



Inside this Issue

Work Session Details	2
Meeting Adolescent Social and Emotional Needs: A Balancing Act	3
The International Baccalaureate Program as an Intervention for Underachieving Gifted Students	4
Paying the State Mandated Assessment Toll: Third Graders	5
Recommendations for Reading	6
Counseling and Guidance in a Summer Residential Program	7
Special Session Program Announcement	8

Division Leaders

**Chair:**  
Jean Peterson

**Chair-Elect:**  
Sal Mendaglio

**Secretary:**  
Meredith Greene

**Program Co-Chairs:**  
Lori Flint  
Linda Long

**Newsletter Editor:**  
Katie Craven

Please email the editor at [Katie\\_Craven@att.net](mailto:Katie_Craven@att.net) to receive this newsletter via email.

Setting the Pace in Louisville....

The annual NAGC conference is almost here! We have many exciting activities planned. If you arrive by Wednesday, plan to join us for our Division Special Session: *Teachers as "Counselors": New Paradigm, New Skills* from 2:00 until 4:45. Come to our Work Session on Thursday afternoon in room 201. Yes, we will work, but we will have refreshments provided by Judy Galbraith, too! Rise bright and early on Friday morning and join us at our table at the Networking Breakfast from 7:45 – 8:45 am, Convention Center, Cascade Ballroom C. On Saturday, in room 108, we will have our Division Business

Meeting. Join us and get involved! After the business meeting, there will be a special session, *Working with Gifted Children in Times of Crisis*, created in response to the recent hurricane devastation. Finally, start your Sunday morning at our Marketplace. Each presenter has a table which will allow active dialogue on a variety of topics. A list of Marketplace presentations is on page 7 of this newsletter. Of course, spread throughout Friday through Sunday, are the various individual session presentations. We look forward to seeing you at our many division events, if you are attending the conference.

Counseling Gifted/Learning Disabled Students Using Children's Literature

Thomas P. Hébert –The University of Georgia

Bibliotherapy is a counseling technique for helping young people deal with issues in their lives through reading novels or stories about characters who have similar problems (Hébert & Kent, 2000). Books have long been recognized as valuable and effective tools in helping children solve their personal problems, their problems in school, and in developing the skills necessary for success. Books have been useful in helping young people develop a more positive self-concept. When properly used, books have the ability to change attitudes, values, thinking and personality (Halsted, 1994).

**Rationale for Using this Strategy with Gifted Learning Disabled Students**

Literature directly concerned with the use of high quality books as a means of helping gifted children solve their problems has focused on the unique problems resulting from their advanced intellectual ability. The unique problems facing gifted youngsters

with learning disabilities are more complex. Diagnosed as learning disabled and also exhibiting superior abilities, such children face special problems and need the support of educators to understand the contradiction their experience in order to succeed in school. Many gifted learning disabled students feel frustrated in school, are misunderstood by teachers, and not understood or accepted by their peers (Baum, Owen & Dixon, 1991). All of these problems, if not dealt with seriously, can lead to feelings of inadequacy and the development of a negative self-concept, difficulties in social relationships and real problems with underachievement.

Whether gifted learning disabled youngsters are reticent or comfortable discussing their giftedness and problems in school, the world of fiction offers them a safe place where

*continued on page 2*

## Counseling Gifted....continued from page 1

they can explore, discuss, and evaluate the behaviors of characters who may reflect their own interests, problems or concerns. Literature about young people who face similar issues may provide gifted learning disabled students an opportunity to think about the circumstances under which they must learn to succeed. Good books might provide some needed answers or at least provoke some thoughtful questioning (Halsted, 1994).

### How to Facilitate this Strategy

Bibliotherapy is not simply presenting a book to a student as if to say, "Here, read this book. It will be good for you." Such an approach would be insensitive and perhaps damaging to the youngster's self-esteem. Rather, outstanding books about young people should be available in classroom collections. A successful bibliotherapy program requires meaningful follow-up discussion. It is important that students not only read books but also become involved in healthy group conversations directed by empathic teachers and follow-up techniques such as role playing, journal reflections, creative problem solving or art activities (Hébert & Furner, 1997).

### Sample Books to Use with Gifted Learning Disabled Students

Tom Ross and Rex Barron (1994) offer young people a delightful picture book entitled *Eggbert: The Slightly Cracked Egg*. In this story, we meet Eggbert, a very talented egg. He was the only egg in the refrigerator who could paint beautiful pictures. When it was discovered that Eggbert was slightly cracked, he was told he would have to leave his egg and vegetable friends. Eggbert spent years trying to find a place to fit in. Wherever he traveled, he would paint himself to look like other things around him in order to blend in his new environment and camouflage the crack in his eggshell. Eventually Eggbert realized that the world was full of cracks and maybe it was not such a bad thing to be slightly cracked. From then on, Eggbert traveled the world and painted brightly colored postcards of the many wonderful places and sites he saw. He sent his postcards back home to his friends in the refrigerator. To this day Eggbert does not mind being slightly cracked. In fact, he's proud of it!

Patricia Polacco (1998), a consummate author and illustrator of children's literature, has written her childhood autobiography in which we learn of her experiences as a gifted artist who

struggled with a disability. In her poignant tale, entitled *Thank you, Mr. Falker*, Polacco tells the story of Trisha, a talented girl who was excited about learning to read. But when she tried, all the letters and numbers were jumbled. And to make matters worse, her classmates began calling her "dummy" and "toad." In fifth grade, a new teacher named Mr. Falker arrived. He saw right through the sad little girl to the artist she really was. When he discovered Trisha's secret - that she couldn't read - he set out to help her. Polacco's work is the story of a talented young girl and her hero, a teacher who discovered her learning disability, taught her to read, and nurtured her gifts and talents. Trisha's fifth grade year with Mr. Falker became a year of discovery and adventure for the little girl and she learned to love school.

Gifted learning disabled students face unique issues that influence their social, emotional, and intellectual development. High quality books such as *Eggbert* and *Thank you, Mr. Falker* offer educators excellent reading material to address complex issues facing gifted learning disabled students. By sharing such material with young people educators are able to address the affective needs of this twice exceptional population.

### References

- Baum, S. M., Owen, S. V. & Dixon, J. (1991). *To be gifted and learning disabled*. Mansfield Center, CT: Creative Learning Press.
- Halsted, J. W. (1994). *Some of my best friends are books: Guiding gifted readers from pre-school to high school*. Dayton, OH: Ohio Psychology Press.
- Hébert, T. P. & Furner, J. M. (1997). Helping high ability students overcome math anxiety through bibliotherapy. *Journal of Secondary Gifted Education*, 8, 164 - 178.
- Hébert, T. P. & Kent, R. (2000). Nurturing social and emotional development in gifted teenagers through young adult literature. *Roeper Review*, 22, 167 - 171.
- Polacco, P. (1998). *Thank you, Mr. Falker*. NY: Philomel Books.
- Ross, T. & Barron, R. (1994). *Eggbert: The slightly cracked egg*. NY: Paper Star Books.

### [Plan to Attend the C & G Work Session at NAGC](#)

The annual C & G work session is scheduled for 2:00-4:45 on Thursday, November 10 (Room 201). Any interested C & G member (or anyone contemplating membership) is invited to attend. There will be several important agenda items, including planning the Division webpage, composing position statements, generating newsletter submissions, developing secure archives, planning a mid-year meeting, arranging program-session monitoring, arranging greeters for various Division events at the convention, and ensuring continuity of officers.

Perhaps most important is the opportunity to meet and interact with wonderful folks who care about the social and emotional development of gifted children and adolescents. The work session is a chance to see the Division at work and to contemplate possibilities for involvement.

*For the second year, Judy Galbraith, from Free Spirit Publishing, will provide refreshments for the work session. It will be helpful to her to have an idea of attendance, and therefore, if you plan to attend, let Jean Peterson, chair, know by email (jeanp@purdue.edu) prior to November 4th. We'll plan for some extras, so don't hesitate to come even if you forget to reserve.*

# MEETING ADOLESCENT SOCIOEMOTIONAL AND ACADEMIC NEEDS: A BALANCING ACT

Meredith J. Greene, PhD — *University of Connecticut & Bridgetown, NS, Canada*

[It is] a fiction that children's behaviors can be isolated from one another and from the context or function in which they are embedded...the whole child, as a system, cannot be explained in terms of its parts, much less in terms of one part. (Pianta, 1999, p. 31)

The basis of social and emotional competencies and the foundation for academic learning is the awareness of self and others, including a sense of self-worth, communication and collaboration with others, and responsible decision-making and problem-solving (Cohen, 1999).

Adolescent social-emotional development occurs within the social learning context and the reciprocal relationships between behavioral, environmental, and personal characteristics. The social and emotional well-being of gifted adolescents is related to the type of giftedness, personal characteristics, and the educational fit (Neihart, 1999). Internal issues include personal traits, affect, and behaviors, such as intensity, uneven cognitive and emotional development, and perfectionism. External issues include social interactions and expectations of others, such as social isolation, development of close peer relationships, and family and teacher pressures to achieve.

It is not the job of educators and other professionals to try to alter the natural qualities and characteristics of gifted individuals; however, they are charged with the responsibility of modifying the educational environment to better fit those individuals.

## Affective Classroom Practices

Affective classroom practices, or educational therapy techniques, should be considered as integral for classroom teachers and should be interrelated, not isolated. Prevention, not remediation, is the goal, as many of the psychosocial problems of gifted adolescents are predictable.

Seven basic categories of strategies for teachers to foster the social and emotional development of gifted adolescents emerge from current research and literature. These categories, with selected examples, are:

1. General classroom practices and climate
  - Retain, rather than remove, underachieving students from gifted programming
  - Provide quiet periods of time for student self-reflection
  - Use humor in interactions with students
  - Allow for self-evaluation of student products, and value them to same extent as product
2. Instructional techniques
  - Open-ended activities (to counter perfectionism)
  - Storytelling
  - Photo analysis
  - Creative dramatics (e.g., simulations, puppetry)

3. Curriculum modification
  - Integrate social/emotional lessons with other curriculum area
  - Incorporate art, music, and drama into other curriculum areas
  - Incorporate play into the classroom routine, even at secondary level (games, puzzles, riddles as warm-up exercises)
4. Explicit instruction
  - Directly instruct a social skill such as nonverbal behavior interpretation (e.g., how to "read" people's faces)
  - Directly instruct emotional skills such as cognitive re-labeling, self-talk, and thought stopping (e.g., how to handle negative or upsetting feelings)
  - Implement assertiveness training
5. Special events
  - Invite guest speakers that are good role models
  - Arrange or attend performance sessions, special sessions, or symposia
  - Provide opportunities to link home and school, building a sense of community
6. Prosocial involvement
  - Penpals; Internet groups and sites
  - Volunteering / service learning
  - Peer leadership opportunities
7. Prevention and support
  - Regular group discussion / seminars
  - Adult advisors paired with students on a long-term basis
  - Relaxation, meditation, and/or creative visualization exercises
  - Stress prevention techniques

If teachers integrated a few strategies from each category into their regular classroom repertoire, the social and emotional development of their students would be greatly enhanced.

## References

- Cohen, J. (Ed.). (1999). *Educating minds and hearts: Social emotional learning and the passage into adolescence*. New York: Teachers College Press.
- Neihart, M. (1999). The impact of giftedness on psychological well-being: What does the empirical literature say? *Roeper Review*, 22, 10-17.
- Pianta, R. C. (1999). *Enhancing relationships between children and teachers*. Washington, DC: American Psychological Association.

# The International Baccalaureate Program as an Intervention for Underachieving Gifted Students

Rita Culross, PhD — Louisiana State University

## Rationale

While various interventions to address underachievement among gifted students have been proposed (Reis & McCoach, 2000; Lukasic, Gorski, Lea, & Culross, 1992), most fall into two general categories: counseling and educational accommodations. Within the educational arena, various researchers (Renzulli & Smith, 1978; Reis, Burns, & Renzulli, 1992) have proposed that providing intellectual challenge may be an effective intervention for bright underachievers. Questions have also been raised (Lukasic, Gorski, Lea, & Culross, 1992) about differential interventions for males and females. The current study was designed to examine both issues.

The International Baccalaureate (IB) program emphasizes the development of the “whole” person. IB students not only pursue higher level course work in more depth and typical students but also participate in a creative, aesthetic, and social service (CASS) requirement in order to achieve their diplomas. At the high school level, then, the program involves advanced course work, an extended essay, a Theory of Knowledge course, and the CASS requirement. Because of the accelerated and enriched nature of the curriculum, IB is often considered to be an appropriate placement for gifted students.

## Description of the Study

During the past year the researchers followed the implementation of an IB program at the high school level. The school is a public school whose students on average consistently exceed the national average on standardized achievement tests. More than 90% of the faculty holds a Master's degree or higher, and dropout rates are quite low.

When the IB program began, students and their parents self-selected to participate in the program. No student was included or excluded on the basis of past performance. Approximately 1/3 of the junior class chose to enroll in IB. Among this group were both gifted achievers and students who were not performing up to their potential.

At the end of the first year of implementation all students were interviewed by the research team to ascertain their perceptions of the program. Students were asked about the effect of the program on their academic and social life; about the perceptions of teachers, parents, and peers of the IB; about gender difference among students in the program; and about other short-term and long-term effects of the program. Each student participated in an open-ended interview with one of three research team members. The interviews were tape recorded and transcribed for later scoring. Each interview was then scored by three other research team members who had not participated in the interviews. Multiple scorers were employed to ensure consistency across both scorers and interviews. Categories of responses for

each questions were generated and tallied, providing both general trends and trends by gender.

## Results

Preliminary results indicated that students who were previously “underachieving” in school found the program stimulating and beneficial overall. Students specifically cited improvements in study habits, writing, and critical thinking from participation in the program. Negative effects for some students related to poor peer relations with students not in the program and to increased levels of stress associated with the workload required in IB. Males seemed to experience more problems in IB than did females. Overall grades improved for this group of students. Moreover, effects for “underachieving” students were greater than for gifted achievers.

## References

- Lukasic, M., Gorski, V., Lea, M. & Culross, R. (1992). Underachievement among gifted/talented students: What we really know. Storrs, CT: The National Research Center on the Gifted and Talented, No. 10.
- Reis, S., Burns, D. & Renzulli, J. (1992). Curriculum compacting: A guide for teachers. Mansfield, CT: Creative Learning Press.
- Reis, S. & McCoach, B. (2000). The underachievement of gifted students: What do we know and where do we go? *Gifted Child Quarterly*, 44(3), 152-170.
- Renzulli, J. & Smith, L. (1978). *The Learning Styles Inventory: A measure of student preference for instructional techniques*. Mansfield Center, CT: Creative Learning Press.

## Authors Needed

Have you considered writing an article for NAGC's new quarterly publication, *Teaching for High Potential (THP)*? The editor is asking for help from the members of the counseling and guidance division to provide information and insight into the socio-emotional development of gifted students and how this might affect their reactions to natural disasters like the recent gulf-coast hurricanes. *THP* seeks to provide short, practitioner-friendly pieces (800-1200 words) that include websites, checklists, or step-by-step guidance so that teachers can use them in their classroom right away or know where to go if they need more information. NAGC's goal for *THP* is to take current research, innovations, and best practices in the field of gifted education and make them more easily accessible for those "in the trenches." Please contact Becky Eckert at NAGC ([beckert@nagc.org](mailto:beckert@nagc.org)) or visit their website ([www.nagc.org](http://www.nagc.org)) for more information.



## Paying the State Mandated Assessment Toll: Third Graders

Cheryl Sawyer, Ed.D. — University of Houston Clear Lake

Once upon a time, a main worry of third grade school children was whether or not the cafeteria would run out of chocolate milk before last lunch shift. In today's society, some states have decided to hold third grade children quantitatively accountable for their own reading and math abilities, as defined by state developed standardized multiple choice assessment tests. Those children who fail any of the sections of the state test (reading or math) will be retained in third grade until they pass it. In fourth grade, they must also pass reading, math and writing tests. By the time they reach high school, many children must pass reading, writing, math, science, and social studies exams. Along the way, students who fail the test not only fail the grade but also often lose their electives (music, creative writing, band, drama, speech, art, journalism, athletics) because they are required to take test remediation courses in their place.

Statewide mandated achievement tests test also requires an entire subset of non-traditional skills to be learned in addition to the usual academic subjects. Many elementary teachers now minimally teach traditional curriculum components (cursive handwriting, spelling, science, and social studies) in order to focus more time on test directed criteria as well as the incredibly important logistics needed to effectively complete a standardized test. In many classes, the use of enrichment activities is considered worthless fluff as the students focus on mastering test related elements. For instance, whereas children once practiced making circles to form beautiful cursive Ds, teachers now minimize this lesson so as to devote time to teach children how to neatly fill in the dots on computerized scan sheets. Rather than to relish the nuances or humor of a piece of poetry, students now learn to critically analyze a writing passage for specific details. Due to the absolute objective nature of the test, there is no variance in determining the correct answer. One and only one answer is correct. Children are now taught to seek the single correct answer as demanded by the examination writers rather than explore how there could potentially be many varied responses to a problem. This has proved to be very confusing to many children, especially those children who are creative problem solvers. These children approach situations using a combination of previously acquired knowledge combined with a child's logic.

The use of acquired knowledge and logic is often not required for the state mandated test yet understanding the "thought processes of the test creator" is of primary importance for success on the reading part of the test. For instance, if a highly intelligent child reads a test reading passage on the habits of penguins, they might try to answer the questions at the end of the passage using acquired in-depth knowledge of penguins gained through the study of penguins in science class or independently. Unfortunately, this use of logical information might just pre-empt their ability to select the correct answer. Students must now learn to look within

the structure of the test question to make sure they answer exactly what the question is asking. Because the questions usually contain the phrase "in this passage...", the student must learn that they should eliminate all previously gained information about this topic and rely solely on the information presented in this passage. Thus the correct answer is limited to information provided specifically with the passage rather than knowledge of the subject in general. Unfortunately, a child who considers the answer based on prior, in-depth knowledge of the subject will possibly get the answer wrong while the child who had been trained to specifically look for "tricky words" within the question will probably achieve better results on the test.

Perfectionistic or gifted children sometimes agonize for an hour between similar answers because they have the advanced skill to see that sometimes there can be more than one answer to a question. Others will not only try to determine the best answer, but which answer is the one the examiners want. Ironically, throughout the state, there has been more than one meeting in the school hallway of well-educated teachers who grouped together to try to determine *why* the state-released test-answer key indicated that "A" was the correct answer when the teachers agreed that "B" was far more appropriate. Other children lose points on the test because they are not able to focus their attention on such a lengthy test. Some children can finish the test in two hours whereas, for other children, the test takes eight to ten hours of meticulous concentration. Still other children, in tears, sit before their exam into the evening hours, frozen because of the pressures and implications of failing the test and thus "failing" not only themselves but their parents, their teachers, and their peers.

### The Worries

We asked more than 300 third-grade children, faced with the prospect of taking the state-mandated test the next day, to color a paper "barometer" that indicated their personal level of stress as related to the exam. More than eighty percent of the children indicated that their test worry level was "high" or "very high". Less than five percent indicated that the test placed little or no additional pressure on them. What concerns are going through the heads of our third grade as they prepare for their exam? Obviously, adults and teachers can project their thoughts onto the children and attempt to answer the question for them, but this question is best answered by the worriers themselves, the children. In this study, teachers asked more than 300 third graders on the day before the February exam what worried them the most.

*continued on page 6*

## Recommendations for Reading

Kerr, B. (1997). *Smart Girls (Revised Edition): A New Psychology of Girl, Women and Giftedness*. Scottsdale, AZ: Great Potential Press.

Peterson, J.S. (1995). *Talk with teens about feelings, family, relationships, and the future, 50 guided discussions for school and counseling groups*. Minneapolis, MN: Free Spirit Publishing.

Piirto, J. (1999). *Talented Children and Adults: Their Development and Education, 2nd edition*. Columbus, OH: Prentice Hall.

Pollack, W. (1998). *Real Boys: Rescuing our Boys from the Myths of Boyhood*. Owl Books, paperback.

Webb, J., Amend, E., et. al. (2004). *Misdiagnosis and Dual Diagnoses of Gifted Children and Adults: ADHD, bipolar, OCD, Asperger's, Depression, and Other Disorders*. Scottsdale: Great Potential Press.

**We will include books and articles of potential interest to our members in each issue of the newsletter.**

## C&G Division activities are occurring daily at the conference!

**Division Special Session:  
Teachers as "Counselors":  
New Paradigm, New Skills  
Wednesday 2:00—4:45**

**Networking Breakfast  
Friday 7:45 – 8:45 am  
Cascade Ballroom C.**

**Special Session  
Working with Gifted Chil-  
dren in Times of Crisis  
Saturday 2:00—3:00  
Room 108**

**Division Work Session  
Thursday 2:00 — 4:45  
Room 201**

**Division Business Meeting  
Saturday, 1:00 – 2:00  
Room 108**

**Division Marketplace  
Sunday from 7:45 —8:45 am  
in L15**

## Paying the State Mandated...continued from page 5

Below are the top 10 categories of responses:

*I might fail the third grade.*

*I might freeze and forget everything.*

*I might make my parents (or teachers) mad if I don't score high enough on the test.*

*I might disappoint my parents (or teachers).*

*Our school might get a bad grade if I fail the test.*

*I might bubble outside the lines and get it wrong.*

*I might forget my strategies.*

*I might not erase good enough.*

*I might forget to fill in an answer.*

However, both teachers and researchers were surprised that the number one response that came from the group was:

*If I fail the test, the other kids will think I'm stupid.*

State legislatures and education agencies have upped the ante and placed an additional burden upon these children, the burden that failure will result in retention— indefinite retention—until they master the art of test-taking. For many children, school is no longer an environment for creative experimentation, experiential problem-solving, and a place to develop individual potential. For many children, school now focuses on drill and kill, for neatly coloring computer dots within the lines, and for fitting the correct round pegs into the correct round holes, every time, without fail. What is the impact of the testing mandates on these young children? Nearly every teacher can give multiple examples of children who vomited, cried, froze, or misbehaved due to the pressure of these tests. Risk-taking behaviors are cast aside as the consequences of failure are devastating to the self-esteem of the fragile young mind. Third-grade children often emotionally crumble with worry. Few teachers, parents, administrators, or school counselors have adequate tools to help these young children cope with such pressure.

How ironic that as our increasingly global society begs—requires—demands—for confident individuals possessing advanced content knowledge combined with flexibility and creativity to solve the massively complex emerging problems of the new millennium (i.e., gifted children), those with the power to facilitate this goal (politicians, legislatures, and state boards of education ) staunchly pass legislation to bind teachers' abilities to carry out this difficult task. This spring, in more than one gifted classroom, another state-mandated test will be failed due to apathy, boredom, redundancy, confusing questions, or resistance to single-response answers. Hopefully, the child who is denied an elective and forced into a test-remediation situation will still find the time, energy, and support to develop their advanced skills so that the cure for AIDS, cancer, global warming, and other societal issues can one day be resolved.

# Counseling and Guidance in a Summer Residential Program

Michael S. Matthews PhD – Duke University TIP Research

As one of the four regional programs in the U.S. following a talent search model, Duke University Talent Identification Program (TIP) administers residential academic summer programs to more than 2300 gifted adolescents annually across several geographical locations. As with any program bringing together a large group of individuals into a new and unfamiliar setting, counseling and guidance issues are a vital yet often nearly invisible component of the overall experience of the participants. This short article tells how DUKE TIP addresses counseling issues in its summer programs and how research with participants in DUKE TIP programs seeks to inform both practical and theoretical questions related to the social-emotional needs of gifted youth.

Duke TIP employs one counselor at each geographical location where summer programs are offered. Counselors typically have a relevant graduate degree, and often have prior experience working with adolescents from special populations. The role of the counselor is not to continue any prior therapy a student may have undertaken; rather, counselors support program staff by offering workshops for students on topics such as stress management, study skills, conflict resolution, and career exploration. Counselors are available to meet with a student in crisis, although they do not provide ongoing counseling or psychotherapy. They are on call in case of emergency. Although counselors work closely with the on-site coordinator at each program location, counselor positions fall under the direct supervision of the Executive Director of Duke TIP.

Both so-called 'pure' and 'applied' research take place at Duke TIP. Conducting pure research is an important component of our mission, as well as within the broader mission of Duke University, while applied research provides data useful in the continual improvement of the services that TIP offers. Most research endeavors span both areas. One particular advantage of conducting research with summer program participants at Duke TIP is that the sizeable populations of attendees let us address questions that would be difficult or even impossible to investigate in other settings. For example, questions about the rate of psychological disturbance – and more recently, the accompanying use of medication – in gifted populations have been of interest to the field from its early origins (cf. Terman, 1925), but require access to a large population to provide a valid answer.

In a study recently published in the *Journal of Secondary Gifted Education* (Jarosewich & Stocking, 2003), TIP reviewed medical information from over 1750 gifted students in grades 8 through 11 participating in TIP summer programs. The rate of psychological disorders, use of psychotropic medication, and need for counseling within this gifted population were determined to be similar to rates of occurrence within the general population.

Results from this study not only inform broad questions about the needs of the gifted child, but also offer implications for those who design and provide programming for this

population. Findings of this study could influence the content of staff training and development; the design of program admission forms and other protocols; and, potentially, the range of counseling and guidance services that a gifted program chooses to make available.

Duke TIP researchers continue to investigate issues related to the improvement of gifted education programs and to increasing the understanding of those factors that make gifted youth both similar to – and different from – their peers. We would like to communicate with others who are interested in these issues, and would be pleased to discuss opportunities for collaborative work with graduate students and faculty who have an interest in working with our program.

## References

- Jarosewich, T., and Stocking, V. (2003). Medication and counseling histories of gifted students in a summer residential program. *Journal of Secondary Gifted Education*, 14(2), 91-99.
- Terman, L. (1925). *Genetic studies of genius, Volume 1: Medical and physical traits of a thousand gifted children*. Stanford, CA: Stanford University Press.

## Counseling & Guidance Division Marketplace Sunday, November 13th from 7:45 am until 8:45 am in L15

*Addressing the (Often) Unbearable Tension of Being: Anxiety Unmasked* – P. Susan Jackson

*Counseling Gifted Persons: Taking Giftedness into Account* – Sal Mendaglio

*Eating Disorders in High-Ability Learners* – Sarah Wood and Betty Wood

*Harry Potter and the Existential Inspiration for Gifted Children* – Paula Christenson

*Individualizing High School: A Little of This and a Little of That* – Beverly A. Fink

*Meetings for Like Minds: Groups for the Gifted* – Michelle C. Muratori

*Rural Gifted Students Don't Have to Be Isolated!* – Helen L. Nevitt

*School Isolation and Frustration Among Gifted Black Males* – James L. Moore III and Malik Henfield

*Secrets of High-Powered College Application Essays* – Elizabeth S. Wissner-Gross

*Social and Emotional Interventions: First-Hand Feedback from Gifted Middle-schoolers* – Helen M. Garinger and Sherry Earle

*Social Emotional Strategies for the Classroom*—Stephanie K. Ferguson and Marla Read Capper

*Study of Sexually Diverse Gifted Populations* – Alena Treat

*The Sorting Hat: Basic Behavior Genetics at Hogwarts* – Elizabeth A. Romey

*Tomorrow, I'll Do It Exactly Right: Procrastinating Perfectionists* – Catherine A. Little, Claire E. Hughes, and Elissa F. Brown

*Who's Afraid of Oscar Wilde and Gertrude Stein? Effects of Homophobia on Gifted Youths* – Barbara A. Kerr and Sanford J. Cohn



## **PROGRAM ALERT!**

### **NAGC National Conference**

#### **A Special Session Related to Hurricane Devastation and Other Tragedies**

**Saturday, November 12th — 2:00 pm - 3:00 pm in Room 108**

Counseling & Guidance has been asked to conduct a timely forum focusing on gifted children's responses to tragedies which affect them and their families directly and to distant events which receive intense media focus. C&G leaders will form a panel moderated by Jean Peterson, chair. C&G members and others are encouraged to attend and share experiences, effective strategies, and perspectives. The panel will offer guidance and response. The session description is as follows:

#### **COUNSELING & GUIDANCE DIVISION**

### **Working with Gifted Children in Times of Crisis**

This year's terrible series of natural disasters and their tragic consequences have reminded us that the emotional needs of children should be kept in mind even as we respond to their academic and other needs. Even when they are at a great distance from an event, students may suffer emotional distress over news of disaster. For many gifted students, heightened sensitivities and awareness of current issues in the world around them can exacerbate the distress. However, many educators are reluctant to discuss man-made and natural disasters with students because they feel ill-equipped to do so. This forum is designed to provide insight and resources to help you (and the families with whom you work) reflect upon how best to respond to the needs of young people struggling to make sense of disaster in their world.

*Please join us on November 12th*

---

*Counseling & Guidance Division*  
National Association for Gifted Children  
1707 L Street, N.W. - Suite 550  
Washington, DC 20036