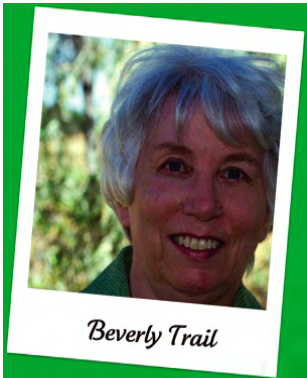


Mosaic

A NEWSLETTER OF THE NAGC SPECIAL POPULATIONS NETWORK



Greetings to our valued network members, It is an honor and a privilege to be the Chair of the Special Populations Network. I would like to thank past chair Peter Laing and chair-elect Jaime Castellano for their dedicated work in leading the network and for their continuing work for the network. In addition, I would like to express appreciation for the work of our network assistant chair Claire Hughes



Beverly Trail

and newsletter editors Margarita Bianco and Joy Davis. However, the work of the network cannot be accomplished without the support and commitment of the network members. Your response to the questions in the network survey last January provided many great suggestions that will guide our work throughout the year.

The NAGC Board of Directors unanimously approved our new mission statement. Thank you to everyone who took the time to respond to our surveys and provided assistance with the wording of the new network mission statement.

Mission Statement:

The Special Populations Network will develop initiatives that will increase the recognition of special populations of gifted children and promote equitable services to address their diverse needs. The term “special populations” refers to gifted children who have additional circumstances or characteristics that can interfere with academic achievement, social/emotional growth, and optimal development of their potential.

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Special populations of gifted children include, but are not limited to, children who are:

- From Cultural/Linguistic/Ethnically diverse backgrounds
- Gay/Lesbian/Bisexual/Transgendered/Questioning (GLBTQ)
- Twice-exceptional (2e) Gifted Children with Disabilities
- Highly and Profoundly Gifted
- Experiencing the impact of gender issues
- From Low Socio-Economic Status (SES) backgrounds
- Impacted by geographic issues, such as urban and rural settings.

To this end, the Network’s activities include:

- Compiling and disseminating resources
- Developing a network of resource people
- Presenting sessions at conferences
- Serving as advocates
- Generating articles for various publications
- Acknowledging exemplary programs successfully serving special populations, and
- Recognizing and encouraging research with special populations.

In case you were wondering, our network received 85 proposals for the convention in New Orleans. All of the proposals were excellent and it was a daunting task. Thankfully, 46 members volunteered to be reviewers. Those reviewers played an important role in the selection of sessions for the convention. Each reviewer carefully read, scored, and provided comments on 5-6 proposals. It was a blind review and three different reviewers scored each proposal. Unfortunately, there were so many good proposals and so few slots. In the end, many excellent proposals were not scheduled. Many of you did not check the poster session box. I wanted to share this comment from one of our members. "I appreciate those who did the poster sessions. They are convenient to access and I was able to have meaningful conversations with the presenters." An important fact to keep in mind for next year.

We are busy planning our network event for the New Orleans Convention. The event will be similar to last year and will honor the trailblazers who have championed the needs of special populations of gifted students. It will be a celebration with food, drinks, live music, and dancing. This year we will partner with the Colorado Association for Gifted and Talented and the Belin-Blank Center for Gifted Education and Talent Development. We are looking forward to an evening of celebration and the opportunity to meeting our network members.

Next, we will turn our attention to generating articles for publication that focus on special populations and a book on parenting children from special populations. In the survey, you asked for information on identification, so that will be the focus of our first article. The network will also provide a half-day workshop on identification in the Wednesday Essentials portion of the program at the NAGC Convention in New Orleans.

I am pleased to report that our network membership has increased by more than a hundred members since the beginning of the year. We are excited to welcome another Special Interest Group (SIG) under the network umbrella. Our first SIG was formed for members interested in Twice-Exceptional learners. The new SIG will focus on issues related to Gay/Lesbian /Bisexual/Transgendered/Questioning (GLBTQ) youth.

Thank you for joining the Special Populations Network, we value your membership. Please email me if you have any questions, concerns, or suggestions as to how this network could better serve your needs.

Respectfully,
Beverly Trail
Special Populations Network Chair



THE LEGACY BOOK AWARDS 2011 NOMINEES



The Legacy Book® Awards honor outstanding books published in the United States that have long-term potential for positively influencing the lives of gifted children and/or youth and contribute to the understanding, well-being, education, and success of students with gifts and/or talents. The awards are administered by the Texas Association for the Gifted and Talented (TAGT). The winning books are selected by a nationwide panel of reviewers for their excellent long-term potential for improving the lives of gifted youth, categorized by audience.

The 2011 Nominees are as follows:

For Parents

- PA: PA: 101 Success Stories for Gifted Kids: The Ultimate Handbook by Christine Fonseca
- PB: Bright, Talented and Black: A Guide for Families of African American Gifted Learners by Joy Lawson Davis, Ed.D.
- PC: Language Smarts™ Level D by Kathy Erickson & Stephanie Stephens
- PD: Parenting Gifted Children: The Authoritative Guide from the National Association for Gifted Children, edited by V Jennifer L. Jolly and Donald Treffinger

For Educators

- EA: James Madison Critical Thinking Course Guide by William O'Meara and Daniel Flage
- EB: Making All Kids Smarter: Strategies That Help All Students Reach Their Highest Potential by John DeLandsheer
- EC: Ready-to-Use Differentiation Strategies by Laurie E. Westphal
- ED: Removing the Mask: How to Identify and Develop Giftedness in Students from Poverty by Paul D.Slocumb, Ed. D. and Ruby K. Payne, Ph.D.
- EE: Tiered Learning Stations in Minutes! by Bertie Kingore
- EF: Twice-Exceptional Gifted Children: Understanding, Teaching, and Counseling Gifted Students by Beverly A. Trail

For Scholars

- SA: Reversing Underachievement Among Gifted Black Students, 2nd Ed. by Donna Y. Ford
- SB: Understanding the Social and Emotional Lives of Gifted Students by Thomas P. Hébert

BRIGHT, TALENTED , AND BLACK:

A Guide for Families of African American Gifted Learners

By Dr. Joy Lawson Davis

Published in 2010 by Great Potential Press, Scottsdale, AZ

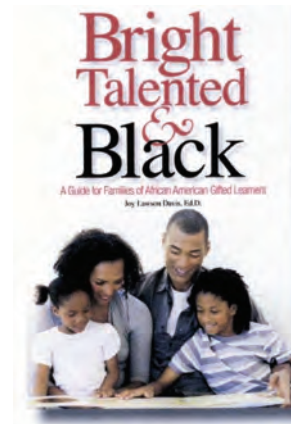
Reviewed by Nedra Sims Fears

As a mother and step mother of five gifted African American children I have read books on how to parent and educate children, how to parent and advocate for gifted children, and how to parent African American children. I am pleased that there is finally one book that has it all: *Bright, Talented and Black, A Guide for Families of African American Gifted Learners*, by Dr. Joy Lawson Davis.

I had the opportunity to meet Dr. Joy Lawson Davis at the National Association for Gifted Children Convention in the fall, 2010. She has a warm and affable manner accented with a southern 'down-home' quality. Underpinning her personality is her scholarly training on gifted children and her practical experience as a mother of three gifted African American children and as an educator and administrator. Her myriad decades-long experiences and passion for gifted African Americans children shines through in *Bright, Talented and Black*.

The book is both a parenting book for families raising gifted black children and an easy to read practical sociology book for teachers and others who want to understand the unique educational experiences gifted African-American children face in America because of their race and culture.

Dr. Davis confronts head on and explains that African-American children are severely underrepresented in gifted education. Black children are 17-19% of the school age population, but only 8% of black children are in gifted education programs. Dr. Davis gives parents insights on what they have to do as an advocate for their gifted children to be accepted in and thrive in gifted programs. What makes this book unique is how Dr. Davis addresses the little publicized but frequently encountered obstacles gifted black children face as they advance through school. She gives practical examples of what it is like growing up black and gifted in America and how gifted children can survive and thrive despite the racial, cultural and economic obstacles they will face. This book gives families a 'heads up' on what these obstacles are like: to be forewarned is to be forearmed.



Dr. Davis highlights the insidious obstacle of 'low expectations' and how this can lead to underachievement by gifted black children. Dr. Davis explains how families can appropriately advocate for their children at school and anticipate and guard against 'low expectations'.

Dr. Davis provides a glossary for gifted education advocates and an exhaustive list of resources and services that support and mitigate the barriers gifted black children may encounter. These resources also highlight academies, programs, organizations, etc., that target and celebrate gifted African American children.

Dr. Davis advises families on what they can do at home to foster the high achieving habits, personal traits and skills their children need to reach their full educational potential. She emphasizes the importance of reading and has an excellent reference list of both 'classic' books and books for and/or about African Americans that parents and educators can use.

Dr. Davis also gives families the basics, describing what African-American gifted children are like and how family members, teachers, etc., can identify them. This is good information for parents, educators and others who don't understand African-American culture. She gives concrete examples of how some black children's gifted traits present differently than those of their white peers, and how African-American cultural traits may be misinterpreted by those unfamiliar with black culture.

(Bright, Talented, and Black continued)

Dr. Davis discusses what ideal characteristics schools for black gifted children should have. She compares and contrasts public, parochial and private schools and home schooling, academies, programs, and colleges (for gifted 13-16 year olds) for gifted black children that also have a strong history of supporting talented black children.

This book does not address the unique challenges faced by black gifted children who are bi-racial and/or multi-ethnic. Nor does it address gay, lesbian, transsexual and/or transgender gifted African-American children.

In summary, Bright, Talented and Black is an excellent book for families that have and educators who teach gifted African American children. Dr. Davis gives hands-on advice on the unique challenges black gifted children face in society and what supports they need from their families and others to be successful. She gives an exhaustive list of national resources available for gifted black children that parents and others can use. This is a one-stop-shop book for families with black gifted kids. Here in one place is practical information about gifted education, your gifted child and what unique challenges black students will face, and how you can 'block and tackle' these obstacles to have successful and well adjusted children.

(The reviewer, Nedra Sims Fears, is a member of MCGT and the parent of five gifted children. She is also the author of The Secret of the Golden Rings, a multi-cultural book for gifted tween-age girls. Nedra lectures at gifted conferences regarding African-American gifted children. This review was published in the April/June, 2011, issue of Outlook, the newsletter of the Minnesota Council for the Gifted and Talented [MCGT].)

TWICE EXCEPTIONAL COMMUNITY NETWORK

The 2e Newsletter has created a private network for the 2e community. The sole purpose of this site is to enhance communication within the 2e community. There are no ads, no charges, no selling of emails, just a sincere opportunity to communicate with others who are raising and educating gifted students with learning challenges.

Special Population Network members and friends are invited to join the 2e Newsletter Network at Ning. (<http://2enewsletter.ning.com/>) Registration is required, but it is FREE. Take advantage of this opportunity to network and discuss specific issues with other parents and educators. You can join any of the established groups or create your own group. At this time, over 500 members have formed groups to discuss anxiety, NLD, dyslexia, visual processing disorders, sensory processing disorders, education law and advocacy, CAPD, visual-spatial, AD/HD, Asperger's syndrome, and dyscalculia.



Thank you 2e Newsletter for this invitation and for providing a valuable opportunity for parents and educators of twice-exceptional students to network and discuss common issues.



National Association for Gifted Children 58th Annual Convention & Exhibition November 3-6, 2011, in New Orleans

NAGC hosts the largest annual convention devoted to gifted and talented learners.

Classroom teachers, gifted/talented coordinators, school administrators, researchers, parents, college and university faculty, and more, will converge in **New Orleans, Louisiana, November 3-6, 2011**, for the 58th Annual NAGC Convention. Throughout the pre-convention events, concurrent sessions, poster sessions, exhibit hall, general sessions, and networking events (both formal and informal!), you will witness the power of diverse viewpoints — from the field and from the classroom — coming together to make learning and life a challenging and rewarding experience for our nation's gifted and talented learners.

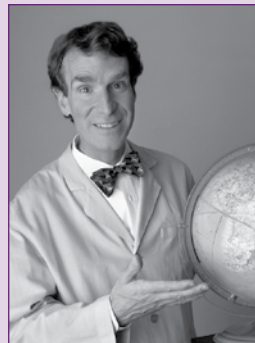
By advancing your professional potential at the NAGC Convention, you'll ensure that high-ability learners can reach their full potential in the classroom.

The Strands



- Arts
- Computers & Technology
- Conceptual Foundations
- Counseling & Guidance
- Creativity
- Curriculum Studies
- Early Childhood
- Global Awareness
- Middle Grades
- Parent & Community
- Professional Development
- Research & Evaluation
- Special Populations
- Special Schools & Programs
- STEM

Keynote Speakers



Bill Nye
the Science Guy®



George Rodrigue,
Artist and Creator of
"The Blue Dog"



Among the 350+ concurrent sessions offered at Convention, here is a sampling of sessions that focus on issues relating to **Special Populations in G/T**:

- ♪ Best Practices in Using Standardized Tests to Identify Talent among Low Income and ELL Children
- ♪ Successful Strategies for Underserved Gifted Students
- ♪ Using the 2010 NAGC Pre-K-Grade 12 Gifted Programming Standards in Identifying Students from Diverse Backgrounds
- ♪ U-STAR~PLUS Using Science, Talents and Abilities, Promoting Learning for Under-Represented Students: A Framework for K-3 Programming
- ♪ Effective 21st Century Practices for Underserved Gifted Students
- ♪ Creating Positive Personal Growth for Diverse Gifted Learners
- ♪ Bright, Young, and At Risk
- ♪ Academic Effects of Cluster Grouping on Gifted and General Students from Diverse Cultural Groups
- ♪ Successful Transition and Integration of Underrepresented Populations into a Gifted Learning Environment: One School's Approach
- ♪ Explicit Programming for Gifted and Talented Culturally Diverse Learners: The Middle School NonVerbal Honors Core
- ♪ Academic Effects of Cluster Grouping on Gifted and General Students from Diverse Cultural Groups
- ♪ Honoring Alexinia Baldwin and Mary Frasier: An Anthology of Multicultural Gifted Education

**Register Online Today!
Group Discounts Available**

www.nagc.org/2011convention.aspx

You'll learn how to

- Recognize and work with underserved populations
- Differentiate for all learners
- Identify and understand the social and emotional needs of gifted and talented students
- Collaborate to support advanced learners in middle grades
- Use gifted and talented education pedagogy to develop students' advanced thinking skills
- Enhance math and science instruction to engage gifted learners at all levels
- Utilize technology to supplement curriculum for advanced learners
- Provide a challenging learning environment in the regular classroom

You'll take home

- Classroom management strategies
- Sample lesson plans
- The latest research
- A new list of colleagues who support what you do

Pre-Convention Highlights

WEDNESDAY

Gifted Education Essentials: Your Toolkit for Delivering Successful Programs and Services

Action Labs - experiential learning opportunities that will broaden your perspective and give you ideas to use back home.

THURSDAY

Gifted Education Applications in the Classroom: Critical Issues and Models for Delivering Successful Programs and Services



NATIONAL ASSOCIATION FOR
Gifted Children

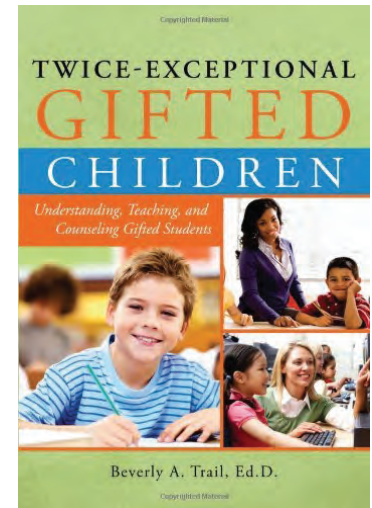
The National Association for Gifted Children (NAGC) is a nonprofit organization of parents, teachers, educators, and community leaders who work to expand support for high-ability learners across the United States.

Twice-Exceptional Gifted Children: Understanding, Teaching and, Counseling Gifted Students

By Beverly Trail, Ed.D.
Prufrock Press (2010)

Reviewed by Linda C. Neumann

This article first appeared in the July, 2011, issue of
2e: Twice-Exceptional Newsletter (www.2eNewsletter.com).



Beverly Trail brought her 22 years in education to bear in writing this book. In less than 200 pages she has compiled all of the essential information needed to understand who twice-exceptional children are, what challenges they face, what the consequences are of not addressing their challenges, and how professionals and parents can work together to meet the needs of this underserved population of students. Trail lays out this information in nine chapters that she says, “can guide a collaborative team step-by-step through the process of identifying student needs, selecting strategies, and developing a comprehensive plan to meet the diverse needs of twice-exceptional children.”

To support such a team, Trail has cited the research findings and best practices of experts in the gifted and 2e fields, plus included forms, checklists, and other similar tools that can help the members of a team in assessing and meeting the needs of twice-exceptional learners. In addition, she has identified who should be part of the team and the roles that the different members should play in order to support both the classroom teacher and the 2e student. Trail discusses the importance of collaboration between home and school as well, and suggests how parents and school personnel can work together for the good of the 2e child.

The first three chapters of the book paint a picture of 2e learners as children who are “at risk when their cognitive, academic, social, and emotional needs are not met.” She emphasizes the importance of identifying these diverse needs and then providing a continuum of services to meet them. From these chapters parents will gain a good understanding of the types of school interventions and levels of interventions that might be available and beneficial to their 2e children.

The next five chapters of the book look at what Trail believes is essential for becoming “self-actualized,” the goal she would like to see all 2e learners achieve. These chapters address:

1. Nurturing gifted potential
2. Supporting cognitive style
3. Encouraging academic achievement
4. Fostering interpersonal relationships
5. Promoting intrapersonal understanding.

The final chapter, titled “Putting the Pieces Together,” lays out the steps for developing “a comprehensive plan, developed with home and school collaboration, that ensures that 2e students are appropriately served in their schools.” In this book Beverly Trail has created a blueprint for an action plan that educators and parents can easily follow. In addition, she has given parents an accessible collection of research-based information that they can point to when they encounter the skepticism of those who think twice exceptional is just another way of saying lazy kid who isn't trying and parent who's making excuses. In those situations, parents can hand the skeptics a copy of Twice-Exceptional Gifted Children and say, “Here, take a look at this. And don't forget to check out the 12 pages of references at the back!”

WATCH OUT FOR THE FALL ISSUE



NEWSLETTER IDEAS?

Do you have ideas for our upcoming newsletters?
Would you like to submit an article or write a column?
Please send ideas and suggestions to
Margarita.Bianco@ucdenver.edu or jdavis@louisiana.edu

NEWSLETTER EDITORS



Margarita Bianco
Co-Editor
Margarita.Bianco@ucdenver.edu



Joy L. Davis
Co-Editor
jdavis@louisiana.edu