



Influencing lives through the power of education...

LEBANON COMMUNITY SCHOOL CORPORATION

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# LCSC High Ability Newsletter

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One's work may be finished some day, but one's education never.  
– Alexander Dumas

Results! Why, man, I have gotten a lot of results. I know several thousand things that won't work.  
– Thomas Edison

The object of education is to prepare the young to educate themselves throughout their lives.  
– Robert Maynard Hutchins

### Must See Web Site!

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

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## Indiana Association for the Gifted Annual High Ability Conference

**The IAG High-Ability Conference will be held on Monday, January 23, 2012, at the Indianapolis Downtown Marriott.**

National speakers will include:

- Susannah Richards
- Jann Leppien
- Marcia Imbeau
- Rachel McAnallen
- Lisa Rubenstein
- Janet Tassel
- Kevin Besnoy
- Kim Chandler

Jann Leppien will deliver the keynote address. There will be a balance of ticketed sessions and break-outs! You can enjoy enrichment opportunities as well as sessions from local practitioners. There will be a free, pre-conference kick-off event featuring a comedian reflecting on life with gifted children which will be held on the night before the conference opens.



### Join IAG Now!

A one-year membership is \$25, two-years is \$45, and an institutional membership is \$100. A membership allows you to receive a discounted rate for IAG Conferences, bi-monthly issues of *Images* sent to your e-mail, and advocacy updates in Indiana.

### And in Our Own Back Yard...

Mrs. Faulkner's fifth-grade class, H. B. Stokes Elementary, received the Indiana Department of Energy *THINK, ENERGY!* grant. She will have speakers coming Sept. 30 to teach the children about energy and conservation. Each child will take home an energy box of efficient light bulbs & tips for saving energy packet. The fifth grade will also receive \$100 to spend towards science.

### Super Saturday at Purdue

Super Saturday is a popular enrichment program designed to meet the needs of academically, creatively, and artistically gifted students from age 4 (pre-kindergarten) through 8th grade. They offer an ever-changing variety of courses in science, technology, engineering, mathematics, visual and performing arts, and original interdisciplinary studies. Students choose their own classes on a first-come, first-served basis. Information at [http://www.geri.soe.purdue.edu/youth\\_programs/index.html](http://www.geri.soe.purdue.edu/youth_programs/index.html)



The National Association for Gifted Children (NAGC) is an organization of parents, teachers, educators, other professionals, and community leaders who unite to address the unique needs of children and youth with demonstrated gifts and talents as well as those children who may be able to develop their talent potential with appropriate educational experiences.

NAGC supports and develops policies and practices that encourage and respond to the diverse expressions of gifts and talents in children and youth from all cultures, racial and ethnic backgrounds, and socioeconomic groups. NAGC supports and engages in research and development, staff development, advocacy, communication, and collaboration with other organizations and

agencies who strive to improve the quality of education for all students.

Parent memberships are available for only \$30 per year and include the quarterly magazine *Parenting for High Potential*.

<https://www.nagc.org/NAGC2/NewMemberStart.aspx>

## The NAGC Mile Marker Series: Your GPS!

**“ THINK OF IT AS  
YOUR GPS  
FOR THE WORLD  
OF GIFTED AND  
TALENTED EDU-  
CATION. ”**

**The National Association for Gifted Children** has compiled a number of resources on one CD: *The NAGC Mile Marker Series*.

The CD includes copies of articles, web resources, newsletters, toolkits, and many other resources that can be used by parents and

teachers.

Topics are covered at all levels from “What does this mean—gifted?” to “Exploring what might work best for your child,” to “Advocating for high ability students at the state and national level”.

Whether you are new to gifted education (high

ability education ) or a veteran, there are resources for you. The CD is available from the NAGC online store for \$24.95 for non-members and \$22.50 for members.

<http://nagc.org/NAGCMileMarker.aspx>

## HIGH ABILITY NOMINATIONS

### December is the month for High Ability Nominations at LCSC.

Starting December 1, 2011, parents and teachers can access our nomination forms from our LCSC website.



## IAG Scholarships

The Indiana Association for the Gifted offers \$2,000 scholarships each spring to college-bound high school seniors. The online application process will begin winter, 2011-12. For additional information go to <http://www.iag-online.org/>

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# NUMATS: Northwestern University 's Midwest Academic Talent Search

Retrieved on Sept. 7, 2011 from [www.ctd.northwestern.edu](http://www.ctd.northwestern.edu)

Northwestern University's Midwest Academic Talent Search ( NUMATS ) has been a major force in identifying and advising gifted/talented students in the Midwest since 1981. Each year, more than 25,000 students test through NUMATS at test centers near their homes. Many sign up for a second or third time. Students who want to know how their abilities compare with those of their peers, parents who want to know what their children are capable of, and educators who want to help their brightest students, all look to NUMATS for direction.



A program sponsored by Center for Talent Development at Northwestern University in Evanston, Illinois, NUMATS combines above-grade testing—using EXPLORE, ACT and SAT, tests usually given to much older students—with academic recommendations for individual students based on their test scores.

Schools use NUMATS to facilitate differentiated instruction and promote gifted student growth in their schools. Families look to NUMATS to make certain their gifted children are engaged, challenged and realizing full potential.

Northwestern University 's Midwest Academic Talent Search ( NUMATS ) is a way to identify kids who need more. Not only does NUMATS provide access to above-grade-level testing, but it also gives parents a roadmap of which classes, extracurricular activities and enrichment programs will benefit their gifted child the most. The mission of NUMATS is to help these bright kids develop the self-confidence, exposure and skills they need to have a positive academic experience.

For online registration, go to <http://www.ctd.northwestern.edu/numats/program/dates/> for the registration and test dates. The deadline to sign up for one of the NUMATS test dates via paper application is October 30. The tests are taken on a Saturday morning at a testing site. Lebanon High School is a testing site for the May, 2012 test; however, Zionsville High School and West Lafayette High School each have three test dates available. Jefferson High School in Lafayette has five dates during the 2011-2012 school year. Students may test at any site of their choice.

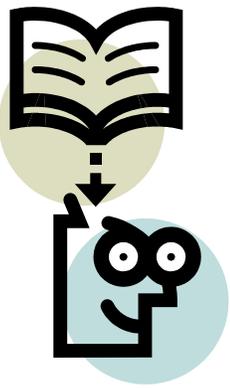
## How Parents Can Support Gifted Children

by Linda Kreger Silverman



### Early signs of Giftedness

*"The uniqueness of the gifted renders them particularly vulnerable and requires modifications in parenting, teaching and counseling in order for them to develop optimally."*



**Raising and nurturing** a gifted child can be an exciting yet daunting challenge. Unfortunately, these complicated little people do not come with instruction manuals. The following new definition of giftedness highlights the complexity of raising gifted children.

"Giftedness is 'asynchronous development' in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm. This asynchrony increases with higher intellectual capacity. The uniqueness of the gifted renders them particularly vulnerable and requires modifications in parenting, teaching and counseling in order for them to develop optimally." (The Columbus Group, 1991, in Morelock, 1992)

"Asynchrony" means being out of sync, both internally and externally. "Asynchronous development" means that gifted children develop cognitively at a much faster rate than they develop physically and emotionally, posing some interesting problems. For example, ideas forged by 8-year-old minds may be difficult to produce with 5-year-old hands. Further, advanced cognition often makes gifted children aware of information that they are not yet emotionally ready to handle. They tend to experience all of life with greater intensity, rendering them emotionally complex. These children usually do not fit the developmental norms for their age; they have more advanced play interests and often are academically far ahead of their age peers. The brighter the child, the greater the asynchrony and potential

vulnerability. Therefore, parents who are aware of the inherent developmental differences of their children can prepare themselves to act as their advocates.

### Recognition

Some of the earliest signs of giftedness include:

- unusual alertness in infancy
- less need for sleep in infancy
- long attention span
- high activity level
- smiling or recognizing caretakers early
- intense reactions to noise, pain, frustration
- advanced progression through the developmental milestones
- extraordinary memory
- enjoyment and speed of learning
- early and extensive language development
- fascination with books
- curiosity
- excellent sense of humor
- abstract reasoning and problem-solving skills
- vivid imagination (e.g., imaginary companions)
- sensitivity and compassion

If a child exhibits a majority of these characteristics, parents may wish to have the child assessed by an experienced examiner to find out if the child is gifted. Firstborn children tend to be recognized more often than their siblings. When one child in the family is gifted, it is quite possible that others may also be gifted. Early identification is recommended (ages 3 through 8) because it permits early intervention, as important for gifted as for any other chil-

dren with special needs.

**Responsive Parenting**  
Children learn first from their parents. Parents who spend time with their gifted child are more able to tune in to their child's interests and respond by offering appropriate educational enrichment opportunities. It is important that parents read to their children frequently, even when the children are capable of reading to themselves. In the early years, parents can help their children discover their personal interests, expose their children to their own interests, and encourage their children to learn about a wide variety of subjects such as art, nature, music, museums, and sports. Children who are attracted to a particular area need opportunities to explore that field in depth. Home stimulation and support of interests is vital to the development of talents. Following the lead of the child will help the child flourish.

**Family Relationships**  
Gifted children often can exhaust and overwhelm a new mother and father. Gifted infants often sleep less than other babies and require extra stimulation when they are awake. It is helpful to have extended family in the home, grandparents who live nearby, a close community of friends or relatives, or a teenager in the neighborhood who can spend some time with the child so that the primary caretakers can get some rest to do other things. For single parents, such support is particularly important. From the time they can talk, gifted children are constantly asking questions and often challenge authority. "Do it because I said so" doesn't

work with these children. Generally, parents who take the time to explain requests get more cooperation than do more authoritarian parents. If these children are spoken to and listened to with consideration and respect, they tend to respond respectfully.

As children get older, a family meeting can be a good way of sharing responsibility and learning negotiation skills. Family meetings can provide a forum where children have a voice as a family member, and provide avenues for avoiding power struggles that otherwise can occur. It is important for gifted children to feel emotionally supported by the family—even when there are disagreements.

### School Placement

Gifted children generally benefit by spending at least some time in the classroom with children of similar abilities. Their educational program should be designed to foster progress at their own rate of development. Parents who become involved with the school can help administrators and teachers be responsive to the needs of these children. Open, flexible environments provide students with opportunities for choices, and enhance independence and creativity. "In Search of the Perfect Program" (Silverman & Leviton, 1991) includes a checklist of specific qualities to look for in a school. Early entrance or other forms of acceleration may be considered when the school gifted program is not sufficiently challenging or when there is no opportunity for gifted children to be grouped with age peers who are intellectually advanced. Early entrance is the easiest form of acceleration, academically and socially. It may be best to accelerate girls before third

grade or after ninth grade, when they are less bonded to their peer group. Boys are usually more willing to skip grades at any point in their school program. Excellent guidelines for acceleration are provided by Feldhusen (1992). When a child expresses a willingness to be accelerated, the chances are good that an excellent social adjustment will be made. In the preschool and primary years, mixed-aged groupings are beneficial, as long as the gifted child is not the oldest in the group. Gifted, creative boys are often held back in the primary years because of so-called "immaturity"—the inability to socialize with age peers who are less developmentally advanced. When a 5-year-old boy with an 8-year-old mind cannot relate to 5-year-olds, nothing is gained by having him repeat a grade: he is then a 6-year-old with a 9-year-old mind trying to relate to 5-year-olds! The best solution is to find him true peers—boys his own age who are intellectually advanced. Retention is NOT recommended.

### Parent Advocacy

Gifted children need strong, responsible advocates, and parent groups can make a difference. It takes persistence of large groups of parents to assure that provisions for gifted children are kept firmly in place. Parents of children who are gifted need opportunities to share parenting experiences with each other, and parent groups can provide a place where that can happen. It is important for parents of any children with special needs to meet with the teachers early in the school year. When parents and teachers work together, appropriate programs can be developed and problems can be caught early. It is helpful

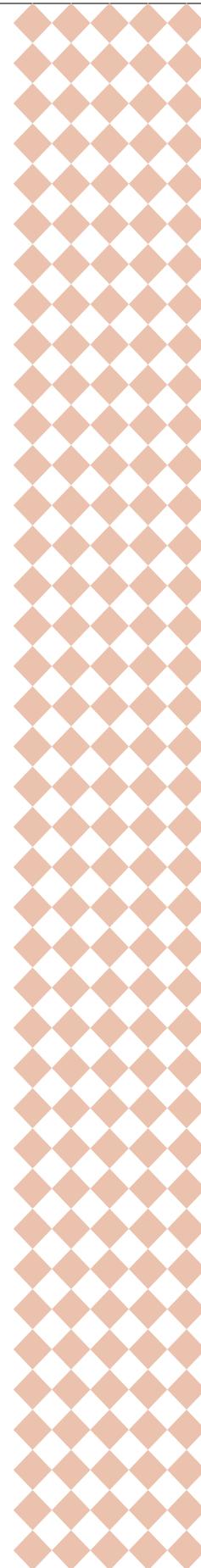
for parents to offer to assist their child's teacher by making or locating supplemental materials, helping in the classroom or library, offering expertise to small groups of students, or finding others who can provide other enrichment experiences. Effective parents stay involved in their children's education and informed about gifted education in general. When a teacher makes a special effort to understand or assist a gifted child, a note to the teacher or to the principal is generally appreciated.

### Conclusion

The key to raising gifted children is respect: respect for their uniqueness, respect for their opinions and ideas, respect for their dreams. Gifted children need parents who are responsive and flexible, who will go to bat for them when they are too young to do so for themselves. It is painful for parents to watch their children feeling out of sync with others, but it is unwise to emphasize too greatly the importance of fitting in. Children get enough of that message in the outside world. At home, children need to know that their uniqueness is cherished and that they are appreciated as persons just for being themselves.

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- Silverman, L. K., & Leviton, L. P. (1991). "Advice to parents in search of the perfect program." *The Gifted Child Today*, 14(6), 31-34.



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**High Ability Services  
Mission Statement**

The Lebanon Community School Corporation  
will create and nurture an  
environment that challenges high ability  
students to meet their full potential as  
lifelong learners.

We're on the Web!  
[http://www.leb.k12.in.us/  
highability.asp](http://www.leb.k12.in.us/highability.asp)

Dr. J. Denise Drain is the new LCSC Director of High Ability Education. She has more than 20 years experience as a teacher and Coordinator of Gifted/High Ability Education. She has two grown daughters who have attended high ability programs, has a master's degree from Ball State University in Educational Psychology with the High Ability Endorsement, and completed a doctoral degree in Educational Policy, Planning, and Leadership with an emphasis in Gifted/High Ability Education from College of William and Mary in Williamsburg, Virginia. She can be reached at Hattie B. Stokes Elementary School in Room 400 or by calling 765-482-5950, Extension 31818.

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