

Counseling and Guidance

N e w s l e t t e r

"If you don't go after what you want; you could spend your entire life settling for what you can get"

— Mo Stegall, *Against All Odds I Can B*

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Welcome to the NAGC Counseling & Guidance Network's Newsletter

Greetings C&G Members!!!

Change is in the air! Temperatures are cooling, days are getting shorter, and we are gearing up for NAGC's 60th Annual Convention in Indianapolis, Indiana November 7-10th! You will find themes of change and transformations echoing throughout this edition of the Counseling and Guidance newsletter.

NAGC President, Dr. Tracy Cross, provides a tune-up with an important reflection on the present state and challenges of research in our field. We then take a lap with Drs. Cross, Peterson, and Webb, as they consider progress we made and roads yet to be forged.

Take a pit stop to check out articles about 1) giftedness within evaluation and treatment planning, 2) gifted adulthood, and 3) counseling and guidance challenges faced in school settings. The Parent, Teacher, and Connections sections offer links to valuable resources, while the new Apps section suggests helpful digital apps for college planning and organization.

As NAGC nears, we hope the C&G Newsletter provides a forum for dialogue and stimulation with topics related to the social and emotional development of gifted children. Join us on [Facebook](#) to continue discussing stimulating topics from this edition.

Come ride with us!

Your Editorial Team

Amy H. Gaesser - Co-Editor

Edith Burke - Co-Editor

Carrie Lynn Bailey – Assistant Co-Editor

SaDohl Jones-Goldsmith – Assistant Co-Editor



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Past Newsletter Co-Editors

A complete listing of contact information is on page 26

“Self-identity is
inextricably
bound up with
the identity of
the
surroundings.”

— Lars Fr. H. Svendsen,
A Philosophy of Boredom

Mission of the NAGC Counseling and Guidance Network

The Counseling & Guidance Network recognizes the critical need for attention to the affective needs of the gifted individual. This Network is dedicated to addressing the social and emotional growth of the gifted and talented. In addition, emphasis is placed on planning and implementing a variety of systems and services for meeting these needs.

If you are interested in joining the C & G Network, you must first be a member of NAGC. For details on how to join NAGC, go to:
<http://www.nagc.org/index.aspx?id=367>

Join Counseling & Guidance Network on Facebook
WWW.facebook.com/groups/609330185749211

SaDohl Jones, PhD, LPC, NCC, ACS

Co-Assistant Editor

Dr. Jones is a graduate of the University of Iowa and holds a doctorate degree in Counselor Education and Supervision with a specialization in Gifted Education. Through her work at Belin Blank Center, Dr. Jones developed her passion for gifted education. Dr. Jones research focuses on the counseling needs of twice-exceptional learners (specifically those learners with emotional/behavioral disturbances, learning disabilities and ADHD); minority recruitment and retention; and STEM from a social justice advocacy perspective. She has experience in school, clinical and community settings with children and adults. Dr. Jones is also an active member of multiple professional organizations including ACA, NAGC (GAGC), and ASCA (GSCA).

Carrie Lynn Bailey, PhD,

Co-Assistant Editor

Carrie Lynn Bailey is a licensed professional counselor and a Counselor Educator in both School and Clinical Mental Health Counseling. After four years as an Assistant Professor for the Counselor Education program at Georgia Southern University, she recently moved to Virginia to be closer to family and is thrilled to be continuing on with Georgia Southern in an online Instructor role. In addition to that work, Carrie is a contributing faculty member for Walden University and is currently laying the groundwork for a practice in Williamsburg, VA focusing on the counseling needs of gifted children, adolescents, and adults. Dr. Bailey earned her initial counseling degrees from Old Dominion University, and her Counselor Education degree from the College of William and Mary. She has experience both as a family counselor and as a professional school counselor across grades Pre-K through College. She is actively engaged in both counseling and gifted organizations at the local, state, and national levels. Dr. Bailey's research interests include exploring the developmental counseling needs of gifted students and their families, promoting awareness of the needs of at-risk and twice-exceptional gifted students, fostering family-school-community partnerships, and the application of humanistic counseling and educational approaches. Carrie has a strong grounding in a humanistic worldview that upholds the potential of each individual to grow and move forward along his or her own unique developmental path. She strives to facilitate this growth in both her students and clients through providing an environment in which meaningful, self-directed learning can flourish.

Editors Amy Gaesser and Edith Burke were featured in the last issue.

Dr. Bronwyn MacFarlane, Chair
NAGC Counseling and Guidance Network

It is almost time to drop the hammer, put the pedal to the metal, and cart ourselves in the direction of the Brickyard for a fast-paced 2013 NAGC annual conference this November.

The Counseling and Guidance Network Executive Committee is looking forward to greeting you in Indianapolis in just a few short weeks. The C&G Network has a well-planned program lined up that will rev your metabolism, and motor you back to school with a hot set of ideas and strategies to put in motion with your gifted programs and accelerate the educational experiences of the gifted learners with whom you work.

This year marks the 60th Anniversary of NAGC and an exciting program is set and ready to go. The C&G Network will sponsor 35 sessions including two Sunday Super Sessions at the 2013 NAGC conference in Indianapolis, “*Affective Education for the Gifted: Over 150 Years of Involvement*” and “*Allies in Service: Theory, Research, and Practice.*” Some of the 35 network sessions will address social and emotional topics such as motivation, underachievement, gender issues, idealism, creative career pathways, executive functioning, leadership, social coping, stereotype threat, attachment, assessing non-cognitive skills, affective curriculum, advocacy, plus many more.

Plan to attend the C&G annual business meeting and bring a friend with you. The Counseling and Guidance Network Business Meeting will be called to order at the annual conference on Friday, November 8, 2013, at 9:30 a.m. in the Indianapolis JW Marriott, Room 106. All network members are invited to attend the annual network business meeting where information will be shared from the NAGC Leadership Retreat, along with committee reports from each of the officers.

Review the list of network committees on page 2 of this newsletter. Each network officer oversees a specific network committee and members are invited to consider serving on a network committee. Interested members should contact the officer associated with the specific committee at the email address provided.

(continued on page 5)



Racing is a team sport and reference to skillful team interaction is important too with the collaborative efforts which educators provide in fueling affective educational experiences in tandem with the academic experiences in school. Racing quotes can make us smile, inspire, and provide a sense of what Indy winners were thinking during their journey to the top of the racing world. It can be fun to consider how situations in high-speed racing can also be paralleled with other fields or with life in general. The faster life seems to go, the more they seem to relate. The following quote from Mario Andretti is a fun one to jumpstart a conversation about excellence.

"Desire is the key to motivation, but it's the determination and commitment to an unrelenting pursuit of your goal - a commitment to excellence - that will enable you to attain the success you seek."

Mario Andretti

Enjoy some more racing quotes from a few racing legends about applying horsepower to life.

- ❖ If everything seems under control, you're just not going fast enough. (Mario Andretti)
- ❖ You get out in front -- you stay out in front. (A. J. Foyt)
- ❖ If you wait, all that happens is that you get older. (Mario Andretti)
- ❖ Dad taught me everything I know. Unfortunately, he didn't teach me everything he knows. (Al Unser, Jr.)
- ❖ Every race I run in is in preparation for the Indianapolis 500. Indy is the most important thing in my life. It is what I live for. If you win Indy, you're in elite company. Even if you win it once. Indy just has so much history and tradition. It's the most important race in the world. (Al Unser, Jr.)

When the checkered flag waves, we will part from Indianapolis with another great set of understandings to share with those around us. Get ready for a supercharge and like Indy, our 2013 conference will zoom by. So start your engines, have a thrilling high-speed conference, and see you Sunday at the finish line.

Let's roll... Indy-style,

Dr. Bronwyn MacFarlane, Network Chair

NAGC Counseling and Guidance Network



Counseling and Guidance Network at NAGC 2013

This year's 60th Annual National Association for Gifted Children Convention is just a few short weeks away. We have an exciting program planned for the Counseling and Guidance Network with 32 sessions in total. We had a record breaking 95 proposal submissions and these sessions (26 Concurrent or Putting it Into Practice Sessions; 2 Poster sessions; and 4 Round Table sessions) highlight some of the most current and cutting edge work being done while still representing the rich history and timeless lessons learned over the last six decades. Regardless of the focus, these sessions will provide invaluable information for teachers, counselors, and parents that support them in serving the social, emotional, and psychological needs of gifted youth. These sessions are vastly diverse and thoughtfully conceptualized. We could not have the high-quality, diverse program for this year's 2013 convention without the dedication, support, and commitment to service of our reviewers listed below. Remember, if you see one of these people at this year's convention; take a moment to thank them, as we do.

In addition to the concurrent sessions, we have two fantastic Super Sunday Sessions planned. The first, *Affective Education for the Gifted: Over 150 Years of Involvement* is a panel of distinguished scholars from the fields of counseling and psychological science who together have over 150 years of experience serving gifted children.

The second Super Sunday Session, *Allies in Service: Theory, Research, and Practice* is moderated by our very own Counseling and Guidance Network Chair, Bronwyn MacFarlane. *Allies in Service* is a panel discussion that should not be missed! Research scientists and counselors discuss the work they do, the perspectives they take, and how their work informs that of other fields. The session will serve to illustrate how working together has brought us this far and will continue to move us into the future.

It cannot go without saying, in addition to our wonderful reviewers, the Counseling and Guidance program for the 2013 NAGC Convention could not and would not be a successful endeavor without YOU, our valued members. We look forward to seeing you in Indianapolis, Indiana for this year's 60th Annual National Association for Gifted Children Convention!

Dr. Angela Housand
Network Program Chair

Our Wonderful Reviewers:

Carrie Lynn Bailey
Richard Cash
Jennifer Riedl Cross
Jim Delisle
Stephanie K. Ferguson
Lori Flint
SaDohl K. Goldsmith
Tom Greenspon
Malik Henfield
P. Susan Jackson
Cindi Lardner
Maxine Levy

Linda Livingston
Bronwyn MacFarlane
Michelle Muratori
Connie Phelps
Wenda Sheard
Debbie Troxclair
Doreen Underwood
Susannah Wood





*60th Annual Convention and Exhibition
Indianapolis > November 7-10, 2013*

NAGC hosts the largest annual convention devoted to gifted learners each fall. Classroom teachers, gifted/talented coordinators, school administrators, researchers, parents, college and university faculty, and more, will converge in Indianapolis, Indiana, November 7-10, 2013, for the 60th Annual NAGC Convention.

Insights from the Experts

As we celebrate the last sixty years of growth in NAGC, the editorial team reached out to some of the leading contributors whose work has formed our present knowledge on the counseling and guidance needs of our gifted children. The individuals highlighted in this section represent professionals with a diversity of insights that have dedicated their careers to better understanding and supporting the social and emotional development of high ability youth. Over the next several issues, these experts will briefly reflect on the gains that have been made in this area, as well as the concerns still needing attention. The editorial team would like to thank Drs. Tracy Cross, Jean Peterson, and James Webb for their time and thoughtful contributions to this issue. Additionally, we wish to thank Dr. Cross, in his role as NAGC President, for providing a foundation from which to begin consideration of the questions posed. We are hopeful that the insights offered will be an impetus for continued dialogue and research.

Dr. Tracy Cross, NAGC President:

I have been invited to consider two questions developed by the editorial team for the *Counseling and Guidance Newsletter* of the National Association for Gifted Children. I appreciate the opportunity to share some ideas with this sage group of professionals.

To set the stage for my answers, I must first provide some context. There is no topic in the field that has had enough substantial research conducted to feel confident that we have sufficiently addressed the important questions. This is true across the board and not limited to issues in the counseling and guidance arenas. There are myriad reasons for this situation, including the small number of people who conduct research in our field, the fact that our field has remained too general since its existence, the limitations of the studies themselves, and the ongoing enhancements in statistical analyses coming into use in the field. Examples of each of these reasons have affected the research base. I will highlight two reasons to illustrate how each affects research.

Let us focus on the smallness of our field and the continuation of too many generalists. If one takes a sociological view of the field, you see immediately that, while there are hundreds of doctoral-holding professionals, much of the research is published by a small subset of these. Among this small group of a few hundred researchers, fewer still have focused their research in a recognizable line. Rather, they tend to participate in and write about wide ranging topics, from curriculum to social and emotional issues. This has contributed to research being published of a certain type and level, never establishing a strong research foundation on any single topic. It also has kept conversations and thinking at an introductory level.

An exception to this pattern is true for those professionals who pursue counseling training. Often, professionals who write for the counseling side of Giftedland have been trained in a more focused manner, with clear expectations of having a specific line of research. This is juxtaposed with the many professionals who have been trained in education doctoral programs, whom often come from the teaching ranks. School and counseling psychology-trained professionals tend to stay within research lines in a very focused manner. While all of these people are fine committed professionals, our current research base is a Swiss cheese that reflects pressures to be generalists, a large number of unsophisticated studies, not informed by researchers who dedicate a career to their topic of study, many one-off studies, many, many studies with convenience samples and so forth. With this description of the field as a foundation, we can make an effort to answer the questions provided by the Counseling and Guidance editorial team.

Question #1: In which area(s) related to the social and emotional needs of gifted youth do you believe we have made the most progress since NAGC's inception?

Dr. Cross:

By the 1990's, I had grown fatigued with studies about self-concept of students with gifts and talents (SWGT). It was ubiquitous and almost always based on convenience samples. The problem was less the convenience sampling, than the efforts to not reveal that fact and more importantly, the fact that our definitions were then necessarily tied to the peculiar admissions practices of the programs from which the students hailed. In other words, our research base is chock full of studies on self-concept that include a wide range of definitions of giftedness. This has the unintended consequence of having subjects in our pools whose family incomes far exceed the mean for the US. So, while many have reported on their individual studies about SWGT and self-concept, the studies themselves run the gamut from those that have been weakly designed, to those with mostly middle to wealthy class students, to studies underpinned by definitions that are inconsistent or even incompatible. Keep in mind that this is one of our most substantial areas of research. Add to the group one-off studies from novices or those from professionals writing in all areas of the field, and what we have is worrisome at best. Moreover, some of the popular research approaches used today, e.g. structural equation modeling, that were somewhat more common in other fields were not part of the training of the doctoral students in our field until the last 10 years or so. The parallel is also true for qualitative philosophies and approaches to research. As is often true, the field of education is slow to adopt successful research approaches used in other fields. For example, qualitative research in anthropology and philosophy have roots going back over 100 years, while in education it is much more recent. As an editor, I published some of the very earliest qualitative research in our field less than 20 years ago. I believe that the first 10 years or so of qualitative studies published in our journals was wide ranging in its quality. Consequently, not nearly as much was learned about self-concept matters using qualitative research approaches, as could have been the case.

These limitations, along with the increasing diversity in the US has brought us full circle on this question of what is the relationship of self-concept and SWGT. With our increasing sophistication on all fronts, our emerging conceptions of giftedness and more students and professional educators with diverse backgrounds, we should now engage in version 2.0 of this area of research. In essence, our research, even in this area with a lot of activity is too porous to be reliable, but we are increasingly better armed to fill in the gaps.

Dr. Jean Peterson:

Twice-exceptionality, especially in terms of diagnosable learning disabilities, comes quickly to mind here. In addition, studies and clinically based discussions focused on overexcitabilities and perfectionism, attention to service and its social and emotional implications, and attention to affective curriculum have been important--even though the collective attention has not been large. I like to think that my own research of negative and positive life events, bullying, sexual orientation, high-risk populations, and trauma, as well as my own and others' work related to academic underachievement, have been important in exploring new territory or taking "side trips." However, much more research, particularly with high-quality and genuinely exploratory qualitative methods, needs to be done in all of these areas in order to figure out what might be measureable. We need to embrace the social and emotional complexity of this population.

Dr. James Webb:

The early years of NAGC had little focus on social and emotional needs of gifted children, except perhaps with regard to underachievement. Instead, the focus was heavily on the educational aspects. The creation of the Counseling and Guidance Division with NAGC in the 1980s marked a new emphasis and recognition that gifted children do have special social and emotional needs. Since that time, there have been many more articles written and research conducted. The most influential recent concepts, in my opinion, have been (1) the Dabrowski Overexcitabilities, (2) asynchronous development, and (3) recognition of twice-exceptional gifted children. Though these concepts certainly have academic relevance, they also have strong implications for social and emotional needs. Of course woven into this, too, is long-recognized issue of peer relationships and their implications for social and emotional development.

A particularly recent area that is now gaining attention, too, is that of adult giftedness – recognition that social and emotional issues are not ones that apply only to children, but to adults as well. It will be interesting to see how this develops.

The second question is: 2) What is the most critical counseling issue(s) related to the social and emotional needs of gifted youth that you feel should to be addressed as we move forward?

Dr. Cross:

I believe the most critical issue for our field is the suicidal behavior of SWGT. I include this as the number one issue, not because it affects the most people, but because of the seriousness of the topic and fact that so few people are knowledgeable in the area. I have dedicated almost all of my research time to this topic for 19 years now, and I strongly encourage others to pursue this topic. Fortunately, I am optimistic that we can have a major impact on SWGT who are at risk for suicide ideation, gestures, attempts and completions. Professionals who serve SWGT in the counseling domain can be immensely effective in preventing suicide and reducing suffering, but more research and training is needed. Counselors can serve as trainers, as well as direct service providers.

A second important area of research that is required is this area is in the challenge of providing the needed expertise to assist SWGT develop over time in a mentally healthy manner. The recent conception of Talent Development being discussed requires a considerable amount of expertise on behalf of SWGT. This challenge will shift much of the professional burden from an ameliorative model to a developmental one. We need research in this area by professionals from the counseling and guidance arena.

Third, educating for success will provide untold opportunities for counseling professionals to develop in SWGT a sense of agency and commitment to work hard, to persevere, to change their mindset about their own abilities, to fail as part of the process, and so forth. This shift to a more positive psychology will enable SWGT to reach their potential. Of course, research is greatly needed in these areas.

Dr. Jean Peterson:

Diversity, broadly defined, warrants greater attention. Attention to exceptional, highly able children and teens who do not fit common giftedness stereotypes is crucial to understanding and fostering the social and emotional development of gifted youth. Currently, too much of what we claim to know has been based on participants that have not been inclusive enough of students from low-income families; students with low English proficiency and/or from minority cultural groups; students not motivated or emotionally able to invest in academic work at a particular time in their development; students with behavior interfering with relationships with peers or teachers; students with poor mental health; students whose creativity is a poor fit in the classroom; and students with chaotic or otherwise non-nurturing family situations. All of these descriptors reflect kinds of twice-exceptionality that are not often included under the 2e umbrella, yet are part of the "whole child" and have implications for well-being and school success.

Dr. James Webb:

The largest single issue is the lack of training of health care and counseling professionals about gifted children and adults. It is extraordinarily rare to find a pediatrician, psychologist, psychiatrist, nurse, counselor, or social worker who has received any training about gifted children and adults, much less about social and emotional issues that are likely to arise. As a result, not only is there a lack of understanding and support by these professionals, but also many gifted children and adults are being misdiagnosed and receiving inappropriate treatments.

The next most important issue is the need to include parents in our outreach efforts. Parents continue to describe what a lonely experience it is for them being a parent of a gifted child. There are organizations, books, and articles that can be extremely helpful, but we need to make greater efforts of inform parents about these resources and also invite parents to attend teacher inservices about gifted children when schools hold them so that parents can learn ways to work with educators to jointly nurture gifted children.

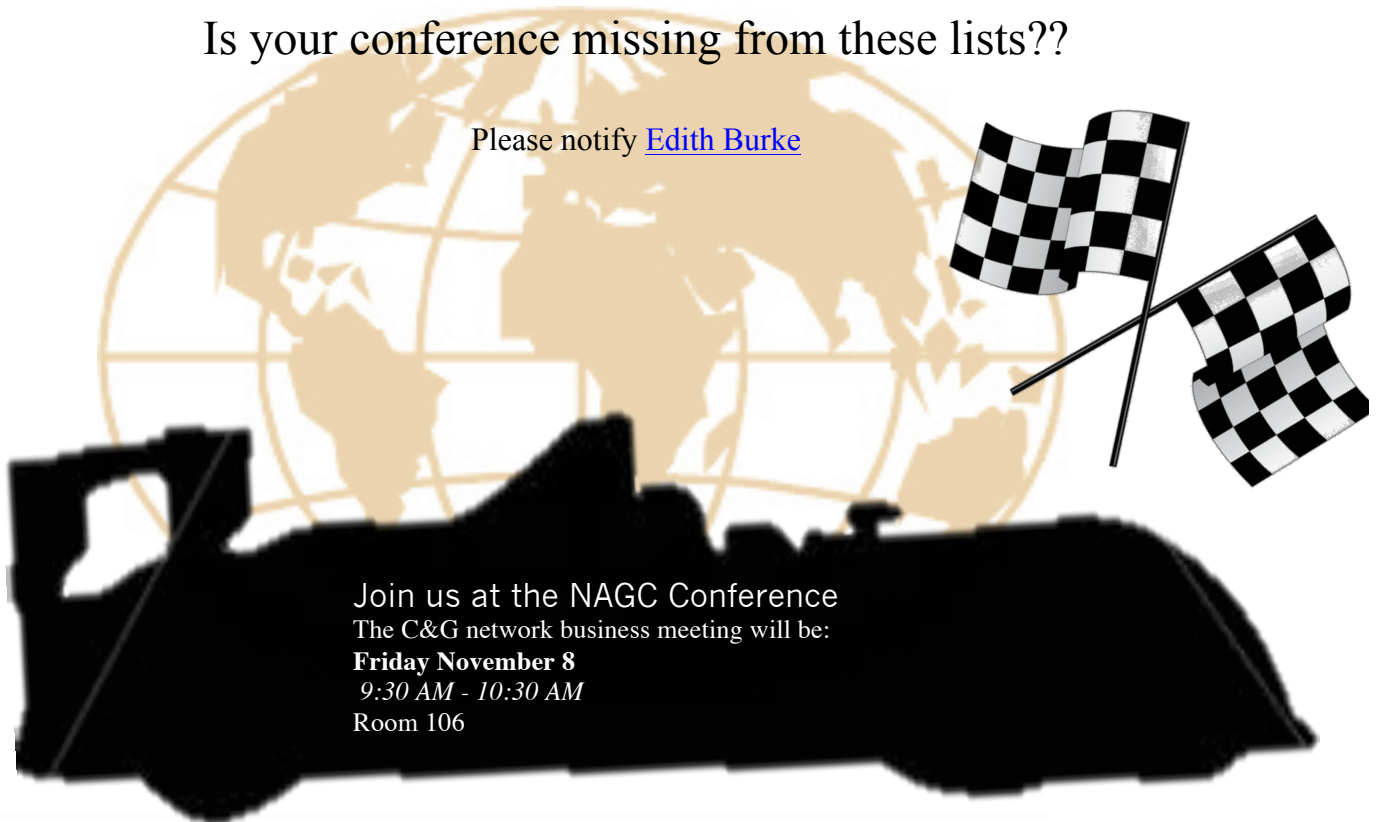
Upcoming Gifted Conferences

11

International Conferences

Is your conference missing from these lists??

Please notify [Edith Burke](#)



Join us at the NAGC Conference
The C&G network business meeting will be:
Friday November 8
9:30 AM - 10:30 AM
Room 106

[Global Virtual Meeting for Gifted Education in Second Life](#) November 23, 2013, 9-10 p.m. (CEST) (3-4 p.m. US-EST, free!)

[Global Virtual Meeting for Gifted Education in Second Life](#) December 14, 2013, 9-10 p.m. (CEST) (3-4 p.m. US-EST)

Guest speaker, Roya Klingner (Austria), online, free!

On-Line

For more information about
upcoming conferences or to provide
additional information,
join us on Facebook

WWW.facebook.com/groups/609330185749211

November 2013

[Northern California CAG Symposium for Educators and Parents](#) November 2, American Canyon, California

[National Association for Gifted Children \(NAGC\) Annual Convention](#) November 6 - 10, Indianapolis, Indiana

[MIT Splash! 2013](#) November 23 - 24, MIT, Boston, Massachusetts

December 2013

[TAGT Professional Development Conference for Educators & Parents](#) December 4 – 6

February 2014

[Arkansas Association for Gifted and Talented \(AGATE\)](#) February 5 - 7, Hot Springs, Arkansas

[Arizona Association of Gifted & Talented \(AAGT\) Conference](#) February 6 - 7, Phoenix, Arizona

[Illinois Association for Gifted Children \(IAGC\)](#) February 9 - 11, Naperville, Illinois

[Minnesota Educators of the Gifted and Talented \(MEGT\)](#) February 9 - 11, Minnesota

[California Association for the Gifted Conference \(CAG\)](#) February 14 - 16, Anaheim, California, USA

[Beyond Giftedness XX](#) February 21, Arvada, Colorado, USA

[Kentucky Association for Gifted Education \(KAGE\) 34th Annual Conference](#) February 24 - 25, Lexington, Kentucky

[Nebraska Association for the Gifted \(NAG\)](#) February 27 - 28, Omaha, Nebraska,

[North Carolina Association of Gifted & Talented \(NCAGT\)](#) February 27 - 28, Winston-Salem, North Carolina

March 2014

[New Jersey Association for Gifted Children \(NJAGC\)](#) March 7 – 8, Somerset, New Jersey

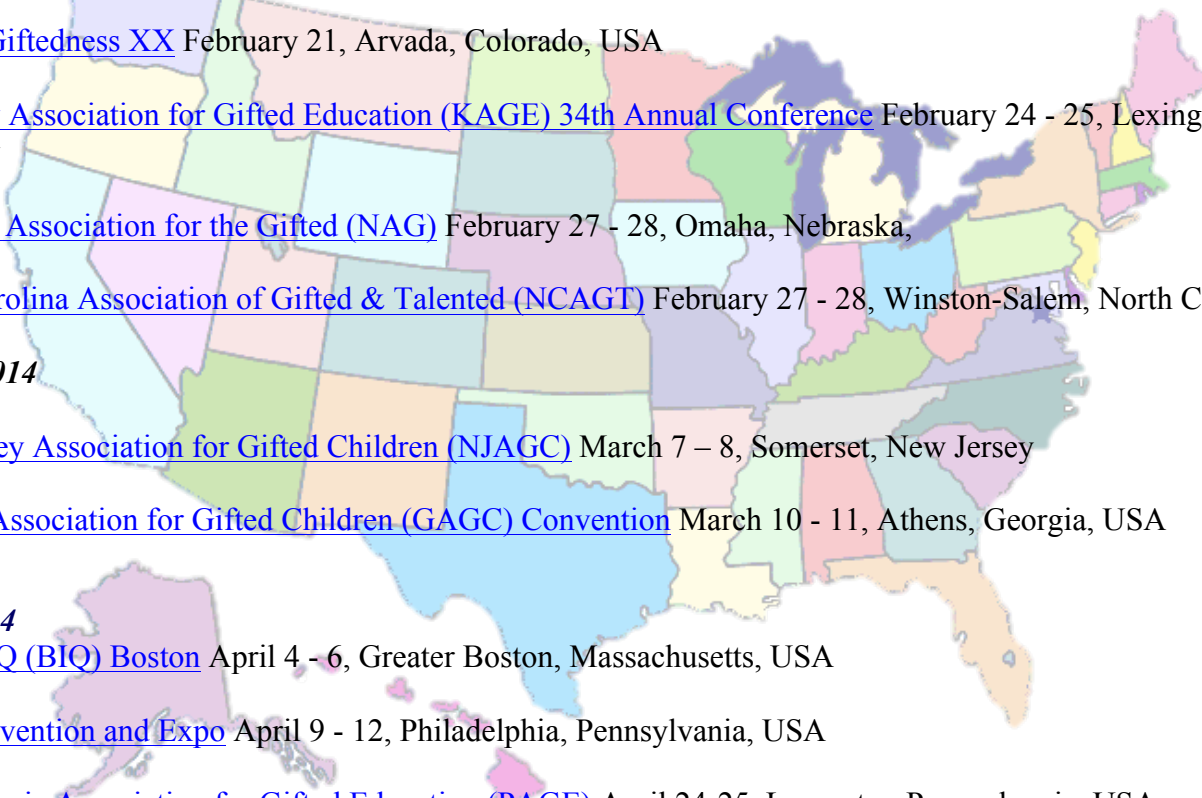
[Georgia Association for Gifted Children \(GAGC\) Convention](#) March 10 - 11, Athens, Georgia, USA

April 2014

[Beyond IQ \(BIQ\) Boston](#) April 4 - 6, Greater Boston, Massachusetts, USA

[CEC Convention and Expo](#) April 9 - 12, Philadelphia, Pennsylvania, USA

[Pennsylvania Association for Gifted Education \(PAGE\)](#) April 24-25, Lancaster, Pennsylvania, USA



Counseling Gifted Adolescents: Integrating Social and Emotional Aspects of Giftedness into Treatment

Gail Post, Ph.D.

Gifted adolescents are no more prone to social or emotional difficulties than other teens (Neihart, 1999). Yet, the burden of feeling different from peers, and attempts to offset stigma and rejection, create a unique set of conflicts. At a developmental phase when social acceptance is paramount, many gifted teens go to great lengths to disguise their abilities. Some try to “dumb themselves down,” avoiding classes that might brand them as “nerds,” and become underachievers. Some feel that they never fit in. Social challenges are particularly difficult for adolescents who show signs of asynchronous development, and whose social skills lag behind their intellectual abilities. Even those gifted teens that achieve popularity still may be acutely aware of their differences, and attempt to conform, sometimes immersing themselves in social and extra-curricular activities at the expense of academic pursuits. Some later regret that they “sacrificed” their interests or ambitions to gain approval.

Regardless of their level of social comfort, gifted adolescents often struggle with traits frequently associated with giftedness. These may include perfectionism, harsh self-criticism, oversensitivity, fear of failure, overachievement, anxiety about performance, and even despair over injustices affecting others. Some may feel ashamed of their so-called “gifts,” claiming they were undeserving of accomplishments earned so easily. They may be conflicted about career goals, torn between their desires and what family and society expect, and worry that they will not live up to their potential.

Therapy with gifted adolescents may be initiated for a variety of reasons; however, their giftedness invariably emerges as a factor related to their social, emotional and academic life. An excellent book by Webb, Amend, Webb, Goerss, Beljan, and Olenchak (2005) on misdiagnosis and dual diagnosis highlights the importance of understanding gifted characteristics when conducting an evaluation. Other literature (Grobman, 2009; Jacobsen, 1999; Moon & Thomas, 2002; Silverman, 2000) also illuminates how knowledge of an individual’s giftedness should inform treatment.

The outline below is suggested as a model for incorporating giftedness as an essential component in evaluation and treatment:

1. Any differential diagnosis and treatment formulation needs to include giftedness as part of the assessment. Always consider how giftedness is related to emotional, social, family or academic problems. Adolescents’ cognitive abilities, attitudes about being gifted, and the family’s and school community’s impressions about their giftedness influence their feelings about themselves. Ensure that psychiatric diagnoses are distinguished from typical behaviors associated with gifted abilities, and that an understanding of this is incorporated into therapy.
2. Determine how much of the presenting problem is primarily due to the effects of giftedness and its social/emotional components, and how much is secondary.
 - a. If the presenting problem is directly related to concerns associated with giftedness, identify what needs to be addressed. Examples of frequently seen concerns include social anxiety, perfectionism, harsh expectations of self and others, underachievement, or unresolved anger or pain related to bullying or peer rejection.
 - b. If giftedness is secondary to more pressing psychological, interpersonal or family problems, remain cognizant of how the child’s intellectual strengths, and traits associated with giftedness (e.g., introversion, asynchronous development, empathy, or attunement to moral justice) may influence their behaviors and emotions.

3. Determine what approach is best suited to the presenting problem. This could include short-term counseling, individual psychotherapy, group therapy (e.g., social skills training), family therapy, academic or career planning, liaison with school personnel, or advocacy for changing school placement.

4. Family dynamics need to be considered, including the family's attitudes and response to the child's giftedness and any associated social/emotional/family difficulties. Areas that may need intervention include overvaluation of the child's abilities, excessive focus on accomplishments and pressure to succeed, and sibling envy.

5. Finally, the therapist may need to assume the role of educator and advocate. Adolescents and their families benefit from information about the typical feelings, behaviors and social barriers gifted teens face, and help finding educational support in the schools and through extra-curricular activities, including serving as a liaison with schools.

Gifted adolescents often enter therapy with hesitation, but soon welcome feeling understood. Their acute self-awareness, tendency to scrutinize themselves and others, and willingness to engage in complex debate create both challenges and opportunities during therapy. The therapist can help them navigate this difficult passage through adolescence, and provide tools for further growth and development.

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Gail Post, Ph.D. is a licensed Clinical Psychologist in Jenkintown, Pa. In addition to her clinical work with gifted adolescents and adults, she also previously served as co-chair of a parents advocacy group, promoting improved gifted education in her children's local school system. Dr. Post writes a blog about the social and emotional aspects of giftedness, <http://www.giftedchallenges.blogspot.com>.

“Dear Ellie” is written by a teenager who was recognized as gifted in kindergarten and participated in the Johns Hopkins Talent Search program in elementary school and the DukeTIP program during middle school. The “Dear Ellie” column aims to answer questions from elementary through high school gifted students. We encourage teachers, counselors, and parents to send your students’ questions to: carrielynnbailey@gmail.com.

Please include “Dear Ellie NAGC Column” in the subject field.



Ellie,

What do you recommend when your teacher is presenting material that is completely incorrect. I don't want to call too much attention to myself or get myself in trouble, but sometimes it is *REALLY* hard not to say something.

Frustrated with Fallacies...

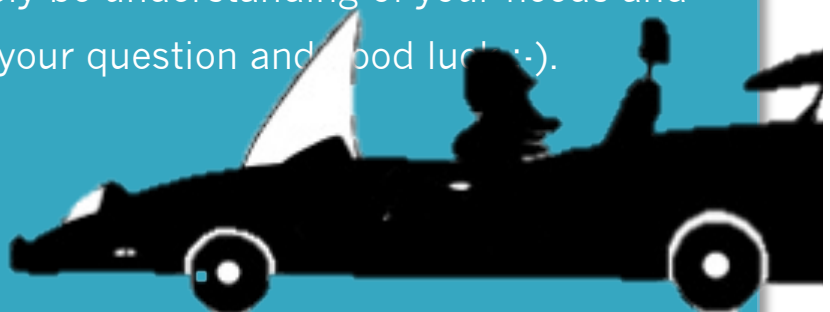
(Answered on next page)

Dear Frustrated with Fallacies...

It is a matter of inevitable truth that at least once in your academic career, your teacher will be wrong. Really wrong. So completely, obviously incorrect that you just cannot let it stand and leave the entire class believing the ridiculous thing your teacher just said. For me, this moment was when my 7th grade social studies teacher, along with about half the class, insisted that people from Mexico spoke Mexican, not Spanish. It can be unbelievably frustrating, but you should know that most of the time, teachers know they won't be right all the time. If your teacher says something in class that is totally wrong, and you simply *must* correct them, there are definitely some ways to do it that are better than others. It's not a good idea to loudly correct them in front of the class; teachers are humans too, and generally don't take kindly to being embarrassed in front of people they are supposed to be teaching. A better idea would be to stop after class, and mention it, or if necessary to do so in class, raise your hand, be extremely polite, and don't sound like you think you're smarter than them (even if you do know more about the subject than they do).

Another situation where you may have to advocate for yourself is in receiving enrichment. Every child has the right to learn while they are in school, and for some this means learning material of a higher level. In this case, it is usually helpful to have a parent or gifted teacher there to back you up on this one. Be polite, respectful, and explain your situation clearly. The teacher will most likely be understanding of your needs and do their best to help. Thanks for your question and good luck :-).

Much love,
Ellie



QUIET HEROES

Many of the people working with the social and emotional needs of gifted students have limited exposure because much of what they do is confidential. Their efforts are usually carried out inconspicuously at an individual or small group level. Many of us know people whose commitment to meeting the affective needs of children shows remarkable dedication, enormous energy, impressive competence, and persistent compassion.

If you know of such a person, consider nominating him or her for recognition as a **QUIET HERO** working among gifted children. Send us a short biography along with a descriptive essay of how the person exudes the qualities of commitment, energy, competence, and compassion. Stories or anecdotes allowed by confidentiality and respect for privacy that support how your nominee excels in working with gifted children would also be helpful (two page maximum).

Send your submissions to nagc.cg.newsletter@gmail.com.

Call For Articles

Have you recently written a paper or done a presentation on an issue related to counseling and guidance of the gifted and talented? Do you have a topic in this area that you have always felt passionately about, but never had the occasion to write about it? Now's the time! Contribute to the C & G Newsletter! This is an especially great opportunity for graduate students to add to their publications.

The NAGC Counseling & Guidance Editorial Team is looking for articles on topics related to the counseling and guidance of gifted and talented and invites members to send in a submission.

Pieces should be limited to 500-750 words and be emailed to emburke@email.arizona.edu by September 10th.

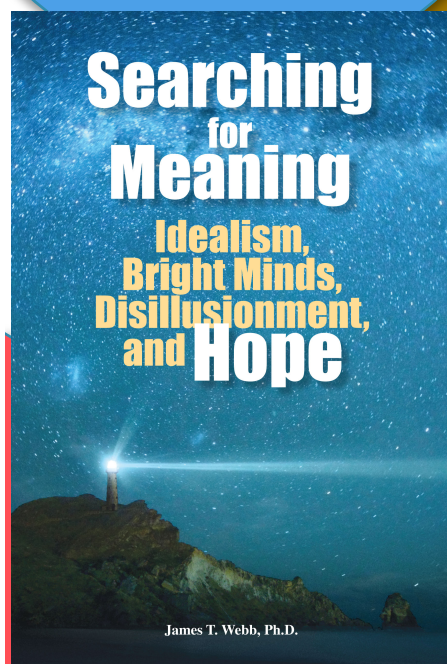
Please enter **C & G Newsletter Submission** in the subject box of your email.

Questions? E-mail Amy Gaesser at amy.gaesser@uconn.edu or Edee Burke at emburke@email.arizona.edu.

We welcome ideas and suggestions from our membership.

James T. Webb, Ph.D., the founder of [SENG](http://www.seng.org), has been recognized as one of the 25 most influential psychologists nationally on gifted education. A former university professor and associate dean, he is the lead author of six books and numerous articles about gifted children. His newest book is *Searching for Meaning: Idealism, Bright Minds, Disillusionment, and Hope*.

You can purchase your copy of this book at <http://www.greatpotentialpress.com/searching-for-meaning>



The Book Corner

Searching for Meaning: Idealism, Bright Minds, Disillusionment, and Hope

By James T. Webb, PhD

Book Review By Edith M. Burke

I was very interested when Jim Webb approached me and asked if I would help him with his new book, *Searching for Meaning: Idealism, Bright Minds, Disillusionment, and Hope*. I had been listening to him lecture for years and have referenced *Misdiagnosis and Duel Diagnosis of Gifted Children and Adults* (2005) countless times. We had met through mutual friends and had discussed many things, including my personal journey. The initial manuscript spoke to me. It spoke of the trials that I went through during the first half of my life, misunderstanding those around me because I misunderstood myself. I found that Jim was “telling my whole life with his words,” and I could not have been more pleased.

What I found in *Searching for Meaning* was a road map of the places that I had been; basic information that could have made the road shorter, less dangerous; perhaps, if I had had such a book, I would have avoided the pitfalls and detours that I encountered along the way. *Searching for Meaning* is a practitioner book, and I consider that one of its strengths. It was written for counselors, teachers, parents, and grandparents. Most importantly, it was written for the highly intelligent person in search of him or herself.

I remember when I began my journey to understanding; when I finally had a label for “what was wrong with me.” I was thirty-two when my principal informed me that I was gifted, I began a journey without a map, but found, seemingly by accident, support along the way. I took those steps, sometimes dancing, sometimes slogging, towards an explanation of myself, and towards the development of my passion.



What can Parents, Teachers and Counselors Learn from the Knowledge on Gifted Adults?

by Noks Nauta

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Giftedness appears in all areas of life and colors all domains. Gifted adults possess the positive aspects of giftedness, such as passion, energy, and focus; as well as the negative sides like fear of failure, procrastination, problems in making choices, burn-out, boredom, and conflicts at work as well as in their private lives.

Knowledge about giftedness in adults is building gradually (Jacobsen, 2000; Streznewski, 1999; Nauta & Ronner, 2007, 2013). There is no significant difference between the gifted child and the gifted adult. Many gifted adults were not detected as gifted in their childhood and knowledge of their giftedness could increase their happiness, energy, and renew their drive. Knowledge of adult giftedness could also help parents, coaches, and counselors provide support for gifted children and help them to better prepare for their future. This article contains a short overview of important aspects. We recommend further reading of articles and books in the references list for those who are interested. Reactions are welcome!

Giftedness: an existential model

There are hundreds of definitions of giftedness. In the Netherlands, a person who is a quick and intelligent thinker, who can handle complex cases, who is autonomous, curious, and passionate by nature, sensitive and emotional, intensely alive, and enjoys being creative would be considered to be gifted (Kooijman-van Thiel, 2008). A very high IQ is one of the characteristics, but not the only one. This more descriptive model is not a definition or an instrument for measurement, and helps those who are gifted to become more conscious of their talents, strengths, weaknesses, and potential pitfalls.

Gifted adults at work

The primary themes that are relevant in gifted adults in relation to their work are (a) making choices where to work, (b) relationships with supervisors, and (c) conflicts at work. What kinds of jobs are suitable for gifted adults? In general gifted adults are able to do any kind of work, but are often unhappy when they are not challenged, when the work is not interesting, or when they work in bureaucratic, rigid cultures. Boredom is also a risk. Gifted adults need space to do their work in their own ways and are happier in an autonomous position (Reijseger, Peeters & Taris, 2013).

Some gifted people go from to job to job, often changing every 2 to 3 years. When they are not aware of their talents or their needs, this pattern wears them out and they do not find accomplishment. Some need professional help to determine which talents are most important for them to fulfil. The process of making choices can be stressful and it may help to be aware of the ways choices can be made (Nauta, Ronner, & Groeneveld, 2009).

A qualitative study among members of Mensa in the Netherlands asked about the relationship of gifted adults with their supervisors at work. The data indicated that a good supervisor for gifted workers is a person who sees the talents and gives the gifted workers enough trust and space for their own way of working without controlling them (Nauta, Ronner, & Brasseur, 2012). It is important that gifted workers make clear what they need at work to use their talents best, which is also in benefit to the company!

Workplace conflicts of the gifted show a specific pattern as found in a qualitative study by Van der Waal, Nauta, & Lindhout (2013). The conflicts always start from the sharp observations of the gifted: they often see very soon what is wrong in the organisation or in the department and then want to make improvements. Often these are big issues, dealing with important values such as justice. The gifted adult's mode of communicating these concerns is often not effective. Conflicts at work can lead to personal damage: many of our interviewees lost their jobs, and some developed mental problems. This pattern of conflicts was also found in gifted children. Thus, we recommend that parents, coaches, and counselors help gifted children to become more effective in communicating about what they see and what bothers them.

Relationships of gifted adults

Gifted adults may have had challenges in starting and maintaining friendships and intimate relationships. A significant difference in IQ (more than 10 to 20 points) between individuals seems to be a barrier in the building such relationships. Being more aware of that mechanism and learning more effective communication skills early in life may help individuals better connect and build more satisfying relationships.

In a study among 354 members of Mensa in the Netherlands compared to a community sample, Dijkstra et al (2012) found that, compared to the control group, the members of Mensa found it more important to find or have a partner of high intelligence; this was especially so for single respondents. In practice it appears to be difficult for many highly intelligent persons, especially in the higher IQs, to find a partner who meets their intelligence level.

Gifted adults' learning

As is true for some gifted children, learning and studying of gifted adults may be difficult when there is fear of failure, when they have not achieved skills for studying, when they have learning disorders (undetected because compensated for by giftedness), or when their preferred learning style is unknown and therefore not effectively used (Van de Ven & Nauta, 2012).

Motivation to learn, based on natural curiosity of the gifted, should be nurtured and stimulated as early in life as possible. There is great need for more attention to the barriers that some gifted academic students experience. Counselors and psychologists of academic students need more knowledge in recognizing gifted students to providing them better support. Academic teachers need to overcome prejudices (...‘when you are so smart, you can help yourself’) and develop tools to help these students.

Gifted elderly

When reaching an older age, some gifted persons may become lonelier than others. Annemarie Roeper (2007), famous in gifted education, describes her experiences in older age in her essay, *“Growing Old Gifted.”* Knowing about their giftedness may be of help (IHBV, 2012), and is a strategy that we recommend.

Author

Noks Nauta is an MD and a psychologist and co-author (with Sieuwke Ronner) of the book *Gifted Workers*. Dr. Nauta, a presenter at the recent 2013 SENG Conference, co-founded The Netherlands Institute for Gifted and Talented Adults (IHBV). This organization collects, documents, and distributes knowledge on giftedness in adults, and many of her translated publications can be found on the English page, <http://www.ihbv.nl/english>. Readers can connect with Dr. Nauta at: arnolda.nauta@gmail.com

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The Parents' Corner

*A must read for administrators,
teachers, and parents*

Available free

*A Nation Deceived: How Schools Hold
Back America's Brightest Students*

We would like to support parents by providing answers to frequently asked questions. Submit questions to us by posting on our [Facebook](#) page, or e-mailing the editors, [Amy Gaesser](#), or [Edith Burke](#)



New!

A Teacher Asks

A great resource for teachers (as well as parents and administrators) who work with twice-exceptional students is the manual produced by the Idaho Department of Education, which is available free of charge at:

http://www.sde.idaho.gov/site/gifted_talented/twice-exceptional/docs/2E%20Manual.pdf

We would also like to support teachers by providing answers to their questions. Submit questions to us by emailing or posting on our [Facebook](#) page.



Guidance and Counseling Challenges for GT Student by Becky Whittenburg

Whether gifted and talented or not, most high school graduates who go to college enter traditional BA programs at liberal arts colleges. Some GT students will gain placement and/or credit through concurrent enrollment classes and AP or IB exams, while a few even have enough credits to enter college as sophomores. Students who skipped grades, had accelerated placement, or significant differentiation based on their needs as gifted K-12 students are likely to find themselves in general classrooms with freshmen of all abilities and achievement levels. If their accelerated learning needs were not addressed in college, they may be facing the same issues of boredom, superficial curriculum, repetition or slow instructional pace that they faced during their K-12 years. In larger state institutions, these entry-level courses may have a hundred or more students, suggesting differentiation is highly unlikely.

In its 2009 Position Paper, *Nurturing Social and Emotional Development of Gifted Children*, the National Association for Gifted Children (NAGC) states, “Given the salience of giftedness in social and emotional development and the likelihood that career and academic concerns have implications for well-being, school and other counselors need to be prepared to work with highly able students” (NAGC, 2009). The American School Counselor Association’s (ASCA) recommended maximum of 250 students per school counselor caseload is greatly exceeded for most school counselors in large high schools and most have caseloads of mixed ability students.

Counselors may be called upon to provide expertise and guidance for those headed into a halfway house, a traditional liberal arts school, an Ivy League institution, a journeyman or apprentice program, military academy and more - and that is just for the post-secondary part of their job. ASCA states that the school counselor “assists in providing technical assistance and an organized support system within the developmental comprehensive school counseling program for gifted and talented students to meet their *extensive and diverse needs* (italics added) as well as the needs of all students” (ASCA, 2007). Some suggest that between ASCA and NAGC information availability, “a school counselor is well informed of *what* needs to target but not necessarily *how* to meet those needs” (Wood, 2010).

Pre-service training for school counselors varies in how much, if any, preparation they receive specific to GT students. In interviews (Greene, 2002), high school counselors reported GT students themselves might not be open to suggestions of alternative pathways following high school graduation, even if school counselors are aware of their unique needs. Students who are, according to one counselor, “hyper focused on school achievement” tend to be rule followers, “do school well” and believe there is but one acceptable educational sequence. They may think that deviating from what they’ve always been told comes next in that linear sequence is untenable and frightening. “Decision-making concerning postsecondary plans can be confusing as students try to balance the expectations they have of themselves and the expectations others have for them” (Greene, 2002).

Continued on next page

Becky Whittenburg has worked in gifted education since 1997 and is the parent of gifted children who have excelled in performing arts careers through non-traditional pathways. She is the Gifted Education Resource Specialist for the Boulder Valley School District (Colorado) serving schools and students K-12. She has been published in a variety of local and state newsletters, the *Journal of Secondary Gifted Education*, *Perspectives in Gifted Education*, Vol. 4: *Diverse Gifted Learners* and *Understanding Our Gifted*. She has held positions at the local, state and national levels in gifted education organizations.

continued from previous page

Pressure over improving graduation rates often discourages counselors from exploring the full range of options with their gifted students. When students who opt for GEDs count against graduation rates and legislators impose expanded seat time requirements, school counselors have to think long and hard about supporting some students to take nontraditional routes, even when it might be a clearly viable, *even preferable* option for them.

Wood (2010) examined gifted student experiences in counseling programs. Students reported that “meeting adults with careers in (my) area of interest and talent” and “making a flexible outline or blueprint of a course of study best tailored to (my) needs and interests” ranked highest in academic counseling program components. “Working as an apprentice or an intern at a place which emphasizes my talents or interests”, “having a mentor in my field of talent or interest that I can talk with on a consistent basis”, and “shadowing a professional who is working in my field” were ranked highest in career counseling options. Van Tassel-Baska (1998) echoes Wood’s findings and recommends counselors take into consideration the gifted student’s abilities and provide multiple paths for postsecondary planning. However, Wood (2010) goes on to say that school counselors must first be exposed to and familiar with both NAGC and ASCA standards in order for favorable impact to be the likely outcome.

As long as school counselor programs fail to adequately train counselors on the nature, development, and needs of gifted children, caseloads remain unacceptably high, and some pathways are hidden or discouraged, gifted and talented students are unlikely to receive the full range of guidance and support they need from the very people positioned to help them the most.

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Connections

Resources About The Affective Needs Of The Gifted

2e Newsletter <http://2enewsletter.com/>

American Association for Gifted Children (AAGC) <http://www.aagc.org/>

Davidson Institute for Talent Development www.davidsongifted.org/

Great Potential Press www.greatpotentialpress.com/

Hoagie's Gifted Education Page <http://hoagiesgifted.org/>

Mensa <http://us.mensa.org/learn/gifted-youth/parentteacher-resources/>

Parenting for High Potential <http://www.nagc.org/index.aspx?id=1180>

Prufrock Press <http://www.prufrock.com/>

SENG www.sengifted.org/

Supporting Gifted Learners
<https://www.facebook.com/SupportingGiftedLearners?ref=stream>

Wrights Law <http://www.wrightslaw.com/>

Are you aware of a great
resource that is not listed?
Please email
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Updated September 1, 2013

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**The 2013 Counseling and Guidance Network Annual Business Meeting will be
9:30 a.m., Friday, November 8, 2013
Indianapolis JW Marriott, Room 106**

Apps for College Planning

[College Plan](#) (iPad)

[College Planning A-Z](#) (Android)

[Peterson's College Guide](#) (iPad- iPhone)

Mint (Planning costs) ([iPhone](#)) ([Android](#))

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an APP
for that!**



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[iStudies Pro](#) (iPad/ iPhone)

[Study Timetable](#) (Android)

[Blackboard Mobile](#) (iPad/ Android)



“The purpose of life is to live it,
to taste experience to the utmost, to
reach out eagerly and without fear for
newer and richer experience.”

Eleanor Roosevelt



Counseling & Guidance Network Sessions and Speakers

NAGC 60th Anniversary in Indianapolis, Indiana
November 8-10, 2013

| Room | Date | Start Time | End Time | Session Title | Presenters |
|------|-----------|------------|----------|--|---|
| 104 | 11/8/2013 | 9:30 AM | 10:30 AM | A Cross-Cultural Study of Self-Concept and Social Coping: A Comparison of Young Irish and American High-Ability Students | Colm O'Reilly, Ph.D/Jennifer Riedl, Cross, PhD/Mihyeon Kim, Ed. D/Sakhavat Mammadov |
| 302 | 11/8/2013 | 9:30 AM | 10:30 AM | Developing and Assessing Non-Cognitive Skills Among Gifted Learners | Katrina Weimholt |
| 203 | 11/8/2013 | 9:30 AM | 10:30 AM | Motivating the Gifted But Reluctant Learner | Diane G. Heacox, Dr. |
| 201 | 11/8/2013 | 9:30 AM | 10:30 AM | Reversing Underachievement in High School Students: One School's Plan | Missy Sullivan, M.Ed. |
| 102 | 11/8/2013 | 12:30 PM | 1:30 PM | I Want to Be ____ When I Grow Up: How Teachers and Parents Can Foster Career | M Alexandra Vuyk, MS/Barbara Kerr, PhD/Nicole M. Farmer, B.A./ |

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|---------------|-----------|---------|----------|---|--|
| | | | | Pathways in Intellectually and Creatively Gifted Students | |
| White River B | 11/8/2013 | 1:45 PM | 2:45 PM | A Dabrowskian Model for Teaching and Counseling Gifted Students | Sal Mendaglio, PhD |
| CC 124 | 11/8/2013 | 1:45 PM | 2:45 PM | Self-Mentoring: A Guide for Becoming the Hero of Your Own Story! | Angela Housand, Ph. D. |
| White River A | 11/8/2013 | 3:45 PM | 4:45 PM | Academic Acceleration for Advanced Learners: Questions and Answers | /Susan Assouline, PhD |
| CC 121 | 11/8/2013 | 3:45 PM | 4:45 PM | 'Boss it Back' Taking Control of OCD and Other Anxiety Disorders | Lori M. Comallie-Caplan, MA, LMSW, LED |
| White River G | 11/8/2013 | 3:45 PM | 4:45 PM | Motivating to Enhance Executive Function in Gifted Children | Carol S. Whitney, PhD/Julieann N. Ash, MS, BCET |
| White River H | 11/8/2013 | 3:45 PM | 4:45 PM | Solutions, Not Problems! Teaching Teachers, Families, and G/T Learners to Use Solution-Focused Principles | Reva C. Friedman, PhD, LMSW |
| CC 123 | 11/8/2013 | 3:45 PM | 4:45 PM | Understanding Stereotype Threat: When Giftedness is Denied or Forgotten | Lisa Erickson, MS, LMHC |
| White River D | 11/8/2013 | 9:30 AM | 10:30 AM | Under Pressure: Gifted Students' Experiences with Stress | Michelle Muratori, PhD/Kimberly J. Lohrfink, PhD |

| | | | | | |
|-------------------|-----------|----------|----------|---|---|
| 104 | 11/8/2013 | 10:45 AM | 11:45 AM | Best Practices for Gender Equity: Helping Girls and Boys to Overcome Gender Barriers | Barbara Kerr, PhD/M Alexandra Vuyk, MS/Nicole M. Farmer, B.A./Chris P. Rea, M.S. |
| Griffin Hall | 11/8/2013 | 1:45 PM | 2:45 PM | Letters to Our Gifted Selves: What We Wished We Had Known When We Were Young | Adrienne E. Sauder/Jaclyn M. Chancey |
| Griffin Hall | 11/8/2013 | 1:45 PM | 2:45 PM | Lighting Leadership Spark in Gifted Girls | Kate Bachtel, M.Ed./Eric Robertson, EdS |
| Grand Ballroom 10 | 11/9/2013 | 8:00 AM | 9:00 AM | A Discussion about the Emotional and Social Development of Gifted Learners Within the Talent Development Framework | George Betts/Paula M. Olszewski-Kubilius, PhD/Julia L. Roberts, Ed.D./Tracy L. Cross, PhD |
| Grand Ballroom 9 | 11/9/2013 | 8:00 AM | 9:00 AM | Bright Minds, Idealism, and Disillusionment | James T. Webb, Psychologist |
| CC 124 | 11/9/2013 | 8:00 AM | 9:00 AM | Serving the Needs of Gifted Children in Grades 1 Through 5 Through Development of Innovative Affective Curriculum for the Converse College Athena Institute Summer Camp | Tracy M. Ksiazak, PhD/Ansley Taylor Corson/Sarah Hunt-Barron, PhD/ |
| Griffin Hall | 11/9/2013 | 8:00 AM | 9:00 AM | You Don't Know Me, How Can You Speak for Me?: School Counselors Knowledge of and Advocacy with Gifted Student | SaDohl G. Jones, PhD |

| | | | | | |
|---------------|-----------|----------|----------|---|---|
| CC 124 | 11/9/2013 | 10:45 AM | 11:45 AM | Guiding the Emotional Well-Being of Gifted Males in a Wired World | Jeffrey S. Danielian/Thomas P. Hebert, PhD |
| CC 121 | 11/9/2013 | 12:30 PM | 1:30 PM | Cognitive-Behavioral Therapy and the Gifted: The Good, The Bad and the Ugly | Mika Gustavson, MA, LMFT |
| 208 | 11/9/2013 | 12:30 PM | 1:30 PM | Keep on Keepin' on: Low-Income High-ability Students Imagining the Future in a Challenging Present | Andrea D. Frazier, Dr./Jennifer Riedl. Cross, PhD |
| CC 120 | 11/9/2013 | 1:45 PM | 2:45 PM | Attacked from Within: How Stereotype Threat and Impostor Syndrome Destroy the Gifted | Lisa Van Gemert, M.Ed.T. |
| Griffin Hall | 11/9/2013 | 1:45 PM | 2:45 PM | Giftedness and Peer Victimization | Kelly M. Lee, B.A./Kristen Pears, PhD |
| White River I | 11/9/2013 | 1:45 PM | 2:45 PM | High-Ability Students from Two Worlds: Exploring High- and Low-Income Parent and Student Attitudinal and Belief Differences | Jennifer Riedl. Cross, PhD/Mihyeon Kim, Ed. D |
| 302 | 11/9/2013 | 1:45 PM | 2:45 PM | Serving the Super-Bright: Profoundly Gifted Youths Take Your Questions | Anne R. Flick, M.Ed. |
| 309 | 11/9/2013 | 1:45 PM | 2:45 PM | Where Does Visual-Spatial End and Twice Exceptional | Linda Kreger Silverman, PhD/Bobbie Gilman, M.S. |

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| CC 124 | 11/9/2013 | 3:00 PM | 4:00 PM | Attachment Style and Academic Outcomes Among Gifted College Students | Anne N. Rinn, PhD/Maria-Trevino Rivera |
| Grand Ballroom 9 | 11/9/2013 | 3:00 PM | 4:00 PM | Shock and Awe: Mass Murderers Among Gifted Youth | James R. Delisle, Dr. |
| Griffin Hall | 11/9/2013 | 8:00 AM | 9:00 AM | Dabrowski, Naturally | Edith M. Burke/Amy H. Gaesser, Ms Ed, NCC, NYSSC |
| Griffin Hall | 11/9/2013 | 10:45 AM | 11:45 AM | Positive Psychology is not a Spectator Sport: Simple Exercises that Support Talent Development and a Fulfilling Life for Kids and Adults | Susan Field. Waite, Ed.D. |
| White River G | 11/10/2013 | 8:00 AM | 9:00 AM | Affective Education for the Gifted: Over 150 Years of Involvement | George Betts/James R. Delisle, Dr./Linda Kreger Silverman, PhD/James T. Webb, Psychologist |
| White River G | 11/10/2013 | 9:15 AM | 10:15 AM | Allies in Service: Theory, Research, and Practice | Bronwyn MacFarlane, PhD/Jean S. Peterson, Ph.D/P. Susan Jackson, MA/Tracy L. Cross, PhD |



**See you in
Baltimore!**

11/13/2014 -
11/16/2014