

## 2012 MCGT Conference Adult Sessions

### **Addressing the Educational Needs of Gifted Youth with Chronic Health Challenges** – Terry Friedrichs and Sarah Lauer

This session summarizes 30 years of the gifted-education, psychology, and health sciences literatures on the academic and social/emotional needs of -- and effective teaching and advocacy for -- grade K-12 gifted health-impaired youth. It also spotlights one student's perspective on those needs, effective teaching approaches, and advocacy methods. Parent, teacher, and administrator attendees can share their own stories of needs and helpful approaches for these pupils.

### **Arthink: Creativity Skills for 21st Century Careers** – Ray Frigard

Arthink is a method for creative problem solving used by inventors, designers and artists in their work. As pointed out by Ken Robinson and other leading educators, creativity is a much needed asset for today's students. Arthink develops personal self-confidence in the creative process while drawing on innate imagination and creativity.

### **Beyond Stereotypes: Some Things that Gifted Education Teachers and Administrators Need to Know about Asian American Students** – Terry Friedrichs and Catherine Hua

The adult presenter shares his and his co-presenter's search of the gifted-education and the Asian American family-studies literatures from 1990-2012, on educational needs, appropriate programming, and effective advocacy for gifted Asian American students. The youth presenter then discusses -- based on her own life experiences and on parent and educator writings on gifted Asian American youth from the last 20 years -- ways in which the presented literatures have offered both helpful and stereotypical perspectives on these pupils.

### **Biofeedback and Sound Rhythms to Enhance Performance** – Peter Meilahn

We know brain patterns and brain rhythms that go with higher IQs in children and adults. There are ways to learn to intentionally alter our brain patterns for performance and wellbeing. In this session you will be able to play with brain optimizing technology. There are also important lessons in using media for joining the intellectual and emotional self. Come learn how to use biofeedback and sound rhythms every day for your performance and evolution. Come play.

### **Common Characteristics and Common School Issues** – Wendy Behrens

School isn't always easy for gifted and highly able learners whose needs often impact classroom behavior and performance. This session, appropriate for parents and educators, will focus on a few common characteristics of gifted learners and strategies for addressing in an elementary classroom setting. Come prepared to listen then participate in small group discussion.

### **Conversation with Jim** – Jim Delisle

Join Dr. Delisle for an informal question and answer session. This will be an opportunity to seek additional information on topics from earlier presentations or ask other pertinent questions of this Distinguished Professor of Education (Retired).

### **Do You Fit the Description: Creating Student Portfolios and Academic Profiles** – Tamiko Castile

This session will provide participants with information and resources on various types of academic portfolios for elementary, middle and high school students. Participants will receive tips on creating assessment, academic, and senior capstone portfolios.

### **Doing poorly on purpose: Underachievement and the quest for dignity** – Jim Delisle

Most of the "antidotes" for reversing academic underachievement in able adolescents are punitive and disrespectful. It's no surprise, then, that they are also ineffective and emotionally debilitating. This session provides a new look at "underachievement" from the eye of the students who wear this label. A series of school-based suggestions and solutions will be offered, each one bearing a similar foundation: preserving the dignity of students who choose to perform poorly on purpose.

**Educating Twice-Exceptional Children: Parents' Rights and Responsibilities** – Deantha Menon and Nancy Mulhern

Students with twice exceptional needs often don't fit smoothly in either the special education or general education environments. This session will provide a quick overview of "initial evaluations", 504 and IEP, area resources for twice exceptional advocacy and will provide a chance to ask your questions, too.

**Embracing Difference: Constructing Positive Gifted Identities** – Teresa Manzella

Because significant emphasis on fitting in is part of the American middle- and high-school experience, youth who are gifted can find themselves isolated, feeling that the differences that make them unique are burdensome. This workshop introduces the notion of positive identity construction around a multi-faceted model—one that allows youth to celebrate their differences as they build and integrate working identities. Participants learn concepts such as maintaining otherness vs. assimilation, nomadic identity development, and strategic identity deployment to implement for themselves and to share with teens in their lives.

**Finding Resources: Identifying Materials and People to Support You in Raising and Educating your Gifted Child** – Tina Armstrong

Raising a gifted child is often not a linear process. For families, this may mean tapping into a variety of resources to meet their child's educational needs. The experience of parenting a gifted child will be approached broadly to recognize that a child's giftedness is not confined to the classroom and can offer unique challenges and joys for parents. Tips will be provided for parents looking to network with other gifted parents and learn more about the parenting experience of raising gifted kids.

**Gifted Girls Grow Up: Tools to Navigate Adolescence and Beyond** – Megan Bearce

This session will explore the influence of giftedness on the life experiences of teenage girls and women including: perfectionism, self-esteem, feeling different, "should's", and relationships with co-workers, family, and friends. Discussion of tips on navigating stressors, finding school or work/life balance, what is therapy, and how to find the right therapist as another option for support.

**Homeschooling Outside of the Box** – Homeschoolers Chapter

A panel of current homeschoolers will answer general questions about homeschooling. They will also present the many options one has for full-time, part-time and pull-out homeschooling. If you think there is only one way to educate your gifted child, then this is the place for you.

**How to Make Friends: Accelerate Your Child's Social Skills** – Samantha Sawyer

Gifted children may excel academically but struggle with unwritten social rules. Learn natural techniques to build your children's social skills and improve their self-esteem so they can make friends! We will share our holistic "5 Polka Dot" approach to naturally engage gifted children's brains for optimal social and emotional intelligence. Overcome the social isolation that leads to challenging behaviors and power struggles at home by activating your child's unique gifts. Imagine...simple interactions that are pleasant and inspire your child to connect with others!

**I'm Ready to be Independent! Making a Successful High School to College Transition** – Lee Baker and Erika Kluge Frake

Transitioning from high school to college is a trying experience, but even more challenging for students with Learning Disabilities and/or ADHD. Attendees will understand why transition begins long before senior year, how self-determination skills support independent living competency, how to find a college with the right LD/ADHD support services, and how to build a support network before ever arriving on campus. This session will provide concrete strategies for gaining accommodations for ACT/SAT tests; finding student disabilities services best suited to the student's needs; leveraging strengths on applications; enhancing organization and academic success with Assistive Technology; and building strong self-advocacy skills.

### **Intelligence is not enough: Promoting *Intellectualism* in Schools** – Stephen Schroeder-Davis

As a result of the current mania for standardized tests and content-based standards, schools are graduating many *intelligent* students but very few *intellectuals*: those who use their intellect creatively to solve problems, note contradictions, challenge norms and conventional wisdom, and in general live a life of the mind that transcends specific disciplines and skills. During this session we will explore the ways in which teachers and parents can promote intellectualism by employing inquiry, controversy and ambiguity within a curriculum devoted to 21<sup>st</sup> century skills.

### **Learning Effectiveness: Enhancing Academic Success with Learning Strategies, Academic Skills, Organizational Systems, and Technology Tools** – Lee Baker and Erika Kluge Frake

This presentation will showcase a variety of learning strategies, study skills, organizational systems, and technology tools to enhance academic success. It is a condensed version of an interactive workshop that Erika Frake and Lee Baker designed for students to learn organizational systems; identify individual learning styles; explore self-advocacy skills; discover different note-taking formats; practice study skills, test-prep, and test-taking tactics; and find out how technology tools can enhance reading, writing, note-taking, test-prep, memory, comprehension, organization and time management. The goal of the workshop is to help students acquire academic skills to be efficient, effective learners – who study smarter, not longer!

### **Levels of Giftedness: *How Unusual Is Your Child?*** – Deborah Ruf

Dr. Ruf's signature work in levels of giftedness helps the audience to recognize how diverse the gifted population is, what signs to look for in identifying gifted children as early as their toddler years, how to tease apart and take advantage of different tests and assessments for high intelligence, and how to meet the social and emotional needs of this population.

### **Misdiagnosis and Dual Diagnosis of Autism Spectrum Disorders in Gifted Children** – Mary Wandrei

When is an Autism Spectrum Disorder (ASD) a useful, accurate diagnosis, and when are the normal characteristics of gifted people being mistaken for ASD problems? What are some interventions that work better for children with an ASD, and which strategies are more appropriate for highly sensitive, socially challenged gifted children without ASD (and why aren't these interventions always the same)? This session considers the role of normal gifted development, anxiety, executive functioning, learning style, introversion, social skills, and other factors in assessing the overlap and divergence of ASDs and giftedness.

### **Moving Past Perfect: A Guide To Recovery From Perfectionism** – Thomas Greenspon

Perfectionism seems like a puzzle: since few things can be done perfectly, why all the angst? Perfectionism is the desire to be perfect, the fear of being imperfect, and the emotional conviction that perfection is the route to personal acceptability. Mistakes are seen as signs of personal defects. While the pursuit of excellence is vitalizing, perfectionism's inseparable dark side is the intense anxiety about never being good enough. Although perfectionism is not a part of giftedness, gifted kids can be vulnerable. Find out what perfectionism is, where it comes from, and how to encourage excellence without seeming to require perfection.

### **Parenting Precocious kids: Understanding the Ups and Downs of growing up gifted** – Jim Delisle

Parents of gifted children and teens have many questions about how best to meet their intellectual and emotional needs. They want to know what giftedness is and the label's impact on other family members. They want to know how to advocate for their gifted child in a school setting mired in 'bringing up the bottom' rather than 'raising the bar' at the top. They want to know how to set expectations that are appropriate and balanced. And they want to know how to juggle the wide range of emotional intensities that often accompanies growing up gifted. This session addresses these and other issues that 'come with the territory' in parenting gifted kids.

### **Powerful Strategies to Enhance Learning of Gifted & Highly Capable Students** – Nathan Levy

This workshop explores numerous, proven ways to reach gifted learners in challenging ways. The objective is to have participants leave with a variety of new strategies and specific ideas to help pupils become better creative and critical thinkers. A variety of successful teaching and parenting techniques will be shared - as well as numerous writing, and thinking activities. Bring your thinking caps.

### **Responding to the Intensity of the Gifted Child in the Classroom and the Home – Teresa Boatman**

We will discuss understanding and responding to the five overexcitabilities identified by Dabrowski as well as other areas of intensity (perfectionism, frustration tolerance, anxiety) seen in many gifted children. Learn various techniques and strategies that can be taught to students and used by adults to help intense people learn to moderate and cope with their personal view and responses to the world.

### **Response to Intervention (RtI) for Twice-Exceptional Gifted Children (2e) – Stuart Dansinger**

The RtI process, a relatively new concept in education, is intended to intervene with students who are at risk. In the case of 2e children, the RtI approach is needed to support the students when they first begin to experience academic difficulties rather than wait for them to fail. RtI focuses on early intervention, research based instruction, and continuous monitoring. 2e students should be given treatment for their disabilities as well as given accelerated opportunities for their gifts and talents. Collaborative team roles of a Gifted Education Specialist, Special Education Specialist, Classroom Teacher, School Administrator, School Psychologist, Parent, and Student will be identified. The RtI process will also be listed. A Question and Answer session will follow.

### **Solving the Homework Dilemma for Gifted Students – Stuart Dansinger**

When homework is not completed on a consistent basis, parents of gifted students often become very anxious and worried, as they should be. Failure to complete homework is a serious problem and an indicator that something is wrong. Completing homework is often linked with developing a work ethic in life. Failure to do so may impact a gifted child's ability to fulfill their potential and to be successful in their future. Homework time also becomes an area of conflict. This presentation will discuss various factors in homework performance. There will be a handout that includes a homework checklist, an assignment guideline form, a time management guide, a form for long-term assignment/project planning, and a weekly assignment organizer form. A Question and Answer session will follow the presentation.

### **The Right Triangle: Student, Parent, Teacher Teamwork – Deb Douglas**

When children, parents and teachers work as an advocacy team they form a wonderfully right triangle with students leading the way and adults supporting them on all sides. As outliers, gifted children need to play a major role in assuring they have satisfying educational experiences. No one knows better than they what is going on in their heads and hearts as they sit in classes, walk the halls, complete assignments, interact with their peers and teachers. Yet most gifted kids are not naturally adept at self-advocacy and their naive attempts often get them into trouble. This session includes ideas for teaching them specifically why and how they should speak up.

### **The Ten Things All Future Mathematicians and Scientists Must Know (But are rarely taught) – Ed Zaccaro**

Mathematicians and scientists have been closely tied to many famous disasters. The Challenger explosion, the failure of the Mars Explorer, and the Kansas City Hyatt Regency walkway collapse all involved thinking errors. Our future mathematicians and scientists must know how to prevent tragedies such as these from occurring. Because science and mathematics instruction is often dominated by facts and calculation, children are rarely exposed to these important concepts. You will leave this session with many high interest stories and activities that will fascinate your students and show them the strong connections between math and science and the world we live in.

### **Twelve Math Problem Solving Strategies – Ed Zaccaro**

Because problem solving can be difficult - even for gifted students - it is important for each student to have a "tool belt" of problem solving strategies. Many of the strategies presented in this session will force students to change their normal thinking patterns and approach each problem in a different way. Included in the session will be the "*Five Most Perplexing Math Problems Ever Devised.*" You will leave this session with many unique problem-solving techniques that will help all students be more successful in math contests and on tests - including SAT and ACT tests.

### **Using Meditation and Creative Visualization to Reduce Stress and Anxiety – Bill Stockton**

Stress and anxiety are common for G/T students. While the pursuit of excellence is admirable, the obsessive drive to perfectionism results in anxiety and insecurity for many G/T youngsters. Emotional "balance" suffers. The exceptionally bright/talented individual "ingests" massive amounts of data. The problem is whether proper "digestion" occurs. This presentation will consist of brief, specific demonstrations and practice of meditation and visualization techniques designed to reduce stress, and assist in emotional focus and balance ("centering"). Suggestions and resources for introducing these techniques to G/T youth will be provided.

### **What to Look for in a Gifted-Friendly Classroom – Stephen Schroeder-Davis**

Due primarily to the requirements of *No Child Left Behind*, most educators are necessarily focused on ensuring that all students reach "proficiency," usually defined by grade/age - related standards.

During this session, we will redefine a "poor learning outcome" as applying to any student not learning to capacity. Given that definition, what should parents look for in curriculum, instruction, grouping, and teacher dispositions that will ensure challenge for gifted students, and what can teachers do to create gifted-friendly classrooms despite scarce resources and support?