

The Gifted Gallery

Gifted and Talented Community News for the Pikes Peak Region

November 2009, Volume 3, Number 4

District Edition

The purpose of The Gifted Gallery, a free newsletter with information collected by volunteers, is to **cultivate relationships** within the Pikes Peak Region, and its content does not necessarily reflect any particular school or school district. Information from all schools, districts, and community groups, organizations for the gifted is actively welcomed. We further seek to **increase awareness** of the various available resources **share ideas** for the needs of gifted and talented students, their families, and the staff members who serve them. Visit the Gifted Gallery online at www.giftedgallery.org in the coming weeks as information is added to the new look. To unsubscribe, click [here](#).

Colorado's Definition of 'Gifted'

Visit the Colorado Department of Education's website for identification and programming information.

- exceptional ability
- exceptional potential
- special provisions needed for success

Free Circulation

Please forward and share the Gifted Gallery with others. Information, ideas, and postings are always welcome.

Unsubscribe from this newsletter [here](#).

Other Ways to Connect

[Twitter](#), for infrequent

Free Circulation, please forward and share!

The Gifted Gallery is a free resource for the Pikes Peak region collected and edited by volunteers. Readers are welcome to forward electronic copies and to distribute paper copies as needed. **Suggestions, ideas, information and articles for upcoming editions are always welcome. Please send them by approximately the 15th of each month, for publication on or shortly after the first of each month, to giftedgallery@comcast.net.**

Support Group- Every 2nd Monday of the month at the East Library

Pikes Peak Support Group for Parents of Gifted Children

The second Monday of each month, 7-8pm at the East Library, Conference Room 1
Sharing ideas from SENG, A Parent's Guide to Gifted Children, by Webb, 2007

Nov. 9th: Setting SMART Goals

Dec. 14th: Learning Activities for Holiday Break

Jan. 11th: Location: Pikes Perk Downtown, Stress in Gifted Students

For questions, contact giftedgallery@comcast.net. *The group is casual and welcoming, so feel free to grab a cup of coffee at the library's coffee bar and join us at any time.*

postings of events

[Facebook](#), for postings, links, and more

Gifted Gallery

giftedgallery@comcast.net

We're on the Web!

[The Gifted Gallery On-Line](#)

Purpose of the Gifted Gallery

- Cultivate relationships
- Increase awareness
- Share ideas

Food For Thought:

[Giftedness: The View From Within](#)

Profiles of Gifted Students

Giftedness can be examined from different angles, and so can the needs of gifted students. They can be grouped in variety of ways, including areas of giftedness, special/sub-population, level/degree of giftedness, and profile or 'type'.

The very nature of giftedness, a characteristic defined by its difference from the typical population, creates a group of students that are not only unique from the rest of the population, but who also are *unique from each other* while still sharing some common characteristics. There is a research-based scale from Dr. Linda Kreger Silverman available at http://www.gifteddevelopment.com/PDF_files/characscale.pdf that can be used to measure anecdotal evidence of these characteristics.

There are five **areas of giftedness** recognized by the Colorado definition:

- General or specific intellectual ability.
- Specific academic aptitude.
- Creative or productive thinking.
- Leadership abilities.
- Visual arts, performing arts, musical or psychomotor abilities.

Characteristics of students with each of these areas of giftedness can be found at <http://austega.com/gifted/characteristics.htm> and http://www.education.com/reference/article/Ref_Characteristics/.

Sub-populations or 'special populations' of gifted students, as defined by the National Association for the Gifted, "include Blacks, Hispanics, Native Americans, Asian Pacifics, rural, economically disadvantaged, handicapped, and female; and, in addition, those students whose gifts are in domains not traditionally in the school setting (<http://www.nagc.org/index.aspx?id=1446>).” Young gifted children, English language learners, underachievers, and twice-exceptional children are often identified as special populations requiring unique interventions as well. For insight into underachievement, visit http://www.davidsongifted.org/db/Articles_id_10442.aspx.

Regarding **levels of giftedness**, some students are 'globally gifted' with every area measured showing at least two 'standard deviations from the mean', often designated as an IQ score of 130/132 or higher, in seemingly every area, or at least every 'academic' area defined by a high test score. However, it's not uncommon to see students with gifted scores that have 'spikes' in particular areas, or even a gifted score in a particular area and a more typical score in other areas.

Depending on the assessment used, "gifted" or "moderately" gifted students typically have scores ranging from 130-145. "Highly gifted" scores ranging from 145-160, "exceptionally gifted" begins at 160-180, and "profoundly gifted" begins at 180 (see

http://www.hoagiesgifted.org/highly_profoundly.htm for an description of specific assessments and scores). Students at each level show markedly more of the characteristics of giftedness than previous levels as their scores increase. Therefore, each level requires more differentiation and intervention in order for each student to be in an appropriate learning zone. However, teachers need to be trained to recognize these characteristics in order to identify these students accurately; even profoundly gifted students have been 'missed' because their behaviors were misinterpreted.

"Giftedness should not be defined as separate categories; every aspect of personality and development influences and interacts with every other aspect. Giftedness should be examined as a construct that impacts personality." Betts & Neihart, 1988

In 1982, Roeper grouped gifted children in terms of how they cope with their emotions into five categories of perfectionist, child/adult, winner of competition, self-critic, and well-integrated child. In 1988, Betts and Neihart (Gifted Child Quarterly) identified **six profiles of gifted students** more holistically in terms of their needs, feelings, and behaviors rather than their abilities, talents, or interests. The six profiles are as follows:

Type I: The Successful

These students may represent up to 90% of the gifted students identified for school programs, according to Betts and Neihart. They have appropriate behaviors for home and school, test well, have good grades, and find approval with adults. They may still become bored, go through the motions of school with little effort, fail to find their own interests and goals, and underachieve in college.

Type II: The Challenging

These students are divergently gifted, with a high degree of creativity and a lack of conformity to systems. They may have or instigate a lot of conflict in their lives, feel frustrated, and struggle with self-esteem. They may be 'at-risk' if appropriate interventions are not made by junior high. "Parents of gifted high school students who drop out of school (Type IV) frequently note that their children exhibited Type II behaviors in upper elementary school or junior high (p. 3).

Type III: The Underground

These are students who have hidden their gifted ability in order to fit in with same-age peers. While this behavior has been noted to occur as early as preschool (http://www.childdevelopmentinfo.com/learning/gifted_children.shtml), this group of students typically appears as predominantly as middle school girls, with some boys at this age demonstrating this behavior as well (Kerr and Cohn, 2001, have noted 'Bartleby Syndrome' of happy non-compliance of boys at this age).

Type IV: The Dropouts

These students are characterized as angry with the system and themselves, with depression and withdrawal from activities. They have interests outside the school curriculum and fail to receive support and affirmation for these interests, so school

appears irrelevant and even hostile. While the majority are high school students, there may be an occasional elementary student who drops out emotionally and mentally if not physically.

Type V: The Double-Labeled

These students are also known now as “twice-exceptional”, or informally as ‘gifted and something else’. They may have physical or emotional disabilities that interfere or mask their giftedness, and need specialized, differentiated instruction that identifies and supports their unique needs. They may have developed coping mechanisms that also mask their disability, and avoidance techniques for difficult work. “Estimations of the incidence of GCLD students range from 2–5 percent of the general gifted student population (Whitmore, 1981 cited in Stewart, 1998), while Dix and Schaeffer (1996) estimate somewhere between 5–10 percent of the gifted population are GCLD [[Gifted Child with Learning Disabilities](#)].”

Type VI: The Autonomous Learner

The development of every gifted student towards this profile is the goal of every solid gifted program. They have learned to use the system to advocate positively for themselves, are independent and self-directed, have strong and positive self-concepts, and know how to pursue their own interests and develop their own strengths. They frequently serve in some leadership capacity, with a sense of their own personal strengths and ability to direct their own growth.

The full article that describes the needs of each of these profiles of gifted learners can be found at http://www.childdevelopmentinfo.com/learning/gifted_children.shtml.

Bevan-Brown (1999) suggested that the following seventh profile could be added:

Type VII: Culturally Diverse

“These are students who are not identified as having exceptional ability. Some may go unrecognized because their performance generally is affected by low self-esteem and low teacher expectations. Their gifts and talents may not be recognized or valued within their school, or the values and behaviours of their culture may discourage them from displaying their abilities
(http://www.tki.org.nz/r/gifted/handbook/stage1/char_subtypes_e.php).”

Personalities

Occasionally a search for Betts and Niehart’s work on these profiles will reference them as ‘personalities’ of gifted students. A clear distinction should be made, however, between ‘profile’ and ‘personality’. Silverman notes that “[p]erfectionism, sensitivity and intensity are three personality traits associated ([Gifted Characteristics](#)) with giftedness” and these can be present in any profile/type of gifted student. A variety of research has been conducted on common personality characteristics of gifted students, often using the [Myers-Briggs](#) profiling system based on Carl Jung’s theory of Psychological Types. Silverman also states:

“About 60% of gifted children are introverted compared with 30% of the general population. Approximately 75% of highly gifted children are

introverted. Introversion correlates with introspection, reflection, the ability to inhibit aggression, deep sensitivity, moral development, high academic achievement, scholarly contributions, leadership in academic and aesthetic fields in adult life, and smoother passage through midlife; however, it is very likely to be misunderstood and “corrected” in children by well-meaning adults http://www.gifteddevelopment.com/What_is_Gifted/learned.htm.”

It should be noted in a discussion of these statistics that extroverted gifted children may feel unusual or out of place among the gifted population, and therefore may require some support in finding like-minded peers who understand their extroversion as well.

Some studies have found a preference among gifted students for *Intuition*, indicating a tendency to appreciate big ideas and whole-to-part learning (also typical of visual-spatial learners, also found to be a learning style common among gifted students), *Thinking*, and *Perceiving* (SENG, [Social and Emotional Issues](#)). With regards to the variety of studies that have been conducted:

“The body of work on this topic by Institute researchers clearly points to identifiable personality traits and cognitive styles that differentiate gifted and talented students as a whole from their peers. This does not mean that all gifted and talented students have the same personality or learning style. It does mean, however, that a majority of them will be different than their classmates, not only in terms of how bright they are, but also in how they think and learn, and what motivates them.” <http://cty.jhu.edu/research/topical2.html>

To read “What We Have Learned About Gifted Children: 30th Anniversary, 1979 – 2009” by Linda Silverman, Director of the Gifted Development Center, visit http://www.gifteddevelopment.com/What_is_Gifted/learned.htm.

Other ways to connect on line!

Twitter! Visit <http://twitter.com/Giftedgallery> to follow occasional ‘tweets’ of events or contests with upcoming deadlines relevant to the gifted community.

Facebook! Are you a Facebook user? You can follow the “Gifted Gallery Community News for Gifted Community of the Pikes Peak” page.

Gifted Gallery On Line! With further refinement to the new design, you’ll find several resources at www.giftedgallery.org, with links to local community groups and programs as well as state, national, and worldwide links. For “all things gifted”, visit www.hoagiesgifted.org, and for events for your children, visit www.mykidsweek.com with its education section.

Other Programs and Information

- **Cool Science at UCCS: FREE!!!**- Saturday, November 7, UCCS University Center, 1420 Austin Bluffs Pkwy, 9 am - 3 pm; Science Shows: 9am and 1pm; Hands-On Activity Fair, 10 am - 3 pm, www.coolscience.org or 719-389-6431
- **New Academic Standards** The Colorado Department of Education (CDE) has released the public drafts of the K-12 Colorado Model Content Standards review process. The new draft academic standards are available online at: http://www.cde.state.co.us/cdeassess/documents/OSA/stand_rev_DRAFTS.html
- **Interested in the Latest Brain Research?** Visit: http://www.hoagiesgifted.org/brain_research.htm#new

"New imaging studies are revealing—for the first time—patterns of brain development that extend into the teenage years. [These patterns] may parallel a pruning process that occurs early in life that appears to follow the principle of "use-it-or-lose-it:" neural connections, or synapses, that get exercised are retained, while those that don't are lost. While it's known that both genes and environment play major roles in shaping early brain development, science still has much to learn about the relative influence of experience versus genes on the later maturation of the brain..." -- NIH Publication No. 01-4929 [Teenage Brain: A work in progress](#)

- **SENG webinars** - they're archived at SENG's website and can be accessed at any time for a fee -- http://sengifted.org/webinar_program.shtml.
- **FIRST LEGO League** is a world wide robotics competition for kids ages 9-14. FLL in Colorado is entering their 2009 tournament season with competitions along the front range and in Eagle county and the Championship at Auraria on Dec 12th, and they're looking for volunteer judges. FLL judges are specially qualified to evaluate team-work skills, theme research and innovation, and, of course, technical robot design and programming. Check this [volunteer flyer](#), take a look at the [photos](#) of the 2008 Championship at Auraria, and review this [article](#) about the significance of FLL. Other information about exciting K-12 STEM robotics programs is available at the US FIRST site, www.usfirst.org.
- **Studying Bats:** For some people, bats are one of the scariest groups of creatures out there. Not for Bert Grantges. He knows that without bats we would be overrun by bugs, and that would be even scarier. He uses basic math like estimation, percents and ratios to monitor and conserve bat populations. Watch this Halloween-time favorite! http://www.thefutureschannel.com/dockets/hands-on_math/bats/index.php. *The Futures Channel was founded in 1999 with the goal of using new media technologies to create a channel between the scientists, engineers, explorers and visionaries who are shaping the future, and today's learners who will one day succeed them.*

Free Training Series!!

UC Irvine Offers “Gifted and Talented Education” Seminars At No Cost

To access free webinars on the following topics:

- **How to Related Successfully to Gifted Youngsters**
- **What Differentiation Should Look Like**
- **Building the Parent/Teacher Connection**
- **Understanding IQ Testing and Special Programming for Advanced and Gifted Learners**

Please visit <http://ocw.uci.edu/courses/course.aspx?id=42>] to utilize these free GATE seminars.

Free Publication!

See the **FALL 2009 Online Issue of Gifted Education Press Quarterly** by Clicking the Following Link in Adobe Format:

<http://www.giftededpress.com/GEPQFALL2009.pdf>

The **FALL 2009** Online Issue of **GEPQ** contains the following articles and more:

1. Preserving the "Sense of Wonder": An Arts Approach to Engaging Young Gifted Learners. Joan Franklin Smutny, Director, The Center for Gifted, National-Louis University
2. How is A Teacher of the Gifted Supposed to Teach?, Sanford Aranoff, Adjunct Associate Professor of Mathematics and Science, Rider University Lawrenceville, New Jersey

*Check out these websites for more
information and resources*

Hoagies’ Gifted Online- “All Things Gifted”

<http://www.hoagiesgifted.org/>

Find information for students, families, staff, and researchers on a huge variety of topics. Make sure that you read [“Is It a Cheetah?”](#) by Stephanie Tolan.

Organizations for the Gifted

Here are a few of the following national, state, and local organizations committed to getting resources and information to parents.

SENG: Supporting the Emotional Needs of the Gifted

SENG has a monthly e-newsletter (send an email to office@sengifted.org to subscribe) and a website with resources at www.sengifted.org.

NAGC- National Association of Gifted Children

NAGC has a wealth of resources on its site at <http://www.nagc.org/>.



CAGT- Colorado Association for the Gifted <http://www.coloradogifted.org/>

Find information focused on Colorado's progress in meeting the needs of the gifted, and more:

- **Nov 7** NAGC's Virtual Convention. All Day. [More information.](#)
- **Nov 11** OCTOC presents a Webinar "Growing Up Gifted--Issues, Concerns and the Importance of Self-Esteem" with Judy Galbraith. 6:00-8:00 p.m. CST. Cost: \$10.00 [More information.](#)
- **Nov 18** NAGC's WOW - Webinars on Wednesdays FREE. "Guidelines for Developing an Acceleration Policy" with Nicholas Colangelo. 12 EST. [Learn more.](#)
- **Nov 19** SENNG presents a Webinar "Individual Assessment of Gifted Children & Adolescents" with Edward Amend, Psy.D. [More information.](#)
- **Dec 9** NAGC's WOW - Webinars on Wednesdays FREE. "Program Evaluation: Collecting the Right Data" with Ann Robinson, University of Arkansas. 7 p.m. EST. [Learn more.](#)
- **Dec 16** NAGC's **Parent Night** WOW - Webinars on Wednesdays FREE. "The Power of Advocacy" with Del Siegel, University of Connecticut. 7 p.m. EST. [Learn more.](#)



The 2e "Twice-Exceptional Newsletter"-

<http://www.2enewsletter.com/welcome%20page.htm>

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...
The Gifted Gallery is a way to share information and resources among the members of the gifted community in Colorado Springs. Advanced, gifted, and creative learners have a variety of needs for which educators and parents often find themselves hunting

for ideas. If you have an idea to share or a need to find something, please let us know.

Contact information

Send an email to editor Nikki Myers at giftedgallery@comcast.net.

Web links

Visit the current Gifted Gallery website at www.giftedgallery.org for further links. The site has changed its look and will be adding additional content soon.

Community Service *This information has been collected on a volunteer basis as a community service for the gifted and talented community of the Pikes Peak Region. This edition is published for school districts in the entire Pikes Peak Region, and it does not necessarily represent the views of any local school or school district, nor does it have links to local programs. Accuracy is important to us, so please send suggested corrections to giftedgallery@comcast.net.*

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