

## SPAN Meeting Minutes March 3<sup>rd</sup> 2014

Apryl Henry (Co-President) of SPAN welcomed everyone to the meeting. Voting for Board members will take place next month. The SPAN board is currently looking for a Secretary, duties include the following: taking notes for minutes, attending meeting and making board decisions.

Final meeting of the year: **Thursday April 3, 2014 @ 7p.m. WestWood Media Center**

Speaker: Anne Rinkenberger, Twin Cities' therapist who specializes in counseling gifted children. She will speak about the social and emotional needs of gifted kids.

Apryl welcomed Dr. Deborah Ruf, High Intelligence Specialist and author of *5 Levels of Gifted*.

Dr. Ruf is not taking on new clients and is semi-retiring. Her time will be spent focusing on writing books, blogs and articles. She would like to influence how we set up schools. Her philosophy is that children should be in class by intelligence level and not necessarily by grade.

Presentation Topic: Screening For Young Gifted Kids in the Classroom

### 1. Different Schools have Different Student Bodies

- Public versus Private schools –some private schools do not accept all students and can choose a population with a higher IQ.
- Preschools vary the most-usually higher income can equal a higher ability at a young age.
- Abilities and degree of intelligence is relative to the population. For example, if all students in a class scores 100 on a standardized test and one student scores a 125, the 125 is not considered “gifted” but is still much higher than the other scores.
- Range of Learning-abilities can be large in individual classrooms

Classroom Arrangement- Schools usually try to equalize the makeup of each class at a grade level, mixing ability levels. This leads to the highest and lowest intelligence level beyond the bell curve in the classroom. The norm of a classroom's learners usually need a topic repeated seven to eight times for understanding whereas the higher levels of intellect in the same class need the material repeated three times for understanding and the lowest levels of intellect need much more repetition. This large curve can lead to the lower levels not keeping up while higher level students are bored with the repetition.

### 2. Do Your Own Initial Screening

#### A. Set up play centers and activities-

Observe and record interest on the following: interests, dexterity, who the children choose as playmates and general development

#### B. Screen Children One A Time-

- Reading- letters sounds words and actual reading
- Math- numbers, counting, grouping, skip counting etc.

- Dexterity- pencil grasp, interest in writing, copying, painting and coloring skills
3. Parent Early Childhood Form- Dr. Ruf showed a sample of the form. The form asks when a child achieved different milestones. This completed form can be used as talking points when parents meet with teacher or teacher meet with parents. Dr. Ruf encouraged making this form your “own.” A copy of this material is available through Apryl Henry, please send an email.
  4. Meeting Their Needs
    - Allow children to read whatever they want to read
    - Use small groups, this allows the students to be with other students who are like minded
    - Use parent volunteers to aid in the classroom
    - Consider “sharing” students across classrooms and grade levels
    - Work on dexterity issues-can be simple tasks like copying or loops

Two articles Dr. Ruf has made available to attendees: *Early Education Classroom Screening* and *What Each Level Needs During the School Year*. Please email Apryl Henry for copies.

Dr. Ruf can be contacted at: [druf@educationaloptions.com](mailto:druf@educationaloptions.com)

Apryl closed the meeting by thanking Dr. Ruf and reminding all of the meeting on April 3<sup>rd</sup> at 7pm.