong and articles. (i.d.). Knowledge is key: Advocating for your articles. (i.d.). Rnowledge is key: Advocating for your articles.
Learning Options and Activities	Create a chart comparing states with and without gifted mandates and funding. Note Florida advocacy groups. Investigate legislative session in Florida and actions in Florida. Create an inservice training for district personnel on characteristics, needs, and issues of gifted students and include what participants can do
Guiding Objectives	Identify advocacy issues, whereas, and resources, and educational Flaws, good skills, and strategies. Support the Checessity of self-docacy of self-docacy by gifted students.
Topic 11 Key Questions	How can advocates positively affect others' under- standing and accept- ance of gifted children's needs?

Guidance and Counseling for the Gifted Matrix Topic 11, continued

Topic 11 Key Questions	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
How can advocates positively affect others'		As an advice columnist, write a response to both problematic letters concerning gifted	Written response to both letters.	Parental Advocacy for the Gifted, continued: Lloyd., M. (1999). The tea and terrorist society: Parent advocacy at the district level. The Hollingsworth Center, 12(3). Retrieved from www.gt-cybersource.org/Record. aspx?NavID=2_0,2_0&rid=11228
under- standing and accept-		students. In pairs, acting	Develop-	Neville, C. (1997). Portfolio: An effective way to present your child to the school. <i>The Hollingsworth Center, 11</i> (1). Retrieved from www.gt-cybersource.org/Record. aspx?NavID=2_0&rid=11263
ance or gifted children's needs?		as gifted program coordinators, create a 5-year plan for preventative	ment of preventative counseling program.	Osborn, J. (n.d.). Assessment, educational issues, advocacy: The process of parenting a profoundly gifted child. Retrieved from www.gt-cybersource.org/Record.aspx/NavID=2_0&rid=11505
		counseling for gifted students.		Sinclair, E. (2005). Tips for parents: Educational advocacy. Young Scholar Seminar. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=13962
		As a group, respond to a problematic	Role-play of situation assigned to	Additional Resources: Chase, B., & Katz, B. (2002). The new public school parent: How to get the best education for your child. New York: Penguin Publishers.
		positive and negative role-play.	discussion of relevance	Davidson, J., & Davidson, B. (2004). Genius denied. New York: Simon & Schuster.
		depiction to the class.		Gilman, B. (2003). <i>Empowering gifted minds: Educational advocacy that works</i> . Denver: DeLeon Publishing.
				(continued)

Guidance and Counseling for the Gifted Matrix Topic 11, *continued*

Resources	Additional Resources, continued: Riley, T. L. (1999). Put on your dancing shoes! Choreographing positive partnerships with parents of gifted children. <i>Gifted Child Today</i> , 22, 50–53. State of Florida Department of Education: Acceleration Brief #311781. Clearinghouse Information Center, Room 628, Turlington Building, 325 West Gaines Street, Tallahassee, Florida 32399-0400 Telephone: 850-245-0477; SunCom: 205-0477; Fax: 850-245-0987; E-mail: cicbiscs@FLDOE.org
Evidence of Mastery	
Learning Options and Activities	
Guiding Objectives	
Topic 11 Key Questions	How can advocates positively affect others' under- standing and accept- ance of gifted children's needs?

Guidance and Counseling for the Gifted Matrix Topic 12

Resources	Sharing of Parenting: Colangelo, N., & Dettmann, D. (1983). A review of research on parents and families of gifted children. Exceptional Children, 50. Retrieved from www.gt-cybersource.org/ Becord.aspx?NavID=2=0&rid=11455 discussion of Cooper, B. (n.d.). So, the thing isI am sorry. Retrieved from experiences from www.hoagiesgifted.org/apology.htm and fears. Cronin, A. (n.d.). Asynchronous parenting. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0,2-0,2-0,4 friendly parenting strategies. Retrieved from www.gt-perspectives cybersource.org/Record.aspx?NavID=2_0,2-0,2-0,2-0,2-0,2-0,2-0,2-0,2-0,2-0,2-	(continued)
Evidence of Mastery	Sharing of relevant information in group. Dyads' discussion of experiences and fears. Quads' enumeration of changes. Quads' sharing matrix of perspectives and solutions. Written commentary on special needs of parents of gifted children.	(continued)
Learning Options and Activities	Read articles and create an overhead to share in a group. Dyads share fears and experiences. Quads enumerate changes within self from specific information attained through this module. Quads create matrix of five problem situations; teachers and parents' unique perspectives; and solutions. Write a commentary on the justified support and guidance needed by parents of diffed children	(continued)
Guiding Objectives	Understand that gifted children naturally have unique needs that parents are challenged to address daily.	(continued)
Topic 12 Key Questions	What is different about parenting a gifted child?	

Guidance and Counseling for the Gifted Matrix Topic 12, *continued*

Resources	Parenting, continued: Feldman, D., & Piirto J. (n.d.). Parenting Talented Children. In I. Bornstein (Ed.), Handbook of Parenting (pp. 285–304). New York: Longman. Retrieved from www.gt-cybersource. org/Record.aspx?NavID=2_0&rid=10581 Hill, S. (n.d.). Parenting tips: Director's corner. Retrieved from www.gt-cybersource.org/ shtml Jacobsen, M. (n.d.). Tips for parents: The real world of gifted teens. Retrieved from www.gt-cybersource.org/ Record.aspx?NavID=2_0&rid=12366 Kearney, K. (n.d.). Parenting highly gifted children: The challenges, the joys, the unexpected surprises. Retrieved from www.hoagiesgifted.org/parenting_hg.htm Kvol, K. (n.d.). The art of avoiding power struggles with children. Retrieved from www.gt-cybersource.org/Record. aspx?NavID=2_0,2_0&rid=12311 Lind, S. (n.d.). Tips for parents: Introverts. Retrieved from www.sengifted.org/articles_parenting/Lind_ Ilind, S. (n.d.). Tips for parents: Introverts. Retrieved from www.sengifted.org/articles_parenting/Lind_ Ilind, S. (n.d.). Tips for parents of intense children. Retrieved from www.sengifted.org/articles_parenting/Lind_TipsForParents OffntenseChildren.shtml Ruf, D. (n.d.). The do's and don'ts for raising gifted_ children.htm	(continued)
Evidence of Mastery	Comprehensive resource list. Selection of parenting book and written/ oral review of its value to gifted parents. Identification of/creation of/creation of/creation of support group for parents of gifted kids. Evidence of collaboration to orchestrate respectful communication between teachers and parents.	(continued)
Learning Options and Activities	Create a comprehensive resource list for parents of gifted children. Select a parenting book to read and review its value to gifted parents. Find or begin a support group for parents of gifted children. Participants gather, according to locale, and brainstorm ways to effect positive communication between parents and teachers of gifted children.	(continued)
Guiding Objectives	Recognize that parents of gifted children need guidance and support to respond suitably to additional needs and demands.	(continued)
Topic 12 Key Questions	What is different about parenting a gifted child?	

Guidance and Counseling for the Gifted Matrix Topic 12, *continued*

Resources	Parenting, continued: Schecter, J. (n.d.). Evaluating intellectual potential. Retrieved from www.ctd.northwestern.edu/resources/identification/evalintellect.html Sheely, A. (n.d.). Sex and the highly gifted adolescent. Retrieved from www.talentdevelop.com/articles/sexhighlygftd.html Siegle, D. (n.d.). Parenting strategies to motivate underachieving gifted students. Retrieved from www. dukegiftedletter.comm/articles/vol6no4_ee.html Thomas, J. (n.d.). Hard won truths. Retrieved from www. hoagiesgifted.org/hard_wontruths.htm Torrance, P., & Goff, K. (n.d.). Fostering academic creativity in gifted students. Retrieved from www.hoagiesgifted.org/articles_parenting/Webb_ Archived/e484.html Webb, J. (n.d.). Tips for selecting the right counselor or therapist for your gifted child. Retrieved from www.sengifted.org/articles_parenting/Webb_ TipsForSelectingTheRightCounselorForYourGiftedChild.shtml Whight, B. (n.d.). Parents' perspective of early college entrance for profoundly gifted children, Part I and II. Retrieved from www.thoagiesgifted.org/asynchronous.htm
Evidence of Mastery	Effectively written letter to parents regarding their child's concerning behavior. Feedback provided to other group members.
Learning Options and Activities	Write a letter to parents regarding their child's concerning behavior. Provide feedback to other members in group.
Guiding Objectives	Realize that parents of gifted children may experience isolation from other parents due to others' lack of understanding; societal expectations and myths; jealousy; competition; and lack of acceptance that gifted children have special
Topic 12 Key Questions	What is different about parenting a gifted child?

Guidance and Counseling for the Gifted Matrix Topic 12, *continued*

Resources	Family Dynamics, continued: Peters, R. (n.d.). How to help keep your kid from being bullied. Retrieved from www.gt-cybersource.org/Record. aspx?NavID=2_0&rid=13824 Rimm, S. (n.d.). The effects of sibling competition. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0,2_0&rid=14044	Robinson, N. (n.d.). Grandparents: What you (and maybe only you) can do to support your granchildren's talent development. Retrieved from www.ctd.northwestern.edu/resources/talentdevelopment/grandparents.html	Silverman, L., & Kearney, K. (n.d.). Parents of the extraordinarily gifted. Retrieved from www.hoagiesgifted.org/parents_of_eg.htm	Additional Resources: Davidson, J., & Davidson, B. (2004). Genius denied: How to stop wasting our brightest minds. New York: Simon & Schuster.	Delisle, J. (2006). Parenting gifted kids: Tips for raising happy and successful kids. Waco, TX: Prufrock Press.	Laney, M. (2005). The hidden gifts of the introverted child: Helping your child thrive in an extroverted world. New York: Workman Publishing Co.	(continued)
Evidence of Mastery							
Learning Options and Activities							
Guiding Objectives	Understand the significance of quote from Mr. Rogers: "The best	thing parents can do for children is to listen to	them."				
Topic 12 Key Questions	What is different about parenting a gifted child?						

Guidance and Counseling for the Gifted Matrix Topic 12, *continued*

e of Resources	Additional Resources, continued: Matthews, D., & Foster, J. (2004). Being smart about gifted children: A guidebook for parents and educators. Scottsdale, AZ: Great Potential Press. Palmer, D. (2006). Parents guide to I.Q. testing and gifted education. Long Beach, CA: Parent Guide Books. Rimm, S. (2007). Keys to parenting the gifted child. Scottsdale, AZ: Great Potential Press. Webb, J., Gore, J., Amend, E., & DeVries, A. (2006). A parent's guide to gifted children. Scottsdale, AZ: Great Potential Press. Webb, J., Meckstroth, E., Tolan, S. (1982). Guiding the gifted child. Columbus, OH: Ohio Psychology Pub.
Evidence of Mastery	
Learning Options and Activities	
Guiding Objectives	
Topic 12 Key Questions	What is different about parenting a gifted child?

Guidance and Counseling for the Gifted Matrix Topic 13

Resources	Emotional Giftedness: Piechowski, M. M. (1997). Emotional giftedness: An expanded view. ERIC # ED413695. Retrieved from http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/15/0d/eb.pdf Piechowski, M. M. (2003). Emotional and spiritual giftedness. In N. Colangelo & G. A. Davis (Eds.), Handbook of gifted education (3rd ed., pp. 403–416). Boston: Allyn & Bacon. Piechowski, M. M. (1997). Emotional giftedness: The measure of interpersonal intelligence. In N. Colangelo & G. A. Davis (Eds.), Handbook of gifted education (pp. 366–381). Needham Heights, MA: Allyn & Bacon. Piechowski, M. M. (2006). Gifted at heart. In M. M. Piechowski, "Mellow out," they say. If I only could (pp. 207–222). Madison, WI: Yunasa Books. Roeper, A. (1998). The "I" of the beholder: An essay on the self, its existence, and its power. Roeper Review, 20, 144–149. Spiritual Giftedness: Lovecky, D. (n.d.). Spiritual sensitivity in gifted children. Roeper Review, 20, 178–183. Noble, K. (2000). Spiritual intelligence: A new frame of mind. Advanced Development Journal, 9, 1–29. Piechowski, M. M. (2000). Childhood Spirituality. Journal of Transpersonal Psychology, 33, 1–15.	(continued
Evidence of Mastery	Creation of overhead depicting characteristics of emotional giftedness. Commentary on emotional I.Q. and emotional giftedness.	(continued)
Learning Options and Activities	Read articles and, in groups of four, denote what are distinguishing characteristics of emotional giftedness. Identify the difference between emotional intelligence and emotional giftedness.	(continued)
Guiding Objectives	Understand distinguishing characteristics of emotional giftedness. Become aware of characteristics of spiritual giftedness displayed in children.	(continued)
Topic 13 Key Questions	Are all intellectually gifted children emotionally and spiritually gifted as well?	

Guidance and Counseling for the Gifted Matrix Topic 13, *continued*

Resources	Emotional Giftedness, continued: Piechowski, M. M. (2000). Childhood experiences and spiritual giftedness. Advanced Development Journal, 9, 65–90. Piechowski, M. M. (n.d.). Spiritual Giftedness. Notes from presentation at NAGC. Retrieved from www.metagifted.org/topics/metagifted/spiritualGiftedness/ Piechowski, M. M. (2006). Spiritual giftedness. In M. M. Piechowski, "Mellow out," they say. If I only could (pp. 245–264). Madison, WI: Yunasa Books. Tolan, S. (n.d.). Spirituality and the highly gifted adolescent. Retrieved from www.stephanietolan.com/spirituality.htm Additional Resources: Aron, E. (1996). The highly sensitive person: How to thrive when the world overwhelms you. New York: Carol Pub. Choquette, S. (1999). The wise child: A spiritual guide to nurturing your child's intuition. CA: Three Rivers Press. Hart, T. (2003). The secret spiritual world of children. Makawao, HI: Inner Ocean. Kurcinka, M. S. (1991). Raising your spirited child: A guide for parents whose child is more intense, sensitive, perceptive, persistent, energetic. New York: HarperCollins. Noble, K. (2001). Riding the windhorse: Spiritual intelligence and the growth of the self. Cresskill, NJ: Hampton Press.	(continued)
Evidence of Mastery	Participation in all visualization exercises and leading an exercise of choice. Compiled list of Web sites visited and written essay. Participation in discussion of spiritual giftedness.	(continued)
Learning Options and Activities	Experience several guided visualization exercises and facilitate an exercise for your group. Peruse Web sites listed on spiritual giftedness and write an essay. Read excerpts from M. Piechowski's book that depicts internal characteristics and behaviors of emotionally and spiritually gifted individuals.	(continued)
Guiding Objectives	Realize a person can be emotionally or spiritually gifted and not intellect- ually gifted, or intellect- ually gifted and not emotionally or spiritually gifted.	(continued)
Topic 13 Key Questions	Are all intellectually gifted children emotionally and spiritually gifted as well?	

Guidance and Counseling for the Gifted Matrix Topic 13, *continued*

Resources	Additional Resources, continued: Noble, K. (1994). The sound of a silver horn: Reclaiming the heroism in contemporary women's lives. Columbine, NY: Fawcett Pub. Rubin, L. (1996). The transcendent child. New York: Harper Perennial. Sisk, D., & Torrance, E. P. (2001). Spiritual intelligence: Developing higher consciousness. Buffalo, NY: Creative Education Foundation.
Evidence of Mastery	Compiled list of summer programs for intellectually gifted children as well as emotionally and spiritually gifted children.
Learning Options and Activities	Conduct a Web search of summer camps for intellectually gifted children as well as emotionally and spiritually gifted children.
Guiding Objectives	
Topic 13 Key Questions	Are all intellectually gifted children emotionally and spiritually gifted as well?

Pre- and Post-test Questions for Guidance and Counseling the Gifted Module

1.	List three definitions of gifted readily used today. a					
	b					
	C					
2.	2. Describe asynchronous development in gifted children.					
3.	List the five domains of the self.					
	a b c					
	d e					
4.	. True or False: Most gifted students excel in virtually all areas of school.					
5.	True or False: Gifted children will not experience as many emotional difficulties as their peers because they are intelligent enough to resolve the various scenarios that arise.					
6.	True or False: Ability grouping has little to no effect on achievement if enrichment is a regular part of instruction.					
7.	. True or False: Preschool and school-aged gifted students may feel "out of place" or a lack of belonging when gifted peers are included in their peer group.					
8.	. True or False: Individuals are born gifted and thereby intellectually grow and develop naturally on their own.					
9.	List seven positive characteristics about being gifted and how they may be perceived negatively. a					
	b					
	C					
	d					
	e					
	f					
	g					

Guidance and Counseling for the Gifted Pre- and Post-test Questions, *continued*

- 10. True or False: Gifted toddlers may show great impatience with physical limitations when their mind can order tasks that the body cannot yet perform.
- 11. True or False: Gifted adults report that their strongest talents were encouraged by teachers who were warm and friendly, rather than teachers who were strongly talented in a particular area.
- 12. True or False: Extroverts comprise 75 percent of the population in American society, but introverts make up as much as 60 percent of the gifted population.
- 13. True or False: There is some evidence that labeling a child gifted has a negative impact on his/her self-esteem.
- 14. Creativity in childhood is a contributor to psychological health.

15. List five Web site resources for gifted students, families, teachers, and professionals.				
a	-			
b				
С				
d				
е				

- 16. True or False: Vulnerabilities of gifted children include perfectionism, sensitivity, and high expectations for oneself and from others to perform well all the time.
- 17. True or False: Gifted preschoolers do best without any household rules to allow them to develop better creativity and social adjustment.
- 18. True or False: Individuals with the same genetic capacity can have great variance in performance due to the interaction with their environment.
- 19. True or False: Sensitivity toward others and compassion are frequently found in gifted children.
- 20. Multiple Choice:

Positive maladjustment means:

- a. Not compromising one's ideals
- b. Resisting peer pressure
- c. Being able to stand alone
- d. All of the above
- e. None of the above
- f. A and C only

Guidance and Counseling for the Gifted Pre- and Post-test Questions, *continued*

- 21. Spiritual giftedness is:
 - a. More likely to manifest in adults than in children
 - b. Gaining acceptance in society and schools
 - c. Well documented as a viable and significant experience for many people
 - d. Most common in families with strong religious backgrounds
 - e. All of the above
 - f. A, C, and D only
- 22. True or False: Parenting a gifted child is more demanding due to the additional needs, interests, sensitivities, and intensities of the child.
- 23. True or False: Between 10 and 20 percent of high school dropouts test in the gifted range.
- 24. True or False: An absolute rule in acceleration (grade-skipping) is that students not be skipped into the same grade as an older sibling.
- 25. Multiple Choice:

Which of these criteria would result in a "not recommended" with regard to wholegrade acceleration?

- a. Student's I.Q. is less than one standard deviation above the mean.
- b. Student would be accelerated into the same grade as an older sibling.
- c. Student presently has a sibling in the same grade as he or she.
- d. Student indicates that he/she does not want to be accelerated.
- e. All of the above
- f. B and C only
- g. None of the above
- 26. True or False: Because acceleration often results in social maladjustment, enrichment is the preferred response to students who are academically underchallenged.
- 27. In a national study of achievement test scores, it was found that there were _____ times more male than female gifted underachievers.
 - a. Three
 - b. Six
 - c. Nine
 - d. Twelve
- 28. True or False: Although attention deficit hyperactivity disorder (ADHD) is common among gifted students, dyslexia is a relatively rare occurrence in gifted students.
- 29. True or False: A psychosocial approach to dropout prevention is generally regarded as ineffective.

Guidance and Counseling for the Gifted Pre- and Post-test Questions, *continued*

	As a school counselor serving the gifted, list six groups you might choose to facilitate to support these students: a					
	_					
	C					
	Discuss research results on acceleration as it applies to gifted students and list at least ten forms of acceleration available.					
32.	What is the Piers	Harris Scale?				
33.	3. What type of leadership is the most effective?					
34.	Circle the terms below that apply to leadership:					
	Honest Beautiful	Optimistic Flexible	Intelligent Eager Sly Data gatherer Charismatic Visionary Friendly Authoritative People person Cheerful Accomplished	Courteous Nervous		

35. List the six life styles of Holland's Personality Life Styles.

Pre- and Post-test Answers for Guidance and Counseling the Gifted Module

- Gifted definitions:
 - a. Gifted students score two standard deviations above the mean on an I.Q. test. (common assessment criteria).
 - b. Giftedness is asynchronous development in which advanced cognitive abilities and heightened intensities combine to create a different experience and additional needs. (Columbus group)
 - c. Gifted students are above average in ability, creativity, and task commitment. (Renzulli)

Other definitions can be cited.

- 2. Asynchronous development is the uneven development across the five domains: intellectual, emotional, physical, spiritual, and social.
- 3. a. Intellectual
- b. Emotional
- c. Physical

- d. Spiritual/moral
- e. Social
- 4 False. Most gifted children are not as good in everything they do.
- 5. False. Gifted children will experience as many emotional difficulties as their peers.
- 6. False. Ability grouping has a clear positive effect on gifted students in achievement, critical thinking, and creativity.
- 7 True. Gifted children enjoy more complex games and activities; have diversified interests; and are more intense, perceptive, and sensitive than other children, all of which separate them from others. There is more likelihood of common interests, abilities, and intensities with gifted peers.
- 8. False. A supportive, enriching environment is essential for growth and expression of giftedness. (Clark, 2002)
- 9. a. Superior ability, *perceived as* show-off
 - b. Curious, asks a lot of questions, perceived as challenging
 - c. Highly sensitive, perceived as cry-baby
 - d. Perceptive, perceived as invasive
 - e. Sense of justice, perceived as argumentative, fanatic
 - f. Perfectionist, perceived as neurotic
 - g. Creative imagination, perceived as goofy or silly
 - h. Variety of interest, perceived as non-conforming
 - i. Accelerated pace of learning, perceived as impatient, demanding
 - j. Advanced vocabulary, perceived as "egghead", nerd

Numerous other characteristics could be listed.

Guidance and Counseling for the Gifted Pre- and Post-test Answers, continued

- 10. True. Due to asynchronous development their mind advances much quicker than their physical dexterity.
- 11. True. Gifted adults report a warm, caring relationship with a teacher, providing understanding, support, and encouragement necessary for them to pursue and develop their talents.
- 12. True. The higher the intelligence, the higher the likelihood of introversion.
- 13. False. It has been shown that the label of "gifted" helps the child to have more confidence in his/her abilities.
- 14. True. Creativity is an important personal asset and is an expression of one's individuality and autonomy.
- 15. a. Hoagies Gifted Education Page
 - b. SENG
 - c. Davidson Institute's GT-Cyberspace
 - d. ERIC
 - e. Institute of Educational Advancement
- 16. True. Having multiple superior abilities leads oneself and others to expect high level performance all the time, which can be a cause of stress and anxiety.
- 17. False. Gifted preschoolers need some structure and parameters in which they can safely explore.
- 18. True. The environment affects gifted development and performance.
- 19. True.
- 20. d. All of the above. (Piechowski, 2003, p. 405)
- 21. c. Well documented. (Piechowski, 2003, pp. 408–409)
- 22. True.
- 23. True.
- 24. True.
- 25. e. All the above.
- 26. False. Accelerated students are socially adjusted equal to or better than non-accelerated academic peers. (Schiever & Maker, 2003, pp. 166–167)

Guidance and Counseling for the Gifted Pre- and Post-test Answers, continued

- 27. c. Nine. (Kerr & Nicpon, 2003, p. 493)
- 28. False. (Silverman, 2003, pp. 534–537)
- 29. False. (Worrell, 1997)
- 30. Underachievement

Stress disorders

Perfectionism

Friendship-skill development

Family issues

Eating disorder

There could be other groups listed.

31. Research evidence strongly supports that acceleration is the most effective intervention for gifted students; has long-term benefits academically and socially; is cost efficient; provides easy and effective identification of students through above-level testing; and "acceleration means matching the level, complexity, and pace of the curriculum with the readiness and motivation of the student."
(A Nation Deceived, 2004)

Acceleration includes: single-subject acceleration; whole-grade skipping; early-entrance into elementary, middle school, high school, or college; Advanced Placement courses; self-paced instruction; combined classes; curriculum compacting; telescoping curriculum; mentoring; extracurricular programs; correspondence courses; early graduation; dual enrollment; credit by examination; acceleration in college. (A Nation Deceived, 2004)

- 32. A self-concept scale made up of 80 questions
- 33. Shared leadership
- 34. All are circled.
- 35. Realistic, Investigative, Enterprising, Artistic, Social, Conventional

TOPIC 1 – UNDERSTANDING THE GIFTED

Key Question: What does it mean to be gifted?

Objectives:

- Identify common attitudes, biases, and pre-conceived expectations held about gifted children by teachers, parents, age-related peers, and through out American society.
- Discuss the many ways these attitudes affect the everyday lives of gifted children and impact educational services available to them.
- Identify several current definitions of giftedness. Note the impact each definition has in a school situation, at home, and in society at large.

Key Concepts:

- Attitudes toward gifted
- · Assumptions, myths, and expectations
- · Definitions and theories of gifted

Recommended Reading Assignments:

- Cross, T. L. (2002, Summer). Competing with myths about the social and emotional development of gifted students. Retrieved from www.sengifted.org/articles_social/Cross_CompetingWithMythsAbout TheSocialAndEmotionalDevelopment.shtmml
- Delisle, J., & Galbraith, J. (2002). When gifted kids don't have all the answers (pp. 6–36). Minneapolis, MN: Free Spirit Press.
- ERIC Clearinghouse on Handicapped and Gifted Children. (1990). #E476: Giftedness and the gifted: What's it all about? Retrieved from www.hoagiesgifted.org/eric/digestlist.html
- ERIC Clearinghouse on Handicapped and Gifted Children. (n.d.). Com mon myths about gifted students. Retrieved from www.hoagiesgifted.org/eric/fact/myths.html
- Gentry, M., & Kettle, K. (1998). Distinguishing myths from reality: NRC/ GT research. Retrieved from www.hoagiesgifted.org/identification.htm
- K., Carolyn. (2007). What is highly gifted? Exceptionally gifted? Profoundly gifted? And what does it mean?
 Retrieved from www.hoagiesgifted.org/highly_profoundly.htm
- K. Carolyn. (2007). Why should I have my child tested? Retrieved from www.hoagiesgifted.org/why_test.htm
- National Association for Gifted Children. (n.d.). What is gifted? Retrieved from www.nagc.org/index.aspx?id=574&ir
- Renzulli, J. (1998). The three-ring conception of giftedness. Retrieved from www.sp.uconn.edu~nrcgt/sem/semart13.html

- Sheard, S. (n.d.). What parents want teachers (and professionals) to know. Retrieved from www.giftedhomeschoolers.org/articles/gettingit.html
- Silverman, L. K. (1993). Counseling the gifted and talented (pp. 3–10).
 Denver: Love Publishing Company.
- Tolan, S. (n.d.). Giftedness as asynchronous development. Retrieved from www.stephanietolan.com/gt_as_asynch.htm
- Webb, J., Meckstroth, E., & Tolan, S. (1982). Guiding the gifted child (pp. 1–34). Columbus, OH: Ohio Psychology Publishing Co.

Learning Options and Activities:

- Administer the Teacher Inventory Topic 1 HO 1.
 Use this instrument as an introspective exercise concerning participants' current attitudes about gifted programs and students, as well as their role in gifted education.
- Utilizing results of the Teacher Inventory, (Topic 1 HO 1), have participants divide into groups of four and discuss the significance they believe attitudes have in communication with gifted children, parents, and administrators. On an overhead, have each group identify and list biases and misconceptions that influence communication, expected behavior, and educational decision-making. How do attitudes, biases, and prejudices affect the understanding and acceptance of giftedness? Each group will take turns presenting their list while projecting the overhead. To conclude, ask the class:
 - -How has your attitude changed since you have been teaching?
 -How can you favorably affect the attitudes of teachers, administrators, classmates, and society at large toward gifted children?
- Utilizing results of the Teacher Inventory, (Topic 1 HO 1), create a panel discussion between participant volunteers who were labeled "gifted" and were in special gifted programs and volunteers who were not in gifted programs. Have the remaining students ask questions of both groups of volunteers to explore how the members felt about being labeled (or not) and how this label played out in school, with teachers and same-age peers, and at home, with parents and siblings. Have volunteers dialogue on the pros and cons of being labeled gifted or being bright without the label.
- Have students complete the "Distinguishing myths from reality: NRC/GT research" inventory by Gentry and Kettle (1998), which was retrieved at www.hoagiesgifted.org/identification.htm. (Facilitator could download this instrument and pass it out to students in class). Use this exceptional instrument to illuminate myths the participants believe to be true about gifted children. In dyads, compare answers and notice which questions are incorrect. See if there are overlapping misconceptions, and pick what you believe to be the five most common myths of gifted children that teachers hold. Discuss effects these may have in the classroom. Returning to the large group, decide which myths are most prevalent and most destructive. Ask:
 - -Would this information be helpful to other teachers and parents of gifted children?

-If so, how could you present this material so it would be positively received?

- The facilitator posts five major definitions of gifted on an overhead—such definitions of the National Association for Gifted Children, The Javits Act of 1988, The U.S. Office of Educational Research and Improvement, the Columbus Group, and Renzulli—for the class to review. Divide the class into five small groups, and each group discuss one definition. As a group, explore how the definition helps or hinders: further understanding of gifted children, expectations we hold for the gifted, gifted identification, and program format and expectations. Reconvene as a class and have each group present the benefits and limitations of each definition. Have participants debate which definition is best and why.
- Spend time surfing gifted Web sites: Hoagies' Gifted Education Page,
 Davidson Institute's GT-CyberSource, SENG, and Institute for Educational
 Advancement and National Association for Gifted Children. Become familiar with extensive information available in the article libraries.

Evidence of Mastery:

- Completion of Teacher Inventory (Topic 1 HO1) and actively participate in discussion.
- Complete a list of how others' attitudes affect gifted children at school and at home.
- Participate in the panel discussion as a volunteer or as audience member posing questions.
- Complete "Distinguishing myths from reality: NRC/GT research" assessment and actively participate in dyadic and class discussion of the most prevalent myths held by teachers and parents.
- In small groups, explore the pros and cons of one definition of giftedness. As an entire class, compare the benefits and limitations of each definition.
- Spend time surfing prominent Web sites on giftedness.

Additional Resources:

- A Fable? (n.d.). Retrieved from www.ri.net/gifted_talented/teachers.html.
- Delisle, J. (n.d.). In praise of elitism. Retrieved from www. prufrock.com/client/client pages/In Praise of Elitism.cfm
- I remember by Wendy. (n.d.). Retrieved from www.hoagiesgifted.org/i remember.htm
- Kingore, B. (n.d.). High achiever, gifted learner, creative thinker. Retrieved from www.bertiekingore.com/high-gt-create.htm
- Powell, T., & Siegle, D. (n.d.). Teacher bias in identifying gifted and talented students. Retrieved from www.sp.uconn.edu/~nrcgt/news/spring00/spring005.html
- Silverman, L. K. (2002). Asynchronous development. In M. Neihart, S. Reis, N. Robinson, & S. Moon (Eds.), *The social and emotional development of gifted children*. Washington, DC: NAGC.

Guidance and Counseling for the Gifted Teacher Inventory

Adapted from: When Gifted Kids Don't Have All the Answers: How to Meet Their Social and Emotional Needs by James Delisle and Judy Galbraith (2002).

This inventory is a personal assessment of your current views of giftedness and is mean the ba

t for <i>your</i> use only. Please answer all questions honestly and completely. Us ack of these pages to continue answering questions.					
1.	Personally, I think "gifted" means				
2.	I do/do not use the "gifted" label bed	ause			
3.	I'm like my gifted students in these v	/ays			
4.	I'm different from my gifted students	in these ways			
5.	. When I tell other people that I work with gifted students, I feel (check all that apply and/or add others)				
	proud guilty nothing in particular	embarrassed eager to talk about it compelled to justify			

6.	I think hard feelings develop between gifted and non-gifted students in my class because
	To minimize the hard feelings between students in my class and their friends, (or between my class and other classes), I try to
7.	I think gifted students are <i>similar</i> to other students
	I think gifted students are <i>different</i> than other students
8.	What do I expect of my gifted students as a group and individually that is different from what I expect of their same-age peers?
9.	The students who are gifted, and I have the <i>easiest</i> time with, are those who are
	Or, are those who do
	Or, are those who are good in

10. The students who are gifted, I have the <i>hardest</i> time with, are those who are
Or, are those who do
Or are those who are good in
11. When I can't answer a student's question or feel that I'm losing control of the class, I feel
and I do these things:
12. The best thing(s) that I have to offer students who are gifted is (are) my
13. I think I could improve my teaching by
14. I think that we, as an educational community, need to change or improve gifted education programs in the following ways:a.
b.
C.
d.

1	15. With regard to services for gifted students, I am involved with the foll ing activities. (Check and rate in terms of time: 1= devote major time this; 2= devote a fair amount of time to this; 3= spend little time on th 4= spend no time on this.)		
	Curriculum development Prep time Politicking Applying for grants Preparing budgets Continuing education for myself	Training others Counseling students Parent communication Piloting new things Open houses/meetings	
	In terms of workload, my job is Extremely demanding demanding	g easy	
16	6. One thing I'd like to hear from <i>parents</i> ab	out their gifted child is:	
17	7. One thing I would like to hear from <i>collea</i> gifted students is:	igues and administrators about	
18	3. One thing I'd like to change or do differer	ntly in the gifted program is:	
19	9. Gifted students are a challenge for me be	ecause	
20	D. Gifted students are a joy for me because		

TOPIC 2 – DEVELOPMENTAL CHARACTERISTICS OF GIFTED CHILDREN

Key Question: What characteristics do gifted individuals display across their lives that differentiate them from same-age peers?

Objectives:

- Attain a developmental understanding of gifted individuals across the life span from infancy to adulthood incorporating a holistic perspective (namely: intellectual, physical, social, spiritual/moral, and social).
- Describe how the interaction between the environment and innate capabilities affects productivity throughout life.

Key Concepts:

- Gifted development over the life span
- Holistic understanding of gifted individuals different from same-age peers

Recommended Reading Assignments:

 Divide the class into reading and discussion groups and assign several readings per group from each of the below sections so all material will be covered. Have each group create handouts of primary points in each section for distribution to entire class.

Stages of Development and the Gifted

- Overview of Topic: Clark, B. (2002). Growing up gifted. In Growing up gifted (6th ed., pp. 108–150). Upper Saddle River, NJ: Merrill Prentice Hall.
- Infancy: Smutny, J. F., Veenker, K., & Veenker, S. (1989). Your gifted child (pp. 1–16). New York: Ballantine Books.
- Toddler: Smutny, J. F., Veenker, K., & Veenker, S. (1989). Your gifted child (pp. 17–34). New York: Ballantine Books.
- Preschool: Smutny, J. F., Veenker, K., & Veenker, S. (1989). Your gifted child (pp. 35–38; 44–51). New York: Ballantine Books.
- School Age: Clark, B. (2002). Growing up gifted. In *Growing up gifted* (6th ed., pp. 168–207). Upper Saddle River, NJ: Merrill Prentice Hall.
- Teens: Delisle, J., & Galbraith, J. (1996). The gifted kids' survival guide: A teen handbook (pp. 243–267). Minneapolis, MN: Free Spirit Press.
- Nature vs. Nurture: Clark, B. (2002). Growing up gifted. In Growing up gifted (6th ed., pp. 42–56). Upper Saddle River, NJ: Merrill Prentice Hall.

Adult giftedness

 Lind, S. (n.d.). Fostering adult giftedness: Acknowledging and addressing affective needs of gifted adults. Retrieved from www.sengifted.org/articles adult/Lind FosteringAdultGiftedness.shtml

- Lovecky, D. (n.d.). Can you hear the flowers sing? Issues for gifted adults. Retrieved from www.sengifted.org/articles_adults/Lovecky_ CanYouHearTheFlowersSing.shtml
- Tolan, S. (n.d.). Discovering the gifted ex-child. Retrieved from www. sengifted.org/articles_adults/Tolan_DiscoveringTheGiftedExChil.shtml
- Tolan, S. (n.d.). Self-knowledge, self-esteem and the gifted adult.
 Retrieved from www.stephanietolan.com/self-knowledge.htm

Holistic Understanding of the Gifted

- Delisle, J. Ask the experts. (Topic 2 HO 4)
- Delisle, J. (2003, Fall). To be or to do: Is a gifted child born or developed?
 Roeper Review, 6(1). Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2 0&rid=12984
- Lovecky, D. (1992). Exploring social and emotional aspects of giftedness in children. Roeper Review, 15(1), 18–25.
 Retrieved from www.sengifted.org/articles_social/LoveckyExploringSocial AndEmotionalAspectsOfGiftednessInChildren.html
- Schmitz, C. C., & Galbraith, J. (1985). Assessing who you've got: The gifted student. *Managing the social and emotional needs of the gifted* (pp. 21–27). Minneapolis, MN: Free Spirit Press.
- Silverman, L. (2006). What we have learned about gifted children. Retrieved from www.gifteddevelopment.com/What_is_Gifted/learned.htm
- Tolan, S. Beginning brilliance. In J. Smutney, (1996). The young gifted child: Potential and promise. New York: Hampton Press. Retrieved from www.stephanietolan.com/begining brilliance.htm

Creatively Gifted

- Neihart, M., & Olenchak, R. (2002). Creatively gifted children. In M. Neihart, S. Reis, N. Robinson, & S. Moon, (Eds.), The social and emotional development of gifted children. Washington, DC: NAGC.
- Piirto, J. (2004). The creative process: A postmodern view of creativity with emphasis on what creators really do. Retrieved from www.jpiirto@ashland.edu (Creativity as personal transformation)
- VanTassel-Baska, J. (n.d.). Creativity as an elusive factor in giftedness.
 Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=13721

Learning Options and Activities:

 Divide the class into reading and discussion groups and assign a stage of development (infancy, toddler, pre-school, elementary years, teens, adults, nature vs. nurture and holistic articles) to each group. Each individual in the group is responsible for reading the assigned material. Students will share an outline of significant points of what they have read. Collectively, the group will create a master list of characteristics of the gifted during each specific phase (include intellectual, emotional, physical, social and spiritual/moral aspects). The group assigned "holistic characteristics" has articles covering several phases of development. Have this group highlight important aspects of the articles and use this information to "flesh out" other groups' list of characteristics, making sure all points have been incorporated. Each group should bring a copy of the master list to the next class meeting for distribution to the entire class and collective discussion. Ensure participants understand that a child's individuality determines what characteristics of giftedness they display, so that not all attributes will be present in each child.

- Match up with another teacher who has students the same age as your students. In pairs, make a list of how gifted children in your classroom demonstrate differences from their same-age peers. Include the differences that are displayed across all five domains: intellectual, physical, social, emotional and spiritual/moral. Discuss the significance of asynchrony in these children. Note similarities and differences in the social and emotion al needs of students who are and are not gifted.
- Help one another brainstorm new ideas on how to effectively interact and support all the children.
- Have one small group who has particular interest in the creatively gifted divide the creativity articles amongst themselves, then gather to share and synthesize the diverse perspectives of what creativity is according to the readings. The group will be the "resident experts" on creativity and report to the class on characteristics of creativity. They will lead a discussion on how to incorporate and support creativity in the classroom with "No child left behind" stipulations in place.
- Conduct a class debate on whether gifted children will demonstrate their potential and capabilities without special programs or services. Divide the classroom in two and assign students to each section. Designate a frame of reference for each side to promote. One side will insist on the importance of special programming for gifted students. The other side will espouse that bright children can make their own way, should do well with the regular curriculum, and should prove—by high marks—that they are bright and can do more. Prove your side is right! Process this exercise at the completion of the debate. How could this exercise help you to talk with fellow teachers about gifted students' educational needs?
- Bridge Assignment Option: As a class, prepare a short interview that
 participants would conduct with students of varying ages on what they
 think giftedness is and how they think it plays out at home, at school, and
 socially. Divide the class into age groups so young students, middle school
 students, and high school students will be interviewed. Participants will
 get into their age group to decide what questions to ask gifted and nongifted students about being gifted. (Make sure all participants get written
 permission by parents to interview the students as detailed according to

district regulations). Give several days to complete the interviews. During subsequent class period, give time for each group to discuss the results of their interviews. Each group will then create an inclusive list of what it is like to be gifted from the gifted students' frame of reference, including the assumptions of non-gifted students. Have a student in each group share the groups' interview findings as the teacher takes notes on an overhead making two columns (perspectives of gifted and non-gifted). See how distinct and overlapping the comments are and how the ages differ in focus. (columns, Venn diagram, or T-chart)

Evidence of Mastery:

- Participate in small group sharing and creation of master list of characteristics during specific developmental stage assigned.
- Share with your partner holistic characteristics of gifted children in your classroom and ways to support their sensitivities.
- Read articles on creativity and conduct a class discussion on how to incorporate and support creativity in the classroom despite educational restrictions.
- Participate in debate and learn new ways to approach fellow teachers.
- Participate in creation of interview protocol, conduct interview, and prepare sharing of findings.

Additional Resources:

- Cross, T. (2001). On the social and emotional lives of gifted children.
 Waco, TX: Prufrock Press.
- Cross, T. L., Coleman, L., & Terhaar-Yonders, M. (1991). The social cognition of gifted adolescents in schools: Managing the stigma of giftedness. *Journal for the Education of the Gifted*, *15*, 44–55.
- Csikszentmihalyi, M., Rathunde, W., & Whaley, C. (1994). Talented teens.
 New York: Basic Books.
- Manor-Bullock, R., Look, C., & Dixon, D. N. (1995). Is giftedness socially stigmatizing? The impact of high achievement on social interactions. *Journal for the Education of the Gifted*, 18, 319–338.
- Piirto, J. (1999). *Talented children and adults: Their development and education* (2nd ed.). Columbus, OH: Prentice Hall/Merrill.

Ask the Experts

"...it is sometimes easy to forget that gifted children—above all else—are children; and, as children, they should be allowed and encouraged to have fun, to be frivolous, and to make silly mistakes."

Probably, most information you receive on the gifted child is general in nature, and it's up to you to decide "if the shoe fits." It's probably also true that the general case often doesn't quite fit your specific need or situation. Therefore, we hope to help bridge the gap between textbook and reality. Each month we will feature a GCM Advisory Board member, or other guest "expert," to answer your specific questions and offer sound, practical advice for better understanding and raising your gifted children. At the same time, we'll give you a brief personal and professional introduction to the expert who is addressing your special concern. So...

Meet James R. Delisle, PhD.

Dr. James R. Delisle is assistant professor of special education (gifted education) at Kent State University. Jim serves on the editorial advisory boards of the *Roeper Review* and the *Journal for the Education of the Gifted*, as well as *Gifted Children Monthly*. His primary focus in writing includes counseling gifted youth and developing teaching strategies for the prevention of adolescent suicide. His recent book, *Gifted Children Speak Out*, includes a compilation of gifted children's impressions of growing up gifted; the book soon will be available in a Japanese language edition.

At a recent parent/teacher meeting in Ohio on "understanding gifted children," these three concerns were voiced:

- "I just don't know if my son is being challenged in school—he always says he's bored. Will he grow up to hate learning?"
- "My daughter, Suzy, has a 140 I.Q., but I can't get her interested in anything but dinosaurs. How can I help?"
- "A (teaching) colleague of mine is always comparing her students to their older siblings. This seems especially difficult for the gifted kids to handle. What's the solution?"
- J.D. > This scenario is replayed weekly in dozens of towns across our land. In my role as session leader for many parent/teacher groups, I find recurring patterns of concern about gifted children's well-being. Whether in Michigan or Mississippi, Denver or Dover, the themes of these parent/teacher discussions about gifted children are frequently familiar.

Common Misconceptions About Gifted Children and Their Education

The quest for an educational utopia. The most common misconception about education of gifted children is that they must be provided a "perfect" environment in which to flourish—a school day devoid of boredom and filled with continual challenges. To be sure, such an academic utopia would seem ideal, yet it would also be unrealistic—unrealistic in the sense that few of us exist in a milieu at home or work that does not involve some tedium. Thus, although a school day should involve the challenge and excitement that occurs through acquiring new knowledge, it may, out of necessity, also require some academic drill and repetition.

Memorizing multiplication tables is not fun, (but neither is preparing a monthly budget report for your supervisors at work); participating in a social studies lesson that involves listening to others read their texts is pretty dull (but so is the weekly staff meeting).

Gifted children, as all children, need to learn that school and life are blends of excitement and boredom, innovation and repetition. The lack of a prototypic learning environment does not mean that all gifted children are languishing in America's public schools. Indeed, many classroom settings provide an enriched and challenging environment that, though imperfect, still stimulates the student who understands that some aspects of education will be more inviting than others.

"A gifted program is the answer to all my child's needs." One of the most pervasive myths still existing about gifted child education is that once a gifted program is established, then all gifted children will have their educational needs met. Such a fallacy perpetuates the misconception that there is such a character as "the typical gifted child." But, in fact, the same gifted program that is a most enabling environment for one youngster may be a most restrictive environment for another gifted child. Thus, parents' questions should not stop when told, "Yes, our school has a gifted program." Instead, they should probe further into the content and structure of the program itself.

Generally, a gifted program takes place for only a fraction of a school week, usually one day or less. How important, then, is the time spent by gifted children in "regular" education programs! Through discussions with school board members, teachers, and other parents of gifted students, much can be learned about the day-to-day happenings within a particular school building.

Discomfort with too-early specialization. As illustrated in an earlier example of Suzy, even young children can become enamored with a new topic—dinosaurs, computers, and science fiction seem especially popular today. Often, parents of these budding experts are ambivalent in their reactions to such specialization. But

there's nothing wrong with wanting to absorb as much information as possible about a new and valuable topic. Indeed, even if children spend every free minute scouring encyclopedias and libraries for more knowledge, is that not time well spent? Besides, in today's world of instant access to knowledge, children cannot help but be inundated with ideas and subjects within a wide spectrum of areas; actively and passively, they are being exposed to new subjects each day.

The inability to focus on one topic. Just as there are those gifted children whose focus of interest is narrow, there are others who want to explore all that life has to offer—and they want to explore it now, all at once.

For example, your child might take an interest in family ancestry. Being a responsive parent, you would bring your child to the library, check out sufficient resources, and travel home to begin some initial exploration. But, when you get home, you discover that the books are unnecessary, as somewhere between the library and the car, your child's interest has shifted to kayaking or organic farming—anything but family roots!

This lack of follow-through with an initial interest can be maddening; but at the same time, it might be a by-product of having high abilities and varied interests—both of which are traits of many gifted persons. Instead of setting up battle lines ("You'll read those books and like it!" vs. "You can't force me to learn!"), suggest a compromise. Determine with your child what it was about genealogy that evoked the initial interest. Plan an activity or two that explores this area, and examine it for a short period. Then, decide whether "enough is enough" or if the topic does pique further interest. Often, gifted youngsters just want to "skim the surface," to examine casually (not at length) a particular topic.

Preoccupation with what will be. Parents of gifted children can become enrapt in their youngsters' potential, so much so, that present events become worthwhile only when they prod on future challenges. This is an easy trap to fall into, as the purpose behind many gifted programs is to "prepare our future leaders." With this as a societal mindset, it is sometimes easy to forget that gifted children—above all else—are children; and, as children, they should be allowed and encouraged to have fun, to be frivolous, and to make silly mistakes.

As is often stated, childhood is not preparation for life, it is life itself. In our increasingly complex world, the joys of childhood seem more short-lived than ever. Let us take time, then, to remind ourselves and to tell our children what a unique place and time childhood can be. Gifted, yes—but children, too.

TOPIC 3 – PHENOMENOLOGICAL EXPERIENCE OF BEING GIFTED

Key Question: What is the phenomenological experience of a gifted individual?

Objectives:

- Understand the inner experience of gifted children.
- Become familiar with Dabrowski's Theory of Positive Disintegration and the importance of Developmental Potential and Overexcitabilities in understanding the gifted.
- Become cognizant of personality variables that affect the social and emotional well-being of gifted children.

Key Concepts:

- Dabrowski's concepts of Positive Disintegration and Overexcitability in relationship to giftedness
- Personality variables among gifted
- Understanding giftedness from the child's frame of reference

Recommended Reading Assignments:

Dabrowski's theory

- Gallagher, T. (n.d.). Overexcitabilities used to predict giftedness.
 Retrieved from www.hoagiesgifted.org/dabrowski.htm
- Lind, S. (2001). Overexcitability and the gifted. The SENG Newsletter, 1(1), 3–6. Retrieved from www.sengifted.org/articles_social/Lind_OverexcitabilityAndTheGifted.shtm
- Mendaglio, S. (n.d.). Dabrowski's theory of positive disintegration: Some implications for teachers of gifted students. Retrieved from www.sengifted. org/articles_social/Mendaglio_DabrowskisTheoryOfPositiveDisintegration. shtml
- Piechowski, M. (2006). "Mellow out," they say. If I only could. Madison, WI: Yunasa Books. (buy online)
- Silverman, L. K. (1993). Counseling the gifted and talented (pp. 11–22).
 Denver: Love Publishing Company.

Personality Variables and Gifted

- Burruss, J., & Kaenzig, L. (1999, Fall). Introversion: The often fogotten factor impacting the gifted. Virginia Association for the Gifted, 21(1). Re trieved from www.gt-cybersource.orgRecordaspx?NavID=2_0&rid=12859
- Webb, J. (1994). Nurturing social-emotional development of gifted children. ERIC EC Digest #E527. Retrieved from http://ericec.org/digests/e527.html
- Kunkle, M., Chapa, B., Patterson, G., & Walling, D. (1992). Experience of giftedness: Eight great gripes six years later. *Roeper Review*, 15(1), 10–14.
 Retrieved from www.gt-Cybersource.orgRecordaspx?NavID=2 0&rid=11358

- Lovecky, D. V. (1997). Identity development in gifted children: Moral sensitivity. Roeper Review, 20(2), 90–94.
 Retrieved from www.sengifted.org/articles_social/Lovecky_IdentityDevelopmentInGiftedChildrenMoralSensitivity.shtml
- Martin. (n.d.). Fitting in and speaking out: Me and Asperger's Syndrome. Retrieved from www.hoagiesgifted.org/fitting in.htm
- Morelock, M. (1992). Giftedness: The view from within. *Understanding Our Gifted: Open Space Communications*, 4(3), 1, 11–15. Retrieved from www.gtcybersource,org/Record.aspx?NavID=2 0&rid=11392
- Olszewski-Kubilius, P., & Kulieke, M. (n.d.). Personality dimensions of gifted adolescents. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=11262
- Roeper, A. (n.d.). The emotional needs of the gifted child. Retrieved from www.sengifted.org/articles_social/Roeper_ TheEmotionalNeedsOFTheGiftedChild.shtml
- Roeper, A. (2000, Fall). Giftedness is heart and soul. Retrieved from www.upsidedownschoolroom.com/heart&soul.html
- Sak, U. (n.d.). A synthesis of research on psychological types of gifted adolescents. Retrieved from www.sengifted.org/articles_social/Sak_ SynthesisOfResearchOnPsychologicalTypes.shtml
- Silverman, L. (n.d.). The moral sensitivity of gifted children and the evolution of society. Retrieved from www.sengifted.org/articles_social/Silverman TheMoralSensitivityOfGiftedChildren.shtml

Learning Options and Activities:

- Follow up on Bridge Building Option: Allow the groups to reassemble and share what they learned through interviewing a gifted and non-gifted student. Groups will then make a master list of what the students thought and report to the class these findings. Simultaneously, the teacher will record the master list on an overhead according to the age of interviewees in two columns—gifted and non-gifted responses. After all groups have reported, the entire class can discuss the responses, noting assumptions, myths, expectations, and favorable and unfavorable expressed beliefs. Notice the overlap and variability of responses across ages and between gifted and non-gifted students.
- Write a one-page essay on how and why gifted individuals are more unlike one another than alike.
- Have the class divide the articles on Dabrowski's concepts and form small groups where each article is represented in the group. Have each participant report article highlights. (The teacher can find a synopsis of Dabrowski's theory in Silverman's book, Counseling the Gifted and Talented, and tables that conveniently summarize overexcitabilities and

Theory of Positive Disintegration. These tables could be used as overheads for the discussion.) In these small groups, conduct an analysis of the ways overexcitability traits are seen in gifted kids. Share examples from your classroom experience and personal lives. Delineate how these traits are often misdiagnosed and considered behavioral and emotional problems at home and in the classroom. Refer to Topic 3 HO 1 to see how others might misinterpret the behaviors of gifted children and add traits and misunderstandings not listed.

- Prepare a brochure of relevant information on gifted children's sensitivities, overexcitabilities, and asynchronous development as an aid for teachers at school. Discuss as a class how to best present this information to other teachers to increase understanding and acceptance of gifted children's differences.
- Divide the articles on "personality variables" among class participants so that each person reads one article. Have a representative of every article in a group. Each individual will take notes on the highlights of the article and verbally share and hand out what they found particularly relevant. Discussing each article in turn, help one another understand from a more personal perspective what it is like to be gifted. Include specific points from the article that will help them as teachers understand and support gifted children in the everyday classroom. Participants write a short commentary from their own lives as gifted individuals whether these articles clearly defined their experience and enumerate any experiences, feelings, or perspectives you had that were missing in the readings.
- Have participants research the Web to find good books for gifted children (and non-gifted children) to read that would help them understand and accept their sensitivities and overexcitabilities. Create a short bibliography of 5 relevant books for the age group you teach and share that list with the remainder of the class.
- For participants particularly interested in identifying gifted students
 through the use of Dabrowski's overexcitabilities or those who want a
 deeper understand of gifted individuals "from the inside out", read
 Piechowski's book, "Mellow Out," they say. If I only could. The book will
 provide an extraordinary phenomenological window into the lives of gifted
 individuals and is a "must read." Please allow time for any participant to
 share excerpts from this book to become aware of "normal" experiences of
 profound sensitivities and overexcitabilities among the gifted.

Evidence of Mastery:

- Share the results of the interview with students in your group. Create a master list of what the kids' thought about being gifted.
- Write a one-page essay on how and why gifted individuals are more unlike one another than alike.
- Share the most vital points and information on a given article that would help identify overexcitabilities seen in the classroom.

- Prepare a brochure of relevant information on gifted children's sensitivities, overexcitabilities and asynchronous development as an aid for teachers at school.
- Read assigned article on personality variables and share significant points with other members of group. Write a commentary on your experience as a gifted individual, if desired.
- Conduct a Web search to create a short bibliography to help gifted children understand and accept their sensitivities and overexcitabilities.
- Read Piechowski's book and share insightful anecdotes of "normal" experiences of gifted individuals with the remainder of the class.

Additional Resources:

- Csikszentmihalyi, M., Rathunde, K., & Whalen, S. (1994). *Talented teenagers: The roots of success and failure.* New York: Basic Books.
- Elkind, D. (1988). *The hurried child: Growing up too fast too soon.* Reading, MA: Addison-Wesley.
- Hebert, T., & Kent, R. (n.d.). Nurturing social and emotional development in gifted teenagers through adult literature.
 Retrieved from www.sengifted.org/articles_counseling/HebertKent_ NurturingDevelopmentYoungAdultLiterature.shtml
- Roeper, A. (2006). *The "I" of the beholder: A guided journey to the essence of a child.* Scottsdale. AZ: Great Potential Press.

Characteristics of Gifted Students and How They May Be Perceived

POSITIVE CHARACTERISTICS	NEGATIVE PERCEPTIONS
Skills	Skills May dominate others because of abilities May be bored with routine and repetitive tasks
KnowledgeExhibits a deeper level of knowledge than same-aged peers	KnowledgeMay be intolerant of others
Task CommitmentPersistent, self-motivated, and able to stay on task	Task Commitment May prolong closure of tasks
Curiosity Intensely interested in a wide variety of things Asks many questions	Curiosity May interrupt or ignore others to pursue individual interests
ElaborationAble to incorporate detail beyond expectations	ElaborationMay bore peers with too much detail
ImaginationHighly imaginative. May use fantasy to enhance learning and exploration	ImaginationMay be considered "goofy" or inappropriate
Originality Expresses ideas in unique and unusual ways	May be considered unusual or "silly" by others May refuse to accept authority and be non-conforming
Flexibility Has high tolerance for ambiguity	Flexibility May be impatient when restrictions are imposed
EmotionsShows a strong sense of justiceSensitive to the feelings of others	EmotionsMay appear overly sensitiveMay become "fanatic" about an issue
Social Relationship Relates positively to peers and adults	Social RelationshipMay appear to be "teacher's pet"

TOPIC 4 – STRENGTHS AND VULNERABILITIES

Key Question: How do the strengths and vulnerabilities of gifted individuals impact their lives?

Objectives:

- Understand strengths and vulnerabilities of a gifted individual that originate from within the self.
- Understand vulnerabilities that are due to another's reaction to giftedness.
- Understand vulnerabilities that are due to a specific circumstance.

Key Concepts:

- Gifted individuals experience vulnerabilities due to their nature.
- Giftedness is a two-sided coin: strengths and vulnerabilities.

Recommended Reading Assignments:

- Amends, E. (2003). Worry and the gifted: How much Is too much? Re trieved fromwww.gt-cybersource.org/Recordaspx?NavID=2_0&rid=12801.
- Blakeley, S. (2000, Spring). The emotional journey of the gifted and talented adolescent female. The National Research Center on the Gifted and Talented. Retrieved from www.sp.uconn.edu/~nrcgt/news/spring01/sprng013.html
- Buescher, T. & Higham, S. (n.d.). Helping an adolescents adjust to giftedness. Retrieved from www.hoagiesgifted,org/eric/e489.html
- Jackson, S. (n.d.). Bright star—black sky: A phenomenological study of depression as a window into the psyche of the gifted adolescent. Retrieved from www.sengifted.org/articles_counseling/Jackson_ BrightStarBlackSky.shtml
- Kaplan, L. (n.d.). Helping gifted students with stress management. Retrieved from www.hoagiesgifted.org/eric/e488.html
- Kaufman, D. (n.d.). Plateauing.
 Retrieved from www.hoagiesgifted.org/plateauing.htm
- Matthews, D., & Foster, J. (n.d.). Helping sensitive children cope in difficult times. Retrieved from www.sengifted.org/articles_ social/FosterMatthews TroublingTimes.shtm
- Neihart, M. (2002). Gifted children and depression. In M. Neihart, S. Reis, N. Robinson, & S. Moon (Eds.). The social and emotional development of gifted children. Washington, DC: NAGC.
- Neihart, M. (1999). The impact of giftedness on psychological well-being: What does the empirical literature say? *Roeper Review, 22,* 10–16.

- Roedell, W. (1984). Vulnerability of highly gifted children. Roeper Review, 6(3), 127–130. Retrieved from www.gt-cybersource.org/Record. aspx?NavID=2_2&rid=11179
- Schuler, P. (n.d.). Gifted kids at risk: who's listening? Retrieved from www. sengifted.org/articles_social/Schuler_GiftedKidsAtRiskWhosListening.shtml
- Schuler, P. (2002). Perfectionism in gifted children and adolescents. In M. Neihart, S. Reis, N. Robinson, & S. Moon (Eds.). The social and emotional development of gifted children. Washington, DC: NAGC.
- Shaine, J. (n.d.). Underachievement from the inside out. Retrieved from www.geocities.com/josh shaine/insideout.html
- University of Michigan Health Minute Publication. Don't let 20/20 hindsight happen to you. Retrieved from www.med.umich.edu/opm/newspage/2007/ hmsuicide.htm
- Webb, J., Amend, E., Webb, N., Goerss, J., Beljan, P., & Olenchak, F. (2004). Counseling, multiple exceptionality, and psychological issues. Re trieved from www.sengifted.org/articles_counseling/Webb_MisdiagnosisAndDualDiagnosisOfGiftedChildren.shtml

Learning Options and Activities:

- Divide the readings among participants. Have participants write several
 main points from the articles they believe are particularly relevant and
 pass out these highlights. Make sure to include information that has not
 been discussed before. In the large group, address each article in turn,
 having participants who read the article share several significant points.
 Indicate if the article is specifically helpful to teachers or parents in dealing
 with a concern.
- Divide the class into three groups. Pass out several sheets of paper to each group of participants. Each group will fill out one of the following three origins of vulnerabilities: vulnerabilities within the self; vulnerabilities from others; and the third sheet main heading—vulnerabilities from the environment—with three sub-headings: home, school, community/world. Place the title of your focal vulnerability on the top of the page, and down the left margin, leave ample room for four age groups: young children, elementary years, teenage/college years, and adulthood. Each group will focus on their specific origin of vulnerability and record as many examples as possible covering the four age groups. As a class, have each group recorder share the list. Discuss how vulnerabilities are overlapping or distinct across ages and circumstance. Consider these questions:
 - -Can vulnerabilities be "healed" or lessened?
 - -Does age help?
 - -What do you think it is like to live with these vulnerabilities (i.e., too sensitive, too intense, too emotional, too odd, etc.) while others do not understand why you even have them and may even judge you for them?

- Discuss how giftedness is a "two-sided coin" with both strengths and vulnerabilities. In dyads, make a list of strengths and their counterpoint vulnerability. Come up with two acronyms for the word "gifted"—one acronym denoting strengths and the second vulnerabilities. Each dyad will share the acronyms with the class.
- Interview a guidance counselor at your school and discuss—from the
 counselor's frame of reference—what the most common problems are
 with gifted students and families of gifted children. Ask how the counselor
 helps students with these problems, ask about the symptoms of
 depression in school-age children, and discuss the frequency of
 depression at your school. Write a short paper on the insights you gained.
- Top Ten List (for the students you teach): In your classroom, ask gifted and non-gifted students to make a "Top 10" list of their greatest concerns. Let the students know their list can include anything that concerns them. Do this activity without any kind of warm-up discussion. Ensure that the students do not put their name on the paper, and allow time for students to write down their thoughts. Analyze responses and compile a list of the most frequently reported concerns. See if gifted students have different concerns than non-gifted students and common concerns of a certain age whether gifted or not. Students who participated in this exercise will want to know what the class determined as important and will need to discuss how these concerns impact them. Therefore, this exercise must be handled sensitively by the participant/teacher.
- Working in quads, choose either of the films: Good Will Hunting or Little
 Man Tate to discuss. With the help of Topic 4 HO 1, (use with Good Will
 Hunting) and Topic 4 HO 2 (use with Little Man Tate), have a discussion
 of what strengths and vulnerabilities were depicted in the film. Ask these
 questions:
 - -How did the character's vulnerability affect others?
 - -How were the vulnerabilities resolved in the film?
 - -Was the film an accurate representation of the combination of strengths and vulnerabilities?
- Any class participant who has read Michael Piechowski's book, "Mellow Out," They Say. If I Only Could, could read various excerpts from the gifted teens quoted in the book, on how it is to be them. Reading this book could replace the article readings for this section.

Evidence of Mastery:

- Class members present several significant contributions of each article.
- In a group, record vulnerabilities across the life span—originating within the self; vulnerabilities from others; and vulnerabilities at home, school, and community. Share the list with the entire class and participate in discussion.
- In dyads, make two lists regarding being gifted—strengths and vulnerabilities, and two acronyms for the word "gifted."

- Interview a guidance counselor about gifted kids' concerns in your school and write a paper on the insights gained.
- Have your students make a Top Ten List of their concerns. Analyze the results and help students process the outcome.
- In quads, discuss the presentation of strengths and vulnerabilities in a film with a gifted lead character. Note how the issues are resolved.
- Read excerpts to the class from Piechowski's book.

Additional Resources:

- Ellsworth, J. A. (1998). Adolescence and gifted: Addressing existential dread. Retrieved from www.sengifted.org/articles_counseling/ Ellsworth AdolescenceAndGiftedAddressingExistentialDread.shtml
- Maxwell, B. (n.d.). Diagnosis questions. Retrieved from www.sengifted. org/articles_counseling/Maxwell_DiagnosisQuestions.shtml
- Schmitz, C. C., & Galbraith, J. (1985). Managing the social and emotional needs of the gifted: A teacher's survival guide. Minneapolis, MN: Free Spirit Press.

Good Will Hunting

Intellectualizing is a coping mechanism employed by many intelligent people. This may not always serve them well because they try to explain emotional feelings and behavior intellectually.

Emotions are not logical, and one of the dangers of intellectualizing is that people who em trol

o empl	oy this coping mechanism often believe they should be able to control their Emotions can not be controlled, but behavior related to them can be con-
1.	Why didn't Will want anyone to know he had solved the math problems at MIT?
2.	What motivated Professor Lambeau to take responsibility for helping Will?
3.	Why did Will tell Skylar he didn't love her?
4.	Do you believe Skylar will accept Will back?

5. Do you believe Will could be successful in San Francisco? Why or why not? What would he be doing?

Little Man Tate

One of the goals for watching the movie *Little Man Tate* should be to see how Tate compares to other kids who are gifted.

A second would be to consider why Fred wanted to "dumb down." Frierson does some good things and some not-so-good things for Fred. Those can be listed and discussed.

Finally, consider relationships—adults to adults, kids to adults, and kids to kids—and use the observations for a discussion.

- 1. Why do you believe Fred has an ulcer?
- 2. Why is Fred's mother afraid to let him go to Dr. Grierson?
- 3. Do you agree with Dr. Grierson's telling Fred's mother she can't provide him with the necessary mental stimulation?
- 4. Is the emotional aspect of a highly gifted child as important as the intellectual aspect?
- 5. Why did Fred recite "Clipper Ships"?
- 6. Why does Jodie Foster's character say Fred is both intellectually and emotionally gifted?
- 7. How does Grierson regard Didi? Why do you think this is so?
- 8. Do highly performing students believe they must perform?
- 9. Why did Fred put the lily on Jane's pillow?
- 10. Does Fred wish to be more normal or average? Discuss.

The Many Faces of Bullies

Cross, Tracy L. (2001). The many faces of Bullies. *Gifted Child Today*, September 22, 2001. (This article was reprinted from LookSmart's FindArticles where you can search and read 3.5 million articles from over 700 publications. An abbreviated version of this article can be retrieved from http://www.accessmy library.com/coms2/summary_0286-27207177_ITM with instructions on how to access the full article.)

Gifted students today experience many disruptions in their lives. Some of these disruptions are relatively unique to them, for example, needing to hide how well one does in school as a means to fit into an anti-intellectual school environment (Coleman & Cross, 2001). Others are believed to be common to many students, such as facing bullies.

We have all seen bullies on television shows and can even name names of bullies from our childhood days. We tend to think of bullies (for the most part) as larger than average, dull, mean-spirited males who taunt and physically push around weaker boys. Within this stereotype, one experiences an ongoing, long-term tormented relationship with another. Ironically, a romantic notion is often maintained as well—"if he just knew me, he would treat me better" or "all he needs is for one person to stand up to him and he will back down."

While examples of this stereotypical bully do exist in real life, maintaining this 1950s Hollywood depiction provides a disservice to our gifted students. According to Webster's Dictionary (1979), a bully is "a person who hurts, frightens, threatens, or tyrannizes over those who are smaller or weaker" (p. 240). This is a convenient definition that supports the stereotypes propagated in films and television programs. If one focuses more on the outcome of the efforts of the bullies rather than the intentions, a much broader array of people qualify as bullies of gifted students.

Let me provide a slightly different definition of a bully. A bully is a person who uses any approach at his or her disposal including, but not limited to, intimidation (physical, emotional, verbal), positional authority, relational authority, or societal authority to create limiting effects on another's behaviors, thoughts, or feelings. With this definition, one can easily see how many different people can disrupt their lives. For example, bullies can now be recognized as coming in all sizes, shapes, and from various backgrounds. They are male and female, struggling and successful students, and representing all age groups. They are accomplished at being bullies and are unaware that they are bullies. The faces of bullies are as many as are the behaviors in which they engage to disrupt the lives of others.

My observation is that the operative list of bullies with whom gifted students actually deal includes parents and other relatives, teachers, coaches, administrators, counselors, librarians, strangers, and even other gifted students. A few common examples include school administrators' claims that all kids are gifted or that no kids are gifted, and then their denial of reasonable requests to accommodate the student's learning need; a physical education teacher's criticisms of a gifted student's lack of interest in passion for, or success in athletic endeavors; a classroom teacher's discouragement of questions by gifted students or their desire to purse their academic passions. This group of bullies' common bond is the effect of their behavior on the lives of gifted students. More specifically, the bullies disrupt the normal development of gifted students by creating a perceived threat in the mind of the gifted student. In its purest form, to bully is to control.

How does this play out in the lives of gifted students? Before I address this, let us remember that our children are growing up during a time when they perceive threats all around them. My generation was raised to fear nuclear war and the Red Menace. Occasional drills were held to "protect students from nuclear attack." While the drills provided an occasional reminder that some adults were worried, the machinery to create and support a high level of chronic worry in children did not exist then as it does today. Today, there are 200 television channels, multiple competing news outlets, the Internet, and newspapers that constantly bombard children with images of threats to their survival.

As I grew older, the threat of nuclear war faded. Today's youth receive messages 24 hours a day telling them that their schools are not safe, their homes are not safe, their communities are not safe, and, on the horizon, there are numerous countries led by crazed anti-American dictators determined to end life as we know it. Added to this mix are additional messages that gifted students receive that they are aberrant (Coleman & Cross, 1988). It is within this context that our gifted students understand bullies. Local circumstances that may reveal actual physical threats to their well-being must also be considered. For example, youth in certain settings may live among gun wielding gangs, while many do not. In essence, this phenomenon combines real and merely perceived threats to both one's physical and social safety at a time in history when media outlets suggest that no one is safe.

I would like to point out one more factors in this mixture: the effectiveness of variable reinforcement schedules on human behavior. Against the gray backdrop of violence, all it takes for people to affirm their fears are occasional acts of violence. The violence can even be half a world away and still reinforce perceptions. Given this historical context in which gifted students live, how can we help guide their social and emotional development as it pertains to dealing with bullies?

- · Learn a broader definition of bullying behavior.
- Realize that bullying behavior can be both intentional and unintentional.
- Learn to recognize the different ways in which one can be bullied.
- Learn strategies for dealing with the bullying behaviors.

- Test perceptions—gifted students need to learn how to approach the perceived bully about the person's actual intentions. This is especially true when dealing with teachers and other school personnel.
- Use sounding boards—gifted students need to use others as sounding boards to help them test their perceptions.
- Self talk—gifted students need to engage in self talk about what the actual intention of the bullying behavior is.
- Counseling—gifted students need to create a fluid counseling relationship that can provide support and problem-solving opportunities for the student. It can also help by enlisting an adult as an advocate.

Armed with these skills, gifted students can reduce the impediments to their positive development. As the primary caretakers of students with gifts and talents, let us join forces to help these students reach their potential as people. *Gifted Child Today*

References:

- © 2001 Prufrock Press in association with The Gale Group and LookSmart.
- © 2001 Gale Group development, guidance and teaching. Waco, TX: Prufrock Press.

Coleman, L. J., & Cross. T. L. (1988). Is being gifted a social handicap? *Journal for the Education of the Gifted, 11*, 41–56.

TOPIC 5 - PERSONALITY VARIANCE OF THE GIFTED AND HIGHLY GIFTED

Key Question: How does the very nature of highly gifted and profoundly gifted individuals separate them from others?

Objectives:

- Realize, by definition, a person who has an I.Q. four or more standard deviations above the norm will have greater difficulty finding peers and will be misunderstood by others.
- Recognize that a person with an I.Q. four or more standard deviations above the norm is as holistically different from the norm, as a person with an I.Q. four or more standard deviations below the norm is holistically different from the norm.
- Understand that any grouping of traits for profoundly gifted individuals is merely for convenience of presentation.

Key Concepts:

- The higher the intelligence of an individual, the greater her/his asynchrony is across all five domains (intellect, emotion, physical, social, spiritual/ moral).
- Perceptivity, sensitivity, intensity, and asynchrony all increase as intelligence increases.

Recommended Reading Assignments:

- Carlton, S. (1992). Fitting a square peg into a round hole. Roeper Review, 15(1), 4–6. Retrieved from www.gt-cybersource.org/Record. aspx?NavID=2 0&rid=11368
- Davidson Institute. Retrieved from www.gt-cybersource.org/Record. aspx?NavID=2 0&rid=10573
- Feldman, D. (1997). The mysterious case of extreme giftedness. In *The gifted and talented: Their education and development (78th Yearbook of the National Society for the Study of Education, Part I*, pp.335–351). Chicago: University of Chicago Press.
- Goldsmith, L. (1987). Girl prodigies: Some evidence and some speculations. Roeper Review, 10(2), 74–82. Retrieved from www.gtcybersource.org/Record.aspx?NavID=2_0&rid=11393
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- Hansen, J. (1992). Discovering highly gifted students. Understanding our Gifted, Open Space Communications, 4(4). Retrieved from www. hoagiesgifted.org/identification.htm

- Kearney, K. (2000). Frequently asked questions aboutextreme intelligence in very young children. Retrieved from www.gt-cybersource.org/Record. aspx?NavID=2_0&rid=11375
- Kearney, K. (1996). Highly gifted children in full inclusion classrooms. The Hollingworth Center for Highly Gifted Children, 12(4). Retrieved from www. gt-cybersource.org/Record.aspx?NavID=2_0&rid=11310
- Kearney, K. (n.d.). The 10 most commonly asked ques-tions about highly gifted children. The Hollingworth Center for Highly Gifted Children. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2-0&rid=11235
- Lovecky, D. (1994). Exceptionally gifted children: Different minds. Roeper Review, 17(2). Retrieved from www.sengifted.org/articles_learning/ Lovecky ExceptionallyGiftedChildrenDifferentMinds.shtml
- Robinson, H. (1981). The uncommonly bright child. In M. Lewis, & L. Rosenblum (Eds.). The uncommon child (pp. 57–81). New York: Plenum Press. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2 0&rid=10576
- Thompson, M. (n.d.). All children are gifted. Retrieved from www. hoagiesgifted.org/all children.htm
- Tolan, S. (n.d.). Is it a cheetah? Retrieved from www.sengifted.org/ articles learning/Tolan IsItACheetah.shtml

Learning Options and Activities:

- Place participants in small groups and divide the readings among participants so all readings are represented. Take turns presenting to one another the key features of your articles. In the group, discuss whether there are programs in your schools serving the highly gifted. Have you known any highly gifted individuals? How does this person differ from others? Consider a student with a 160 I.Q. in a classroom with other students even in a classroom with students where the average I.Q. may be in the 130 range. Compare this difference to a student who is 30 points below (I.Q. of 70) the average I.Q., placed in the same classroom with students who have a 100 I.Q. What difficulties would this create for both sets of students? Discuss the asynchrony on both sides of the bell-shaped curve and the concept of learning with ones' peers, when the discrepancies are so great. Why do you think schools are willing to address special programming for a student scoring one or more standard deviations below the average, yet stall when considering special services for a student who is two or more standard deviations above the norm?
- Review the criteria of your district for identification of gifted programs. Based on your accumulated knowledge thus far, discuss the pros and cons of the identification procedures and programs for gifted and highly gifted students. Which types of students are identified and which students

- would the program miss? What would you propose to add or change? Write an essay presenting your thoughts.
- Prepare a letter for a new teacher to help her/him understand the characteristics, vulnerabilities, and needs of gifted and highly gifted children.
 Give her/him pointers and advice you wish someone had told you that would be of help.
- Talk to an AP teacher of juniors and seniors in math or science and an AP teacher in the arts—English, language, or art. Ask them questions about their highly gifted students. Discuss student motivation, achievement, personalities, social acceptance and vulnerabilities. Ask for differences they see between gifted students and highly gifted students. Write a paper of the interview results.
- A class participant who has particular interest in the highly gifted individual should read one of two classics written by Leta Hollingworth, (1926) Gifted children: Their nature and nurture. (New York: Macmillan) or (1942) Children above 180 I.Q. Standford-Binet: Origin and development (New York: World Book). She is truly the pioneer in the gifted field who understands the complexities and individuality of being gifted. Reading excerpts aloud from either book would be an asset for the class.

Evidence of Mastery:

- Complete reading, present key features and participate in discussion.
- Write an essay on your district's identification and programs for gifted and highly gifted students and make suggestions for improvement.
- Prepare a letter for an incoming teacher of gifted with information and helpful advice.
- Write a paper on gifted and highly gifted students from your interview of two high school AP teachers.
- Read excerpts from L. Hollingsworth's book.

Additional Resources:

- Albert, R. (1980). Exceptionally gifted boys and their parents. Gifted Child Quarterly, 24(4), 174–179. Retrieved from www.gt-cybersource.org/ Record.aspx?NavID=2 0&rid=11361
- Clark, B. (2004). Tips for parents: Helping parents understand their profoundly gifted child. Davidson Institute Seminar. Retrieved from www. gt-cybersource.org/Record.aspx?NavID=2_0&rid=13165
- Feldman, D. (1993). Child prodigies: A distinctive form of giftedness. Gifted Child Quarterly, 37(4), 188–193. Retrieved from www.gt-cybersource.org/ Record.aspx?NavID=2_0&rid11426
- Hollingworth, L. (1926). *Gifted children: Their nature and nurture*. New York: Macmillan.
- Hollingworth, L. (1942). Childen above 180 I.Q. Stanford-Binet: Origin and development. New York: World Book.

TOPIC 6 - SPECIAL POPULATIONS

Key Question: How can we identify and support a gifted child who displays atypical characteristics due to life experiences?

Objectives:

- Describe the different social and emotional needs of gifted students from special populations. Include gender, ethnicity and culture, socioeconomic status, twice exceptional, and underachieving students.
- Realize the need for additional or different assessment tools to identify special population students.
- Learn how to recognize, understand, and support gifted children with multiple differences.

Key Concepts:

- Gender influence on gifted experience and expression
- Gifted children come in all shapes, sizes, colors, languages, etc.
- To understand a gifted child, focus on the individual complexity of the whole person.

Recommended Reading Assignments:

Gender Differences-Girls:

- Kerr, B. (1985). Smart girls, gifted women. Dayton, OH: Ohio Psychology Press.
- Kerr, B. (1994). Smart girls two: A new psychology of girls, women and giftedness. Dayton, OH: Ohio Psychology Press.
- Kerr, B. (1998). When dreams differ: Gender relations on the college campus. *Chronicle of Higher Education*. Washington, DC.
- Piirto, J. (n.d.). Why are there so few? (Creative women: visual artists, mathematicians, scientists, musicians). Retrieved from www.gtcybersource.org/Record.aspx?NavID=2_0&rid=11184
- Reis, S. (2002). Social and emotional issues faced by gifted girls in elementary and secondary school. SENG Newsletter, 2(3), 1–5. Retrieved from www.sengifted.org/articles_social/Reis_SocialAndEmotionalIssuesFacedByGiftedGirls.shtml
- Rimm. S. (2002). Helping today's girls become tomorrow's successful women: Ten tips for caring adults. Free Spirit Press. Retrieved from www. gt-cybersource.org/Record.aspx?NavID=2 0&rid=11402
- Smutny, J. (1999). Gifted Girls. Understanding our Gifted. Open Space Communications, 11(2), 9–13. Retrieved from www.gt-cybersource.org/ Record.aspx?NavID=2_0&rid=11388

Gender Differences-Boys:

- Alvino, J. (1994). An Investigation into the needs of gifted boys. *Roeper Review*, *13*(4), 174–180.
- Hebert, T. (n.d.). Managing his image: The challenge facing a gifted male. Retrieved from www.sengifted.org/articles_social/Hebert_ ManagingHisImage.shtml
- Hebert, T. (2003). Using biography to counsel gifted young men.
 Retrieved from www.sengifted.org/articles_counseling/Hebert_Using BiograpyToCounselGiftedYoungMen.shtml
- Kerr, B. & Cohn, S. (2001). Smart Boys. Scottsdale, AZ: Great Potential Press.
- Kerr, B. A., & Nicpon, M. F. (2003). Gender and giftedness. In N.
 Colangelo & G. A. Davis (Eds.), Handbook of gifted education (3rd ed., pp. 493–505). Boston: Allyn & Bacon.
- Pollack, W. (1998). Real boys: Rescuing our sons from the myths of boyhood. New York: Holt Publishing.

Cultural, Ethnicity, and Socio-Economic Diversity:

- Bridgeland, J., Dilulio, J., & Morison, K. (2006). The silent epidemic: Perspectives of high school dropouts. Retrieved from www. civicenterprises.net/pdfs/thesilentepidemic3-06.pdf
- Clark, B. (2002). Growing up gifted (pp. 496–538). Columbus, OH: Merrill Prentice Hall.
- Colangelo, N., Assouline, S. G., Baldus, C. M., & New, J. K. (2003).
 Gifted education in rural schools. In N. Colangelo & G. A. Davis (Eds.),
 Handbook of gifted education (3rd ed., pp. 572–581). Boston: Allyn & Bacon.
- Ford, D. Y. (2003). Equity and excellence: Culturally diverse students in gifted education. In N. Colangelo & G. A. Davis (Eds.), *Handbook of gifted education* (3rd ed., pp. 506–520). Boston: Allyn & Bacon.
- Ford, D. (2002). Racial identity among gifted African American students. In M. Neihart, S. Reis, N. Robinson, & S. Moon (Eds.), NAGC. Waco, TX: Prufrock Press.
- Kerr, B., & Colangelo, N. (1994). Something to prove: Academically talented minority students. Ohio Psychology Press. Retrieved from www. gt-cybersource.org/Record.aspx?NavID=2_0&rid=10565
- Slocumb, P. D. (2001). Giftedness in poverty. *Gifted Education Communicator*, 32(4).

Twice-Exceptional Differences:

- Brody, L., & Mills, C. (1997). Gifted children with learning disabilities: A review of the issues. *Journal of Learning Disabilities*, 30(3), 282–286.
- Cline, S., & Hegeman, K. (n.d.). Overcoming stereotypes. *Gifted Child Today*. Retrieved from www.hoagiesgifted.org/identification.htm
- Cronin, A. (n.d.). Asynchronous development and sensory integration intervention in the gifted and talented population. Retrieved from www.sengifted.org/articles_social/Cronin_ AsychnronousDevelopmentandSIIntervention.shtml
- Dodson, W. (2002, Summer). Attention Deficit-Hyperactivity Disorder (ADHD): The basics and the controversies. *Understanding our Gifted, 14*(4). Retrieved from www.gt-cybersource.org/Record. aspx?NavID=2_0&rid=12693
- Lovecky, D. (1999). Gifted children with ADHD. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=11380
- Neihart, M. (2000). Gifted children with Asperger's Syndrome. Gifted Child Quarterly, 44(4), 222–230. Retrieved from www.gt-cybersource.org/ Record.aspx?NavID=2_0&rid=11381
- Silverman, L. K. (2003). Gifted children with learning disabilities. In N. Colangelo & G. A. Davis (Eds.), Handbook of gifted education (3rd ed., pp. 533–543). Boston: Allyn & Bacon.

Underachievement:

- Baker, J., Bridger, R., & Evans, K. (1998). Models of underachievement among gifted preadolescents: The role of personal, family, and school factors. *Gifted Child Quarterly*, 42(1), 5–15. Retrieved from www.gtcybersource.org/Record.aspx?NavID2_0&rid=11334
- Caveney, A. (n.d.). Motivational paralysis. Retrieved from www. hoagiesgifted.org/paralysis.htm
- Emerick, L. (1992). Academic underachievement among the gifted: Students' perceptions of factors that reverse the pattern. *Gifted Child Quarterly*, *36*(3), 140–146.
- Kanevsky, L., & Keighley, T. (2003). To produce or not to produce?
 Understanding boredom and the honor in underachievement. Roeper Review, 26(1). Retrieved from www.gt-cybersource.org/Record. aspx?NavID=2_0&rid=12995
- Rimm, S. B. (2003). Underachievement: A national epidemic. In N. Colangelo & G. A. Davis (Eds.), *Handbook of gifted education* (3rd ed., pp. 417–423). Boston: Allyn & Bacon.
- Schultz, R. (2000). Flirting with underachievement. The Hollingsworth Center, 13(2). Retrieved from www.gtcybersource.org/Record.aspx?NavID=2 0&rid=11370
- Shaine, J. (n.d.). Underachievement from the inside out. Re-trieved from www.geocities.com/josh_shaine/insideout.html

 Siegle, D., and McCoach, D. (n.d.). What you can do to reverse underachievement in your classroom. Retrieved from www.gt-cybersource. org/Record.aspx?NavID=2 0&rid=13069

Learning Options and Activities:

- Allow participants to choose a subtopic of particular interest. While ensuring all five subtopics are covered, create a pair or group to focus on each issue. As a group, divide the articles among you. Gather to share the key features of the articles so all members become well versed on the material. As "class experts" on this topic, choose a format to present the material to classmates and lead a discussion on the topic. Include how you can make a difference for these students in your community, school, with other teachers, and in your classroom.
- Choose a second focus topic that is relevant in your school and classroom. Utilizing the information presented on this focus area, fill in Topic 6 HO 1. If you need further information and resources, go to Hoagies gifted Web site and Davidson Institute's GT-CyberSource Web site.
- In groups of four, list several social and emotional needs faced by each group of gifted students: 1) girls; 2) boys; 3) students of color; 4) students from poverty; 5) rural students; 6) students with learning disabilities; and 7) underachievers. Complete Topic 6 HO 2 and write down the overlap and distinctions of students needs.
- Pick a famous individual you admire who represents three or more of the special populations (e.g., Maya Angelou is a black woman who came from a background of poverty). Write a short biography that focuses on the social and emotional challenges faced and how they were surmounted.
- Read "The Silent Epidemic" (by John Bridgeland, John Dilulio, and Karen Morison; access: www.civicenterprises.net/pdfs/thesilentepidemic3-06.pdf) report, published March 2006, about high school dropouts. Write an editorial responding to these published facts as they relate to gifted students.
- Visit Florida's Department of Education Web site (http://www.fldoe.org/) and research your own school district. Data is available regarding gender, learning disabilities, socioeconomic status (free and reduced lunch), etc. Write a descriptive account of your district that includes percentages of students who are considered "special populations." Pay close attention to the breakdown of students identified as gifted in your district. Are special populations represented fairly in your district? For example, compare the percentage of black males in the district to the percentage of black males in Exceptional Student Education (ESE). Looking closer at the gifted component of ESE, are children of color over-represented, under-represented, or fairly represented? Are the ratios of children of color the same for gifted in your district? Draw conclusions based on your research. Write a report comparing the representation of special needs gifted students in your district and state that would be appropriate to share with your district administration.

 Research underachievement in your own school by comparing grades and FCAT scores. Using Rimm's (2003) definition of underachievement, determine the percentage of underachievers at your school by gender, socio-economic status (free and reduced lunch), Limited English Proficient (LEP), etc. Write an analysis of the underachievement in your school and enumerate suggestions based on the research you have read. Consider sharing your recommendations with the school faculty and/or steering committee.

Evidence of Mastery:

- Complete readings, share key features, and as a "class expert," present information to class and lead discussion.
- With second topic, complete Topic 6 HO 1.
- In groups of four, complete Topic 6 HO 2.
- Write a short biography of a famous individual who overcame numerous obstacles.
- Write an editorial on "The Silent Epidemic."
- Compare district with state representation of special population gifted students and write recommendations.
- Write an analysis of your school and district underachievement trends.

Additional Resources:

- Goldstein, L. (2001). Diamond in the rough. Retrieved from www./donline. org/article/6069
- Karnes, M. B., & Johnson, L. J. (1990). *Identifying and programming for young black gifted children.* Unionville, NY: Trillium Press.
- Lind, S. (2000). Before referring a gifted child for ADD, ADHD evaluation. *Communicator*, 31(4). Retrieved from www.gt-cybersource.org/Record. aspx?NavID=2-0&rid=11510
- Lovecky, D. (2006). Different minds. Philadelphia: Jessica Kingsley Publishing.
- McCarty, H., & Siccone, F. (2001). Motivating your students: Before you can teach them, you have to reach them. Needham Heights, MA: Allyn & Bacon.
- Slocumb, P. D., & Payne, R. K. (2000). Environmental opportunities.
 Removing the mask: Giftedness in poverty (pp. 17–41). Highlands, TX: RFT Publishing.
- Silverman, L. (2003). *Upside down brilliance: The visual spacial learner*. Denver: DeLeon Publishing.
- VanTassel-Baska, J., Johnson, D., & Avery, L. D. (2002). Using performance tasks in the identification of economically disadvantaged and minority gifted learners: Findings. *Gifted Child Quarterly*, 46(2).

Focus Topic Relevant in Your School and Classroom

WHO? Special population?		
WHAT? Describe the issue.		
WHEN? Are issues age-related?		
WHERE? Is setting a consideration?		
WHY? or, WHY NOT? Causes and effects?		
SO WHAT? Implications for students? For teachers? For parents? Others?		

Matrix of Social and Emotional Issues

Using this matrix (HO 2), participants will name social and emotional issues that are *common* among more than one group and distinguish from issues that are *unique* to groups.

Social and emotional issues that are common among more than one group:	List groups associated with social and emotional issues:	Social and emotional issues that are unique to one group:	Name group:

TOPIC 7 - FROM RISK TO RESILIENCY

Key Question: How can we help foster resiliency in at-risk gifted students?

Objectives:

- Identify risk factors and resiliency as related to gifted students.
- Enumerate what you can do as a teacher to help students at risk.
- List symptoms in children and adults of addiction and physical or sexual abuse.

Key Concepts:

- Personality variables in persons who display resiliency
- Symptoms in children of families with addictions, violence, and abuse
- Understand risk and resiliency as it applies to gifted students
- Delineate potential risks gifted children may face and how to be of service

Recommended Reading Assignments:

- Benard, B. (1995). Fostering resilience in children. *ERIC Digest* (ESO-PS-95-9). Retrieved from www.ericdigests.org/1996-2/fostering.html
- Benard, B. (1997). Turning it around for all youth: From risk to resilience.
 ERIC Digest 126. (Topic 7 HO 3)
- Dixon, C. (1996). Gifted and at risk. Fastback 398. Bloomington, IN:
 Phi Delta Kappa Educational Foundation. (ISBN-0-87367-598-3) (ERIC Document Reproduction Service No. ED407824)
- Ford, D. Y. (1994). Nurturing resilience in gifted black youth. *Roeper Review*, 17(2), 80–85. (ISSN-0278-3193)
- Hebert, T. P. (1996). Portraits of resilience: The urban life experience of gifted Latino young men. Roeper Review, 19(2), 82. (ISSN-0278-3193)
- Kline, B. E., & Short, E.B. (1991). Changes in emotional resilience: Gifted adolescent females. *Roeper Review*, *13*(3), 118–21. (ISSN-0278-3193)
- Lovell, C. (2005). *Rachael Mason hears the sound.* Minneapolis, MN: Free Spirit Publishing.
- Neihart, M. (2002). Delinquency and gifted children. In M. Neihart, S. Reis, N. Robinson, & S. Moon (Eds.), The social and emotional development of gifted children. Washington, DC: NAGC.
- Neihart, M. (2002). Risk and resilience in gifted children: A conceptual framework. In M. Neihart, S. Reis, N. Robinson, & S. Moon (Eds.), The social and emotional development of gifted children. Washington, DC: Prufrock Press.
- Renzulli, J., & Park, S. (2002). Giftedness and high school dropouts: Personal, family, and school-related factors. Research Monograph 02168. Storrs, CT: The National Research Center on the Gifted and Talented, University of Connecticut. Retrieved from http://www.gifted.uconn.edu/ nrcgt/renzpark.html

- Seeley, K. (2003). High risk gifted learners. In N. Colangelo, & G. A. Davis (Eds.), Handbook of Gifted Education (3rd ed., pp. 444–451). Boston: Allyn & Bacon.
- Worrell, F. C. (1997). Academically talented students and resilient at-risk students: Differences on self-reported risk and protective factors. *Journal of At-Risk Issues*, 4(1), 10–18.

Learning Options and Activities:

- Divide reading amongst participants and create small groups for discussion. Groups create an overhead of highlights of articles and present it to class.
- Resiliency is the term applied to children exposed to severe risk factors—
 such as poverty—who, nevertheless, thrive and excel. It is the ability to
 spring back from and successfully rise above adversity. Emmy Werner's
 (1984) longitudinal study indicated that resilient children, in spite of extreme disadvantage, manage to succeed and contribute to society.
 Werner's work focused on factors that foster resilience; for example, the
 presence of a mentor—a grandparent or someone outside the family—
 who provided consistent nurturing, support, and a role model. In groups of
 four, discuss possible reasons some at-risk students who are gifted flourish
 in the face of adversity while others flounder.

Address these questions:

- -Could some characteristics of gifted individuals help resiliency?
- -What traits may hinder resiliency?
- -Knowing that gifted students are capable of masking their troubles, how might a teacher intervene?
- -Is masking a sign of resiliency and coping, or does it put the student at risk because he or she is less likely to receive intervention?

Report back to class on the group discussion.

- Write an essay on what options exist for gifted students leaving high school. Identify the reasons why a student who is gifted might leave school and at least two reasons why he or she might select each option. Describe possible attitudes of teachers, administrators, and parents with such a choice.
- Children who are gifted and who represent specific cultural and linguistic minority groups may be more at risk because of deprived family economic background and other environmental factors. If the mechanisms that foster resilience could be introduced during childhood, the children would have a better chance of achieving a successful adulthood. Read Benard's articles, "Fostering Resilience in Children," (Topic 7 HO 1) and "Turning it around for all youth: From risk to resilience" (Topic 7 HO3). Write an essay how you, as a teacher, can foster resiliency with all students.
- In small groups, gather to discuss excerpts from the fictional story,
 "Rachael Mason Hears the Sound" (Topic 7, HO 2 provides a summary of chapters and quotes). Discuss the interacting complexities of being gifted

and living a difficult life. As part of your discussion, answer these questions:

- -What characteristics of resilience does Rachael demonstrate?
- -What can you do as a teacher help all students who have difficult life challenges?
- -How might a gifted child's experience be different from the average child?
- -How is it that siblings may be subjected to the same risk factors but have a different reaction?

Differentiate personality factors and behaviors that help individuals become resilient, as well as gender differences, parental role models, relationships, self-esteem, etc., that might influence behaviors. Discuss the prevalence of life challenges and tragedies among students that you have seen in the classroom and what you can do as a teacher to support these children.

- Research alcoholism and drug addiction in teens and adults. Gather information about the causes, symptoms, treatment, effect on one's life and family relationships, prognosis for recovery, and what someone can do if there is an addict in their life. Prepare a presentation for students in your classroom realizing that this is a sensitive topic and some children in your class will be living this reality.
- Write a commentary on violence in the home related to your community.
 Research domestic violence laws, statistics, symptoms, and services for battered women and families in Florida. Possible sources include:

http://www.fcadv.org/

http://www.dc.state.fl.us/pub/domestic/

Violence Against Women Online Resources are found at:

http://www.vaw.umn.edu/

As a creative writing exercise, write a short story with a protagonist who
leaves a pain-riddled home for college. Choose whether the character
displays resiliency and the outcome of her/him moving away. Elaborate on
the recognition of the family illnesses and her healing journey.

Evidence of Mastery:

- · Read articles and participate in discussion.
- In groups, address the questions and report to class.
- Write an essay on why gifted children may leave high school and what options exist for them.
- Read Topic 7 HO 1 and HO 3, and write an essay on how you can foster resiliency.
- Read Topic 7 HO 2 and discuss in small groups.
- Prepare a presentation for students on alcoholism and addiction.
- Write a commentary on violence in the home that exists throughout your community.
- Write a short story with the protagonist leaving a painful home for college.

Additional Resources:

- Arellano, A. R., & Padilla, A. M. (1996). Academic invulnerability among a selected group of Latino university students. *Hispanic Journal of Behavioral Sciences*, 18(4), 485–507. (ISSN-0739-9863)
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Fostering Resilience in Children

Bonnie Benard, ERIC Digest EDO-PS-95-9, August 1995. Retrieved from www.ericdigests.org/1996-2/fostering.html

This digest summarizes a growing body of international, cross-cultural, longitudinal studies that provide scientific evidence that many youth—even those with multiple and severe risks in their lives—can develop into "confident, competent, and caring adults" (Werner & Smith, 1992); and discusses the critical role schools can play in this process.

The Nature of Resilience

Some longitudinal studies, several of which follow individuals over the course of a lifespan, have consistently documented that between half and two-thirds of children growing up in families with mentally ill, alcoholic, abusive, or criminally involved parents or in poverty-stricken or war-torn communities do overcome the odds and turn a life trajectory of risk into one that manifests "resilience," the term used to describe a set of qualities that foster a process of successful adaptation and transformation despite risk and adversity. Resilience research validates prior research and theory in human development that has clearly established the biological imperative for growth and development that exists in the human organism and that unfolds naturally in the presence of certain environmental characteristics. We are all born with an innate capacity for resilience, by which we are able to develop social competence, problem-solving skills, a critical consciousness, autonomy, and a sense of purpose.

Social competence includes qualities such as responsiveness, especially the ability to elicit positive responses from others; flexibility, including the ability to move between different cultures; empathy; communication skills; and a sense of humor. *Problem-solving skills* encompass the ability to plan; to be resourceful in seeking help from others; and to think critically, creatively, and reflectively. In the development of a *critical consciousness*, a reflective awareness of the structures of oppression (be it from an alcoholic parent, an insensitive school, or a racist society) and creating strategies for overcoming them has been key.

Autonomy is having a sense of one's own identity and an ability to act independently and to exert some control over one's environment, including a sense of task mastery, internal locus of control, and self-efficacy. The development of resistance (refusing to accept negative messages about oneself) and of detachment (distancing oneself from dysfunction) serves as a powerful protector of autonomy. Lastly, resilience is manifested in having a sense of purpose and a belief in a bright future, including goal direction, educational aspirations, achievement motivation, persistence, hopefulness, optimism, and spiritual connectedness.

From this research on resilience, from the literature on school effectiveness (<u>Comer, 1984</u>; <u>Edmonds, 1986</u>; <u>Rutter et al., 1979</u>), and from a rich body of ethnographic studies in which we hear the voices of youth, families, and teachers explaining their successes and failures (<u>Heath & McLaughlin, 1993</u>; <u>Weis & Fine, 1993</u>), a clear picture emerges of those characteristics of the family, school, and community environments that may alter or even reverse expected negative outcomes and enable individuals to circumvent life stressors and manifest resilience despite risk. These "protective factors or "protective processes" can be grouped into three major categories: caring and supportive relationships, positive and high expectations, and opportunities for meaningful participation.

Caring Relationships

The presence of at least one caring person—someone who conveys an attitude of compassion, who understands that no matter how awful a child's behavior, the child is doing the best he or she can given his or her experience—provides support for healthy development and learning. Werner and Smith's (1989) study, covering more than 40 years, found that, among the most frequently encountered positive role models in the lives of resilient children, outside of the family circle, was a favorite teacher who was not just an instructor for academic skills for the youngsters but also a confidant and positive model for personal identification. Furthermore, as the research of Noddings (1988) has articulated, a caring relationship with a teacher gives youth the motivation for wanting to succeed: "At a time when the traditional structures of caring have deteriorated, schools must become places where teachers and students live together, talk with each other, take delight in each other's company....It is obvious that children will work harder and do things...for people they love and trust." Even beyond the teacher-student relationship, creating a school wide ethos of caring creates the opportunities for caring student-to-student, teacher-to-teacher, and teacher-to-parent relationships. An ethic of caring is obviously not a "program" or "strategy" per se, but rather a way of being in the world, a way of relating to youth, their families, and each other that conveys compassion, understanding, respect, and interest. It is also the wellspring from which flow the two other protective factors.

High Expectations

Research has indicated that schools that establish high expectations for all youth—and give them the support necessary to achieve them—have high rates of academic success. They also have lower rates of problem behaviors such as dropping out, drug abuse, teen pregnancy, and delinquency than other schools (Rutter et al., 1979). The conveying of positive and high expectations in a classroom and school occurs at several levels. The most obvious and powerful is at the relationship level in which the teacher and other school staff communicate the message that the student has everything he or she needs to be successful. As Tracy Kidder (1990) writes, "For children who are used to thinking of themselves as stupid or not worth talking to...a good teacher can provide an astonishing revelation. A good teacher can give a child

at least a chance to feel, 'She thinks I'm worth something; maybe I am.'" Through relationships that convey high expectations, students learn to believe in themselves and in their futures, developing the critical resilience traits of self-esteem, self-efficacy, autonomy, and optimism.

Schools also communicate expectations in the way they are structured and organized. The curriculum that supports resilience respects the way humans learn. Such a curriculum is thematic, experiential, challenging, comprehensive, and inclusive of multiple perspectives—especially those of silenced groups. Instruction that supports resilience focuses on a broad range of learning styles; builds from perceptions of student strengths, interests, and experience; and is participatory and facilitative, creating ongoing opportunities for self-reflection, critical inquiry, problem solving, and dialogue. Grouping practices that support resilience promote heterogeneity and inclusion, cooperation, shared responsibility, and a sense of belonging. And, lastly, evaluation that supports resilience focuses on multiple intelligences, utilizes authentic assessments, and fosters self-reflection.

Opportunities for Participation

Providing youth with opportunities for meaningful involvement and responsibility within the school is a natural outcome in schools that have high expectations. Participation, like caring and respect, is a fundamental human need. Several educational reformers believe that when schools ignore these basic needs of both students and teachers, schools become alienating places (Sarason, 1990). On the other hand, certain practices provide youth with opportunities to give their gifts back to the school community and do indeed foster all the traits of resilience. These practices include asking questions that encourage critical thinking and dialogue (especially around current social issues), making learning more hands-on, involving students in curriculum planning, using participatory evaluation strategies, letting students create the governing rules of the classroom, and employing cooperative approaches (such as cooperative learning, peer helping, cross-age mentoring, and community service).

Conclusion

Along with other educational research, research on resilience gives educators a blueprint for creating schools where all students can thrive socially and academically. Research suggests that when schools are places where the basic human needs for support, respect, and belonging are met, motivation for learning is fostered. Reciprocal caring, respectful, and participatory relationships are the critical determining factors in whether a student learns; whether parents become and stay involved in the school; whether a program or strategy is effective; whether an educational change is sustained; and, ultimately, whether a youth feels he or she has a place in this society. When a school redefines its culture by building a vision and commitment on the part of the whole school community that is based on these three critical factors of resilience, it has the power to serve as a "protective shield" for all students and a beacon of light for youth from troubled homes and impoverished communities.

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Passages to Inspire Discussion

The following passages from *Rachael Mason Hears the Sound* may prompt some thought or insight regarding risk factors, resiliency, and other social and emotional issues that impact the gifted child.

Chapter 1

Topics: Self-concept, academic ability, social insight, "acceptable" lies

"I had been in La La Land, but it usually only took me a second or two to find my place again."

"The truth was, I had the **right** answer... the kind of answer Mrs. Norman was looking for, but the trouble was, I hadn't actually had any breakfast that morning."

Chapter 2

Topics: Inattentiveness/distractions, bibliotherapy

"Once I heard my name, but it was just Mrs. Norman referring back to the breakfast discussion. That focused me, though, so I reluctantly withdrew from La La Land and rejoined the discussion."

"There is nothing like getting lost in a good book to forget about your own troubles."

Chapter 3

Topics: Parent perceptions, parental involvement, unrealistic expectations, school as a safe haven, self-concept, financial hardship, confidence, perceptions about self, gifted students in a regular classroom, gifted students as tutors, underchallenging curriculum, teacher perceptions.

"Just because he's good at math he thinks I should be."

"I was lucky. My parents never harassed me about homework or test scores. I suppose if I ever did mess up they would have plenty to say, but for the most part, school was something I didn't have to worry about. In fact, school was the one place where I really didn't have any worries."

"Sometimes my friends tell me how smart I am and how they wish they were good at math or reading like me. Actually, that makes me feel really good, but I don't make a big deal out of it. There are times when I feel inadequate, and that my work is not up to par, but it always seems to work out. I like doing well in school, and I want to be a teacher when I grow up."

"It's nice to be good at something, and for me it's school. My clothes aren't as new or nice as my girlfriends' clothes, because my family is usually on a tight budget." "Occasionally my teachers ask me to help another student who's having a hard time with something. Depending on who it is, I like that."

"...when Mrs. Griffith was going over math that I already knew, I would put another book inside my math book to read while Mrs. Griffith droned on about pyramids and cones and triangles. It was a great trick Josh taught me. There I'd be, enjoying the poems of Shel Silverstein or reading a new Judy Blume book, when all of a sudden I'd hear Amanda's whine, 'Mrs. Griffith, Rachael Mason is reading a book that's not her math book."

Chapter 4

Topics: Reflection, family instability, domestic violence, alcoholism, family secrets, inner conflicts, learned behaviors, role models, denial, acceptance, "right" answers, and shame.

"I always hate the bus ride home... I tend to do a lot of thinking on the way home... thinking about what *might* be going on at home. I learned a long time ago that it didn't matter what was going on in the morning when you left the house, everything could be completely reversed by the time you got off the bus at 3:15."

"Take this morning, for instance. My parents, who are really great people, had been fighting half the night.

"When I say fighting, I mean with hitting and everything. The yelling and cursing are bad enough, but seeing your dad pound your mom with his fists is the worst feeling in the world."

"When my dad drinks, he just goes crazy."

"There is no sorrier sound in the world than being awakened from a dream to the thud of your mother being thrown into a wall or onto the floor."

"We never talk about it."

"... there's no way I'd ever tell anyone that I was ever sent to school with no breakfast!"

Chapter 5

Topics: "Fixing" adult situations, denial.

"There was always a sense of dread going back in the house after a fight, but also an intense desire to make sure everything was all right."

"...after he sobered up and apologized, no one ever talked about it again."

Chapter 6

Topics: Challenge, confidence, sensitivity toward others

"I... grabbed my homework... Nothing too hard..."

"For kids who liked to write poems, like me, this would be fun."

"I felt sick again. Not from hunger, but dread."

Chapter 7

Topics: Ability/inability to focus, emotional stress, confidence, self-doubt, self-concept, boredom, under-challenge

"When my dad called last night and talked to my mom, I knew everything would be okay, so that made it easy to concentrate on my poem."

"What if it really isn't any good? What if I just thought it was good?"

"A combination of relief and exhilaration flooded through me. I loved school! And I was so lucky to be good at it. I always felt bad for kids who struggled and couldn't seem to grasp the material. I never minded waiting while the teacher went over it again and again. I just went to La La Land. In fact, I was already there."

Chapter 8

Topics: Confiding secrets, hopefulness/hopelessness, role models, despair

"Many times I thought about talking to Uncle Frank about my dad's drinking problem, but I could never get up the nerve. Besides, what exactly could I expect Uncle Frank to do?"

Chapter 9

Topics: Confidence, jealousy, awareness, isolation, reputation

"Haley is the most confident girl I know. No wonder, since everything in her life is so perfect... I'm not exactly jealous of Haley, but I wouldn't mind a bit if my life were a little more like hers."

"I couldn't help it—my imagination always kept me awake. What if my dad had been drinking tonight? What if at this very minute he was fighting with my mom? At home I fell asleep listening—listening for sounds of fighting, trying to hear if my mom called out."

"None of my friends knew.... No one would understand."

Chapter 10

Topics: Internal conflict, reputation, relief

"I was thinking about home and hoping everything was all right."

"...I kind of had a reputation...as being polite and well behaved."

"I could tell by Dad's attitude nothing had gone wrong last night."

Chapter 11

Topics: Conformity/non-conformity, values, financial concerns, bibliotherapy, fantasy, honesty

"...I'm not much of a rule breaker."

"Not everyone bought books, but my mom always let me get some."

"Boarding school sounded kind of glamorous to me but sad at the same time. I knew I would get homesick or be worrying all the time about whether or not my parents were fighting. Or, maybe at boarding school I could just forget all my worries and have adventures like...the...characters in the book."

"Honesty. Well, I knew it was a lie."

Chapter 12

Topics: Sensitivity, ability grouping, under-challenge, empathy, expectations

"I never told anyone the truth about that day. There didn't seem to be any point in revealing what Adam, apparently, wished to remain secret. And no one understood secrets better than yours truly."

"I wondered who I would get stuck with...sometimes, depending on my partner, I would get stuck doing all the work."

"I felt bad for Angie who was undoubtedly sitting at her desk across the hall filling out some boring worksheet."

"We...wanted to be experts when we gave our presentation...".

Chapter 13

Topics: Self-delusion, denial, secrecy, reputation/self-image, father-daughter relationship, hopefulness/helplessness, optimism/pessimism, vulnerability

"Things had been going smoothly. Mom and Dad hadn't had a bad fight in a while, so the only thing on my mind was Christmas!"

"... anytime I had someone over I would just dread something going wrong."

"I loved doing stuff with my dad, especially when it was just the two of us."

Why couldn't it always be this perfect, I thought. Why couldn't Dad stop drinking forever and just be himself, the way he was right now? I hate to admit it, but I always thought he would. Every single time it happened I believed it would never happen again. I pushed those unhappy thoughts out of my head, though, and just concentrated on how much fun we were having.

Chapter 14

Topics: Mother-daughter relationship, sibling differences/similarities

"...it was fun having this quiet time with Mom."

"Josh masterfully resisted pressure of any form."

Chapter 15

Topics: Self-doubt, realism, acceptance, self-fulfilling prophecy, optimism or denial, displacement, mixed emotions

"I did want Uncle Frank to read my poem, but now I felt a little embarrassed...".

"After all, I knew from experience that recipes didn't always turn out the way you thought they would. Kind of like life, I thought."

"When I grow up and get married..."

"My imagination always made me think the worst, no matter how hard I tried."

"I don't know if other kids worry about their parents like I do, but I couldn't help myself. When they fought, I was afraid they would get a divorce. Sometimes I almost wished they would."

"Despite my constant worrying, I remained a diligent optimist."

"One good thing about having a vivid imagination is that I could push the worries out of my mind with new and improved replacement thoughts."

"I always had these last minute reservations."

"I felt like crying. I was relieved and proud and sad."

Chapter 16

Topics: Peer relationships, self-image, self-esteem, environmental factors, alcoholism

"Leave it to Adam... He was a walking encyclopedia."

"I have a good memory, which is why I'm good in school..."

"Every day I could look forward to feeling good about myself for my accomplishments. All my teachers praised me down through the years, and their opinions were very important to me."

"All of a sudden that gnawing feeling struck me in the stomach. Where was Dad?"

Chapter 17

Topics: Self-awareness, denial, autonomy, self-doubt

"Live a lie, and you will live to regret it."

"Of course, no one can predict the future," Adam was saying, "but my point is that if we don't think about the future and **try** to predict it, we might be facing the loss of something wonderful we took for granted."

"I started to worry like I always did. Maybe it was stupid...".

Chapter 18

Topics: Hopefulness, denial, distraction, confidence, over-excitabilities, despair

"...maybe Dad really had stopped drinking for good. I didn't dwell on it but focused instead on my project."

"I was curious about the other presentations and felt confident that ours would be the best."

"That night I was too excited to sleep."

"Drifting back to sleep I heard the sound again. Footsteps. Running. No, oh no..."

Chapter 19

Topics: Guilt, despair, helplessness, hopelessness, role of "fixer", procrastination, underachievement

"My project was ruined. Guilt flooded through my mind. How could I even care about my project when my dad was beating up my mom?"

"How could he do this? How could he be so good to us, and then for no good reason go somewhere and get drunk and beat up our mother?"

"What would I tell Adam? And Mrs. Norman? I could never tell the truth. I never wanted anyone to know about this."

"What could I do? Maybe I would skip school tomorrow. I could say I was sick. I could make another project."

"Josh the procrastinator. That's what we always called him because he put everything off until the last minute. Maybe this was why. Maybe the last minute was the safest time to do something."

"...we all felt ashamed when Dad hit her ... ".

Chapter 20

Topics: Role model, work ethic, guarding the family secret, deception, peer relationships, routines/predictability, deception, "normal", denial, acceptance, resolution, resignation, hope

"...Dad getting ready for work. Somehow he always managed to go to work." "Yeah, you're such an overachiever!"

"It was great to be back to the routine of school."

"I had never been so nervous! I was tired and jittery anyway, and now I was afraid the kids would laugh. Laugh at me, or worse, at my mother."

"I hated to lie, but it's something I had learned to do at times."

"Mrs. Norman said it looked like I had spent weeks on my project, which just goes to show you that even though teachers are smart, they're not **that** smart."

"That was just like Mom to go on like everything was normal. And just like all the other times, I guess this really was normal."

"... we all pretended it had never happened."

"The day had turned out alright, even if I didn't have breakfast, even if I did have to lie to Haley about my red, puffy eyes and to Adam about my tape player, even if my dad had beat up my mom the night before. Things weren't really so bad."

"As I got ready for bed, I thought about the lies I told that day. Sometimes a lie is all we have when the truth is too ugly to tell."

"I wondered if telling a lie was the same as living a lie, or if living a lie felt worse. Maybe there was no difference.""

"But deep inside, I knew I could never change my dad or anyone else. I could only be me—Rachael Mason—and maybe I couldn't even change myself."

"I am the eternal optimist, always hopeful for a happy ending, even if I have to make it up myself."



Turning it Around for All Youth: From Risk to Resilience

Bonnie Benard, Resiliency Associates

For more than a decade public and educational discourse has focused on "children and families at risk" (Swadener & Lubeck, 1995, p.1). Social science research has identified poverty, a social problem, as the factor most likely to put a person "at risk" for drug abuse, teen pregnancy, child abuse, violence, and school failure. Nonetheless, policy makers, the media, and often researchers themselves have personalized "at-riskness," locating it in youth, their families, and their cultures. Even though this approach sometimes succeeds in getting needed services to children and families, it has led to stereotyping, tracking, lowering expectations for many students in urban schools, and even prejudice and discrimination. Looking at children and families through a deficit lens obscures recognition of their capacities and strengths, as well their individuality and uniqueness.

Common sense cautions against this deficit approach, and new rigorous research on resilience is disproving it scientifically. Studies demonstrate both the ways that individuals develop successfully despite risk and adversity and the lack of predictive power of risk factors. Further, they articulate the practices and attitudes that promote healthy development and successful learning in students. Their findings are corroborated by research into the characteristics of teachers and schools, families, organizations, and communities that successfully motivate and engage youth from high-risk environments, including urban poverty (lanni, 1989; McLaughlin, Irby, & Langman, 1994; Meier, 1995; Rutter, Maughan, Mortimore, Ouston, & Smith, 1979). This digest briefly describes how educators and schools can foster resiliency in all youth.

Positive Beliefs About All Students

The starting point for building on students' capacities is the belief by all adults in their lives, particularly in their school, that every youth has innate resilience. To develop this belief, educators and administrators need to recognize the source of their own resilience.

All Individuals Have the Power to Transform and Change

Lifton (1994) identifies resilience as the human capacity of all individuals to transform and change, no matter what their risks; it is an innate "self-righting mechanism" (Werner & Smith, 1992, p.202). "Resilience skills" include the ability to form relationships (social competence), to problem solve (metacognition), to develop a sense of identity (autonomy), and to plan and hope (a sense of purpose and future). While many social and life skills programs have been developed to teach these skills, the strong message in resilience research is, however, that these attitudes and competencies are outcomes-not causes-of resilience.

Long-term developmental studies have followed children born into extremely highrisk environments, such as poverty-stricken or war-torn communities; and families with alcoholism, drug abuse, physical and sexual abuse, and mental illness. Researchers have found-remarkably-that at least 50 percent and usually closer to 70 percent of these children grow up to be not only successful by societal indicators but "confidant, competent, and caring" persons (a href="#werner&smith">Werner & Smith, 1992).

Teachers and Schools Have the Power to Transform Lives

A common finding in resilience research is the power of teachers, often unbeknownst, to tip the scale from risk to resilience. Turnaround teachers/mentors provide and model three protective factors that buffer risk and enable positive development by meeting youth's basic needs for safety, love and belonging, respect, power, accomplishment and learning, and, ultimately, for meaning (Benard, 1991).

The factors are these:

Caring Relationships. Teachers can convey loving support to students by listening to students and validating their feelings, and by demonstrating kindness, compassion, and respect (Higgins, 1994; Meier, 1995). They refrain from judging, and do not take students' behavior personally, understanding that youth are doing the best they can, based on the way they perceive the world. Teachers can also help meet the basic survival needs of overwhelmed families through provision of supplies and referrals to social service agencies.

Positive and High Expectations. Teachers' high expectations can structure and guide behavior, and can also challenge students beyond what they believe they can do (Delpit, 1996). Turnaround teachers recognize students' strengths, mirror them, and help students see where they are strong. They especially assist overwhelmed youth, who have been labeled or oppressed by their families, schools, and/or communities, in using their personal power to grow from damaged victim to resilient survivor by helping them to:

- (1) not take personally the adversity in their lives;
- (2) not see adversity as permanent; and
- (3) not see setbacks as pervasive (adapted from Seligman, 1995).

These teachers are student-centered: they use the students' own strengths, interests, goals, and dreams as the beginning point for learning, and they tap students' intrinsic motivation for learning.

Opportunities to Participate and Contribute. As an outgrowth of a strengths-based perspective, turnaround teachers let students express their opinions and imagination, make choices, problem solve, work with and help others, and give their gifts back to the community in a physically and psychologically safe and structured environment. They treat students as responsible individuals, allowing them to participate in all aspects of the school's functioning (Rutter et al., 1979; Rutter, 1984; Kohn, 1993).

Strategies for Building Resilience

A key finding from resilience research is that successful development and transformative power exist not in programmatic approaches per se but at the deeper level of relationships, beliefs, and expectations, and willingness to share power. Schools need to develop caring relationships not only between educator-student but also between student-student, educator-educator, and educator-parent. Certain programmatic approaches, however, can provide the structure for developing these relationships, and for providing opportunities for active student involvement: small group process, cooperative learning, peer helping, cross-age mentoring, and community service. Overall, schooling that has been a turnaround experience for stressed young people is described by them as being like "a family," "a home," "a community," and even "a sanctuary" (Children's Express, 1993).

School Level Approaches

Teacher Support. Just as teachers can create a nurturing classroom climate, administrators can create a school environment that supports teachers' resilience. They can promote caring relationships among colleagues; demonstrate positive beliefs, expectations, and trust; provide ongoing opportunities and time, in small groups, to reflect, dialogue, and make decisions together (McLaughlin & Talbert, 1993).

Staff Development. Teachers should reflect personally on their beliefs about resilience, and also, as a staff, exchange experiences—both personal and literary—about overcoming the odds. They can read and discuss the research on resilience, including the studies of successful city schools (Polakow, 1994). Reaching a staff consensus about innate resilience is the first step in creating a classroom or school that fosters resilience.

School-Community Collaborations. Fostering the development of the whole child necessitates school, family, and community collaboration. Schools can develop a list of community agencies and match the needs of families with the services they provide.

Classroom Approaches

Teach to Students' Strengths. Starting with students' strengths, instead of their deficiencies, enlists their intrinsic motivation and positive momentum. It also keeps them in a hopeful frame of mind to learn and work on problems.

Teach Students That They Have Innate Resilience. Show students that they have the power to construct the meaning they give to everything that happens to them. Help them recognize how their own conditioned thinking-internalized environmental messages, such as they are not good enough or smart enough-blocks access to their innate resilience (Mills, 1991).

Provide Growth Opportunities for Students. This includes asking questions that encourage self-reflection, critical thinking and consciousness, and dialogue (especially around salient social and personal issues); making learning more experiential, as in service learning; providing opportunities for creative expression in art, music, writing, theater, video production, and for helping others (community service, peer helping, cooperative learning); involving students in curriculum planning and choosing learning experiences; using participatory evaluation strategies; and involving students in creating the governing rules of the classroom.

Self-Assess. Create an assessment tool from the best practices describing turnaround teachers and schools. Assess the classroom and school and ask students to do the same. Identify both areas of strength and challenge.

Use the Resiliency Approach in an Experiment. Choose one of the most challenging students. Identify all personal strengths, and mirror them back. Teach that the student has innate resilience and the power to create a personal reality. Create opportunities for the student to participate and contribute personal strengths. Be patient. Focus on small victories because they often grow into major transformations.

Conclusion

Working from their own innate resilience and well-being, teachers engage those qualities in their students. If they can let go of their tight control, be patient, and trust the process, teaching will become more effortless and enjoyable, and will be responding to recommendations from the research on resilience and on nurturing teachers and successful schools. It is important that teachers realize they are making a difference. When teachers care, believe in, and embrace the "city kids," they are not only enabling their healthy development and successful learning, but creating inside-out social change; they are building a creative and compassionate citizenry.

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TOPIC 8 - OPPORTUNITIES IN EDUCATIONAL PLACEMENT

Key Question: How can schools support our brightest students?

Objectives:

- Read the Tempelton national report on acceleration—A nation deceived:
 How schools hold back America's brightest students. Vol. 1 and 2. (2004).
 Colangelo, N., Assouline, S., & Gross, M. Both volumes can be either ordered free or downloaded at: www.nationdeceived.org.
- Understand two categories of acceleration—grade based or subject based—and list 18 acceleration possibilities that respond to gifted students' academic needs and support their social and emotional well-being.
- Recognize home-schooling as a positive option for some gifted students and families.
- Be aware of myths, fears and expectations of teachers and administrators that hold back students and the research that responds to these concerns.

Key Concepts:

- A Nation Deceived.
- Enrichment, acceleration, mentoring
- Homeschooling
- Iowa Acceleration Scale Manual

Recommended Reading Assignments:

- Assouline, S. G. (2003). Psychological and educational assessment of gifted children. In N. Colangelo & G. A. Davis (Eds.), *Handbook of gifted* education (3rd ed., pp. 124–145). Boston: Allyn & Bacon.
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- Schiever, S. W., & Maker, C. J. (2003). New directions in enrichment and acceleration. In N. Colangelo & G. A. Davis (Eds.), *Handbook of gifted* education (3rd ed., pp. 163–173). Boston: Allyn & Bacon.
- Southern, W. T., & Jones, E. (2002). Types of acceleration: Dimensions and issues. In *A Nation Deceived: Vol. II.*

Home-schooling:

- Foster, C. (2000). In a class by themselves. The Stanford Alumni Association, 28(6). Retrieved from www.gt-cybersource.org/Record. aspx?NavID=2 0&rid=11324
- Kantrowitz, B., & Rosenberg, D. (1984). In a class of their own: For exceptionally gifted children, the best school can be the one at home. Newsweek, 58. Retrieved from www.gt-cybersource.org/Record. aspx?NavID=2 0&rid=11325
- Morse, K. (2001). When schools fail: Is home-schooling right for you and your highly gifted child? *IAGC Journal*.
- Winnick, P. (2000). Home-schooled students take unortho-dox route to become top college candidates. *Pittsburgh Post-Gazette*, Blade Communications. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=113046

Learning Options and Activities:

- Before assigning readings, have participants take a short pre-test of this topic for later discussion, Topic 8 HO1. Divide reading assignments among participants making sure all articles are assigned. Form groups to briefly share the highlights of the articles read and discuss their answers to HO 1.
- Read chapters 1 and 2 of *A Nation Deceived, Vol. I.* In groups of four, list and discuss as many reasons as possible why teachers and administrators oppose acceleration while others support acceleration. In considering

opposition, include myths, expectations, and fears. In support of acceleration, include research results and teachers, families, and student experience. Denote personal experiences in your school district with this controversy. Fill out the chart, Topic 8 HO 2.

 Read two short writings by parents of gifted children who are frustrated with educational options:

Draper Kauffman's, "Horizontal enrichment vs. vertical acceleration" (Access Hoagies gifted: www.hoagiesgifted.org/enrichment.htm)

Carolyn K. "Never say bored!" (Access Hoagies gifted: www.hoagiesgifted.org/never say bored.htm)

Answer these parents with a letter from you, a teacher.

- Refer to "Jenny's Letter to the Principal" (Topic 8 HO 3) (p. 45 from the *lowa Acceleration Scale Manual*). Have a class discussion: what could be done? What may result if she is/isn't accelerated? What are the possible benefits? What are the possible pitfalls? As a class, discuss the benefits and limitations of enrichment and when it is most suitable.
- After reading K. Rogers (2002), particularly pages 418–425, write an essay on steps that high schools should be taking to ensure students are appropriately served and their needs met. Condensing the high school curriculum into one and one-half to two years has been proposed, although a typical argument against it is that students will miss the prom and other senior activities. Weigh the merits of a condensed high school education, encouraging the student to move on in life, to the social aspects of taking part in activities at the high school. Include a list of advantages and disadvantages for a tenth grader who is not being challenged and is capable of higher level academic work to move out of the established high school curriculum.
- Working with two gifted students (preferable one boy and one girl), survey their strengths and areas of interest. Ask them to describe how they have made decisions about which courses to take and what path to follow in their academics. How many of these decisions were driven by the educational plan (IEP)? How many were driven by school options? Parents? Then, design what you feel would be a significant option for meeting the needs of each of the gifted students. Consider whether the students are underachievers, perfectionists, or have issues that must be considered. What do the students see themselves doing in the next few years, and what support do they feel would be helpful in accomplishing their goals.
- The teacher should download and copy for each participant in class chapter one, "Types of acceleration: Dimensions and issues" of A Nation Deceived, (2002, p. 12) where 18 types of acceleration are presented. As a class, discuss how these can be incorporated into your school district. Collectively, state a case for making these options available in your school. Taking notes from your discussion, draft a letter to your administrator in support of as many options as possible.

- Make certain all participants become familiar with the Iowa Acceleration Scale (Assouline, S. G., Colangelo, N., Lupkowski-Shoplik, A. and Lipscomb, J. (1998). Iowa Acceleration Scale Manual: A Guide for Whole-Grade Acceleration K-8. Scottsdale, AZ: Gifted Psychology Press) as a resource for their school system. Any teacher in the class who has experience with the scale can report on the material gained from its use and the receptivity of administrators, teachers, and parents with the information.
- Work with a partner on this exercise and prepare a response to share with the class. Imagine that you are a program coordinator for gifted in your school or school district. You have been asked to conduct a staffing regarding a highly-gifted underachiever. Ask yourself these questions:
 - -Who you would want at the staffing, and what information you would like to have about the student?
 - -How would you run the meeting to make sure everyone present would consider the individual needs of this gifted child—intellectually, emotionally and socially?

Take turns sharing with the class.

Visit Web sites to review summer academic programs for gifted students
and talent search information. Begin with article by Kathi Kearney, "Talent
Searches and the highly gifted" (access Hoagie gifted: www.hoagiesgifted.
org/the_highly_gifted_4.htm). Have participants read aloud the information
while the teacher takes notes on the overhead for all to see. Participants
should keep track of all activities, locations, and times and share the
information with other teachers, guidance counselors, and administrators
in your school.

Evidence of Mastery:

- Take pre-test, Topic 8 HO 1, read articles, and share highlights in group.
- Read chapters of A Nation Deceived and complete Topic 8 HO 2.
- Read articles and write letter to parents of gifted.
- Read Topic 8 HO 3 and participate in class discussion.
- Write an essay on steps that high schools should be taking to ensure students are appropriately served.
- Working with two students, design what would be helpful to them in making educational decisions.
- Read articles and draft a letter to your administrator supporting acceleration.
- Become familiar with Iowa Accelerated Scale.
- With a partner, prepare a staffing as a gifted coordinator.
- Visit Web sites and make list of summer academic programs and talent searches for gifted.

Additional Resources:

- Assouline, S. G., Colangelo, N., Lupkowski-Shoplik, A., & Lipscomb, J. (1998). *Iowa Acceleration Scale Manual: A Guide for Whole-Grade Acceleration K-8*. Scottsdale, AZ: Gifted Psychology Press, Inc.
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Pre-test Topic 8

TRUE/FALSE

1.	Tests have relatively little importance in determining whether or not a student should be provided enrichment or acceleration T F
2.	Enrichment is typically discouraged while acceleration remains a popular approach to serving gifted students T F
3.	Research has generally supported the integration of enrichment and acceleration T F
4.	Grade-skipping is more likely to be recommended when students will have to enter a new school building anyway (e.g., elementary to middle) T F
5.	The professional administration and interpretation of tests and an appreciation for special programming needs of gifted students are important elements that must be carefully conveyed to parents of a gifted child in a way that will best serve the child T F
6.	Enriched curriculum is modified or adapted in some way to be richer, resulting in greater depth and/or breadth T F
7.	Ability grouping has little to no effect on achievement if enrichment is a regular part of instruction T F
8.	Acceleration refers to both service delivery models and curriculum delivery models T F
9.	Negative effects typically occur as a result of acceleration, which is why many educators prefer enrichment over acceleration T F

Answer Key (For Pre-test Topic 8)

TRUE/FALSE

- 1. False. Testing plays a critical role in determining placement and programming for all students, especially those who are gifted.
- 2. False. Enrichment is more palatable to most educators and administrators.
- 3. True. Enrichment and acceleration may be complementary program components.
- 4. False. The Iowa Acceleration Scale emphasizes that a change in building at the beginning of the first semester of the academic year is not the best case scenario; but if acceleration does occur at that phase, a transition plan is necessary.
- 5. True. How information is shared with family members can have various impacts on the gifted student (e.g., sibling rivalry, unrealistic expectations).
- 6. **T**rue. The goal is to challenge and provide growth opportunities in the student's area of giftedness.
- 7. False. Ability grouping has a clear positive effect on gifted students in achievement, critical thinking, and creativity.
- 8. True. Service delivery acceleration may include early entrance, grade skipping, subject skipping, or curriculum delivery at a faster pace.
- False. Academic achievement and social adjustment of students who have experienced acceleration is equal to or better than non-accelerated, similar ability peers.

Enrichment Model

Compare and contrast enrichment and acceleration models. Note the benefits and criticisms of each. Discuss pros and cons and which benefits and criticisms you feel are most important.

ENRICHMENT	Program Delivery (Curriculum)	Service Delivery
Potential Benefits		
Potential Criticisms		

Acceleration Model

ACCELERATION	Program Delivery (Curriculum)	Service Delivery
Potential Benefits		
Potential		
Criticisms		

Next, in your opinion, rank order the *benefits* of enrichment and acceleration (#1 being most important) and be prepared to justify your response. Rank order the *criticisms* of enrichment and acceleration (#1 being most important), and again, be prepared to justify your response.

Jenny's Letter to the Principal

IAS Manual

Dear Mrs. S

I find that the work I'm being given is very discouraging because its much to easy. Most of it I know so I do the work catch on and I have to wait for the others to catch on. The grade I'd like to go to best would be college but since I can't could I have something more challenging. Say for instence I could go to any grade I want as long as its in Lincoln Elementary or Lincoln, Middle School. I like to trie 5th grade I dout it but it would be nice to go ther and see what its like, I don 't care if I leave Lincoln Elementary cause I really don't have any thing really important or true friends that I'd miss

Sincerely, Jenny

Analysis of Team Decision and Outcome

Jenny:

Current Grade: 3rd Grade, with acceleration in reading and language arts

Proposed Grade for Acceleration: 5th Grade

IAS Score: 55 (good candidate for whole-grade acceleration)

Overall, Jenny is a good candidate for acceleration into the fifth grade. One concern did suppress her score, and this was indicated in Section VII, Item 1, and Grade Placement Under Consideration. Jenny earned a zero on this item because acceleration, at this point in time, would result in a mid-year change in buildings—she would be moved from the elementary school to the junior high school. Because the acceleration would take place during the academic year, Jenny would miss the transition year activities which her current grade peers will experience in the fourth grade. Whole-grade acceleration is still recommended; however, a plan needs to be in place so that Jenny can make the necessary adjustments in the new environment. This plan includes specifically implementing some of the typical transition activities experienced by fourth graders.

In reality, Jenny's acceleration took place several years ago. Because of this, we have been able to track her progress. At the beginning of the trial period, Jenny was treated much like a transfer student and was given special consideration regarding the change in her routine. In no time, though, her mother reported that Jenny had adapted to the new setting like "a fish to water." A critical factor to the success of this intervention was the receiving teacher's willingness and openness to having Jenny in her class. This set the tone for the rest of the class. Additionally, the receiving teacher was involved in the planning phase of the acceleration process, which eased some of Jenny's anxieties. It was clear from the beginning of the process that Jenny knew what she wanted and was willing to work with the teachers to ensure that she was in a challenging setting.

Jenny has been much happier since she was accelerated. She has been more appropriately challenged, and her enthusiasm for school has remained undiminished. All indicators continue to confirm that the acceleration was a successful educational intervention.

TOPIC 9 - COUNSELING, GUIDANCE, AND CAREER PLACEMENT

Key Question: How can we help students learn what they want to do, not just what others think they should do?

Objectives:

- Understand the need for supportive services for gifted individuals due to the complexity and sensitivity of their nature.
- Recognize that a counselor, therapist, or psychologist must be educated in the gifted field so not to misdiagnosis common characteristics of gifted individuals as pathology.
- Realize counseling provides empathy and partnership in times of need.
- Identify activities and resources to assist K-12 students who are gifted in planning for further education, career, or life choices.
- Recognize that guidance and career counseling support gifted individuals in decision-making for positive life choices.

Key Concepts:

- It is important that counselors of the gifted receive educational training in gifted.
- Counselors must provide a safe environment for growth and reflection.
- Guidance counselor's role is important with academic placement, course selection, college choice, and career decisions.

Recommended Reading Assignments:

Counseling:

- Azpeitia, L., & Rocamora, M. (n.d.). Misdiagnosis of the Gifted. Retrieved from www.rocamora.org/Gifted.html
- Colangelo, N. (2003). Counseling gifted students. In *Handbook of gifted education* (pp. 373–387). Boston: Allyn & Bacon.
- Gatto-Walden, P. (1999). Counseling gifted females with eating disorders. *Advanced Development Journal*, *8*, pp. 113–130.
- Kerr, B. (1991). Counseling gifted students: Techniques that work. *A handbook for counseling the gifted and talented.* Alexandria, VA: American Association for Counseling and Development.
- Lardner, C. (n.d.). School counselors light-up the intra-and inter-personal worlds of our gifted.
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- Lovecky, D. (1990). Warts and rainbows: Issues in the psycho-therapy of the gifted. *Advanced Development Journal*.
- Moon, S. (2002). Counseling needs and strategies. In M. Neihart, S. Reis, N. Robinson, & S. Moon (Eds.), The social and emotional development of gifted children (pp. 213–222). Washington, DC: NAGC.

- Silverman, L. (1993). Techniques for preventative counseling. In Counseling the gifted (pp. 81–110). Denver: Love Publishing Co.
- Silverman, L. (1993). Counseling Families. In *Counseling the gifted*. (pp.151–178). Denver: Love Publishing Co.
- Webb, J., Amend, E., Webb, N., Goerss, J., Beljan, P., & Olenchak, R. (n.d.). Counseling, multiple exceptionality, and psychological issues. Retrieved from www.sengifted.org/articles_counseling/Webb_ MisidagnonisAndDualDiagnosisOfGiftedChildren.shtml

Guidance:

- Educational Resources Information Center. (n.d.). ERIC Digest #E490.
 College planning for gifted and talented youth. Retrieved from www.
 hoagiesgifted.org/eric/e490.html
- Galbraith, J., & Delisle, J. (1996). College-bound, a prescription for success. The gifted kids survival guide: A teen handbook (pp. 174–204). Minneapolis, MN: Free Spirit Press.
- Kerr, B. (1991). Academic guidance and the curriculum. A handbook for counseling the gifted and talented (pp. 19–49). Alexandria, VA: American Association for Counseling and Development.
- Lardner, C. (n.d.). School counselors light-up the intra-and inter-personal worlds of our gifted. Retrieved from www.hoagiesgifted.org/light_up_the_ world.htm
- Olszewski-Kubilius, P., & Yasumoto, J. (1994). Factors affecting the academic choices of academically talented adolescents. *Talent Development, Vol. II*. Ohio Psychology Press. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2 0&rid=10585
- Paiva, M. (n.d.). Navigating the road of college admissions for high-achieving students. Retrieved from www.hoagiesgifted.org/navigating_college.htm
- VanTassel-Baska, J. (n.d.). Academic counseling for the gifted. In L. Silverman (Ed.), Counseling the gifted (pp. 201–214). Denver: Love Publishing Co.

Career Counseling:

- Educational Resources Information Center. (n.d.). ERIC Digest #E492. Career planning. Retrieved from www.hoagiesifted.org/eric/Archived/e492.htm
- Greene, M. (2002). Career counseling for gifted and talented students.
 In M. Neihart, S. Reis, N. Robinson, & S. Moon. (n.d.). The social and emotional development of gifted children. Waco, TX: Prufrock Press.
- Kerr, B. (1991). Career counseling for gifted and talented students. In A handbook for counseling the gifted and talented (pp. 83–99). Alexandria, VA: American Association for Counseling and Development.
- Nemko, M. (n.d.). Career advice for geniuses. Retrieved from hoagiesgifted.org/career advice.htm
- Silverman, L. (1993). Career counseling. In *Counseling the gifted* (pp. 215–238). Denver: Love Publishing Co.

Learning Options and Activities:

- Divide the class into three groups, each covering one sub-topic heading. In each group distribute the readings, and as the "class expert" on the sub-topic, share the highlights of the articles read. Pass out a blank overhead so participants can record the information they share. Gather entire class together and have each group report on the highlights while displaying the overhead. Groups will then lead a discussion on how this information is applicable in the classroom and helpful in relating with parents of gifted children.
- Gifted students generally love to read. Compile a list of books, articles, and online positive resources for students through inquiry with other teachers, librarians, and online information. Judith Halsted (2002) wrote an exceptional book, which is an aid in any library: Some of My Best Friends are Books: Guiding Gifted Readers from Preschool to High School. Scottsdale, AZ: Great Potential Press.
 - Also, extensively review Hoagies Web site for articles that could support, guide, or inspire gifted students: www.hoagiesgifted.org.

 To find an excellent book for a teacher or parent of gifted children, refer to Hoagies Web site: www.hoagiesgifted.org/gifted_library.htm.

 Also, use Spredemann-Dreyer's (1989) *The Bookfinder 4: When Kids Need Books*. Circle Pines, MN: American Guidance Services. Share your list with fellow participants via e-mail to accumulate a comprehensive list of wonderful readings over all grade levels. Incorporate some novels or articles into classroom reading assignments as a means of support for
- Review the counseling services available to gifted students and families in your school and district. Is there peer counseling in your district? If you do not already know, find out answers to the following:
 - -Has the guidance counselor had the benefit of special training in gifted?
 - -If not, what might you share from this module that would be supportive of the counselor's work?
 - -If the counselor has special training, are any of the following workshops offered: skill-based group counseling; academic advising; liaison aid between teachers, students, and parents; and other services the counselor might offer?
 - -Does the guidance counselor provide group support of gifted and non-gifted students, such as: groups on low self-esteem, academic underachievement, organizational skills, anger management, depression, grief, death and dying, stress disorders, peer/sibling conflict, blended families, eating disorders, perfectionism, and ADHD or other learning disabilities?

Discuss the needs of gifted students in your classroom and how you and the counselor might team together to provide support.

students you teach.

- Participants gather into small groups divided by grade levels taught. Pass
 out blank overheads to record ideas to later share with the class. Think of
 the gifted students in your classroom and surrounding grades. Together,
 brainstorm a two-hour workshop that could be presented to the students
 with the following goals:
 - (a) provide understanding of their giftedness; (b) support recognition and acceptance of their sensitivities, intensities, and introversion/extraversion; and (c) support of their social/ emotional needs. Include some relaxation exercises to help relieve common stress. An excellent book with detailed exercises of guided imagery for children is Maureen Murdock's (1987) Spinning Inward. Create ice breaker activities, introspective exercises. discovery game playing, fun presentation of information, etc. Discuss what should be included as essential for a specific age group and how to build a format so that students have a choice as to whether to contribute or not (remember the natural reluctance of introverts). Keep the activities fun, age appropriate, and as non-threatening as possible. Help each other decide what is relevant to your population, who to ask to co-facilitate the workshop at your school or in the district, and how to approach the administration for permission to provide the workshop. Share the overhead and lead one exercise with the rest of the class as a pilot of your workshop. Receive constructive feedback from participants.
- Interview the school counselor, or a professional in private practice counseling gifted individuals, about strategies for referral of a student for outside counseling. Find out answers to the following:
 - -What forms would be required?
 - -What are the necessary steps to follow to align with district policy?
 - -Is parent notification required?
 - -Are there specific forms for notification?

Compile the responses in a flow chart that shows appropriate practice. Attach copies of necessary forms and any district-developed list of approved private practitioners.

• Divide into small groups for an introspective exercise. List the five aspects of the Self: intellectual, emotional, physical, social, and spiritual/moral on a sheet of paper. Next, rank them in their order of importance to you. Then, number the five in order of how much time you spend daily on each domain. Notice if the aspects assigned numbers 4 and 5 on your list are those you mean to get to but don't quite make the time for accomplishing. Discuss the differences between the list of importance and how much time you spend on each. Health and well-being is created by attending to all five aspects every day. Gifted individuals tend to overemphasize the intellect and diminish the importance of at least several parts of themselves. Discuss your results and how your life would be different, more wholesome, and more satisfying if you lived out of all five aspects of the Self. How might you help gifted children in your classroom recognize and respect their five

- domains? Use this exercise with your students and conduct a discussion to process the results.
- Working in pairs divided according to grade level taught, prepare a unit on self-discovery that would last an entire week. Conduct a Web search to find some inventories that help you identify: introversion and extroversion (use Hoagies gifted); life style/career preference (ie., Holland's Personality Inventory); interest inventory (i.e., Strong-Cambell); self-concept inventory (i.e., Piers Harris Children's Self Concept Scale); personality types (i.e., www.personalitypage.com); temperament (Keirsey temperament sorter); and overexcitabilities. How can you use these assessments to elicit self-refection through the use of dialogue, journal entries, poetry, essays, oral presentations, role playing, etc? Take each inventory yourself first to experience what introspection and increased awareness they bring to you. Meet together as a pair and share your Web search findings. Support one another in developing the best unit possible, what to include, and how to facilitate the week.
- Create a career matrix to analyze different jobs incorporating Holland's Inventory. Incorporating the personal awareness they gained from the above exercises, have students look for potential career fits and conflicts. Specifically incorporate the self-awareness exercises with subsequent career options in each category of Holland's Inventory. The Holland model contains six general personality areas with short statements such as:

Realistic—practical minded, dislike of radical ideas Investigative—independent, rational, curious Enterprising—facility with words, persuasive Artistic—like self-expression, sensitive Social—responsible, sociable, popular Conventional—prefer structured activities, stable

Incorporating this as a conceptual framework, ask students what areas and careers are suited to their personalities. Have them identify any preconceived notion, stereotype, or prejudices they have about any specific careers.

- How would you respond if a usually bright, friendly, and responsible gifted student became increasingly sullen, refused to participate, and quit turning in assignments? Write an essay on what you could do.
- It is important to have words to describe our feelings. Peruse Web sites to find a list of feeling words. Utilizing Topic 9, HO 1, complete the exercise and make a list of feeling words. As a class, create (and record on an overhead) five exercises that could be used in your classroom to identify emotions and learn feeling words. Also, share any Web site that has helpful lists of words or additional exercises appropriate for the classroom.

Evidence of Mastery:

- Read articles on subtopic and, as a "class expert," present highlights and lead discussion.
- Create a bibliography that will support gifted children in your classroom.
- Review counseling services available through guidance counselor. Team with her/him to provide services to your students.
- In groups divided by grade level, create a two-hour workshop that will help students understand their giftedness and unique personality.
- Acquire forms and procedures necessary to refer a student for counseling.
- Participate in exercise to recognize the importance of living out of all five domains daily.
- Conduct a Web search of personality and interest inventories and create a one-week unit for your students on self-discovery.
- Create a career matrix incorporating self-discovery exercises and Holland Inventory.
- Write an essay responding to scenario provided.
- Peruse Web site for feeling words list. Complete exercises, Topic 9 HO 1, and create classroom activities.

Additional Resources:

- Delisle, J., & Galbraith, J. (2002). When gifted kids don't have all the answers. Minneapolis, MN: Free Spirit Press.
- Galbraith, J., & Delisle, J. (1987). *Gifted kids survival guide II, ages 11–18.* Minneapolis, MN: Free Spirit Press.
- Galbraith, J., & Delisle, J. (1996). *Gifted kids survival guide: A teen handbook*. Minneapolis, MN: Free Spirit Press.
- Kincher, J. (1995). *Psychology for kids: 40 fun tests that help you learn about yourself.* Minneapolis, MN: Free Spirit Press.
- Lind, S. (n.d.). Developing a feeling vocabulary. Retrieved from www. sengifted.org/articles_social/Lind_DevelopingAFeelingVocabulary.shtml
- Murdock, M. (1989). Spinning inward. Boston: Shambhala.
- Rogers, K. (2002). Developing your child's plan and what happens next. *Re-forming gifted education*. Scottsdale, AZ: Gifted Potential Press.
- Webb, J., Amend, E., Webb, N., Goerss, J., Beljan, P., & Olenshcak, R. (2005). Misdiagnosis and dual diagnoses of gifted children and adults. Scottsdale, AZ: Great Potential Press.
- Wright, A., & Olszewski-Kubilius, P. (1993). Helping gifted children and their families prepare for college: A handbook designed to assist economically disadvantaged and first-generation college attendees. Evanston, IL: NRC G/T.

Sample Group Activity To Develop Understanding of the Power of Words

Group leader: Provide paper, pencil, and a surface for writing.

Procedure: Read the following statement: "People consistently inform us of their feelings, either verbally or non-verbally. If we listen carefully, they will communicate their innermost emotions. However, in order to recognize those emotions, we must speak the same vocabulary. This activity is designed to help all of us develop a common vocabulary."

- **Step 1:** Remember a wonderful experience that you had within the past year. Write down descriptor words (adjectives, adverbs, etc.) that would describe that experience. Be sure that the words tell how you felt, not what the actual experience entailed.
- **Step 2:** Now remember an unpleasant experience that you've had within the past year. Again write down the descriptor words that describe how you felt.
- Step 3: Now record the words that describe how you feel at this very moment.
- **Step 4:** In silence, look at the floor beneath you with your head hung low for 3 minutes. Afterwards, record words that come to mind that reflect your feelings.
- **Step 5:** In silence, look up at the ceiling or sky with you chin up for 3 minutes. Afterwards, record words that come to mind that reflect your feelings.
- **Step 6:** Using all five of your lists, work with other class participants to develop a master list of feeling words. Classify the words into pleasurable feelings/ unpleasurable feelings. Are there any commonalties? Did the physical positioning of your body create additional words for either list?
- **Step 7:** Combine your list of words with other class participants.

How important is it to have a feeling word vocabulary in order to communicate within a group or between individuals?

TOPIC 10 - SUPPORTING SOCIAL SKILLS AND LEADERSHIP DEVELOPMENT

Key Question: How can we facilitate social skill and leadership development in students?

Objectives:

- Learn how to help students develop social skills and inspire leadership.
- Support gifted children's experience of global interconnectedness and personal responsibility to take action.
- Realize that a primary need in life is to belong.
- Help gifted children to appreciate that their profound sensitivity and empathy can be channeled to help humankind.
- Recognize that perceptivity, empathy, ethics, values, integrity, and leadership are related.

Key Concepts:

- The need to belong is a primary force within each of us.
- Individual personality characteristics influence our social skills develop ment.
- Everyone is called to be a leader sometime.
- "We are not born to spend our lives serving our own needs; we were born to serve the needs of others and, by doing so, realize our divine potential." (Lance Secretan)

Recommended Reading Assignments:

Friendship and Social Skills Building:

- Gross, M. (n.d.). "Play partner" or "sure shelter"? Why gifted children prefer older friends. Retrieved from www.hoagiesgifted.org/play partner.htm
- Gross, M. (n.d.). The "me" behind the mask: Intellectually gifted students and the search for identity. Retrieved from www.sengifted.org/articles_social/Gross_TheMeBehindTheMask.shtml
- Janos, P., Marwood, K., & Robinson, N. (1985). Friendship patterns in highly intelligent children. *Roeper Review, 8*(1).Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=11377
- Lovecky, D. (1995). Highly gifted children and peer relationships.
 Counseling and Guidance Newsletter, 5(3), 2, 6–7. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=11300
- Reis, S. (2002). Social and emotional issues faced by gifted girls in elementary and secondary school. SENG newsletter, 2(3), 1–5. Retrieved from www.sengifted.org/articles_social/ Reis_SocialAndEmotionalIssuesFacedByGiftedGirls.shtml

- Rimm, S. (2003). Social Adjustment and Peer Pressures for Gifted Children.
 Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=11287
 (Topic 10 HO 3)
- Roeper, A. (1995). Empathy, ethics and global education. In *Selected Writings and Speeches* (pp.172–178). Minneapolis, MN: Free Spirit Press.
- Rogers, C. (1989). Significant learning in therapy and in education. In On Becoming a Person (pp. 279–296). Boston: Houghton Mifflin Co.
- Silverman, L. (n.d.). Developmental phases of social development. Retrieved from www.sengifted.org/articles_social/Silverman_ DevelopmentalPhasesOfSocialDevelopment.shtml
- Silverman, L. (1993). Social development, leadership and gender issues.
 In Counseling the Gifted and Talented (pp. 291–327). Denver: Love Publishing Co.

Leadership Development:

- Bisland, A. (2004). Developing leadership skills in young gifted students.
 Gifted Child Today. Retrieved from www.highbeam.com/doc/1G1-113183945.html
- Davis, G., & Rimm, S. (2004). Leadership, affective learning, and character education. In *Education of the gifted and talented*. Boston: Pearson Custom Publishing.
- Educational Resources Information Center. (n.d.). ERIC Digest #E485.
 Developing leadership in gifted youth. Retrieved from www.hoagiesgifted.org/eric/Archived/e485.html
- Johnson, K. (2000). Affective component in the education of the gifted.
 Gifted Child Today. Retrieved from www.highbeam.com/doc/1G1-66107759.html
- Karnes, F., & Bean, S. (n.d.). Leadership development and gifted students. Retrieved from www.kidsource.com/kidsource/content/leadership_and_ gifted.html
- Karnes, F., & D'Ilio, V. (1989). Personality characteristics of student leaders. *Psychological Reports*, *64*. 1125–1126.
- Kingore, B. (n.d.). Biographies and autobiographies: Life models in the classroom. Retrieved from www.bertiekingore.com/biographies.htm
- Maslow, A. H. (1971). Education and peak experiences. Goals and implications of humanistic education. In A. H. Maslow *The Farther Reaches* of *Human Nature* (pp. 168–179; 180–195). New York: Viking Press.
- Moyle, V. (2005). Authentic character development—Beyond nature and nurture. In Hafenstein, Kutrumbos, & Delisle (Eds.). Perspectives in gifted education: Vol. 3. Complexities of emotional development, spirituality and hope (pp. 33–59). Retrieved from www.sengifted.org/articles_learning/ Moyle AuthenticCharacterDevelopment.shtml
- Secretan, L. (n.d.). Keynotes. Retrieved from www.secretan.com/ keynotes vcl.php

Learning Options and Activities:

- Divide readings among participants. In small groups, share the highlights
 of the articles read. Discuss what you have done in your classroom to help
 gifted children develop social skills and have positive interactions with
 classmates. Share what worked and what did not work. Integrating the
 reading material, brainstorm activities you can conduct in your classroom
 that might be helpful.
- Complete the Leadership Style Profile (Topic 10 HO 1). Determine what type of leader you are (Topic 10 HO 2, Topic 10 HO 3). Discuss the results with your class.
- Working in pairs, create a unit on leadership development for your students using the scenario below:

You are a middle school student in a gifted program and your best friend, Celeste, who is also in the gifted program, is running for student council president. You have been chosen as her campaign manager. In general, you know what needs to be done, but you know that fundraising is not a personal strength—nor do you do detail work very well. Your main concern is making sure that all the students of the school know that Celeste is as good, honest, and intelligent as you know her to be. You have the opportunity to develop a team that will get Celeste elected. Some of the questions you should ask are:

- What types of individuals do you need on your team?
- How will you work with them?
- What might be some problems you encounter?
- How can you overcome these problems?
- What personal qualities must you display to get Celeste elected?
- Listen to the five keynotes (minutes each) by Lance Secretan, retrieved from www.secretan.com/keynotes_vcl.php. Write a brief journal entry on what you learned, how it applies to you and students, and how you can introduce these ideas in the classroom.
- Write a journal entry addressing how you as a teacher can be an inspirational leader. What do you do to model ethical, respectful leadership? What qualities do you demonstrate that promote a safe environment for risk-taking by students? After reading the assignments, what goals do you have as a teacher to help students develop their individual leadership style? Create a list of inspirational quotes to hang on your classroom walls that promote developing relationships, friendship making, positive headset, courage, stamina, risk-taking, being of service to others, etc. Spend the time necessary to find a quote for every school day as a positive focus throughout the day. These quotes can set the tone and theme of all activities during a school day.
- Divide the class in two: one side research relationship building skills appropriate for gifted kids and the other side pursue leadership development skills for gifted kids. Each participant must obtain five excellent references that provide inspiring and helpful information and create five activities

to promote skill development. This can be accomplished through Web searches or locating books or articles of favorite authors. Write a two-page report on the Web sites of choice, books, articles, and subsequent activities. Make enough copies to pass out to fellow participants. You might pursue authors of inspirational or self-help books (Dyer, Gawain, Hays, Cameron, etc.) or authors in the gifted field who focus on emotional/moral/social giftedness and leadership development (i.e., Delisle, Feldhusen, Karnes, Piechowski, Roeper, Rimm, Sisk). Or, go on archives for *Roeper Review* articles (retrieved from FindArticles.com), pursuing Psychologists such as Maslow or Rogers, who address self-actualizing behavior. Also, browse new books on leadership development in the bookstore. Pass out a copy of your findings to the entire class, and present your Web sites, books, and activities. Each participant will thereby attain extensive suggestions to incorporate in the classroom.

- In pairs, create a classroom activity breaking down the elements of a dialogue. Research what occurs when there is a communication breakdown and how to resume flow of a respectful exchange. Offer this quote as a beginning to a unit on dialogue with students: "...the word "dialogue," as used by Bohm, comes from two Greek roots, dia and logos, suggesting "meaning flowing through." This stands in stark contrast to the word "debate," which means "to beat down," or even "discussion," which has the same root as "percussion," "concussion"—"to break things up." (Joseph Jaworski, Synchronicity, 1996, p.110). Have students role play the above differences.
- In any group discussion activity with students, it is important to have group guidelines to create a safe environment for sharing. Referring to the readings as a class, make a list of the essential "rules" for a safe and effective group. Create a unit of study using Galbraith and Delisle's (2002) "Eight great gripes of being gifted," focusing on number eight: "We worry about world problems and feel helpless to do anything about them." Integrate this "gripe" with personal responsibility for social action, however big or small, and servant leadership— "We were not born to spend our lives serving our own needs; we were born to serve the needs of others and, by doing so, realize our divine potential." (Lance Secretan, 2004, p. 152; Servant leadership introduced in Jaworski's *Synchronicity*, 1996). Create a lesson plan.
- Think of the ramifications of the following quote for you and your students:

"Who is the leader?" The answer is everyone, because at some point or another, we all must assume a leadership responsibility. This is what every member of a good team does all of the time. ...Moose's law of leadership: In a team of 100 people, there are 100 leaders. Leadership is not an activity for them, nor is it limited to the person at "the top" or the eldest. It is the responsibility of every human on this planet, regardless of age, function, race, material status, or any other condition....None of us is exempt from the responsibility, nor unworthy of the opportunities to lead.

(Lance Secretan, 2004, p.189, *Inspire! What Great Leaders Do*)

- Write a letter to your students inspiring their personal commitment to step forward and express their own style of leadership in small yet significant ways.
- Investigate options for students to participate in service learning projects where they work on community and welfare projects. What projects are on-going in your district schools and neighborhoods that students could join? How do these programs encourage students to take active roles in the community? Brainstorm who could come talk to your class to inform them on volunteer options and the service they could provide. Peruse Web sites with ideas and resources to help promote the development of philanthropic values, such as: Learning to Give (www.learningtogive.org); National Service-Learning Clearinghouse (www.servicelearning.org); National Youth Leadership Council (www.nylc.org); and National service Learning Partnership (www.nsip.convio.net).

Evidence of Mastery:

- Read articles and participate in discussion.
- Complete the Leadership Style Profile (Topic 10 HO 1, 2, and 3) and discuss.
- With your partner, create a unit on leadership for your students using anecdote provided.
- Listen to keynotes and write a journal entry.
- Write a journal entry on how to be an inspirational leader as a teacher.
 Create a list of quotes for daily use.
- Research the development of social skills or leadership skills and create a list of favorite sites and activities. Distribute to class.
- Create a classroom activity on "dialogue."
- Create a unit of study on "servant leadership."
- Write a letter to your students inspiring expression of leadership.
- Investigate opportunities for service activities and invite a speaker.

Additional Resources:

- Caudill, G., Croteau, J. M. (1993). Guiding images: Helping gifted and talented and creative children (pp. 141–147). Unionville, NY: Trillium Press.
- Delisle, J., & Galbraith, J. (2002). When gifted kids don't have all the answers. Minneapolis: Free Spirit Press.
- Jaworski, J. (1996). *Synchronicity: The inner path of leadership.* San Francisco: Berrett-Koehler Publisher.
- Karnes, F. A., & Bean, S. M. (1993). *Girls and young women leading the way* (pp. 127–153). Minneapolis: Free Spirit Press.
- Karnes, F., & Chauvin, J. (2000). Leadership skills inventory. Scottsdale, AZ: Gifted Psychology Press.
- Karnes, F., and Chauvin, J. (2000). Leadership development program.
 Scottsdale, AZ: Gifted Psychology Press.

- Lewis, B. (1991). *The kids' guide to social action.* Minneapolis, MN: Free Spirit Press.
- Manor-Bullock, R., Look, C., & Dixon, D. N. (1995). Is giftedness socially stigmatizing? The impact of high achievement on social interactions. *Journal for the Education of the Gifted*, 18(17), 319–338.
- Myrick, R., & Sorenson, D. (1992). Helping skills for middle school students.
 Minneapolis, MN: Educational Media Corp.
- Roeper, A. (1995). Selected Writings and Speeches. Minneapolis, MN: Free Spirit Press.
- Roeper, A. (2006). *The "I" of the beholder.* Scottsdale, AZ: Great Potential Press.
- Secretan, L. (2004). Inspire! What great leaders do. New Jersey: John Wiley and Sons.
- Sisk, D., & Rosselli, H. (1998). Leadership: A special type of giftedness. Monroe, NY: Trillium Press.
- Silverman, L. K. (Ed.). (1993). *Counseling the gifted and talented.* Denver: Love Publishing Company.

Leadership Style Profile

Often we have difficulty when asked to lead a certain kind of group. Some of us like to jump in and get things done, while others like to discuss and get others to cooperate. To be an effective leader, you need to know your style of leadership—whether you are more effective as a task leader (**T**) or as a people leader (**P**).

Goal

In this exercise you will learn to evaluate yourself in terms of *task orientation* and *people orientation*.

Directions

- 1. Fill out the *T-P Leadership Questionnaire*.
- 2. Listen to your trainer discuss the different types of leadership.
- 3. Score your questionnaire.
- 4. Discuss your results with the group.

Scoring Sheet Directions

The *T-P Leadership Questionnaire* is used to evaluate your dimensions of task orientation (**T**) and people orientation (**P**).

- 1. Circle the item number for questionnaire items 8, 12, 17, 18, 19, 30, 34, and 35.
- 2. Write a "1" in front of the circled Items to which you responded "S" (Seldom) or "N" (Never).
- 3. Write a "**F**" in front of the Items not circled to which you responded "**A**" (Always) or (Frequently).
- 4. Count the circled "1's." This is your score for concern for people. Record the score in the blank following the letter "P" at the end of the questionnaire.
- 5. Count the uncircled "**1's**." This is your score for concern for tasks. Record this number in the blank following the letter "**T**."

Evaluating Directions

To indicate your style of leadership, first find the number that represents your score on the concern for task dimension (**T**) on the left-hand arrow. Next, move to the right-hand arrow and find the number that represents your score on the concern for people dimension (**P**).

Draw a straight line that connects the **P** and **T** score; the point at which that line crosses the team "Shared Leadership" arrow indicates your score on that dimension.

T-P Leadership QUESTIONNAIRE

The following items describe aspects of leadership behavior. Respond to each item according to the way you would be most likely to act if you were the leader of a work group. Circle if you would be likely to behave in the described way: Always (A), Frequently (F), Occasionally (0), Seldom (S), or Never (N).

"If I were the leader of a work group,..."

Α	F	0	S	N	1. I would most likely act as the spokesman of the group.
Α	F	0	S	N	2. I would encourage overtime work.
Α	F	0	S	N	3. I would allow members complete freedom in their work
Α	F	0	S	N	4. I would encourage the use of uniform procedures.
A	F	0	S	N	I would permit the members to use their own judgment in solving problems.
A	F	0	S	N	6. I would like to be in charge of competing groups.
Α	F	0	S	N	7. I would speak as a representative of the group.
Α	F	0	S	N	8. I would needle members for greater effort.
Α	F	0	S	N	9. I would try out my ideas on the group.
A	F	0	S	N	I would let the members do their work the way they fee best.
Α	F	0	S	N	11. I would be working hard for a promotion.
Α	F	0	S	N	 I would be able to tolerate postponement and uncertainty.
Α	F	0	S	N	13. I would speak for the group when visitors are present.
Α	F	0	S	N	14. I would keep the work moving at a rapid pace.
Α	F	0	S	N	15. I would turn the members loose on a job and let them go.
Δ	F	Λ	S	N	16. I would settle conflicts when they occur in the room

Leadership Style Profile, continued

"If I were the leader of a work group,..."

Α	F	0	S	N	17.	I would get swamped by details.
---	---	---	---	---	-----	---------------------------------

- A F 0 S N 26. I would ask the members to work harder.
- A F 0 S N 27. I would trust the group members to exercise good judgment.
- A F 0 S N 28. I would schedule the work to be done.
- A F 0 S N 29. I would refuse to explain my actions.
- A F 0 S N 30. I would persuade the others that my ideas are to their advantage.
- A F 0 S N 31. I would permit the group to set its own pace.
- A F 0 S N 32. I would urge the group to better its previous record.
- A F 0 S N 33. I would act without consulting the group.
- A F 0 S N 34. I would ask the group members to follow standard rules and regulations.

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T-P Leadership Questionnaire Scores

Total Scores: T	(Task Leader)	P	(People Leader)
(To find score, read the	Scoring Sheet Dire	ctions found	at the beginning.)
	rd a particularistic a	approach to	ergiovanni, R. Metzcus, and leadership style: Some find- 9.
Reprinted from: A Handing. Volume I. J. William		•	for Human Relations Train- itors, San Diego, CA.

Determining Leadership Style

AUTOCRATIC LEADERSHIP		SHARED LEADERSHIP High Morale		LASSEZ-FAIRE LEADERSHIP High Morale	
High Productivity		and High Productivity	High Mora		
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		• •			
T—Concern for Task				P—Concern for People	
		•		•	
		0			

Shared Leadership Resulting from Relating Concern for Task and Concern for People

continue...

Leadership Characteristics Personal Inventory

Circling the term, select characteristics from the list below that you believe a good leader must possess in order for you to follow him/her:

Physically fit	Wealthy	Intelligent	Pessimistic
Honest	Optimistic	Eager	Courteous
Giving	Flexible	Integrity	Energized
Sensitive	Well-informed	Data gatherer	•
Delegator	Ethical	Charismatic	Empathetic
Responsible	Humorous	Visionary	Easy-going
Organized	Convincing	Friendly	Extrovert
Attractive	Thrifty	Authoritative	Considerate
Willing to argue	Protective	People person	Creative
Steadfast	Experienced	Cheerful	Serious
Popular	Complimentary	Accomplished	Relaxed
Now place an ast	erisk (*) next to the o	qualities that describe	e you.
Number the five n	nost important chara	cteristics of a leader	next to the description.
Give five example	es of times when you	took on a leadershi	n role:
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2			
3			<u>-</u>
4.			
o			· · · · · · · · · · · · · · · · · · ·
Describe your fee	lings when you are i	n a leadership positi	on: (Be specific.)

Leadership Characteristics Personal Inventory, continued

Draw a picture of your face and body when asked to take a leadership role:

TOPIC 11 - ADVOCATES FOR THE GIFTED

Key Question: How can advocates positively affect others' understanding and acceptance of gifted children's needs?

Objectives:

- Acquire and refine the knowledge and skills needed to advocate for gifted learners.
- Identify how parent, teacher, and educational advocates can positively affect gifted services and programming.
- Identify advocacy issues, needs, resources, educational laws, skills, and strategies.
- Support the necessity of self-advocacy by gifted students.

Key Concepts:

- Multi-faceted roles and skills of the educational advocate
- Importance of gifted students' self-advocacy
- Parent, teacher, and educational advocates' needs and resources

Recommended Reading Assignments:

Educational Advocacy for the Gifted:

- Davidson Institute for Talent Development. (2006). Does No Child Left Behind require that no child can get ahead? Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2 0&rid=14055
- Educational Resources Information Center. (n.d.). ERIC Digest #494.
 Supporting Gifted Education through advocacy. Retrieved from www.hoagiesgifted.org/eric/Archived/e494.html
- Educational Resources Information Center. (n.d.). ERIC. GT-Value FAQ. Retrieved from www.hoagiesgifted.org/eric/faq/gt-value.html
- Educational Resources Information Center. (n.d.). ERIC. GT-Legal issues.
 Retrieved from www.hoagiesgifted.org/eric/faq/gt-legal.html
- ERIC International/National Resources for Gifted Education. Retrieved from www.hoagiesgifted.org/eric/fact/gt-assoc.html
- Educational Resources Information Center. (n.d.). ERIC Digest. (n.d.).
 Student selection for gifted/talented programs.
 Retrieved from www.hoagiesgifted.org/eric/faq/gt-idpar.html
- Educational Resources Information Center. (n.d.). ERIC Digest 1990 #E494.
 Supporting gifted education through advocacy. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2 0&rid=11191
- Goodman, T. (n.d.). Asimov's law and advocacy. Retrieved from www. hoagiesgifted.org/asimovs law.htm
- National Association for Gifted Children. (n.d.). Know your audience.
 Retrieved from www.nagc.org/index.aspx?id=570

- National Association for Gifted Children. (n.d.). Take five! Advocating for gifted programs in local schools. Retrieved from www.nagc.org/index.aspx?id=697
- Robinson, N. (2005). Assessing and advocating for gifted students:
 Perspectives for school and clinical psychologists. The National Research Center on the Gifted and Talented. Retrieved from www.gifted.uconn.edu/nrcgt/robinsn2.html
- Sheard, W. (n.d.). A civil rights action for gifted children. Retrieved from www.hoagiesgifted.org/civil_action.htm
- Smutny. J. (1995). Early gifts, early school recognition. Understanding our Gifted, 7(3), 1, 13–16. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2 0&rid=11486

Parental Advocacy for the Gifted:

- Davidson Institute for Talent Development. (2004). Parenting tips on educational advocacy. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2 0&rid=13063
- Davidson, J., Kring, D., & Moseley, J. (2005). How parent advocacy groups can make a difference: An interview with Debbie Kring and Juli Moseley. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2 0&rid=13976
- DeVries, A. (1999). How to make parent-teacher conferences worthwhile and productive. In *Parenting for High Potential*. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=13114
- Johnsen, S. (n.d.). Knowledge is key: Advocating for your gifted child. Retrieved from www.dukegiftedletter.com/articles/vol7no1_connex.html
- Lloyd., M. (1999). The tea and terrorist society: Parent advocacy at the district level. The Hollingsworth Center, 12(3). Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0,2_0&rid=11228
- Neville, C. (1997). Portfolio: An effective way to present your child to the school. The Hollingsworth Center, 11(1). Retrieved from www.qt-cybersource.org/Record.aspx?NavID=2 0&rid=11263
- Osborn, J. (n.d.). Assessment, educational issues, advocacy: The process of parenting a profoundly gifted child. Retrieved from www.qt-cybersource.org/Record.aspx/NavID=2 0&rid=11505
- Sinclair, E. (2005). Tips for parents: Educational advocacy. Young Scholar Seminar. Retrieved from www.gt-cybersource.org/Record. aspx?NavID=2 0&rid=13962

Learning Options and Activities:

- Divide the readings among participants. Gather together in small groups to discuss key features of articles covered. Create an overhead to share with the entire class of insightful information. Have the groups take turns expounding on the points on the overhead to the entire class and posing relevant questions for discussion.
- Independently, complete Topic 11 HO 1, thereby documenting a wealth of
 information on available local, state, and national resources. Facilitate a
 class discussion on the use of these organizations and have participants
 volunteer for a role-play to denote how a referral for services could be
 made. Emphasize the delicacy of approaching all topics and the manner
 in which a referral to a resource should be conducted. Participants must
 avoid making personal references or recommendations and provide referral information in a caring, non-judgmental manner. Guest speakers from
 community resources may be invited to share information about the
 services they provide.
- Peruse the following Web sites reading articles concerning all aspects of
 educational advocacy. Familiarize yourself with the issues and needs that
 advocates pursue related to resources for advocates; laws and organizations that support advocacy of the gifted; and helpful strategies for parents,
 teachers, and self-advocates. See Hoagies "advocacy" of 12 pages at:
 www.hoagiesgifted.org/legal_resources.htm. Also, refer to Davidson
 Institute for Talent Development article library; type "advocacy," then
 retrieve articles at www.gt-cybersource.org/Record.aspx?NavID2_0%rid.
- Florida has a mandate for service for gifted. Compare this to other states. How many do and do not have such a mandate? Compile a chart showing states that have a mandate for identification vs. service. Check the Web site for the National Association for Gifted Children (NAGC.org) for this information. Determine how many states provide funding for gifted programs and services. How much discrepancy is there in funding among states? What factors might you give that explains why some states have mandates and/or funding for programs? Find out what you can about affiliate groups in each state and their role in advocating. What affiliate groups are in Florida, and what role does each play? Make a list of coordinators and state advocacy groups in Florida using the following Web site: http://www.hoagiesgifted.org/eric/fact/stateres.html
 Take notes on relevant information you could pass on to parents, teachers, and counselors at your school.
- Investigate the legislative sessions in Florida. Review the calendar and find out when bills are introduced, hearings are held, committees meet, when there are budget hearings, and when voting occurs. Consider assembling a group of parents, educators, and others who are willing to advocate for the gifted. Write letters, make phone calls, visit in their offices when the legislators are at home, and let them know how you feel. Decisions about identification, service, and funding in Florida stem from legislative action.

- Additionally, consider attending a school board meeting and ask to be put on the agenda to discuss the plight of gifted students.
- You have been asked to conduct an in-service training session regarding specific characteristics, needs, and issues for gifted and talented students and strategies for addressing these issues. Write a synopsis of what you would cover and activities you would include to help district staff understand gifted kids and recognize what they can do in the classroom, in a gifted program, or in a counseling setting. After each participant has compiled her/his list, divide into quads and blend the ideas to co-create an ideal in-service determining what should be included and why. Lastly, each quad group will share their in-service with the remainder of the class.
- You are an advice columnist for educators. Write a response to both of the following letters:

Dear Gabby,

I am working with a gifted girl who is starting to "play the game" and mask her abilities. She also seems to be losing interest in any academic challenges and, when asked about her future plans, says she would like to be a secretary. I don't want her talents to be untapped. What can I do?

Signed, Frustrated

Dear Gabby,

I'm becoming quite concerned about a very bright, imaginative student who seems to be increasingly uninterested in school and who is often very intensely emotional. How can I decide what should be done to respond to this child's needs? What options should I consider? Help!

Signed, Panicky

- In pairs, participants address the following scenario: You are a program
 coordinator for gifted and have decided to begin implementation of a
 program of preventative counseling for the gifted. Describe your plan for
 year one of this program, indicating appropriate strategies that teachers or
 counselors might use to respond to gifted students' unique social-emotional
 needs. Map out tentative goals worth pursuing over the next five years.
 After each pair has completed the task, have the class create imperative
 goals collectively.
- Divide the class into four sections. Each group is assigned a role play scenario and prepares and casts a role play vignette demonstrating a negative response and a positive response. Present the role plays in front of the class and conduct a discussion of the significant components.
 - 1. As a parent advocate for your child, approach the teacher concerning your 3rd grade son's boredom in the classroom, newly expressed refusal to complete homework, and frustrated attitude at home.
 - 2. As a parent advocate, approach the teacher with your concern about your sixth grade daughter's overwhelming anxiety about the extensive nightly homework that the teacher claims will prepare students for junior high expectations. Your daughter takes four hours to com-

- plete homework every night and does not have time to relax and pursue hobbies. She has become frozen when trying to approach the work; no longer sleeps well; and is chronically tired, cranky, and tearful.
- 3. As a teacher advocate, talk with one of your colleagues who does not understand how a gifted student could possibly be "at risk."

 Prepare a clear, concise description of the factors that can place a gifted child at risk, and discuss some of the interventions that might make a difference.
- 4. As a fifth grade self-advocate, approach a teacher concerning your boredom during class and with homework assignments. Attempt to set forth a "mastery learning" situation where you can demonstrate knowledge of core concepts in a subject (80 percent mastery compared with the teacher's expectation of 95 percent mastery) so you can proceed on to more advanced and comprehensive study. Help her to accept that understanding concepts without knowing all the details is acceptable learning.

Evidence of Mastery:

- Read articles assigned and discuss key features.
- Complete list of local, state, and national resources. (Topic 11 HO 1)
- Peruse provided Web sites and take notes on relevant information on advocacy.
- Compile a chart comparing states with and without gifted mandates and funding. Note Florida advocacy groups.
- Investigate and take notes on legislative sessions and dates in Florida.
- Write a synopsis of what you would include during an in-service training session about gifted students.
- Write a response to both letters.
- Co-create a five-year preventative counseling program for gifted students.
- Role play a situation assigned to group and discuss relevance with class.

Additional Resources:

- Chase, B., & Katz, B. (2002). The new public school parent: How to get the best education for your child. New York: Penguin Publishers.
- Davidson, J., & Davidson, B. (2004). Genius denied. New York: Simon & Schuster.
- Gilman, B. (2003). *Empowering gifted minds: Educational advocacy that works*. Denver: DeLeon Publishing.
- Riley, T. L. (1999). Put on your dancing shoes! Choreographing positive partnerships with parents of gifted children. *Gifted Child Today*, 22, 50–53.
- State of Florida, Department of Education: Acceleration Brief #311781. Clearinghouse Information Center, Room 628, Turlington Bldg., 325 West Gaines Street, Tallahassee, Florida 32399-0400 (Phone: 850-245-0477; SunCom: 205-0477; Fax: 850-245-0987; E-mail: cicbiscs@FLDOE.org)

Pertinent Information That Might Expedite the Utilization of the Services

Master List of Available Resources

LOCAL RESOURCES: (Within 50 miles of local area)

1.	₋ocal Mental Health Organization:
	Name:
	Address:
	Phone number:
	Contact person:
	E-mail address:
	How to refer:
	Web site (if available):
2.	Local church/counseling centers: (minimum 2)
	Name:
	Address:
	Phone number:
	Contact person:
	E-mail address:
	How to refer:
	Web site (if available):
	Name:
	Address:
	Phone number:
	Contact person:
	E-mail address:
	How to refer:
	Web site (if available):

3.	AA/alateen:
	Name:
	Address:
	Phone number:
	Contact person:
	E-mail Address:
	How to refer:
	Web site (if available):
4.	Domestic abuse groups:
	Name:
	Address:
	Phone number:
	Contact person:
	E-mail Address:
	How to refer:
	Web site (if available):
5.	Bulemia/anorexia support group:
	Name:
	Address:
	Phone number:
	Contact person:
	E-mail Address:
	How to refer:
	Web site (if available):

6. Weight Watchers/TOPS/or Overeaters Anonymous:

	Name:
	Address:
	Phone number:
	Contact person:
	E-mail Address:
	How to refer:
	Web site (if available):
7. Dru	rehabilitation:
	Name:
	Address:
	Phone number:
	Contact person:
	E-mail Address:
	How to refer:
	Web site (if available):
8. Wo	en's center:
	Name:
	Address:
	Phone number:
	Contact person:
	E-mail Address:
	How to refer:
	Web site (if available):

9. Hunger/homeless center:

	Name:
	Address:
	Phone number:
	Contact person:
	E-mail Address:
	How to refer:
	Web site (if available):
10. F	ugee center:
	Name:
	Address:
	Phone number:
	Contact person:
	E-mail Address:
	How to refer:
	Web site (if available):
11. F	pice:
	Name:
	Address:
	Phone number:
	Contact person:
	E-mail Address:
	How to refer:
	Web site (if available):

12.	Mensa:
	Name:
	Address:
	Phone number:
	Contact person:
	E-mail Address:
	How to refer:
	Web site (if available):
13.	Private family psychologists with knowledge of gifted within area:
	Name:
	Address:
	Phone number:
	Contact person:
	E-mail Address:
	How to refer:
	Web site (if available):
	Name:
	Address:
	Phone number:
	Contact person:
	E-mail Address:
	How to refer:
	Web site (if available):
	Name:
	Address:
	Phone number:
	Contact person:
	E-mail Address:
	How to refer:
	Web site (if available):

14. School psychological services:

	Name:
	Phone number:
	Contact person:
	E-mail Address:
	How to refer:
	Web site (if available):
15. Hot	lines:
	Child abuse number:
	Family/domestic abuse:
	Arson hotline:
	Crime report (anonymous):
	Suicide prevention:
	Other:

STATE RESOURCES FOR GIFTED STUDENTS

1. Department of Education – state consultant

	Name:
	Address:
	Phone number:
	Contact person:
	E-mail Address:
	How to refer:
	Web site (if available):
2. FLAC	6 – Florida Association for Gifted:
	Name:
	Address:
	Phone number:
	Contact person:
	E-mail Address:
	How to refer:
	Web site (if available):
3. FGN	Florida Gifted Network
	Name:
	Address:
	Phone number:
	Contact person:
	E-mail Address:
	How to refer:
	Web site (if available):

NATIONAL RESOURCES

1. NAGC - National Association for Gifted Children:

	Address:
	Phone number:
	Contact person:
	E-mail Address:
	How to refer:
	Web site (if available):
2.	CEC – Council for Exceptional Children:
	Address:
	Phone number:
	Contact person:
	E-mail Address:
	How to refer:
	Web site (if available):
3.	Mensa International:
	Address:
	Phone number:
	Contact person:
	E-mail Address:
	How to refer:
	Web site (if available):

4. Other nationally offered resources: (Minimum of 3) Name: _____ Address: _____ Phone number: _____ Contact person: E-mail Address: How to refer: _____ Web site (if available): _____ Name: Address: _____ Phone number: ____ Contact person: E-mail Address: How to refer: _____ Web site (if available): Name: _____ Address: ____ Phone number: _____ Contact person: _____ F-mail Address.

L-mail Address.			
How to refer:			
Web site (if available):			
Name:			
Address:			
Phone number:			
Contact person:			
E-mail Address:			
How to refer:			
Web site (if available):			
and Counceling Topic 11 HO 1 continued			

	Name of chairperson:							
	Address:							
	Phone number:							
	Contact person:							
	E-mail Address:							
	How to refer:							
	Meetings (day, time, place):							
	- 							
	Web site (if available):							
6. Legis	lative contacts – local:							
	Name:							
	Address:							
	Phone number:							
	Contact person:							
	E-mail Address:							
	How to refer:							
	Web site (if available):							
	Name:							
	Address:							
	Phone number:							
	Contact person:							
	E-mail Address:							
	How to refer:							
	Web site (if available):							

5. Local School Board:

7. State Representatives: Name: ____ Address: _____ Phone number: _____ Contact person: _____ E-mail Address: How to refer: Web site (if available): Name: _____ Address: Phone number: Contact person: E-mail Address: How to refer: _____ Web site (if available): Name: _____ Address: _____ Phone number: _____ Contact person: E-mail Address: How to refer: _____ Web site (if available): 8. Chancellor or Commissioner of Education: Name: _____ Address: ____ Phone number: _____

Guidance and Counseling Topic 11 HO 1, continued

E-mail Address:

How to refer:

Contact person: _____

Web site (if available):

TOPIC 12 - PARENTING THE GIFTED CHILD AND FAMILY DYNAMICS

Key Question: What is different about parenting a gifted child?

Objectives:

- Understand that gifted children naturally have unique needs that parents are challenged to address daily.
- Recognize that parents of gifted children need guidance and support to respond suitably to additional needs and demands of their children.
- Realize that parents of gifted children may experience isolation from other parents due to others' lack of understanding; societal expectations and myths; jealousy; competition; and lack of acceptance that gifted children have special needs.
- Understand the significance of quote from Mr. Rogers: "The best thing parents can do for children is to listen to them."

Key Concepts:

- Parents of gifted children have additional demands in their parenting roles.
- Parents of gifted children are often isolated and need guidance and support in responding suitably to their children.
- Teachers can provide vital resource links for these parents.

Recommended Reading Assignments:

Parenting Gifted Children:

- Colangelo, N., & Dettmann, D. (1983). A review of research on parents and families of gifted children. *Exceptional Children*, 50. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2=0&rid=11455
- Cooper, B. (n.d.). So, the thing is...I am sorry. Retrieved from www. hoagiesgifted.org/apology.htm
- Cronin, A. (n.d.). Asynchronous parenting. Retrieved from www. gt-cybersource.org/Record.aspx?NavID=2_0,2-0&rid=11506
- Dale, H. (n.d.). Musings on our report card. Retrieved from www. hoagiesgifted.org/musings.htm
- Davidson Institute for Talent Development. (2004). Gifted-friendly parenting strategies. Retrieved from www.gt-cybersource.org/Record. aspx?NavID=2_0&rid=13061
- Duke University Talented Identification Program. (2006, Fall). Developing personal talent in your child. *Duke Gifted Letter*, 7(1).
 Retrieved from www.dukegiftedletter.com/articles/vol7no1_feature.html
- Elias, M. (n.d.). Critical, demanding parents can damage gifted children. Retrieved from www.usatoday.com/news/health/2005-08-21-gifted-kids x.htm

Parenting Gifted Children, continued:

- Feldman, D., & Piirto J. (n.d.). Parenting Talented Children. In I. Bornstein (Ed.), Handbook of Parenting (pp. 285–304). New York: Longman. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=10581
- Hill, S. (n.d.). Parenting tips: Director's corner. Retrieved from www. sengifted.org/articles_directorscorner/Hill_Jan06.shtml
- Jacobsen, M. (n.d.). Tips for parents: The real world of gifted teens. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_ 0&rid=12366
- Kearney, K. (n.d.). Parenting highly gifted children: The challenges, the joys, the unexpected surprises. Retrieved from www.hoagiesgifted.org/ parenting_hg.htm
- Kvol, K. (n.d.). The art of avoiding power struggles with children. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2 0,2 0&rid=12311
- Lind, S. (n.d.). Tips for parents: Introverts. Retrieved from www. sengifted.org/articles_parenting/Lind_TipsForParentsIntroverts.shtml
- Lind, S. (n.d.). Tips for parents of intense children. Retrieved from www. sengifted.org/articles_parenting/Lind_TipsForParents OfIntenseChildren.shtml
- Ruf, D. (n.d.). The do's and don'ts for raising gifted kids. Retrieved from www. educationaloptions.com/raising_gifted_children.htm
- Schecter, J. (n.d.). Evaluating intellectual potential. Retrieved from www. ctd.northwestern.edu/resources/identification/evalintellect.html
- Sheely, A. (n.d.). Sex and the highly gifted adolescent. Retrieved from www.talentdevelop.com/articles/sexhighlygftd.html
- Siegle, D. (n.d.). Parenting strategies to motivate under-achieving gifted students. Retrieved from www.dukegiftedletter.comm/articles/vol6no4_ee.html
- Thomas, J. (n.d.). Hard won truths. Retrieved from www.hoagiesgifted.org/ hard wontruths.htm
- Torrance, P., & Goff, K. (n.d.). Fostering academic creativity in gifted students. Retrieved from www.hoagiesgifted.org/eric/Archived/e484.html
- Webb, J. (n.d.). Tips for selecting the right counselor or therapist for your gifted child. Retrieved from www.sengifted.org/articles_parenting/Webb_ TipsForSelectingTheRightCounselorForYourGiftedChild.shtml
- Wright, B. (n.d.). Parents' perspective of early college entrance for profoundly gifted children, Part I and II. Retrieved from www. gt-cybersource.org/Record.aspx?NavID=2_0&rid=11257

Family Dynamics:

- Kearney, K. (n.d.). Life in the asynchronous family. Retrieved from www. hoagiesgifted.org/asynchronous.htm
- Peters, R. (n.d.). How to help keep your kid from being bullied. Retrieved from www.gt-cybersource.org/Record.aspx?NavID=2_0&rid=13824
- Rimm, S. (n.d.). The effects of sibling competition. Retrieved from www. gt-cybersource.org/Record.aspx?NavID=2 0,2 0&rid=14044
- Robinson, N. (n.d.). Grandparents: What you (and maybe only you) can do to support your granchildren's talent development. Retrieved from www. ctd.northwestern.edu/resources/talentdevelopment/grandparents.html
- Silverman, L., & Kearney, K. (n.d.). Parents of the extraordinarily gifted. Retrieved from www.hoagiesgifted.org/parents_of_eg.htm

Learning Options and Activities:

- Divide the articles among groups of participants. Each person takes a turn sharing the highlights of the articles read. Create an overhead of core issues and specific needs addressed in the articles and share with the class.
- In pairs, share the fears and prejudices you have held as a teacher about gifted kids and parents of gifted children. Share your personal experiences with parents—both positive and negative. Discuss how parents and teachers end up "on either sides of the street" regarding educational services for gifted kids. As a dyad, answer the following questions:
 - -What is at the core of these issues?
 - -How have others' opinions and experiences affected your attitude and experience?

Two dyads gather together for quad sharing. Incorporating what you have learned throughout this course, brainstorm steps you could take to address both kids' needs and parents' needs differently than you have in the past. Collectively, enumerate and report to the class specific information from this module that has positively affected your understanding, acceptance, and subsequent relationships with gifted students and parents.

• With the same quad operating as a team, create an overhead of a grid with four columns across the top entitled:

Situation/Problem
Teacher's Perspective
Parent's Perspective

Possible Solutions

Next, list numbers one through five going down the left side margin denoting five problem situations. Address each of five problem situations you have experienced, naming each in a single box. In filling out the grid for each problem, record the frame of reference of the teacher and the distinctly different frame of reference of the parent regarding these issues. As a dyad, create a new solution to this problem. After completing the overhead, all dyads will take a turn in presenting their grid. Collectively as a class, address each problem and "flesh out" additional potential solutions that would lead to better parent and teacher communication and collaboration.

- Write a brief commentary on why parents of gifted children need guidance and support in attending to the additional demands of their children. List the specific needs that differentiate this parental role from the parental role of other families. Specify ways that you, as a teacher, can be of service to these parents. Consider submitting this to a local newspaper editorial page.
- One way of responding to parents of gifted children's genuine needs is to become a resource provider in your classroom and school. Create a resource list you can hand out to these parents that contains excellent Web sites, helpful articles relevant to specific topics, and exceptional books that will answer a multitude of their questions. Also, make a list of names of professionals in your area who specifically address the needs of gifted individuals and any advocacy or parent group in the vicinity. Include the following on that list:
 - -Local, state, and national resources to which parents can belong
 - -Camps and talent searches available to gifted children
 - -Area universities, colleges, and community colleges that have summer programming for gifted children
- Parents can be your strongest allies and advocates for the gifted. Ask
 each participant to select a book about gifted children that is intended for
 an audience of parents. In the Additional Resources section of this topic
 are listed several exceptional books for you to review to provide adequate
 support to these parents. Have each participant discuss the effectiveness,
 usefulness, readability, thoroughness, and affordability of their selection.
 (Rubric for evaluation of each book is attached at the end of the module,
 Topic 12 HO 1.) To provide an additional source of parent resources,
 compile a list of books chosen by each class member along with the
 ranking given from the rubric.
- Attempt to find a support group for parents of gifted children and ask if
 you can attend a meeting to understand their needs and concerns "from
 the inside out." Ask whether they are open to new parent members and
 how the meetings are structured. If there is not a parent group available in
 your area, collaborate with several parents of gifted children in your classroom and hold an informal introductory meeting where parents can gather
 together and establish a supportive community. Provide to the attending
 parents the preceding mentioned handouts of resources, books, and Web
 site addresses that may respond to their concerns and questions.

- You may be able to impact respectful understanding, sharing, and cooperation among teachers, administrators, and parents of gifted children by grouping participants according to proximity of schools. Starting as a "local" group of teachers, collectively determine how you could orchestrate increased collaboration. Consider answers to these questions:
 - -What opposition would you face in this attempt?
 - -What could be done about this?
 - -What event could you create to enhance communication among all participants and begin a positive process?
- Write a letter to parents concerning behavior their child has displayed numerous times in the classroom. Pick from four concerns:
 - -Anxiety and perfectionism
 - -Depression
 - -Bullying and taunting
 - -Peer pressure

Carefully draft the letter of your choosing and share it in a group of four participants. Give one another constructive feedback on the effectiveness and sensitivity of the letter.

Evidence of Mastery:

- Read articles and share relevant information in group.
- As dyads, discuss experiences and fears. As quads, enumerate changes in awareness, attitudes, and subsequent relationships and present to class.
- In quads, create a matrix of five problem situations, teacher and parent perspectives, and solutions.
- Write a commentary justifying and defining the special needs of parents of gifted children.
- Create a comprehensive list of resources, Web sites, books, and articles to hand out to parents.
- Pick a parenting book to review and rate the quality; compile a list of good books for parents.
- Locate or establish a support group for parents of gifted children.
- Collaborating with other teachers in your locale, plan an intervention to orchestrate respectful communication between teachers and parents.
- Write a letter to parents regarding their child's behavior and share in a group.

Additional Resources:

- Davidson, J., & Davidson, B. (2004). *Genius denied: How to stop wasting our brightest minds*. New York: Simon & Schuster.
- Delisle, J. (2006). Parenting gifted kids: Tips for raising happy and successful kids. Waco, TX: Prufrock Press.

- Laney, M. (2005). The hidden gifts of the introverted child: Helping your child thrive in an extroverted world. New York: Workman Publishing Co.
- Matthews, D., & Foster, J. (2004). Being smart about gifted children: A guidebook for parents and educators. Scottsdale, AZ: Great Potential Press.
- Palmer, D. (2006). *Parents guide to IQ testing and gifted education*. Long Beach, CA: Parent Guide Books.
- Rimm, S. (2007). *Keys to parenting the gifted child*. Scottsdale, AZ: Great Potential Press.
- Webb, J., Gore, J., Amend, E., & DeVries, A. (2006). *A parent's guide to gifted children*. Scottsdale, AZ: Great Potential Press.
- Webb. J., Meckstroth, E., Tolan,S. (1982). Guiding the gifted child.
 Columbus, OH: Ohio Psychology Pub.

Evaluation of Books for Gifted Parents

Title: _ Author	r: her:				
	<i>LOW</i> (0 POINTS)	<i>AVERAGE</i> (1 POINT)		GOOD (2 POINTS)	
READABILITY	Boring or too full of jargon.	Easy to understand. Avoids jargon.	,	Well-written. Avoids jargon. Gives thorough explanations.	
ACCURACY OF INFORMATION	Information rambles or is inaccurate.	Offers good information but from undocumented sources.		pplies background information for oncepts offered.	
THOROUGHNESS	Does not completely cover topic.	Offers good information but from undocumented sources.		pplies background information for oncepts offered.	
USEFULNESS OF IDEAS	Offers no ideas for implementation.	Easily implemented ideas.		phly creative ideas that can be plemented easily.	
AFFORDABILITY	Costly for information offered.	Average price range.		offordable for the abundance of material offered.	
RESOURCES LISTED	None listed.	Few listed.		Abundance of resources.	
		EVALUATION SCALE:		TOTAL # POINTS:	
		Excellent Resources		10–12 points	
Total Points	Earned:	Good		7–9 points	
		Fair		5–6 points	
		Poor		Below 5 points	

TOPIC 13 - EMOTIONAL AND SPIRITUAL GIFTEDNESS

Key Question: Are all intellectually gifted children emotionally and spiritually gifted as well?

Objectives:

- Understand distinguishing characteristics of emotional giftedness.
- Become aware of characteristics of spiritual giftedness displayed in children.
- Realize a person can be emotionally or spiritually gifted and not intellectually gifted, or intellectually gifted and not emotionally or spiritually gifted.

Key Concepts:

- Distinguishing characteristics of emotional giftedness
- Characteristics of spiritual giftedness displayed in children
- A person can be emotionally or spiritually gifted and not intellectually gifted, or intellectually gifted and not emotionally or spiritually gifted.

Recommended Reading Assignments:

Emotional Giftedness:

- Piechowski, M. M. (1997). Emotional giftedness: An expanded view. ERIC # ED413695. Retrieved from http://www.eric.ed.gov/ERICDocs/data/ ericdocs2sql/content_storage_01/0000019b/80/15/0d/eb.pdf
- Piechowski, M. M. (2003). Emotional and spiritual giftedness. In N. Colangelo & G. A. Davis (Eds.), *Handbook of gifted education* (3rd ed., pp. 403–416). Boston: Allyn & Bacon.
- Piechowski, M. M. (1997). Emotional giftedness: The measure of interpersonal intelligence. In N. Colangelo & G. A. Davis (Eds.), *Handbook* of gifted education (pp. 366–381). Needham Heights, MA: Allyn & Bacon.
- Piechowski, M. M. (2006). Gifted at heart. In M. M. Piechowski, "Mellow out," they say. If I only could (pp. 207–222). Madison, WI: Yunasa Books.
- Roeper, A. (1998). The "I" of the beholder: An essay on the self, its existence, and its power. *Roeper Review*, 20, 144–149.

Spiritual Giftedness:

- Lovecky, D. (n.d.). Spiritual sensitivity in gifted children. Roeper Review, 20, 178–183.
- Noble, K. (2000). Spiritual intelligence: A new frame of mind. *Advanced Development Journal*, 9, 1–29.
- Piechowski, M. M. (2000). Childhood Spirituality. *Journal of Transpersonal Psychology*, 33, 1–15.

- Piechowski, M. M. (2000). Childhood experiences and spiritual giftedness. *Advanced Development Journal*, 9, 65–90.
- Piechowski, M. M. (n.d.). Spiritual Giftedness. Notes from presentation at NAGC.
 - Retrieved from www.metagifted.org/topics/metagifted/spiritualGiftedness/
- Piechowski, M. M. (2006). Spiritual giftedness. In M. M. Piechowski, "Mellow out," they say. If I only could (pp. 245–264). Madison, WI: Yunasa Books.
- Tolan, S. (n.d.). Spirituality and the highly gifted adolescent. Retrieved from www.stephanietolan.com/spirituality.htm

Learning Options and Activities:

- There are ample articles, books, and Web sites portraying the significance of emotional sensitivity, emotional development, and emotional needs of gifted individuals. However, there is not much written on emotional giftedness. After reading the articles listed, gather in quads and enumerate what composes and differentiates emotional giftedness from highly sensitive gifted children. Create an overhead of significant points made, and each group share with the class.
- What is the difference between emotional intelligence and emotional giftedness? Compare the writings of Daniel Goleman (1997, Emotional Intelligence: Why it Can Matter More Than IQ) and other articles on Emotional I.Q. readily available on the Web, with the writings assigned above on emotional giftedness. Write a commentary stating your position on these two distinct yet overlapping concepts. Address how "emotional I.Q." can promote prejudice of intellectually gifted kids who are not emotionally gifted.
- For the instructor: Utilizing Maureen Murdock's (1988) book, Spinning Inward: Using guided imagery with children for learning, creativity and relaxation, an excellent resource for parents and teachers of children, or another guided visualization books (i.e., Shakti Gawain: Creative Visualization; Louise Hays: You Can Heal Your Life, etc.), lead the class through several relaxation/positive manifestation/calming and healing/ visualization exercises. After each exercise, have a class discussion on the effect of these exercises covering all five domains of the self: intellectual, emotional, physical, spiritual, and social. Ask these questions:
 - -How can these exercises be useful in your everyday life?
 - -How can they be useful in the classroom with children?
 - -Have you tried relaxation exercises in your class before exams?

Require each participant to find a short (no longer than five minutes) guided visualization exercise they feel is particularly helpful for soothing and relaxation. Divide into groups of four, and have each participant lead the group through the guided visualization. Give each other constructive feedback on how to make the exercise more powerful.

- Peruse several Web sites that discuss alternative presentations of spiritual giftedness. (earthwalk for highly aware children and families: retrieved at www.earth-walk.net; Indigo children: retrieved at www.newworld.co.za/ starpeopleindigo.htm; Megagifted: www.metagifted.org)
- There are many books and Web sites on Indigo children and adults. Continue to explore various sites to become well versed on this ideology. Write an essay on your reaction to these sites compared to the assigned articles on spiritual giftedness. Address the similarities and differences in perspective of spiritual giftedness. Ask yourself these questions:
 - -Have you seen evidence of spiritual giftedness in students or adults you know?
 - -How is spiritual giftedness shown in these individuals?
 - -Is spiritual giftedness related to religious vigor?
 - -What is your reaction to the concept of Indigo children?
 - -Do you believe there is such a thing called "spiritual giftedness"?
 - If you have an interest in emotional and spiritual giftedness, Michael Piechowski's book, "Mellow Out", They Say. If I Only Could, is essential reading. Have class participants read sections of the book assigned in the readings above, and pick excerpts that they feel particularly depict both internal characteristics and manifested behavior of these emotionally or spiritually gifted individuals. In quads, share what you found most useful and address the following questions:
 - -Is spiritual and emotional giftedness overlapping, displayed simultaneously, or mutually exclusive?
 - -How is the phenomenological experience of an emotionally or spiritually gifted child different from an intellectually gifted child?
 - -What needs might these children have that will affect their behavior and relationship choice?
 - -As a teacher or as a parent of these children, what do you need to provide to create a safe environment in which to grow?

Each quad will report to the class their findings.

- Do a Web search and make an extensive list of summer camps and summer activities for intellectually gifted children. One camp, Yunasa, sponsored by the Institute for Educational Advancement, specifically addresses emotional and spiritual giftedness in profoundly gifted children (retrieved from www.educationadvancement.org). Read about the camp and the philosophy behind Yunasa. Ask yourself these questions:
 - -Why do you think there is a special camp for emotionally and spiritually gifted children?
 - -What do they do differently than other camps?

Make a list of summer camps for gifted children and what they specifically offer. Are there other camps that address emotional or spiritual giftedness? What do you think are important components to provide during a camp to these uniquely evolved spiritually gifted children?

Evidence of Mastery:

- Read articles and in quads create an overhead of distinguishing characteristics of emotional giftedness.
- Write a commentary on emotional I.Q. and emotional giftedness.
- Participate in all visualization exercises and lead an exercise of your choice.
- Peruse Web sites on spiritual giftedness and write an essay.
- Read excerpts from book and discuss in quads components of spiritual giftedness.
- Conduct a Web search of summer programs for intellectually gifted kids as well as emotionally and spiritually gifted children.

Additional Resources:

- Aron, E. (1996). The highly sensitive person: How to thrive when the world overwhelms you. New York: Carol Pub.
- Choquette, S. (1999). The wise child: A spiritual guide to nurturing your child's intuition. CA: Three Rivers Press.
- Goleman, S. (1997). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Books.
- Hart, T. (2003). The secret spiritual world of children. Makawao, HI: Inner Ocean.
- Kurcinka, M. S. (1991). Raising your spirited child: A guide for parents whose child is more intense, sensitive, perceptive, persistent, energetic. New York: HarperCollins.
- Noble, K. (2001). *Riding the windhorse: Spiritual intelligence and the growth of the self.* Cresskill, NJ: Hampton Press.
- Noble, K. (1994). The sound of a silver horn: Reclaiming the heroism in contemporary women's lives. Columbine, NY: Fawcett Pub.
- Piechowski, M. M. (2006). "Mellow out", They say. If I only could. Madison, WI: Yunasa Books.
- Rubin, L. (1996). *The transcendent child*. New York: Harper Perennial.
- Sisk, D., & Torrance, E. P. (2001). *Spiritual intelligence: Developing higher consciousness*. Buffalo, NY: Creative Education Foundation.

Evaluation Form

In an attempt to constantly address the quality and value of the Gifted Endorsement Modules, the role of a critical examination or evaluation becomes essential. While presenting this module or upon its completion, please complete the following evaluation and send it to:

Dr. Christine Weber COEHS, C&I, Building 9 University of North Florida 4567 St. Johns Bluff Road South Jacksonville. FL 32224

Using a Likert-like scale of 1 to 5, with 1 being **Not Present or Not Appropriate** (negative) and 5 being **Much in Evidence or Very Appropriate** (positive), rate the following elements of this Gifted Endorsement Module by circling the number that corresponds with your evaluation:

a) Flexible structure/sequence	1	2	3	4	5	
b) Modifiable according to student interests	1	2	3	4	5	
c) Diverse use of References and Resources	1	2	3	4	5	
d) Both lower and higher level thinking activities	1	2	3	4	5	
e) Depth of concepts covered	1	2	3	4	5	
f) Multiple means of assessment	1	2	3	4	5	
g) Diverse learning opportunities	1	2	3	4	5	
h) Originality	1	2	3	4	5	
i) Dealing with contemporary issues	1	2	3	4	5	
j) User friendly	1	2	3	4	5	

To provide general comments or suggestions, please use this space below and the reverse side, if necessary. Thank you for your input.



Florida Department of Education Jeanine Blomberg, Commissioner

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