



Journeys with Bright and Gifted Children: A Survival Guide

January 2012

Utah Association for Gifted Children, www.uagc.org

Beginning Resources

www.highabilityutah.org/parents -
High-Ability Utah Parent Resource Center

www.hoagiesgifted.org -
Comprehensive resource site

www.nagc.org -
National Association for Gifted Children

www.uagc.org -
Utah Association for Gifted Children

www.eric.ed.gov - digital library of research,
Education Resources Information Center

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

www.gifteddevelopment.com -
The Gifted Development Center in Denver

Beginning Books

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

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

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

JOIN A LISTSERV

UAGC News see www.uagc.org

UTAH_GIFTED Parent List
[http://groups.yahoo.com/group/
UTAH_GIFTED/](http://groups.yahoo.com/group/UTAH_GIFTED/)

Directory of Gifted Listservs
[http://www.hoagiesgifted.org/
on-line_support.htm](http://www.hoagiesgifted.org/on-line_support.htm)

Teri Lane is a former President of the Granite Association for Gifted Children, has served on the UAGC Board, is a SENG facilitator and is currently working on the High-Ability Utah Parent Resource center. She can be contacted at utahseng@gmail.com

Ruthann Gibbs is a founding member and former President for the Murray Association for Gifted Children and has served on the UAGC Board. She can be contacted at rgibbs365@gmail.com.

Introducing the High-Ability Utah Parent Resource Center



<http://www.highabilityutah.org/parents>

Contribute to the **DIALOGUE** in Spring 2012 at:
<http://tinyurl.com/highabilityutahPRC>

Bright Child/Gifted Learner by Janice Szabos

Bright Child

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

Gifted Learner

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

School Resources

Utah State Office of Education
Gifted/Talented Handbook
www.schools.utah.gov/curr/gifttalent/

<http://www.schools.utah.gov>
Utah State Office of Education

www.uen.org/districts/index.shtml
UEN List of Public, Private & Charter Schools

www.nationdeceived.org –
Templeton Report on Acceleration

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

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

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

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

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

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

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

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

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

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

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

Communicating Effectively With Your Gifted Child's School

by Joan Franklin Smutny

<http://www.nagc.org/uploadedFiles/s/PDF/sept2002smutny.pdf>

Help! What Do I Do Now?

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

1. **Start with your child's school.** Teachers see a side of your child that you don't. Get their input; work as a team. Also, some schools provide access to a gifted education specialist. Check with them for books, resources, and information. Have you checked out district, school, and teacher websites? Many have links to information for both parents and students.
2. **Join your local affiliate, Attend a SENG Parent Group, Check with other parents.** Become a member and get involved in your local Utah Gifted Association affiliate. Membership in your local affiliate also includes a full membership in the Utah Association for Gifted Children (UAGC). These organizations can help you network with other parents facing similar challenges, find resources and advocate for programs and services. Don't have a local affiliate? Contact Michelle Murphey, UAGC Affiliate VP at michellem@utahparentcenter.org or 385-646-4190. See the next page for information on SENG Parent Support Groups. Join the UTAH_GIFTED Parent Discussion List at http://groups.yahoo.com/group/UTAH_GIFTED/ Check out the Utah Association for Gifted Children website at www.uagc.org for upcoming events and links to further resources – while there, sign up for the listserv [UAGCNews] for the latest info. Also check www.hoagiesgifted.org, which is the most comprehensive gifted resource site on the internet.
3. **Have you looked at www.nagc.org, the National Association website?** They have a parent specialist to whom you can submit questions as well as a myriad of links to specific articles regarding gifted education.
4. **What about local libraries and bookstores?** The Murray and Salt Lake County Libraries have a growing collection of books on differing aspects of giftedness. If there is a title you would like your library to acquire, request it. Companies such as *Freespirit*, *Great Potential Press*, *Prufrock*, *Creative Learning Press*, and *DeLeon Publishing* specialize in materials for gifted children. Some of these publications can be found at local bookstores. See a listing of publisher websites in the gray "Parent Resources" section of this handout.
5. Above all, in the words of Winston Churchill, **"Never, never, never, never give up."** Keep searching until you find an answer. It is out there, the challenge lies in the hunt.

The Importance of Membership: An Affiliate Perspective

By Kay Erwin

The Murray Association for Gifted Children began because there were needs: First there was a need for parents of gifted children to network with other parents of gifted children. Although many believe that gifted children are easy to raise, parents know differently. They come packed with a variety of challenges. Second, a voice was needed at the school and district level to help others understand that gifted children may require something different in their classrooms. Third, joining together gave parents the opportunity to learn more about gifted children with speakers, newsletters, and other sources of information.

So our association was formed to meet these needs and we have accomplished much. But there is still work to be done in all of these areas. A strong organization is dependent on a strong membership. Parents still need to have an opportunity to share their experiences with others that may have had similar experiences or at the very least, can understand some of the challenges. Unfortunately, "they can make it on their own" is still heard throughout the halls of schools and Capitol Hill. Only advocacy and education can change that. Also, MAGC is an affiliate of the Utah Association for Gifted Children that sends our members a quarterly newsletter filled with information for teachers and parents and offers opportunities to hear state and national experts in the field of gifted education.

So our work goes on. But we need that strong membership. If you have not considered joining, please consider it now. \$25.00 a year or \$45.00 for two years is very little to pay for all of these benefits. Imagine the impact we can have when we say that we represent 200 or more parents in Murray.

SENG

Guiding the Gifted Child, James T. Webb, et al., Great Potential Press, 1994. ISBN 0910707-00-6

A Parent's Guide to Gifted Children by James T. Webb, Janet L. Gore, Edward R. Amend, and Arlene R. DeVries, Great Potential Press, 2007. ISBN 0910707790

Gifted Parent Groups: The SENGMODEL, 2nd ed. by Arlene R. DeVries, James T. Webb, Great Potential Press, 2007. ISBN-13: 9780910707770

www.SENGMODEL.org –
Supporting Emotional Needs of Gifted

www.tinyurl.com/utahSENGgroups -
Find a SENGMODEL Group in Utah

Bibliotherapy

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

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

Web resource for reading lists:
http://www.hoagiesgifted.org/reading_lists.htm

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

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

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

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

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

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

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

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

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

"Vitus" – video, German with English subtitles; A boy works to balance brilliance with normalcy.

SENG: Supporting the Emotional Needs of the Gifted

In 1981, SENGMODEL (www.sengifted.org) was formed to bring attention to the unique emotional needs of gifted children. Today, SENGMODEL has expanded its goals to include gifted adults.

SENG-Model Parent Support Groups for parents of bright, gifted or talented children

You are invited to participate in a guided discussion group to learn about the social and emotional needs of bright/gifted/talented children, and the parenting issues related to those needs. SENGMODEL Parent Support Groups are a multi-week guided discussion group for parents and will use one of the following books:

Guiding the Gifted Child, James T. Webb, et al., Great Potential Press, 1994. ISBN 0910707-00-6

A Parent's Guide to Gifted Children by James T. Webb, Janet L. Gore, Edward R. Amend, and Arlene R. DeVries, Great Potential Press, 2007. ISBN 0910707790

Weekly topics include: *Identification/Characteristics, Parent Relationships, Sibling Relationships, Communication of Feelings, Stress Management, Depression, Motivation, Tradition Breaking, Peer Relationships, Discipline and Adult Giftedness*. Topics discussed in the group and reference articles can be found at: <http://granitegiftedkids.org/seng/>

In 2005, The Utah Assn for Gifted Children (UAGC) sponsored training for Group facilitators. Groups led by volunteers are formed on an ongoing basis around the state. Contact UAGC for information on groups or for support in forming a group in your area (Check with UAGC Affiliate VP regarding SENGMODEL books UAGC keeps on hand for groups.)

To be added to a "SENG Interested" contact list and receive notices of new groups forming AND / OR if you are interested in training to be a group facilitator, send an email to UtahSENG@gmail.com or fill out form at www.tinyurl.com/utahSENGgroups

Shari Hill's Top 10 ideas on Gifted

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

Jack Kent Cooke Foundation Young Scholars Program for students with financial need: Applications due 1st Monday in May before student enters 8th grade. Scholars receive individualized support and guidance. Check out www.jackkentcookefoundation.org for

University of Utah Youth Academy of Excellence (YAE) www.youth.utah.edu

Enroll your student in an exciting **summer experience** on a premier research campus: interact with other bright and motivated peers, delve into an area of passion, and connect with the rich university environment through field trips and guest experts. YAE offers sessions for **middle school students** (entering the 8th, 9th or 10th) and **elementary school students** (entering the 5th, 6th or 7th). Classes are small and in-depth.



**BECOME A MEMBER OF Utah Association for Gifted Children
and a local affiliate.**

www.uagc.org

Homeschool

www.hoagiesgifted.org/home_school.htm

Hoagies Gifted Resource Page for home school

<http://giftedhomeschoolers.org/>

Gifted Homeschoolers Forum

Creative Home Schooling: A Resource Guide for Smart Families, Lisa Rivero, Great Potential Press, 2002. ISBN 0910707480

Parenting Resources

www.sengifted.org

Supporting Emotional Needs of Gifted

www.freespirit.com

Free Spirit Press

www.giftedbooks.com

Great Potential Press

www.prufrock.com

Prufrock Press

www.creativelearningpress.com

Creative Learning Press

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

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

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

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

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

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

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

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

Summer Resources

Sparking Student Passions: Talent Search, Summer Programs, and Stimulating Possibilities – To Be Updated and posted at www.highabilityutah.org/parents

Dabrowski's Overexcitabilities

Theory of Positive Disintegration, Kazimierz Dabrowski (1902-1980)

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

www.sengifted.org/articles_social/Lind_OverexcitabilityAndTheGifted.shtml

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

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

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

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

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

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

General Strategies:

- Discuss the Concept of Overexcitability
- Focus on the Positives
- Cherish and Celebrate Diversity
- Use and Teach Clear Verbal and Nonverbal Communication Skills
- Teach Stress Management from Toddlerhood On
- Create a Comforting Environment Whenever Possible
- Help to Raise Awareness of One's Behaviors and Their Impact on Others
- Remember the Joy

Western Academic Talent Search

Provides opportunity for academically talented 3rd – 9th graders to take the SAT, ACT, or EXPLORE tests. These above-level assessment tools provide a "higher ceiling" and valuable assessment information for young, academically talented students as well as early experience taking college entrance exams. Scores may also be used to qualify for summer programs and concurrent enrollment classes.

For more information, call the Western Academic Talent Search office at 303-428-2634 or check out their website: <http://www.centerforbrightkids.org>

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