



**Inside this Issue**

|  |   |
|--|---|
| For Those Members Attending the Conference....     | 3 |
| Counseling & Guidance Division Conference Sessions | 4 |
| New Books Published                                | 6 |
| Focusing on Where They ARE                         | 7 |
| Division Sponsored Institutes 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) if you would like to submit contributions for our next newsletter.

**Binding the Wounds of the Bullied Gifted Students**

Connie Phelps, Ed.D.—Emporia State University

A first-grade gifted student, accelerated into a third-grade math classroom, tells his gifted teacher, "I hate school! They call me a baby!" Provoked by verbal bullying during lunch recess, a highly gifted middle school student known as a loner strikes back during a playground fight and receives a school suspension for punishment. In high school, a teacher reputed to bully students intimidates a female gifted student who dominates classroom discussions. Each of these scenarios involves an imbalance of power between one or more individuals, causing intense emotional pain, social tension, and questionable consequences.

(2006) examined five questions including the extent bullying affected gifted children. Citing Piechowski and the impact of overexcitabilities on gifted children, the authors expressed concern that gifted children may feel increased sensitivity during painful encounters with bullies. The victims often feel shame as a result and remain silent even after repeated dehumanizing treatment from bullies. Educators need a sensitive awareness of behaviors that may signal bullying, such as increasing isolation and avoidance of specific situations and places. They must help gifted students gain resiliency to counter the damaging effects of bullying.

In each instance, the gifted student's intelligence appears central to the bullying episode. Research by Peterson and Ray

*continued on page 6*

**MESSAGE FROM THE CHAIR**

Jean Peterson, Ph.D.—Purdue University

The Counseling & Guidance Division has had an active year. As is probably the case with most volunteer organizations, especially when membership and leadership are spread over a large geographical area, establishing and maintaining momentum is sometimes a challenge. However, NAGC continues to keep Division leadership informed, up to speed, and productive, and our Division is indeed alive and well. I will take advantage of this opportunity to summarize what has been accomplished during the past year. Chair-elect Sal Mendaglio will assume the chairship at our NAGC meeting, and we are anticipating a smooth transition. We are fortunate to have had continuity in C & G leadership for many years, with officers becoming acquainted with Division work prior to assuming the chairship and other leadership positions. That is likely to continue.

*Division Leadership Meeting and DISCOVER!*

As I reported earlier, Sal and I participated in the Division leadership meeting in Washington, DC in late winter, learning a lot and contributing to important dialogue about the future organizational structure of NAGC. Sue Jackson, program co-chair for next year, joined us at the DISCOVER! Institute at Purdue University in June, where we made presentations, conducted a forum geared to pertinent issues of concern, and acquainted participants with our Division. It is impressive that the DISCOVER! Institute continues to make social and emotional concerns of gifted kids a prime focus.

*continued on page 2*



## Doing Gifted the “Wright Way” in North Carolina



The National Association for Gifted Children will hold its 53rd annual convention in Charlotte, North Carolina, from November 1st—5th.

### Message from the Chair... continued from page 1

#### *Free Spirit Support for Work Session*

At our work/business session last year at NAGC, Judy Galbraith, of Free Spirit Publishing, provided refreshments for us for the second year. She encouraged C & G members to share their expertise through publishing materials geared to social and emotional concerns related to giftedness.

#### *NAGC Workshop*

Also at NAGC, we continued to be involved in a pre-convention workshop or institute. C & G secretary Meredith Greene and I presented a workshop on listening/responding skills for teachers of gifted kids.

#### *Bullying Links*

Links to my and Karen Ray's articles based on our national study of bullying among gifted kids now appear on the NAGC website, with reference to national media attention generated by this study, pertinent to our Division focus.

#### *Advocacy Regarding Counseling Standards*

Past-chair Andy Mahoney and I advocated for including attention to giftedness in the national standards for counselor preparation, which are now under revision. I conducted a study of accredited preparation programs to ascertain the extent of current attention to high ability and then created a document making a literature-based argument for this change. Andy has maintained contact with the accreditation committee over several years in this regard and is now conducting training sessions for counselors nationally. The standards revisions have not yet been finalized, but some favorable changes appear in the current draft.

#### *APA Credit*

Several C & G program sessions will be designated as eligible for APA license-renewal credit in 2006, appealing to clinical professionals for membership and future involvement. We were involved in the process of recommending sessions for credit, and C & G members are among those whose sessions will be designated for credit. Though APA credit is also given for sessions in other Division strands, the validation demonstrates that social and emotional development of gifted individuals is taken seriously by NAGC and by the American Psychological Association.

#### *Newsletters*

C & G published three high-quality, substantive newsletters, one just before NAGC 2005, one in summer, 2006, and this one in fall, 2006. More members have submitted contributions to the newsletter than usual, and we hope that continues.

#### *Fundraising*

C & G has done no fundraising this year and does not plan to do that in the immediate future. The leadership team will continue to monitor Division funds (which appear to be adequate and fairly stable at this point), will have a strong presence at the Division recruiting events at NAGC 2006, and will focus on raising visibility through new information on the NAGC website, a summer gifted-education conference, and the newsletter.

#### *New Brochure*

Our newsletter editor, Katie Craven, has updated our brochure, which will be available at NAGC 2006. Membership stands at 240, according to the most recent report. Several new members at NAGC 2005 have expressed interest in assuming leadership positions in the future. Connie Phelps is one of them, and she is on the fall 2006 ballot.

#### *Charge for the Future*

Though our membership is holding fairly steady, we dipped a little this year. I encourage you all to remember to renew your Division membership when you take care of your NAGC membership—and encourage others to join as well. The excellent attendance at our NAGC program sessions and the fact that each year we are discovered and embraced by new individuals demonstrates that our mission and focus are important and timely. I encourage you to attend our work/business session on Thursday, November 2, 2:00-4:30, in 202A, Convention Center. We welcome your ideas and passion for our important work. These will help to ensure that the social and emotional development of gifted kids stays front and center in NAGC and elsewhere. It has been an honor to serve as chair of Counseling & Guidance Division, and I have appreciated the support of so many of you.

## For Those Members Attending the Conference....

NAGC's annual convention is just a few weeks away, and for those of you attending, there are three special sessions, over 350 general sessions, poster sessions, an exhibit hall, networking opportunities, and the chance to get involved in the Counseling & Guidance Division, as well as other divisions of interest. The details for our combined work session/business meeting are listed below (be sure to RSVP to Jean Peterson if you think you can attend). Join us at the division's networking breakfast on Friday morning! A list of scheduled presentations and poster sessions are on pages 4 and 5 to give you a preview of the variety of topics that will be addressed in our division sessions. Be sure to stop by the poster sessions to have the opportunity for one-on-one conversations about many important counseling-related topics. It is a great way to enrich your knowledge on several subjects in a single forum. Please consult your program book for updates and room locations.

If you are not able to join us at the conference this year, the list of topics and presenters will give you a good idea about current topics in the counseling & guidance field that may be of interest to you. Hopefully, you can join us next year!

### Counseling & Guidance Work Session and Business Meeting

Thursday, November 2

2:00-4:30

Room 202A

Convention Center

*Please note that these meetings are combined this year.*

*Come even if your flight arrives mid-afternoon!*

As in the past two years, Free Spirit Publishing will provide wonderful snacks and beverages during our meeting.

RSVP to [jeanp@purdue.edu](mailto:jeanp@purdue.edu) so that we can get a fairly accurate count.

*Please also join us for  
the Division Networking Breakfast  
Friday, Nov. 3rd  
Exhibit Hall C*

## Counseling & Guidance Division Conference Sessions

| Session Title:  | Presenter(s):   | Type               | Level        | Day/Time           |
|---|---|--------------------|--------------|--------------------|
| Career Counseling Considerations for Academically Gifted Students: Meeting Their Special Needs        | Yvonne Malone   | Individual session | Novice       | 11/3/2006 10:30 AM |
| Let's Do Lunch: Using Popular Media for Guided Discussion   | Meredith J Greene   | Individual session | Novice       | 11/3/2006 11:45 AM |
| A 10-Year Study of Life Events, Stress, Resilience, and Academic Performance in Gifted Youth          | Jean Sunde Peterson   | Individual session | Intermediate | 11/3/2006 1:30 PM  |
| Misdiagnosis and Dual Diagnoses of Gifted Children: ADHD, LD, Bipolar, OCD, Asperger's, and Others    | James T. Webb, Edward R. Amend, Fernette Eide, Brock Eide, Richard Clouse           | Individual session | Intermediate | 11/3/2006 1:30 PM  |
| Psychological Considerations in Raising a Healthy Gifted Child  | Steven Pfeiffer   | Individual session | Novice       | 11/3/2006 1:30 PM  |
| Gifted African American Student Perceptions of School Counselors                                      | Malik S. Henfield   | Individual session | Intermediate | 11/3/2006 2:45 PM  |
| Revised Profiles of the Gifted and Talented   | George Betts<br>Maureen Neihart   | Individual session | Intermediate | 11/3/2006 2:45 PM  |
| The Impact of Socio-Economic Status on Acceptance of LGBT Gifted Students in Urban/Suburban Schools   | Gillian I. Eriksson<br>Christopher R. Friend  | Individual session | Intermediate | 11/3/2006 2:45 PM  |
| Understanding Underachievement: Factors that Stifle the Academic Performance of Gifted Black Students | Donna Y Ford<br>Gilman W. Whiting   | Individual session | Intermediate | 11/3/2006 2:45 PM  |
| What's the Problem? Addressing Affective Needs of GT Secondary Students through Service               | Barbara A. Romey<br>Elizabeth A. Romey  | Individual session | Intermediate | 11/3/2006 2:45 PM  |
| Developing Talents Through the Jack Kent Cooke Foundation's Young Scholars Program                    | Diann Gully, Natalie Rodriguez-Jansorn, Linda Brody, Rebecca Stover, Rebecca Barron | Individual session | Novice       | 11/3/2006 4:30 PM  |
| Freshman Focus  | Staci Basden  | Individual session | Novice       | 11/3/2006 4:30 PM  |
| Under Pressure: Motivation and the Procrastinating Perfectionist                                      | Catherine A. Little<br>Claire Hughes  | Individual session | Intermediate | 11/3/2006 4:30 PM  |
| Winners and Losers: Research Implications for Gifted Underachievers                                   | Diane G. Heacox   | Individual session | Intermediate | 11/3/2006 4:30 PM  |
| A Brain-Based Approach to the Behavioral/Emotional Management of Gifted Children                      | Paul Beljan   | Individual session | Novice       | 11/4/2006 7:45 AM  |
| Gifted Leaders: Something to Develop or Something Innate?   | Karen B. Rogers   | Individual session | Intermediate | 11/4/2006 7:45 AM  |
| Learning to Play: Social Literacy through Improv  | Joanna Fletcher   | Combined session   | Intermediate | 11/4/2006 7:45 AM  |
| Social Competence: Working with Gifted Students   | Mary Rizza  | Combined session   | Novice       | 11/4/2006 7:45 AM  |
| Using Narrative Therapy Techniques in Counseling Work with Twice-Exceptional Students                 | Kevin J. O'Connor   | Individual session | Novice       | 11/4/2006 7:45 AM  |
| "Slacking Off" or Selective Achievement: What's the Difference?                                       | Thomas P Hebert<br>Catherine Alderman   | Individual session | Intermediate | 11/4/2006 10:45 AM |
| Addressing the needs of gifted and GLBT youth: Report of the NAGC Work Group                          | Reva Friedman-Nimz, Richard Cash, Sanford J. Cohn, Richard Lange                    | Poster Session     | Intermediate | 11/4/2006 10:45 AM |
| Perfectionism: The Road to Recovery   | Tom Greenspon   | Individual session | Intermediate | 11/4/2006 10:45 AM |
| Teachers' Emotional Intelligence Skills: Strategies for Dealing with Gifted Students' Emotions        | Sal Mendaglio   | Individual session | Novice       | 11/4/2006 10:45 AM |

Continued on page 4

Please be sure to check the program book for the latest updates and locations.

## More Counseling & Guidance Division Sessions

| Session Title:   | Presenter(s):   | Type               | Level        | Day/Time          |
|--|---|--------------------|--------------|-------------------|
| Developing Social and Emotional Skills in Gifted Boys in a Challenging World                       | Terry W. Neu<br>Rich Weinfeld                                     | Individual session | Intermediate | 11/4/2006 1:30 PM |
| Playing it Stupid and Straight: Gifted Youths Cope with Homophobia                                 | Sanford J Cohn<br>Barbara A. Kerr                                 | Individual session | Novice       | 11/4/2006 1:30 PM |
| The First Time is Always "No": New Experience Problems of Inhibited Personality Temperament        | Douglas R. Kutner   | Individual session | Advanced     | 11/4/2006 1:30 PM |
| Responding to Underachievement: Comparing Counseling and Psychiatric Perspectives                  | Jean Sunde Peterson<br>Jerald Grobman                             | Individual session | Intermediate | 11/4/2006 2:45 PM |
| Being a Counselor for the Gifted: The how to's of an exciting new discipline.                      | Andrew S Mahoney<br>Susan Jackson                                 | Combined session   | Intermediate | 11/4/2006 4:30 PM |
| Bibliotherapy: A Way to Reach the Gifted Child   | Debra A. Troxclair  | Poster Session     | Novice       | 11/4/2006 4:30 PM |
| Cinema and Psychology: Innovative Methods to Address Social and Emotional Needs                    | Brenda M. Scott<br>Ann Spangler                                   | Poster Session     | Novice       | 11/4/2006 4:30 PM |
| Counseling the Gifted 101  | Kimber L Calder-Isgrig  | Poster Session     | Intermediate | 11/4/2006 4:30 PM |
| Depression and underachievement: Gifted self identity at risk.                                     | Tom Greenspon   | Poster Session     | Intermediate | 11/4/2006 4:30 PM |
| Discussion Groups: An Important Component In Affective Curriculum                                  | Terry Bradley<br>George Betts                                     | Poster Session     | Intermediate | 11/4/2006 4:30 PM |
| Effective Strategies to Facilitate Social/Emotional Development of Rural Gifted Students           | Helen L Nevitt  | Individual session | Intermediate | 11/4/2006 4:30 PM |
| Finding the Criteria To Decide: Ethics Education through the Future Problem Solving Program        | Elizabeth A Romey<br>Barbara Romey                                | Poster Session     | Intermediate | 11/4/2006 4:30 PM |
| Friendships and the Gifted Child   | Arlene R DeVries  | Poster Session     | Intermediate | 11/4/2006 4:30 PM |
| Gifted and Talented Adolescents' Experiences in School Counseling: Implications for Practitioners  | Susannah M Wood   | Poster Session     | Intermediate | 11/4/2006 4:30 PM |
| Pearls and Perils of Perfectionism   | Debra A. Troxclair  | Poster Session     | Novice       | 11/4/2006 4:30 PM |
| Perfectionism:What's Bad About Being Too Good?   | Miriam Adderholdt   | Poster Session     | Intermediate | 11/4/2006 4:30 PM |
| Secondary Mentorships; A Guide to Student College & Career Planning                                | John G. Palmer  | Poster Session     | Intermediate | 11/4/2006 4:30 PM |
| The Dialogue Begins: The emerging discipline of training graduate level counselors for the Gifted. | Andrew Mahoney  | Combined session   | Advanced     | 11/4/2006 4:30 PM |
| The Savvy Student's Guide to College Planning  | Sandra Berger   | Poster Session     | Intermediate | 11/4/2006 4:30 PM |
| What Counselors Can do to Meet Needs of Hispanic High School Students                              | Jeanie Goertz, Ernesto Bernal, Linda Phemister                    | Poster Session     | Intermediate | 11/4/2006 4:30 PM |
| What NOT To Do (When Working with Gifted High School Students)                                     | Maggie Clouse, Meredith Clouse, Edward R. Amend, Sharon L. Clouse | Poster Session     | Novice       | 11/4/2006 4:30 PM |
| Where's the Rainbow?: Impact of Hurricanes Katrina/Rita on South-east Texas Gifted Students        | Cheryl B. Sawyer  | Poster Session     | Intermediate | 11/4/2006 4:30 PM |
| Who Are the Smart Kids with Learning Difficulties? And How Do We Identify Them?                    | Linda Barnes-Robinson<br>Betty Roffman Shevitz                    | Poster Session     | Novice       | 11/4/2006 4:30 PM |
| Why don't some really smart people have successful careers?  | Sue C. Cosley   | Poster Session     | Intermediate | 11/4/2006 4:30 PM |
| Themes from a Research Agenda that Embraces Complexity   | Jean Sunde Peterson   | Individual Session | Intermediate | 11/5/2006 7:30 AM |
| Creating Happily-Ever-After Endings for Gifted Females   | Ashley Biber<br>Mandy L. Fordham                                  | Individual session | Novice       | 11/5/2006 8:45 AM |

We hope to see you at many of these sessions!

## Binding the Wounds ... continued from page 1

The first-grade boy who experienced belittling treatment in the third-grade math classroom found opportunity to express his pain when several other students shared various painful experiences with the teacher. Fortunately, when the gifted facilitator perceived his need, she provided a safe haven in her classroom with the assistance of a small stuffed bear. The student kept the stuffed bear in a special drawer and took him out as a special friend whenever needed. The student talked to the bear during his gifted work period which seemed to relieve some of his stress and make school a more bearable place.

Regrettably, the no-tolerance policy for fighting in many schools fails to consider the inequity of circumstances surrounding bullying. The middle school boy on the playground lacked social skills and friends to insulate him from cruel verbal assaults. Consequently, when he lashed out physically, the uniformly applied school suspension policy was enforced. In this case, the student received direct services from an insightful school social worker who, with the assistance of the gifted facilitator, helped the student better understand his need to achieve academically and increase social skills. This student later gained self-respect and some measure of peer approval through the high school JROTC program.

In the third scenario, the gifted facilitator provided a listening ear to the student in distress and worked with the school psychologist, who provided insight regarding the classroom environment. Although the teacher seemed unwilling to adjust classroom procedures to incorporate appropriate accelerated learning experiences, the student at least had someone who would listen and advocate for her needs for the duration of the semester class.

Whether overt or subtle, those who intimidate children with gifted exceptionalities damage their social and emotional well-being in school settings. Often ill-prepared to defend themselves, gifted students may hide the hurt (Peterson & Ray, 2006) they deeply feel. Providing school awareness training about bullying may proactively reduce episodes. By sensitively supporting students and teaching coping strategies, educators apply healing balm and bind painful wounds inflicted through bullying.

Peterson, J. S. and Ray, K. E. Bullying and the gifted: Victims, perpetrators, prevalence, and effects. *Gifted Child Quarterly*, 50, 148-167

### *New Books Published*



#### *Keys to Parenting the Gifted Child*

by Sylvia B. Rimm, Ph.D.

ISBN 0-910707-74-X

256 Pages

Forty-two keys can help parents unlock the potential of bright children. Parents have many questions and concerns, and Dr. Sylvia Rimm brings them one step closer to finding answers. Issues addressed in the book include peer pressure, creativity, pretending, and lying, how to enhance learning in the family, underachievement, and parent-school communications.

#### *Intelligent Life in the Classroom: Smart Kids and their Teachers*

by Karen L.J. Isaacson and Tamara J. Fisher

ISBN 0-910707-75-8

230 Pages

This teacher book will provide lots of laughs as well as some good insights into the nature, quirks and vulnerabilities of gifted kids. It's a fun read that includes information about helpful teacher traits and insights into the gifted child, including their curiosity, persistence, and humility. This book will be useful for teacher training with its extensive list of books and resources.

#### *Models of Counseling Gifted Children, Adolescents, and Young Adults*

By Sal Mendaglio and Jean Sunde Peterson (Eds.)

ISBN 1-59363-206-1

304 pages

This groundbreaking book, with international contributing authors steeped in both gifted education and counseling, is a unique resource for practitioners and educators interested in counseling gifted and talented individuals. Each chapter includes the contributor's conception of giftedness, definition of counseling, roles of counselor and client, techniques, and a case illustration.

## Focusing on Where They ARE

Jean Peterson, Ph. D. — Purdue University

Significant adults in gifted students' lives may inadvertently send the message that the present is not as important as the future, and that their main purpose in life is to become more accomplished than they already are. The emphasis may be on performance—rather exclusively. The adults may indirectly convey that who and how gifted kids are now is not as important as what they will become and do later. In fact, each school stage may be discussed solely as preparation for the next stage, not to be enjoyed and savored in the present. The emphasis may not be on where they *are*—*at the moment*.

Regardless of circumstances or concerns, it is important to meet gifted kids where they are, to hear their perspectives about themselves, and to recognize that, like every growing child and adolescent (and adults as well), they are observing, feeling, wondering, doubting—and continually developing. When there is little time and opportunity to consider complex feelings and contemplate physical, social, and emotional development, gifted youth may feel like, and assume they are seen as, robots, as one eighth-grader noted in a small-group discussion I once facilitated. High expectations—from self and others—may fuel constant evaluation by self and others and consequent high stress, even at a young age.

When gifted youth do not have time and perhaps are not even encouraged to sag, breathe, reflect, smile, and feel, they may not learn expressive language, important to present and future relationships. Many gifted kids actually may not be encouraged to “just play”—even at young ages. They may therefore miss out on this important developmental component of childhood and have unhealthy balance later in life.

Significant adults may not focus on the social and emotional development of gifted youth much at all. As they progress through the school years, with so much emphasis on academic and talent performance and the future, some gifted children and adolescents may actually miss out on basic information, validation, and experiences that can help to facilitate successful movement through various developmental stages. Advanced Placement and other high-intensity classes, competitive extra-curricular activities, and packed daily schedules may be basic to the lives of many gifted children and adolescents, but these are not necessarily conducive to assisting them with a multitude of “normal” physical, social, and emotional developmental challenges.

Not being able to talk about complex developmental transitions with adults and with gifted and other peers can

exacerbate an already well-entrenched sense of differentness as a gifted person. Considering hormonal changes, sexual development, the complexities of relationships, the challenge of determining a career path when “you can do anything,” the confusion of random thoughts, and even the thought of parenting someday (not to mention family tension)—it's a lot to handle, especially with hypersensitive antennae and a possible tendency to ruminate anxiously.

One recent study I conducted found that over-involvement and high-stakes academic courses created high levels of stress. These aspects of gifted students' lives were listed as “biggest school-years challenges” more than were family deaths, serious illnesses and accidents, and major family changes. In addition, when adolescent participants were asked what teachers and parents should be aware of in gifted students' lives, the latter collectively listed many social and emotional concerns. They said that their parents should pay attention not just to competitive performance; that they needed encouragement to be an individual; that they needed less criticism; and that parents should ask about social struggles related to differentness, ridicule, isolation, and loneliness. They wished for unconditional love and acceptance at home. They also wanted to have a life outside of school and listed overcommitment to activities as a major interference. They wanted guidance about taking responsibility for their actions, but not pressure in the direction of perfectionism. They spoke of resentful teachers, wanted more optimism and unconditional acceptance in teachers, and longed to have creative output embraced at school. They wanted varied teaching styles. They wanted connection to community. They also wanted teachers to understand that school might be an important safe haven for gifted kids with complex and troubling situations at home. These student comments underscore the need to focus on the present—*in addition to* the future.

The present is where they are, where they hurt, where they are disappointed and frustrated, and where they experience stress. The present is where they feel uncomfortable, worry, are happy and sad, struggle to get class assignments done (and done well), navigate their complex peer culture, build resilience, and feel their own and others' heavy expectations. With support and nurturance, knowledge about development, connection to others, enhanced skills in expression of concerns, and unconditional acceptance by significant, nonjudgmental, affirming adults, they are likely to grow and thrive. Most will. But *all*, including those who thrive, need and benefit from affirmation of their humanness and support for their social and emotional development along the way.

## Division Sponsored Institutes

On Wednesday, November 1st, from 8:30 until 4:30 pm, the various divisions will be sponsoring institutes at the NAGC Convention. Pre-registration is required and the cost is \$149, which includes continental breakfast, lunch, and materials. There are seven different institutes. The following topic is co-sponsored by the Counseling & Guidance Division.

### *Sensitivity and Excitability: Applying Dabrowski's Theory to Practice in Teaching, Counseling, and Psychology*

*Jointly sponsored by the Conceptual Foundations, Counseling & Guidance, and Global Awareness Divisions.*

Parents, teachers, and counselors often describe sensitivity and excitability as hallmark traits of gifted children. So, too, parents, teachers, counselors, and psychologists often seek resources and strategies for better understanding and supporting the developmental paths of these intense gifted children. The work of Kazimerz Dabrowski, a well known Polish psychologist and psychiatrist who studied the emotional development of intellectually, creatively, and artistically gifted individuals for nearly five decades, provides insight for greater understanding of their psychological and emotional development. He found that intensity is central to the psychological make-up of the gifted and identified five forms of mental functioning, called overexcitabilities, that contribute to their developmental potential. This pre-conference institute connects Dabrowski's Theory of Positive Disintegration to current research with gifted children along with practical applications for teachers, counselors, and school psychologists. Specifically, (1) a new instrument for assessing overexcitabilities in elementary aged students will be presented, (2) characteristics and qualities of overexcitabilities, the variety of forms of their expression, and the potential they hold for both misunderstanding and potential misdiagnosis of the gifted will be highlighted, and (3) a curriculum for teaching gifted students about the theory will be presented along with strategies for teachers and parents to help manage and nurture the intensity of the gifted. An extensive resource packet will be included. And an hour in the afternoon will provide time for small-group discussion on specific topics with the institute presenters who will further elaborate practical applications for teachers, counselors, and psychologists.

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