

## November 7, 2015 MCGT Conference Adult Presentations

### KEYNOTES:

#### **Gifted, Twice Exceptional, and The Study of Each (Both) – Emerging Insights from Cognitive Neuroscience – Layne Kalbfleisch**

An active question alive in the field centers on aspects of giftedness that may mimic behavioral qualities of psychological, learning, or psychiatric conditions. How do you discern between giftedness and impairment based on behavior? How can you characterize twice-exceptionality more precisely (in cases of specific learning disability, dyslexia, attention disorder, and autism spectrum disorder)? What is the nature of asynchrony in some gifted children? Recent evidence suggests that asynchrony is connected to the relationship between certain aspects of intelligence and executive function. In fact, this relationship may account for many of the idiosyncrasies we observe about giftedness on the individual level and provide a pragmatic means for bridging the gaps between assessment, identification, and support in both the classroom and the therapeutic environment. While this work is newly emerging and 'in progress, based on information from the most recent neuroscience in the study of giftedness and of twice exceptionality, new information will be presented that offers the listener distinct pathways for inquiry, insight, and new understanding.

**Layne Kalbfleisch**, M.Ed., Ph.D., is trained in both educational psychology (which focuses on issues and topics about children within the educational process and their social environment) and cognitive neuroscience (where she studies the physiological bases of twice exceptionality in the human brain). Her history and current professional experiences span across education, clinical, and neuroscience environments on a daily basis. She is the first person with this specific combination of training dedicated to understanding twice-exceptionality and to improving the educational process, talent development, and quality of life for twice-exceptional and high-ability children. She will deliver the morning keynote and three breakout sessions.

#### **Problem Solving: A 21st Century Education – Richard Rusczyk**

The professional landscape moves quickly now, and will move much faster in the world today's students will shape. Preparing students for these rapid changes requires more than simply imparting specific skills that may quickly be obsolete. In this address, Rusczyk will discuss the shortcomings of the traditional approach to math education, and remedies to help prepare students for rigorous college classes and competitive careers. While the talk will focus on math-related topics, many of the issues we'll discuss are relevant to other areas of study.

**Richard Rusczyk** is the founder of Art of Problem Solving, co-author of *The Art of Problem Solving* textbooks, director of USA Mathematical Talent Search, and a co-creator of the Mandelbrot Competition. In 2012, he won the MATHCOUNTS distinguished alumnus award. Rusczyk will present a mid-day keynote for adults and kids, and he will also facilitate a workshop with the kids and a break-out session for adult attendees.

### BREAKOUT SESSIONS:

#### **A Forty Year Survey of Parent Referrals for Gifted Assessment – Stuart Dansinger**

Survey results, based on data from 881 children, who were referred by their parents and were assessed by me for gifted abilities, yielded a number of interesting findings. Information was compiled on how often parents were correct in thinking their child was gifted and how close they came to estimating their child's abilities. Additional findings included factors leading up to parents pursuing a gifted assessment, how the results would be used, and other gifted child and family characteristics. The results should be helpful to parents and educators of gifted children.

**Stuart Dansinger** is a Licensed Psychologist and Licensed School Psychologist in private practice. He first assessed gifted children in 1965 and has continued to do so every year since then. He has been an MCGT member since 1968 and was awarded the MCGT Friend of the Gifted Award in 2009.

### **Answers to "Who Am I?" and How to Find "True Peers" for Gifted Children – Deborah Ruf**

"True peers" and help with "Who Am I?" may be the two most important elements gifted children need for happiness, connection, and comfortable self-concepts. The presenter, an experienced gifted children specialist working directly with families, compiled information in the early 2000s from fifty families with 78 gifted children. Thirteen years later, she questioned those parents and now-adult gifted children about what advice they would give others who are just starting their own journeys of supporting gifted children's overall development. The session addresses and explains these two key recommendations related to "Who Am I?" and how to find "true peers."

**Deborah L. Ruf**, Ph.D. is a specialist in gifted assessment, individualized interpretations, and guidance for gifted children and adults. She is the author of numerous papers and the book *5 Levels of Gifted: School Issues and Educational Options*. She created the online Ruf Estimates Kids IQ Test and has taught, supervised, and administered in elementary through graduate school education.

### **Awakening Greatness in Children – Channeling Intensity to Immensity – Cindy Lea**

A child's intensity is a gift that can be nurtured and awakened to greatness. Faced with problematic behaviors from a challenging child, most adults react by increasing the severity of normal and conventional methods, which often just makes matters worse. Come and learn how to make life easier for your family, taking that very same life force and turning it into a source of greatness.

**Cindy Lea** is an award-winning speaker and has presented at national and local conferences. Known for her irreverent humor, clear and accessible style, and boundless enthusiasm, her seminars are as entertaining as they are educational. She has an MA in Psychology and is a Licensed Marriage and Family Therapist.

### **Back on Track: Emotion, Regulation, and Executive Functioning in Gifted Kids – Mary Wandrei**

Who has not observed unexpected, even chaotic behavior in highly emotional kids? Emotions are usually organized and controlled by executive functioning (the "air traffic controller" of the mind) but bigger emotions can "hijack" anyone, especially intense gifted children. In this session, we will discuss how emotions and intensities interfere with executive functions, and how to handle this interference with prevention and recovery tools.

**Mary L. Wandrei**, PhD, is a psychotherapist with offices in White Bear Lake, MN. She specializes in assessment, coaching, and psychotherapy for gifted and talented and twice-exceptional children and adults; Asperger's Syndrome screening/consultation; school adjustment and educational planning; and consultation around executive functioning, anxiety, depression, sensory processing, and temperament issues.

### **Brains on Fire: Preserving the Internal Flame Without Self-Combusting – Anne Tyler**

Gifted kids and teens can have intense interests and amazing capabilities, which are crucial to preserve. But, sometimes being flexible and calm when doing non-preferred tasks or tasks viewed as "too challenging" may not be their strengths. Sometimes this places gifted kids at risk for underachievement. Research has shown that a child's ability to improve executive functioning skills is more important than their IQ score in determining success throughout their school career. Learn the neuroscience of learning to help gifted children train their brain to meet challenges with less stress and strategies to renew their motivation on a regular basis.

**Anne Tyler**, MS, LMFT, is a family therapist in Golden Valley and St. Paul. She specializes in gifted children, adolescents and adults. Anne facilitates groups to help gifted children and teens improve executive functioning. And, she provides presentations to parents and educators about the emotional and social needs of gifted.

### **Expanding Educational Options: Individual Advocacy – Joe Wenc**

Being an effective advocate for your gifted child typically requires significant planning, time and effort. Advocating for changes at the school or district level can seem like an uphill battle and there is no silver bullet to advocacy success. Based on lessons learned, this session will focus on effective strategies for collaborating with the school, successful communication techniques and tips on how to overcome obstacles to advocacy. There will be time for discussion, exchange of practical ideas and problem solving.

**Joe Wenc** is former President (2009-2012) and current Leadership Team member of the Eden Prairie Parent Group of MCGT and was the 2014 winner of the MCGT Friend of the Gifted award. As a parent, he has successfully advocated for subject and grade acceleration for his children. He has also advocated for district level changes by serving on multiple committees in the Eden Prairie school district (Strategic Planning Committee, GT Services Review Task Force, Full Time GT Program Committee, Professional Learning Advisory Committee).

### **Getting the Most from your School Staff Conference – Stuart Dansinger**

Communication with school personnel who work with your gifted child is almost never as good as it could be. This presentation will focus on ways to improve communication and to obtain needed services for your child. Parents will learn how to plan and prepare for the conference, what to cover at the conference, and how to follow up after the conference. Many strategies and techniques will be discussed in order for you to participate as a vital learning team member.

**Stuart Dansinger** is a Licensed Psychologist and Licensed School Psychologist in private practice. He first assessed gifted children in 1965 and has continued to do so every year since then. He has been an MCGT member since 1968 and was awarded the MCGT Friend of the Gifted Award in 2009.

### **Gifted Students with Mathematical Disabilities: Math Remediation vs Grade-Level Classroom Approaches – Terry Friedrichs**

Students may have verbal gifts with simultaneous numerical or visual-spatial disabilities. Some of these youth may require remediation of their conceptual, computational, or study-skills problems, while other students may do well just with general-classroom grade-level approaches to improve their skills. In this session, you will learn which students might need remediation, and which learners might benefit from classroom enhancement. You will also discover some helpful remedial and classroom-teaching approaches for high-potential youth with math challenges.

**Terry Friedrichs**, Ph.D., Ed.D., has taught both accelerated and remedial math to grade K-12 gifted/learning-disabled students for 40 years. Presently, he assesses and tutors gifted students with learning disabilities, as well as high potential youth with attentional, emotional, and sensory differences, at Friedrichs Education in Mendota Heights.

### **Grade Level Acceleration: When, Why and How? – Wendy Behrens**

Acceleration is an intervention that allows students to move through the K-12 educational system at a faster or earlier rate than typical. Research documents the potential academic benefits and positive outcomes of all forms of appropriately implemented acceleration strategies for intellectually gifted and academically talented learners. Minnesota is one of several states that provide acceleration options at each stage of development in a child's educational program from early entrance to kindergarten through early college entry. In this session we'll review relevant legislation and discuss factors that may influence timing and grade-level acceleration decisions for Minnesota schools and families.

**Wendy Behrens** serves as the Gifted and Talented Education Specialist for the Minnesota Department of Education, providing leadership and consultation services for educators, administrators, and parents. She provides technical assistance to and collaborates with institutions of higher education, professional organizations, educator networks, and others interested in promoting rigorous educational opportunities.

### **Homeschool Options and Ideas – Question & Answer Panel – Panel of current MCGT Homeschooling Parents**

A panel of current MCGT Homeschoolers will answer general questions about homeschooling in a relaxed question and answer format. They will present the many options one has for full-time, part-time and pull-out homeschooling. They will also present a variety of general options and ideas for day to day homeschooling, such as curriculum, co-ops, field trips, activities, and yes, "socialization"! :) If you're thinking of homeschooling but still not sure, just starting to homeschool and desperately looking for a life-line, or a veteran homeschooler looking for fresh ideas, then this is the place for you! We're here to help!

### **Identification without Instrumentation – Stephen Schroeder-Davis**

Although the MDE funds GT identification, the state does not require it. As a result, many teachers must discover gifted students via observation (and even with systemic identification, students are missed). This presentation will offer several strategies designed to hasten the "revelation" of gifted students during the natural sequence of instruction, allowing students to demonstrate previously "hidden" capacities. Advocacy suggestions for parents will be included.

**Dr. Schroeder-Davis**, recently retired after 42 years in K-12 education, continues to consult, present and teach for several universities. He is also a columnist for "Understanding our Gifted".

### **Inner Critic or Inner Cheerleader: Self-Talk for Self-Confident Kids – Jennifer Farner and Shaun Strohmer**

Self-talk is one of the most useful tools for emotional resilience, but it can also be a weapon bright children turn against themselves. In this session for parents, we will discuss strategies for engaging healthy self-talk and

minimizing the impact of a critical inner voice. After a brief presentation of concepts, the session will draw from the example of SENG-model parent groups to allow participants to share concerns and successful tactics.

**Jennifer Farner and Shaun Strohmer** have 34 years experience between them parenting and teaching many types of gifted children: boys and girls, scientists and artists, introverts and extraverts, high achievers and talent hidiers (sometimes all in one kid). They recently received SENG facilitator training from Molly Issacs-McLeod, former SENG president.

### **Levels of Gifted: How Smart 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.

**Deborah L. Ruf**, Ph.D. is a specialist in gifted assessment, individualized interpretations, and guidance for gifted children and adults. She is the author of numerous papers and the book *5 Levels of Gifted: School Issues and Educational Options*. She created the online Ruf Estimates Kids IQ Test and has taught, supervised, and administered in elementary through graduate school education.

### **Live Brain Feedback and Sound Tools With Media to Enhance Calm Attention – Peter Meilahn**

A demonstration of why neurological biofeedback teaches clients to regulate their brains for lasting change and performance. Sound "entrainment" tools proven in university research for students that teach attention brain rhythms will also be discussed with the online tool [www.attentionteacher.com](http://www.attentionteacher.com). Biofeedback is used by astronauts, Olympic athletes, musicians, students, creatives and business people to increase calm attention which allows them to overcome anxiety, depression, migraines or other problems. Research studies have proven better performance and self-regulation. People can see it done or volunteer and do it themselves in this demonstration. People are encouraged since biofeedback tells them when they self regulate in enjoyable ways.

**Peter Meilahn**, MA, does individual and family counseling at The Minnesota Biofeedback Clinic as well as technology consultation and art interaction development for gallery use. He works on program development for new emerging technology and clinical use, and has done research on interactive education applications as well as developing new human development models for our era.

### **MindCraft: Crafting Gifted Minds, Hearts and Bodies Through Play – Anne Tyler**

Sometimes executive functioning, emotional regulation, social skills and perfectionism can be challenging for gifted kids and teens. Escape into videogames is a growing concern. But, throughout childhood and adolescences, games and play continue to be one of the preferred methods of learning and communicating with others. Learn ways to mentor gifted kids through play and games and increase the chances they will learn better executive functioning, improve their emotional balance, reduce stress, and improve social skills. This presentation provides several examples of games, creativity, challenges and strategies to transfer play into learning in real life.

**Anne Tyler**, MS, LMFT, is a family therapist in Golden Valley and St. Paul. She specializes in gifted children, adolescents and adults. Anne facilitates groups to help gifted children and teens improve executive functioning. And, she provides presentations to parents and educators about the emotional and social needs of gifted.

### **Mindful Parenting: How to stop the fighting, yelling and frustration – Samantha Moe**

Are you stressed out and exhausted? Tired of your gifted child's poor listening, lack of self-control and defiant behavior? Discover why gifted children push your limits, try to control everything, and how you can transform your home into an enjoyable space rather than a war zone. In this interactive presentation you will receive solutions from the Mad to Glad Blueprint™ that are key to having a calmer, more cooperative child and restoring your sanity. You will learn the number one reason for anger, anxiety and power struggles, the 8 Pillars of Parenting that are critical to creating a peaceful home, and how parent coaching re-establishes confidence and authority.

**Samantha Moe**, M.A. SLP, is a Certified Parent Coach whose passion is teaching practical ways to decrease stress. Founder of the holistic and innovative Mad to Glad Blueprint™, she guides caregivers in her step-by-step approach to dramatically reduce defiance and disrespect and re-establish confidence and authority.

### **Opening Gifted Minds from the Inside Out – Anne Tyler**

Learn about one of the most influential factors in the parenting and educating of gifted children and teens. It is not the academic fit, although that's very important. It is the hidden beliefs about learning and the secret self-talk inside the minds of the gifted child, teen, parent and educator that play one of the most important roles in the learning process and the development of skills. Explore ways to become aware of this internal dialogue and learn strategies to shape the future of gifted students. The latest research and proven strategies in neuroscience, mindset and mindfulness will be presented.

**Anne Tyler**, MS, LMFT, is a family therapist in Golden Valley and St. Paul. She specializes in gifted children, adolescents and adults. Anne facilitates groups to help gifted children and teens improve executive functioning. And, she provides presentations to parents and educators about the emotional and social needs of gifted.

### **Perfectionism: Origins and Antidotes – Thomas Greenspon**

How do we encourage kids to “be all they can be,” without creating perfectionists? Perfectionism is the desire to be perfect, the fear of imperfection, and the emotional conviction that perfection is the route to personal acceptability. Mistakes imply personal defects; perfectionism is a self esteem issue. The pursuit of excellence is vitalizing; perfectionism's inseparable dark side is the intense anxiety about never being good enough. Perfectionism is not part of giftedness, though gifted kids can be vulnerable. Find out what perfectionism is, where it comes from, and how to create an antidote at home or in the classroom.

**Tom Greenspon** is a psychologist, marriage and family therapist, and author, known locally and nationally for his work with G/T individuals, couples, and families. Tom and his wife Barbara are former Co-Presidents of the Minnesota Council for the Gifted and Talented.

### **Post-Secondary Level Education Opportunities and Options – Jackie Hildreth and Lynn Norby**

Come prepared to learn and ask questions about various opportunities for college-level work for high school aged (and younger) students. The presenters will first share their families' experiences with a number of post-secondary level education options. Hear about advocacy approaches to accessing available options and how these PSEO experiences shaped their children's college search and college years. After these brief stories, the session will change to a question and answer format.

**Jackie Hildreth** is a parent of three boys, the youngest a highly-gifted 15 yr old. Her son needed to enter high school and the Community college at age 11. She has advocated for and helped her son navigate through a variety of options for post-secondary education.

**Lynn Norby** is a parent of four highly gifted young adults who are all in or have completed college. All four did some combination of Post Secondary Enrollment Options and Advanced Placement courses and exams to keep them challenged in high school.

### **Powerful Strategies to Enhance Learning and Promote Success Among Gifted Children – Mitch Maguire**

This workshop explores numerous, proven strategies 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. Bring your thinking caps and your funny bones.

**Mitch Maguire** is an Education Consultant who presents workshops on enhancing critical and creative thought among children of all abilities, allowing them to succeed in any arena. As a former staffer at The Late Show with David Letterman, Mitch has seen the importance of being a creative, critical thinker in everyday life.

### **Practical Activities to Improve Reading, Writing, and Thinking with Gifted Students – Mitch Maguire**

This workshop will help teachers and parents assist their children in developing fluency in reading, writing and thinking. They will develop options for problem-solving and critical thinking. The objective is to have participants leave with a variety of new strategies and specific ideas to help children learn.

**Mitch Maguire** is an Education Consultant who presents workshops on enhancing critical and creative thought among children of all abilities, allowing them to succeed in any arena. As a former staffer at The Late Show with David Letterman, Mitch has seen the importance of being a creative, critical thinker in everyday life.

### **Preschool Gifted Children – Mary Wandrei**

Children don't start being gifted when they start school – they show indications of high potential and temperamental differences from infancy and toddlerhood. By preschool, parents (and often other care providers and educators) usually know something is different about their child, but don't always know what to do to help their little one thrive in the world. We will talk in this session about identification of gifts and talents in preschool, and supporting these intense children's emotional, social, and intellectual development.

**Mary L. Wandrei**, PhD, is a psychotherapist with offices in White Bear Lake, MN. She specializes in assessment, coaching, and psychotherapy for gifted and talented and twice-exceptional children and adults; Asperger's Syndrome screening/consultation; school adjustment and educational planning; and consultation around executive functioning, anxiety, depression, sensory processing, and temperament issues.

### **Revisiting the Information Processing Model: Learning for the Gifted and the Twice Exceptional – Chris Bedford**

This program will review the information processing model and use it as a conceptualization for understanding the learning process. The role of sensory memory, short-term, and long-term memory and recall will be examined. Special attention will be paid to the learning needs of twice exceptional students. Time will also be dedicated to using the model to identify the types of interventions that are most likely to generate positive outcomes in light of different strengths and weaknesses.

**Chris Bedford**, Ph.D., is a licensed psychologist at the Clinic for Attention, Learning, and Memory. He has expertise in learning and cognition and the relationship between executive function and mental health. He is particularly interested in the unique challenges that face gifted and talented individuals. In addition to his clinical practice, Dr. Bedford teaches graduate psychology courses at the University of St. Thomas.

### **Strategies for Assisting the Gifted / LD Student with Writing Difficulties – Bill Stockton**

There are generally two major courses of writing difficulties for gifted students. The first is perfectionistic tendencies existing separately from a learning disability. The second is dysgraphia. Arguably the most persistent learning disability for gifted students manifests in the written expression area. If both dyslexia and dysgraphia are present the latter often continues to impact the performance after the former is ameliorated. The presenter will provide specific interventions and accommodations useful at all grade levels.

**Bill Stockton** is currently Adjunct at Luther College Ed. Dept and a private consultant. He is former Supervisor of School Psychology, AEA 1, IA and former Psychology Chairperson, Anchorage, AK. Schools. He has thirty-six years of education experience (extensive work with gifted and highly gifted students).

### **Teach Me, Teach My Brain: Curriculum Differentiation For All Learners – Layne Kalbfleisch**

Three principles from brain research – emotional safety, appropriate challenge, and self-constructed meaning – suggest that a one-size-fits-all approach to classroom teaching is ineffective for most students and harmful for some. Every classroom is made up of individuals with diverse strengths, backgrounds, and approaches to learning; they each need the appropriate instruction – pace, level, or tasks -- that will maximize their learning.

**Layne Kalbfleisch**, M.Ed., Ph.D., is trained in both educational psychology (which focuses on issues and topics about children within the educational process and their social environment) and cognitive neuroscience (where she studies the physiological bases of twice exceptionality in the human brain. Her history and current professional experiences span across education, clinical, and neuroscience environments on a daily basis. She is the first person with this specific combination of training dedicated to understanding twice-exceptionality and to improving the educational process, talent development, and quality of life for twice-exceptional and high-ability children. She will deliver the morning keynote and three breakout sessions.

### **The Psychological Well Being of Gifted Kids: Understanding Risks and Paving the Road to Resilience – Andrea Johnson**

Gifted brains are certainly unique but how does being Gifted/talented impact functioning outside intellectual and academic areas? This talk will explore common characteristics of GT kids and their risks and benefits for emotional development. Understand the factors that impact psychological well being, how to support kids, and why issues like grief can be more complex for GT kids. From case examples, you will also learn to identify the difference between GT traits and mental health issues and when to seek help.

**Dr. Andrea Johnson** is a clinical psychologist with a background in neuropsychology and has been working with kids for 25 years. She has a private practice in Edina, MN and specializes in working with gifted kids and their families. She has worked or trained at Mayo Clinic, the U of MN, Children's Hospital in Denver and Minneapolis, and the MN Department of Health, Children's Mental Health. She is also the parent of gifted kids.

### **What Brain Research Tells Us About Gifted Individuals – Layne Kalbfleisch**

Learn about the latest findings into how the brain of gifted children and adults develops, learns, creates, and solves problems throughout the lifespan. We know those individuals have the capacity to think faster, to absorb greater amounts of information, and to perform at high levels of expertise. That research may lead to a better definition of giftedness and lend more credence to the idea that specific programs and supports play an important role in their ability to be healthy and successful.

**Layne Kalbfleisch**, M.Ed., Ph.D., is trained in both educational psychology (which focuses on issues and topics about children within the educational process and their social environment) and cognitive neuroscience (where she studies the physiological bases of twice exceptionality in the human brain. Her history and current professional experiences span across education, clinical, and neuroscience environments on a daily basis. She is the first person with this specific combination of training dedicated to understanding twice-exceptionality and to improving the educational process, talent development, and quality of life for twice-exceptional and high-ability children. She will deliver the morning keynote and three breakout sessions.

### **What We Learned Our First Year: Identifying and Educating Students Who Are Twice Exceptional – Leah Brzezinski**

Learn about the latest findings into how the brain of gifted children and adults develops, learns, creates, and solves problems throughout the lifespan. We know those individuals have the capacity to think faster, to absorb greater amounts of information, and to perform at high levels of expertise. That research may lead to a better definition of giftedness and lend more credence to the idea that specific programs and supports play an important role in their ability to be healthy and successful.

**Leah Brzezinski**, Ed. D. CCC-SLP, has been working as a special education teacher, speech language pathologist, diagnostician, and special education administrator for over 20 years. She is also the parent of five children, and her two amazing sons inspired her to found and direct Arete Academy of Exceptional Education.

### **What's Motivation Got to Do With It? – Cindy Lea**

Many gifted people find that they are exceptional at applying themselves when they are passionate or really interested but struggle greatly to get motivated when they aren't. This can have a huge negative effect on success in life. Using humor, videos, and stories of success, we will explore exciting new findings and effective strategies. Learn to understand yourself and your child better, feel less frustrated, and get better results.

**Cindy Lea** is an award-winning speaker and has presented at national and local conferences. Known for her irreverent humor, clear and accessible style, and boundless enthusiasm, her seminars are as entertaining as they are educational. She has an MA in Psychology and is a Licensed Marriage and Family Therapist.

### **When, How, and Why of Assessment – Mary Wandrei**

When can assessment or testing tell me something useful about my child? How do I find the right kind of assessment – school-based or private pay, IQ or achievement, neuropsych or creativity? What can I do with the information I get? How much does it cost, who pays for it, and when is it worth the money? And what is an IQ anyway? A psychologist specializing in GT and other intense children will discuss these questions and others parents may have as they learn how to use assessment as a tool for understanding and advocating for their children.

**Mary L. Wandrei**, PhD, is a psychotherapist with offices in White Bear Lake, MN. She specializes in assessment, coaching, and psychotherapy for gifted and talented and twice-exceptional children and adults; Asperger's Syndrome screening/consultation; school adjustment and educational planning; and consultation around executive functioning, anxiety, depression, sensory processing, and temperament issues.

### **Where Do Good Ideas Come From? – Stephen Schroeder-Davis**

This presentation/discussion will focus on the relationship between “connectivity” and students’ ability to generate, synthesize and implement “good ideas” (defined as those that improve the culture and planet). For teachers, the ideas presented will help create a “gifted-friendly” classroom. For parents, the presentation will help determine if schools are offering enduring skills and understandings.

**Dr. Schroeder-Davis**, recently retired after 42 years in K-12 education, continues to consult, present and teach for several universities. He is also a columnist for "Understanding our Gifted".

### **Conversation and Book Signing with Keynote Speakers and Minnesota Authors**

Join our keynote speakers and Minnesota authors for an informal question and answer session. This will be an opportunity to seek additional information on topics from earlier presentations, to ask other pertinent questions, and/or request a book signing of our keynoters and Minnesota authors.