



Gifted Unlimited, II

Vol. 9, No. 3, Spring 2010

Chartered in 1963, NWGCA is a statewide, nonprofit organization of people with an interest in meeting the special needs of highly capable children

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Washington Association
of Educators of the Talented
and Gifted (WAETAG)

www.waetag.net

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Turnout is huge for GE Day 2010

Gifted Education Day 2010 had the largest turnout of any gifted advocacy day in history. The capitol campus was awash in florescent green fleece neck scarves of the Puyallup program and the royal purple tees of the Edmonds program. In addition to those programs, a large contingent of parents and students drove the 100 miles from Vancouver to join in the enthusiasm of the day.

Students, parents, teachers, and administrators crowded into the Columbia Room on the ground floor of the Capitol Building to educate themselves on the gifted issues facing their local legislators. They were greeted by Robert Harkin, who represented Superintendent of Public Instruc-

tion Randy Dorn. They asked intelligent questions of Nancy Amidei, senior lecturer at the University of Washington's School of Social Work. Amidei is the director of the Civic Engagement Project and is an energetic advocacy and public policy educator and frequent lobbyist in Olympia for positive social change. She outlined the most effective tactics for advocating with policy-makers.

Participants then dispersed over the next five hours to meet with legislators and legislative staff. The Edmonds district students filled the House gallery and were introduced to the representatives as honored constituents visiting Olympia that day.

Important conversations occurred in numerous legislative offices. Legislators learned more about the needs of gifted students, and they responded by reinstating funding for gifted education in both the House and Senate budgets. The \$9.185 million allocation is only slightly less than the amount identified in the 2009-2010 budget passed last year.

The funding will support gifted programs during this year of transition from categorical status to when gifted education becomes part of basic education with a guaranteed funding source.

Gifted Education Day 2011 will take place on Friday, February 11, 2011. The 2011 Legislative session will be a long one because 2011 is a budget year and the formulas for school funding will have changed. We have no idea how this will affect highly capable program funding as part of basic education. We will need a good showing on February 11 to make our case with the legislators for adequate funding. Mark your 2011 calendar and plan to attend.



Young advocates write thank-you notes to legislators that they visited.



President's Letter

This spring I would like to share with you excerpts from two excellent sources, *Duke University and the Fordham Institute*, related to the issue of ensuring gifted students are adequately challenged in the regular classrooms of our public schools.

THE DANGER TO AN UNCHALLENGED STUDENT.

Gifted students need opportunities to work ahead of the curve. Everyone needs a setting that matches his or her level and pace of learning. The right amount of challenge requires gifted students to stretch themselves and grow intellectually; too little challenge produces boredom and turnoff, an inevitable erosion of ability and commitment.

Worse yet, when school is habitually too easy, it teaches students that they are supposed to have all the answers without having to work. They are always first in the class and make effortless As. This leads to what Carol Dweck, author of *Self-Theories: Their*

Role in Motivation, Personality, and Development (Psychology Press, 2000), has called an "entity theory" of intelligence—the notion that one's ability cannot be changed. Students with this framework believe that hard work suggests that a person isn't very bright, and they often feel that they have to protect their image by avoiding situations in which they won't be instant experts. If they inadvertently stumble, they may feel devastated. In contrast, students who are accustomed to facing challenges are more likely to develop an "incremental theory," to believe that hard work will make them smarter. They look for learning opportunities. If they stumble, they figure that they just need to work harder. Students who hold the incremental theory have a sense of inner strength and resilience; those who have the entity theory don't.

"The Many Faces of Acceleration: Creating an Optimal Match for the Advanced Learner," *Duke Gifted Letter*, v.6, (2), Winter, 2006.

THE CHALLENGE OF TEACHING GIFTED CHILDREN IN A REGULAR CLASSROOM.

"It's no great surprise, then to learn that classroom practitioners feel much pressure to focus on the needs of the worst-performing youngsters. In their national survey of third- to twelfth-grade public school teachers, the study found 60 percent of the teachers saying that low achievers are a "top priority" in their schools." However, to the question—"For the public schools to help the U.S. live up to its ideals of *justice and equality*, do you think it's more important that they (A) focus on raising the achievement of disadvantaged students who are struggling academically OR (B) focus equally on all students, regardless of their backgrounds or achievement levels?"—eighty-six (86) percent of these same teachers, chose the latter action (B).

Fordham Institute Study, *High-Achieving Students in an Era of No Child Left Behind*, page 4.

Marcia Holland

THE ROOT OF EXCELLENCE

For the Greeks, excellence did not imply to surpass others—or to be greater than they—but rather to rise up naturally, to raise, as a crop is raised. The Indo-European root for excel is *qel- which means "hill."

"Imagine that hill. It was not placed on the landscape to make the prairie feel flat. It was not raised to make the sky tremble. Its job is to be a hill. We do not know why, but we know a hill-less world would be unbearable."

Jane Graham, from "A Call to Appreciate Intellectual Excellence" in *Vision*, v.5, (1), p.7.

SENG Webinar, April 15, 2010, 7 p.m. Pacific Time

"Navigating the Quest for Help: Understanding Your Gifted Child's Puzzling Behavior" For Parents, Educators and Health Professionals

When a gifted child has some type of puzzling behavior, or social or learning challenge, this situation can result in numerous visits with professionals and people in the know. This "quest for help" can be very frustrating and exhausting. In this webinar, Dr. Steven Curtis, a child clinical psychologist and nationally certified school psychologist, will help parents better understand the needs of their child, know how and when to intervene, have a better understanding of whom to turn to for help, and feel more empowered to help their gifted child succeed. By participating in this webinar, parents and caregivers will find that the quest for help is much less costly and more effective in the long run.

To register copy the following link into your browser: http://sengifted.org/webinar_curtis_04152010/webinar_faq_curtis_04152010.pdf. For more information, contact office@sengifted.org, or 845-797-5054.



Convening your initial parent group meeting

In the winter issue of this newsletter, I discussed ideas on how to start a parent group in your district. We considered five task areas: Find your friends; seek supporters; identify challenges; design a mission statement; and consider how to raise money.

Once you have some parents who have ideas and energy and interest in organizing a parent group, you are ready to convene an initial meeting. For this meeting, be sure to have a topic for discussion. Giving parents a topic to discuss will diminish their propensity to spend meeting time criticizing a teacher or the gifted program. An opening move in a positive direction will set the tone for the group and for future meetings. Encourage parents who have specific or pressing issues to schedule a private meeting with the gifted program director.

Below are various suggestions for making your meetings productive and successful:

INVITE LOCAL AND DISTRICT EXPERTS. Many speakers are available to speak to your group no matter where you live.

- A psychologist in your area who works with gifted children to speak could address parenting issues.
- An administrator could speak about the program's structure or history.
- A counselor or testing supervisor could explore testing instruments.

The group could pick a topic of interest and a program could be designed around a video or DVD on a topic.

Both the National Association for Gifted Children (NAGC) and Sup-

porting Emotional Needs of the Gifted (SENG) conduct "Webinars" (a seminar provided over the Internet) for a nominal fee that could be viewed by the group. This allows your group access to nationally known experts via the Internet. Check out what is being offered at www.nagc.org and www.sengifted.org.

Northwest Gifted Child Association (NWGCA) could provide a speaker to talk about gifted characteristics or provide an advocacy workshop.

CONVENE A PANEL. Perhaps a panel of students past and present could talk about the realities of being identified as gifted. A panel of teachers could talk about how best to support your student at home or how to help new students transition into the gifted program.

PROMOTE PARTICIPATION IN ACTIVITIES FOR STUDENTS AND FAMILIES. If one of the group's objectives is to make students and their families aware of activities available for gifted students, you can investigate the various academic programs available in Washington, such as Destination Imagination, Math Olympiad, History Day, Camp Invention, and Future Problem Solvers. Invite speakers from these programs to talk to your group about opportunities for students and how to make them happen in your district. To learn about these opportunities, contact Barbara Sailors at probsolv@whidbey.net.

HOLD A BOOK FAIR—Did you know that there are publishers who serve gifted students and their parents? A book sale could be held in conjunction with a one of your meetings, which could raise a bit of cash,

but more importantly, put valuable resources into the hands of families with gifted children. Some publishers to investigate include Free Spirit Press, www.freespirit.com, which has many books for kids; Great Potential Press, www.giftedbooks.com; and Prufrock Press, www.prufrock.com/.

CONDUCT SMALL GROUP DISCUSSIONS. Sharon Lind, national expert on the social/emotional needs of the gifted, says simply that giving parents time to talk with each other can be very beneficial. Parenting gifted kids can be a lonely experience so finding others to exchange ideas with can help. You could consider setting a topic for discussion and allowing parents to self-select a small group to talk about strategies regarding discipline, motivation, perfectionism, etc. Facilitators could use the book *A Parent's Guide to Gifted Children* (Webb, et al) to help guide the small group discussions.

As your steering committee begins to plan programs, review the basic tenets of parent group formation as set out by NAGC to ensure that you stay on task. These tenets discuss three areas to keep in mind as you begin to organize:

- Be clear on the purpose. The basic objective of parent groups can vary.
- Carefully review your objectives—What is the primary purpose of your group? Who are you trying to reach? How will you find members? How will you work with other organizations (school, groups, etc.?) Where will you meet?
- Keep the school informed. Your enthusiasm can be easily misinterpreted by teachers and administrators,

Continued on p. 8



2010 summer opportunities for gifted

ENRICHMENT FOR HIGHLY CAPABLE KIDS

Eastern Washington University Cheney, WA

2010 SATORI Camp, July 25-31
A summer experience for gifted junior high and senior high students
Residential, Ages 12-18
509-879-2183
www.satoricamp.org/South/info@satoricamp.org

Western Washington University

Odyssey of Science & Arts
Grades 4-6 July 19-23
Grades 7-9 July 26-30
Variety of other day programs
360-650-3308
youth@wwu.edu
www.acadweb.wwu.edu/eesp/youth/index.shtml

University of Washington Robinson Center/Young Scholars

Summer Challenge, grades 5-6,
July 12-30
Summer Stretch, grades 7-9, June 28-
July 30
Commuter only
206-543-4160
cscy@u.washington.edu
<http://depts.washington.edu/cscy/programs/summer/>

Washington State University

Cougar Quest, Residential
grades 7-9, July 18-12
grades 9-12 July 25-30
509-335-1235
cougarquest@wsu.edu
Keyboard Explorations & String Camp,
Residential/Commuter
Grades 7-12, June 27-July 2
509-335-3898, rcchandler@wsu.edu
www.summer.wsu.edu/programs/

Summer at Seabury, Tacoma

Weekly day camps starting June 14
through August 13
Sessions for K-2 grades, 3-5 grades, 6-
8 grades
9 a.m.-3 p.m.
Before- and after-care available
seaburydirector@comcast.net
www.seabury.org/summer/summer.php

Online Courses

Prospective students, grades 2-12
Stanford University
www.epgy.stanford.edu
Johns Hopkins University,
Center for Talented Youth
http://cty.jhu.edu/ctyonline/how_cty_works.html

ENRICHMENT FOR ALL KIDS

iD Tech Camps

Ages 7-17
Week-long technology camps
Day/extended day/residential options
35 universities nationally including the
University of Washington
888-709-8324 (TECH), option 1
info@internalDrive.com
www.internalDrive.com

Port Townsend Marine Science Center

Port Townsend, Washington
Marine science day and residential
(week-long)
Camps; daily interpretive programs
for families and beach walks
Family and ages 8-14
*Marine Biology (this year teaming with Cen-
trum for Whale Camp)*
Residential program, ages 9-13
July 11-17
360-385-5582, 800-566-3932
Research Cruises for the Family
www.ptmsc.org or info@ptmsc.org

Oregon Museum of Science and Industry

Portland, Oregon
503-797-4661
Summer camps, ages 7-18; also for
adults and families
Day classes, ages 4-14 and activities
camps@omsi.edu
www.omsi.edu/camps-classes

Portland State University

Portland, Oregon
Saturday Academy
22 week-long day camps, grades 2-12
www.saturdayacademy.com
503-200-5858
Project oriented classes held through-
out Portland Metro area
TAG Challenge Commuter Camp
Reed College, grades 4-5, June 21-25

Pacific Science Center

Seattle, Washington
Summer science day camps
Grades K-8
Shows and exhibits
www.pacsci.org
206-443-2925

Centrum

Residential, grades 8-12
Port Townsend, Washington
360-385-3102
Water World, (grades 5-6), May 2-7
Whale Camp (Ages 9-13), July 11-17
DANCE This (grades 9-12),
August 8-14
Music, dance, and creative writing
www.centrum.org
info@centrum.org

Centrum Young Artists Project

High School Summer Arts Camp
Port Townsend, Washington
August 8-14, Residential
360-385-3102, x. 120
www.centrum.org/youth/hs.html

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Summer Opportunities, Continued from p. 4

Camp Invention

Day camps for grades 1-6
Numerous sites in Washington and Oregon
800-968-4332
www.campinvention.org

U.S. Space Camps & Space Academy

Ages 9-18; adult programs, and adult plus child programs
Commuter/residential
Huntsville, Alabama
800-637-7223
www.spacecamp.com

University of Oregon

www.uoyouth.org
541-346-1400, -1402, -1405
Summer Enrichment Program
2-week residential program
Grades 6-10
Session 1: July 11-24
Session 2: July 25-Aug 7

Super Summer Grades K-5
3-week commuter program
1-3 classes/day, June 29-July 17

Summer Scholars Program
Grades 3-5
July 19-30
9am-noon, Monday-Friday
2-week commuter program focused on advanced, accelerated work in three curricular areas: math, computer programming, literature

OPPORTUNITIES FOR GIFTED ADULTS

Boise State University Edufest

Boise, Idaho
July 25-30
208-378-0579
info@edufest.org
www.edufest.org

Confratute Summer Institute, University of Connecticut

July 11-16
Two, one-week residential programs for gifted education professionals and parents of gifted learners
www.gifted.uconn.edu/confratute

Annual SENG Conference Partnership with New England Gifted and Talented Connections and New Directions

Hartford, CT
October 21-23
845-797-5054
www.SENGifted.org
office@sengifted.org



Parents and students from Puyallup School District pose for photo. Sen. Jim Kastama talks with a group of participants. Mary Freitas, president of WAETAG addresses entire group.





SENG resources for parents of gifted

As parents we need to educate ourselves about the characteristics and needs of gifted children. Because we live with our child everyday, we may not realize the challenges they actually experience in a culture that is ambivalent about the value of intelligence.

I know your time is precious, but it would be a wise use of some of that time to read a few of the excellent resources listed below from the Supporting the Emotional Needs of the Gifted (SENG) extensive reading list:

LEARNING ABOUT GIFTEDNESS

Clark, B. (2007). *Growing up gifted: Developing the potential of children at home and at school* (7th Edition). New York: Prentice Hall.

Galbraith, J. *Gifted kids survival guides*. Minneapolis: Free Spirit Publishing.

Kerr, B. (1997). *Smart: A new psychology of girls, women and giftedness* (rev. ed.). Scottsdale: Gifted Psychology Press.

Kerr, B. and Cohn, S. (2001). *Smart boys: Talent, manhood & the search for meaning*. Scottsdale: Great Potential Press.

SOCIAL AND EMOTIONAL ISSUES

Adderholdt-Elliot, M., Goldberg, J. (1999). *Perfectionism—what's bad about being too good?* (rev. ed.). Minneapolis: Free Spirit Publishing.

Cohen, L., and Frydenberg, E. (1996). *Coping for capable kids: Strategies for parents teachers and students*. Waco, TX: Prufrock Press.

Duke, M.P., Nowicki, S., Martin, E.A. (1996). *Teaching your child the language of social success*. Atlanta: Peachtree.

Hipp, E. (1999). *Fighting invisible tigers: A stress management guide for teens* (rev. ed.). Minneapolis: Free Spirit Publishing.

PARENTING THE GIFTED

Kurcinka, M. (1992). *Raising your spirited child*. New York, NY: Harper Collins Perennial.

Walker, S. (2000). *The survival guide for parents of gifted kids; How to understand, live with, and stick up for your gifted child* (rev. ed.). Minneapolis: Free Spirit Press.

SENG is an organization that focuses on meeting the social and emotional needs of gifted adults and children. If you have not browsed on SENG's Web site, you should add it to your list of favorite electronic addresses (www.sengifted.org) and visit the site often. One of the resources is a list of recommended reading for parents and educators of gifted.

Marcia Holland



NWGCA Membership Application

Does your employer match contributions? Yes No

Name _____

Address _____

Phone _____ Email _____

School District _____

I don't want to share my information with other Washington organizations for the gifted.

Please cut or copy this form and send it with a check for \$35 (yearly dues) to:
NWGCA Treasurer, PO Box 10704, Spokane, Washington 99209. Make check payable to NWGCA.

2009-2010

Washington Highly Capable Membership Campaign

Board Members

NWGCA—since 1963

Marcia Holland—Bellevue, Pres.
JC Hodgson—Spokane, Treasurer
Sherrie Flaman—Dayton
Christine Holland—Puyallap
Ann Koch—Kent

northwestgca@gmail.com

WAETAG—since 1984

Mary Freitas—Edmonds, Pres.
Betty Buzitis—Lynnwood, Treas.
Laurie McGovern, Shelton, Sec.
Eastern Region-Betty Burley-Wolf
Central Region-Maureen McQuerry
SW Region- Charlotte Aiken
NW Region-Roger Daniels
Gayle Pauley—OSPI, ex officio
Marcia Holland—NWGCA,
ex officio

www.waetag.net

WCGE—since 1985

Barbara Poyneer—Treasurer
wagifted@earthlink.net

**Be a part of the force to further gifted education in Washington
“Join 1 or all 3 statewide organizations”**

*Northwest Gifted
Child Association*

*Washington Educators
of Talented and Gifted*

*Washington Coalition
for Gifted Education*

NWGCA

Mission

To support highly capable/
gifted children by:

- Supporting **parents**
- Disseminating information
- Encouraging development and maintenance of programs for gifted students
- Supporting legislation

Major Activities

Publishes a newsletter with local, state and national resources for gifted families

Why Join?

Parents need a voice at the state level as well as a way to connect on a local level. Parents are vital to ensure gifted programming remains a priority.

WAETAG

Mission

To improve educational opportunities for gifted students by strengthening services to and providing information for **professionals** serving these students in all settings.

Major Activities

- Leadership symposium
- Annual statewide conference and workshop
- Quarterly coordinator meetings by ESD
- Newsletter
- Student scholarship for summer opportunities
- Web page on regional, state, and national issues

Why Join?

Teachers, parents and students face many of the same challenges in meeting the needs of the highly capable student. WAETAG provides a way to share ideas, voice concerns, and increase professional preparation.

WCGE

Mission

To work collaboratively with key state governmental decision makers on issues related to the education of highly capable students, their families, and their schools.

Major Activities

- Employ a **lobbyist**
- Educate key decision makers on issues
- Provide legislators with current information and seek their support for funding and programs .
- Work with state agencies on highly capable issues
- Inform members about legislative issues

Why Join?

The Coalition is YOUR voice in Olympia and is the only non-profit gifted advocacy group in Washington that can hire a lobbyist. As a member of the Coalition, you provide the necessary financial support.

JOIN TODAY for the
2009-2010 school year

Membership Information

Does your employer match contributions?

Name _____ School District _____

Address _____
_____ I do not want to share my information with other WA gifted organizations

Email Address _____

- Join: NWGCA \$35/year
 WAETAG \$35/year
 WCGE \$35/year

JOINT MEMBERSHIP SPECIAL
Only \$90 for all 3 organizations

Mail to PO Box 10704, Spokane, WA 99209
Mail to 830 Cary Rd., Edmonds, WA 98020
Mail to B. Poyneer, 18149 147 Ave SE, Renton, WA 98058
Mail to B. Poyneer, 18149 147 Ave SE, Renton, WA 98058
Make joint membership check payable to WCGE

TOGETHER

WE'RE STRONGER



Parent groups, Continued from p. 3

so make sure you keep the lines of communication wide open. Both parents and schools can benefit from parent support groups and forming a group can be a rewarding experience.

Finally, a last word of advice from NAGC: "There is a temptation to take on too many things at once so prioritize what it is your group wants to accomplish."

RESOURCES—For more information on forming a parent group or finding one in your area, contact NWGCA at www.northwestgca@gmail.com.



**Northwest Gifted Child Association
(NWGCA)**
PO Box 10704
Spokane, Washington 99209

The National Association for Gifted Children (www.nagc.org) has an informative article on their Web site under "Tips for Parents" entitled, "How to Start a Parent Support Group."

Other helpful Web sites:

- Destination ImagiNation, www.destinationimagination.org
- Future Problem Solving, www.fpspi.org
- Washington Web sites—www.wafps.net and www.wa-di.org.

—*Ann Koch, NWGCA board member*

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