

## Suggested Reading for Parents

Adderholdt, M., & Goldberg, J. (1999). **Perfectionism: What's bad about being too good? (rev. ed.)** Designed for gifted students who are prone toward perfectionism, this book explores some of the possible reasons for perfectionism and offers strategies for learning how to ease up and get perfectionism under control.

Berger, S. (2006). **College planning for gifted students (3rd ed.)** Provides a detailed 6-year plan that guides the gifted student through critical college and career choices based on student's knowledge of self and educational options. Revised second edition includes web-based resources.

Clark, B. (2002). **Growing up gifted: Developing the potential of children at home and at school (7th ed.)** This comprehensive reference includes sections on brain research, the emotional and social aspects of growing up gifted, and current educational models. The sixth edition retains proven parts of its original structure and combines it with the knowledge and best practices from a variety of sources.

2005 TAGT Legacy Book Award Winner

Davidson, Jan and Davidson, Bob, **Genius Denied** The Davidsons, creators of educational software and founders of a nonprofit foundation that helps educate gifted children, offer an absorbing look at how our nation is neglecting children of exceptional intelligence.

Davis, G. A., & Rimm, S. B. (2003). **Education of the gifted and talented (5th ed.)** A standard introductory textbook in gifted education. The most notable change for this edition is a new chapter on counseling that addresses the social, emotional, and education/career needs and problems of gifted children, and outlines specific counseling-related roles for teachers, parents, counselors, and even school administrators.

Delisle, J., & Galbraith, J. (2002). **When gifted kids don't have all the answers: How to meet their social and emotional needs** After a section devoted to identifying the gifted and the need for specialized education programs for this population, this work delves into the emotional dimensions of giftedness and how to understand gifted kids from the "inside out" through first-person stories, classroom-tested activities, guided discussions, and up-to-date resources.

Freeman, J. (2001). **Gifted children grown up** This book describes the outcomes of a longitudinal study of 210 British children that compared the recognized and the unrecognized gifted with their classmates. It describes what has happened to them and their families as they have grown up in very different circumstances, in poverty or wealth, through many types of schooling and life opportunities.

Galbraith, J. (2000). **You know your child is gifted when...A beginner's guide to life on the bright side** This book uses humorous cartoons and commentary on giftedness to provide parents with information on the characteristics, challenges, and joys of parenting a gifted child. Throughout the book, first-person stories from parents of children with giftedness offer reassurance and insights.

Guyer, B. P. (2002). **The pretenders: Gifted people who have difficulty learning** This book tells the stories of eight people with above average to highly gifted levels of intellect, who also have significant, previously unrecognized and undiagnosed, learning disabilities. Their discovery of their true abilities and gifts after years of humiliation with the educational system and the trials of daily life is detailed.

Halsted, J. W. (2002). **Some of my best friends are books: Guiding gifted readers from preschool to high school (2nd ed.)** Designed for parents, educators, and others concerned with the development of gifted children, this book is a guide to reading for gifted students in preschool through grade 12 and includes an annotated bibliography of almost 300 recommended books.

2004 TAGT Legacy Book Award Winner

Jackson Gilman, Barbara, **Empowering Gifted Minds: Educational Advocacy that Works** The definitive manual on gifted advocacy, this book takes parents and teachers from documenting a child's abilities to providing reasonable educational options year by year.

Karnes, F. A., & Marquardt, R. G. (2000). **Gifted children and legal issues: An update** This book attempts to report on and synthesize all new (since this book's 1991 edition) legal actions concerning the education of gifted and talented children. Examples of issues covered include advanced placement concerns, home-schooling problems, personal injury, and civil rights.

Kay, Keisa (Ed.) (2000). **Uniquely gifted: Identifying and meeting the needs of twice-exceptional students** The 32 readings in this collection discuss the needs of children who are both gifted and also have special needs such as a disability ("twice exceptional"). The readings are grouped into four major sections. "Family Matters: Perspectives from Family Members," "Teaching Strategies: Learning and Leadership," "Research and Theory: Discovering Possibilities," and "Administrative Options: Working Together."

Kerr, B. (1997). **Smart girls: A new psychology of girls, women, and giftedness (rev.ed.)** Expands previous research on why smart girls and gifted women often fail to develop their potential. It reports a 10-year and 20-year follow-up study of graduates of a special high school curriculum designed to foster leadership and success among gifted females.

# Suggested Reading for Parents of GATE Identified Students

Kerr, B. A., & Cohn, S. J. (2001). **Smart boys: Talent, manhood, and the search for meaning** This book explores issues faced by gifted boys and men and the concerns of those around them and explores the relationship of special intellectual ability to the role of males in our society.

Khatena, J. (2000). **Enhancing creativity of gifted children: A guide for parents and teachers** This book on enhancing the creativity of gifted children begins with stories of gifted children, each illustrating characteristics that distinguish each child's uniqueness. It goes on to delineate the role and power of parents and teachers in bringing a child's creative potential to fruition. Specific measures of creativity that may be used to identify gifted children are described, as are typical characteristics such as the ability to learn school subjects, lead others, and perform in the arts.

Neihart, M., Reis, S. M., Robinson, N. M., & Moon, S. M. (Eds.), (2001). **The social and emotional development of gifted children: What do we know?** This resource examines the essential topics teachers, parents, and researchers need to know about the social and emotional development of gifted children. Twenty-four papers written by experts in the field summarize decades of research in chapters on peer pressure and social acceptance, resilience, delinquency, and underachievement.

2004 TAGT Legacy Book Award Finalist

Olszewski-Kubilius, Paula, Limburg-Weber, Lisa, and Pfeiffer, Steven, **Early Gifts: Recognizing and Nurturing Children's Talent** This book offers solid advice and guidance for parents of gifted and talented children of preschool and elementary school age. The book shows parents and educators ways to identify a child's area of talent; support and nurture that talent both at home and at school; and strategies parents can use to ensure their gifted child grows to be a happy, healthy adult.

Rimm, S. B. (2001). **Keys to parenting the gifted child (2nd ed.)** . This book provides parents with guidelines on how to determine if their children are unusually gifted and how to prepare them for school. Recommendations are provided to ensure that gifted children are sufficiently challenged in the classroom, while reducing emotional stresses to which intellectually gifted children are often prone.

Rivero, L. (2002). **Creative home schooling: A resource guide.** Chapters include reasons to home-school, curriculum resources, how to get started, record keeping, positive changes for the family, college planning, "big ideas" thematic approach, how gifted children learn, traditional and classical approaches, and parent interviews.

Sheffield, L. J. (2002). **Extending the challenge in mathematics: Developing mathematical promise in K-8 students** Combining theory and practice, Sheffield expertly guides the reader through the process of mathematical talent development from identifying students with mathematical potential, to finding and creating first-rate problems for exploration and strategies for assessment.

Smutny, J. F. (2000). **Stand up for your gifted child: How to make the most of kids' strengths at school and at home** . This text is designed to enable parents to become powerful advocates for their gifted children at school and at home. Chapters focus on becoming an advocate at home, advocacy at school, and community advocacy.

Smutny, J. F. (Ed.) (1997). **The young gifted child: Potential and promise: An anthology** . Forty-one papers on young gifted children are grouped in sections on identification, special populations, parenting, social/emotional needs, and education.

Strip, C. A., & Hirsch, G. (2000). **Helping gifted children soar: A practical guide for parents and teachers.** Intended for parents of gifted children, this book stresses the importance of positive relationships between parents and teachers as they work to meet children's academic, emotional, and social needs.

Walker, S. Y. (2002). **The survival guide for parents of gifted kids: How to understand, live with, and stick up for your gifted child (rev. ed.)** . Designed for parents of gifted children, this book discusses the background and history of gifted education, characteristics that make gifted children unique, and the needs of gifted children.

2005 TAGT Legacy Book Award Winner

Webb, Ph.D., James T., Gore, M. Ed., Janet L., Karnes, Ph.D., Frances A., **Grandparents' Guide to Gifted Children** Grandparents can play a supremely influential role in the shaping of their grandchildren's lives and well-being. This is especially so with bright or gifted grandchildren who will need additional emotional and intellectual support.

The Texas Association for the Gifted and Talented connects and empowers educators and parents to meet the unique needs of gifted and talented individuals through awareness, advocacy and action.

Texas Association for the Gifted and Talented • 1524 South IH 35 Suite 205 • Austin Texas 78704

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## Helpful Gifted Education Websites

**National Association for Gifted Children:**  
<http://www.nagc.org/>

**California Association for the Gifted:**  
<http://cagifted.org/>

**Texas Association for the Gifted and Talented:**  
<http://www.txgifted.org/>

**Supporting Emotional Needs of the Gifted:**  
<http://www.sengifted.org/>

**Orange County Council for the Gifted:**  
<http://www.occgate.org/>

**Free Spirit Publishing:**  
<http://www.freespirit.com/>

**Hoagies' Gifted Education Page:**  
<http://www.hoagiesgifted.org>

**Central Cities Gifted Children's Association:**  
<http://centralcities.org/>

## Gifted Glossary

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<b>Ability Grouping</b>	Class or group assignment based on observed behavior or performance. Ability grouping is not the same as tracking
<b>Accelerated Learning</b>	A strategy of progressing through education at rates faster or ages younger than the norm.
<b>Accountability</b>	Holding students, teachers, administrators, and other school personnel responsible for instructional outcomes.
<b>Advanced Placement (AP)</b>	A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education. In many instances, college credit may be earned with the successful completion of an AP exam in specific content areas.
<b>Affective Curriculum</b>	Curriculum that focuses on person/social awareness and adjustment, and includes the study of values, attitudes, and self.
<b>Aptitude</b>	An inclination to excel in the performance of a certain skill.
<b>Asynchrony</b>	A term used to describe disparate rates of intellectual, emotional, and physical rates of growth or development often displayed by gifted children.
<b>At-Risk</b>	A term used to describe students whose economic, physical, emotional, or academic needs go unmet or serve as barriers to talent recognition or development, thus putting them in danger of underachieving or dropping out.
<b>Authentic Assessment</b>	Evaluating student learning through the use of student portfolios, performance, or observations in place or in conjunction with more traditional measures of performance such as tests and written assignments. The process allows students to be evaluated using assessments that more closely resemble real world tasks, such as a scientific experiment to demonstrate understanding of the laws of motion.
<b>Bloom's Taxonomy</b>	Developed in 1956 by Benjamin Bloom, the taxonomy is often used to develop curriculum for gifted children. There are six levels within the taxonomy that move from basic to high levels of thinking. These include knowledge, comprehension, application, analysis, synthesis, and evaluation.
<b>Brainstorming</b>	Brainstorming is an activity used to generate many creative ideas that have no right or wrong answers and are accepted without criticism. Effective brainstorming is characterized by fluency and flexibility of thought.
<b>Cluster Grouping</b>	A grouping assignment for gifted students in the regular heterogeneous classroom. Typically, five or six gifted students with similar needs, abilities, or interests are "clustered" in the same classroom, which allows the teacher to more efficiently differentiate assignments for a group of advanced learners rather than just one or two students.
<b>Concurrent or Dual Enrollment</b>	Most often refers to high school students taking college courses, often for college credit. Dual enrollment is viewed as providing high school students benefits such as greater access to a wider range of rigorous academic and technical courses, savings in time and money on a college degree, promoting efficiency of learning, and enhancing admission to and retention in college. The terms may also be used to refer to middle grade students taking high school courses and earning credit towards graduation.
<b>Cooperative Learning</b>	An instructional method that allows students to work in small groups within the classroom, often with a division of assignment of several specific tasks or roles. This group strategy allows students to practice working in a group and taking leadership roles.

# Texas Association for the Gifted and Talented Glossary of GATE Terms

However, when gifted students participate in cooperative learning groups intentionally clustered by mixed ability students, special care must be taken to differentiate tasks appropriately.

<b>Creativity</b>	The process of developing new, uncommon, or unique ideas. The federal definition of giftedness identifies creativity as a specific component of giftedness.
<b>Criterion-Referenced Testing</b>	An assessment that compares a student's test performance to their mastery of a body of knowledge or specific skill rather than relating their scores to the performance of other students.
<b>Curriculum Compacting</b>	After showing a level of proficiency in the basic curriculum, a student can then be allowed to exchange instructional time for other learning experiences.
<b>Differentiation</b>	Modifying curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom.
<b>Enrichment</b>	Activities that add or go beyond the existing curriculum. Activities may occur in the classroom or in a separate setting.
<b>Flexible Grouping</b>	An instructional strategy where students are grouped together to receive appropriately challenging instruction. True flexible grouping permits students to move in and out of various grouping patterns, depending on the course content. Grouping can be determined by ability, size, and/or interest.
<b>Gifted and Talented Students</b>	The federal Elementary and Secondary Education Act defines gifted and talented students as "Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities." [Title IX, Part A, Definition 22. (2002)]
<b>Heterogeneous Grouping</b>	Grouping students by mixed ability or readiness levels. A heterogeneous classroom is one in which a teacher is expected to meet a broad range of student needs or readiness levels.
<b>Homogeneous Grouping</b>	Grouping students by need, ability, or interest. Although variations between students exist in a homogeneous classroom, the intent of this grouping pattern is to restrict the range of student readiness or needs that a teacher must address.
<b>Independent Study</b>	A self-directed learning strategy where the teacher acts as a guide or facilitator and the student plays a more active role in designing and managing his or her own learning.
<b>Individual Education Plan (IEP)</b>	An IEP is a document that delineates special education services for special needs students. The IEP includes any modifications that are required in the regular classroom and any additional special programs or services. Federal law and the majority of states do not require IEPs for gifted learners.
<b>Intelligence</b>	The ability to learn, reason, and problem solve. Debate revolves around the nature of intelligence as to whether it is an innate quality or something that is developed as a result of interacting with the environment. Many researchers believe that it is a combination of the two.
<b>Intelligence Quotient (IQ)</b>	A numerical representation of intelligence. IQ is derived from dividing mental age (result from an intelligence test) by the chronological age times 100. Traditionally, an average IQ is considered to be 100.

# Texas Association for the Gifted and Talented Glossary of GATE Terms

<b>International Baccalaureate (IB) Program</b>	A demanding pre-university program that students can complete to earn college credit. IB emphasizes critical thinking and understanding of other cultures or points of view. A diploma is awarded at the completion of the IB program which allows graduates access to universities worldwide.
<b>Learning Styles</b>	Preferred way(s) in which individuals interact or process new information across the three domains of learning identified in the taxonomy of education objective: cognitive (knowledge), psychomotor (skills) and affective (attitude). An individual's preferred learning style is how he/she learns best.
<b>Magnet Schools</b>	A public school program that focuses on a specific learning area such as math, science, technology, or the performing arts. Magnet schools have been established to meet the specific learning needs of the gifted.
<b>Mentor</b>	A community member who shares his or her expertise with a student of similar career or field of study aspirations.
<b>Norm-Referenced Testing</b>	An assessment that compares an individual's results with a large group of individuals who have taken the same assessment (who are referred to as the "norming group"). Examples include the SAT and Iowa Tests of Basic Skills.
<b>Parallel Curriculum Model</b>	A curriculum modification strategy to meet the needs of gifted students in terms of depth, complexity, and novelty. This model has four simultaneous pathways of development: Core or Basic Curriculum, Curriculum of Connections, Curriculum of Practice and the Curriculum of Identify.
<b>Portfolio Assessment</b>	An alternative or supplement to traditional measures of giftedness, portfolios offer a collection of student work over time that can help to determine achievement and progress. Many of the elements found in portfolios cannot be captured by a standardized test.
<b>Pull-Out Program</b>	A program which takes a student out of the regular classroom during the school day for special programming.
<b>Rubric</b>	A rubric is a chart composed of criteria for evaluation and levels of fulfillment of those criteria. A rubric allows for standardized evaluation according to specified criteria, making grading simpler and more transparent.
<b>Social-Emotional Needs</b>	Gifted and talented students may have affective needs that include heightened or unusual sensitivity to self-awareness, emotions, and expectations of themselves or others, and a sense of justice, moral judgment, or altruism. Counselors working in this area may address issues such as perfectionism, depression, underachievement, or career planning.
<b>Talent Development</b>	Programs, curricula, and services for gifted and talented students that can best meet their needs, promote their achievements in life, and contribute to the enhancement of our society when schools identify students' specific talent strengths and focus educational services on these talents.
<b>Telescope</b>	To cover the same amount of materials or activities in less time, thereby allowing more time for enrichment activities and projects that better suit the interests, needs, and readiness levels of gifted students.
<b>Tiered Assignments</b>	A differentiated instructional strategy in which all students work toward the same goal, but activities are geared toward each student's level of understanding.
<b>Twice Exceptional</b>	A term used to describe a student that is both gifted and disabled. These students may also be referred to as having dual exceptionalities or as being GT/LD.
<b>Underachieving or Underachievement</b>	A term used to describe the discrepancy between a student's performance and their potential, or ability to perform at a much higher level.



## Summer Opportunities for GATE Students

There are many summer opportunities designed specifically for gifted and talented students in the elementary, middle, and high school grades. The web links below are sponsored by the California Association for the Gifted, the National Association for the Gifted, and the Texas Association for the Gifted. Inclusion of these links and the companies mentioned within does not imply endorsement by the Manhattan Beach Unified School District. If you have specific questions about summer opportunities, please contact the companies noted in the links directly, or you can contact the sponsoring organizations via phone or email:

### **California Association for the Gifted (CAG)**

**Summer Programs Link:**

**<http://www.cagifted.org/displaycommon.cfm?an=1&subarticlenbr=178>**

**(916) 988-3999**

**Email: [cagoffice@aol.com](mailto:cagoffice@aol.com)**

### **National Association for the Gifted (NAGC)**

**Summer Programs Link: <http://www.nagc.org/index.aspx?id=1103>**

**(202) 785-4268**

**Email: [nagc@nagc.org](mailto:nagc@nagc.org)**

### **Texas Association for the Gifted (TAGT)**

**Summer Programs Link: <http://txgifted.org/k-12-summer-programs/>**

**(512) 499-8248 x206**

**JJ Colburn, Executive Director: [jjcolburn@txgifted.org](mailto:jjcolburn@txgifted.org)**