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ABSTRACT

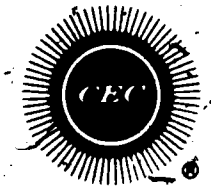
Intended for parents and teachers of gifted and talented children, the book discusses identification criteria and educational strategies for developing their potential. Case studies of gifted and talented children are cited and a checklist of common characteristics is provided. Suggestions are given for fostering creativity in the home; and special problems of the gifted are explained to include underachievement, cultural differences, and learning difficulties. Answers are presented to parents' questions about raising a gifted child and guidelines are given for developing a parent organization. Among appendixes are a bibliography, resource listing, and directory of state parent organizations for the gifted. (CL)

YOUR GIFTED CHILD AND YOU

REVISED EDITION

Felice Kaufmann

The Council for Exceptional Children



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Contents

Do you know a gifted child?

Dear Folks,

Just a quick note to tell you that we are all fine and thinking of you during the holiday season.

Since you asked about Danny, I have to report about his terrific year in school — he amazes even me sometimes! His teacher has told us that she thinks he may be a gifted child! I have to admit his school work has been nothing short of sensational. Not only does he get all his homework done (with A's in all subjects), but he has also been doing some really creative projects with his after school club. I just wish that his talents could be applied to cleaning his room! His teacher suggested that we think about giving him extra challenges at home because he finishes all his work so fast, but I'm really not sure what to do. I wish there were some kind of special program for him in our school system — there must be other kids like him who need special opportunities. Next week I'm going to talk to the principal to get her advice — but until we can get something going, I'm hoping that Scouts and his club will do the trick.

That's about it for now. We hope that you'll come visit soon. We all send our love.

Jane

Why read this book?

Everyone has met a child whom he would consider gifted, a child who really stands out in a crowd. This child might be the one who gets the best report card, writes original poetry, has the leading role in the school play, invents a new game, or multiplies complicated problems correctly. As in the case of Danny, this child would be one whom parents would immediately spot as special. They would probably tell friends and relatives a multitude of anecdotes about their one in a million "gifted" child.

A gifted child, however, may also be the one who fails spelling tests, falls asleep in class, does not turn in homework, is the playground bully, or sings off key. These are the gifted children that parents, not perceiving their child's true abilities, would not always want to discuss because they are simply not sure what to say. That the behaviors of these children do not fit into the usual image of a gifted child does not make them any less gifted. It just means that their giftedness will be harder for parents to recognize without help. It means that the looking will have to be deeper and perhaps directed to areas other than school achievement.

The purpose of this book is to help parents and teachers better identify and interpret outstanding potential in their children. It is designed to inform them of various ways they might help their child develop his/her* potential and to present strategies they might use to assist the schools in providing for this process. The intent is not to deliver to parents the ultimate formula for raising a gifted child. Rather, it is to offer suggestions which may help if they think they have one.

Enter the gifted and talented

In the field of education, the term "gifted and talented" refers to those children who have been identified by professionally qualified persons as capable of outstanding performance. This definition differs in two ways from a parent's eye view of gifted children. First, "identified by professionally qualified persons" does not restrict other people from claiming that they have or know a gifted child. It just means that the child has not been formally tested, observed, or otherwise designated as such. Second, "capable of outstanding performances" implies that even a child who is not doing well in school might be identified as gifted if the conditions for achievement were improved.

*From here on, the term "his" will be used, for the sake of convenience, to refer to both male and female children.

Not all gifted children are gifted in the same way, nor is there only one way in which a child may be gifted. Basically, the many indications of giftedness may be broken down into six categories: (a) general intellectual aptitude, (b) specific academic aptitude, (c) creativity, (d) leadership, (e) visual and performing arts, and (f) psychomotor dexterity.

A gifted child may be especially skilled in one of these areas or may demonstrate high ability in a few or all of them. Each of the categories has specific behaviors associated with it. Parents and teachers will surely recognize children they know in the following examples.

Anita

Anita, age 11, is in a special class for gifted children. She knows a great deal about many things, ranging from animal care to literature to folk music to rocketry. She is curious about almost any new idea with which she comes in contact and pursues them by doing extra reading, asking questions, or finding other resources to support her interest.

Anita is quick to perceive relationships between people, ideas, and facts and has an equally sharp power of reasoning. She puts her many skills to practical use, initiating projects, writing papers, or designing experiments. Anita also tends to be selective about the interests she pursues in depth, as shown by her year long study of an underwater city of the future, a science project that took a great deal of diligent research in many subjects other than science. Anita enjoys discussing topics that most children her age never thing about — intelligence testing for minority children, the long term effects of drugs on the human body, and Renaissance music, to name a few.

Allan

Allan, age 11, is also in a special class for gifted children. While he is a generally bright boy, he really excels at and has a passionate interest in science. Allan has designed and carried out many experiments, some of them dealing in detail with very advanced subject matter. He has acquired a great number of practical skills in the sciences. His intuitive thought is almost always accurate.

Allan also has an excellent memory for facts related to his interests. He is able to apply these facts systematically in many innovative ways. His view of the world tends to be primarily through science-colored glasses, as he is able to relate all subjects to some science

topic, even when the relationship is not easily apparent to others. Allan also can anticipate outcomes and effects in science but is not overly anxious about what these outcomes will be. Even when he makes a mistake after a long period of trial and error, he calmly goes back to his work to find out how he made his mistake, learning as much from this process as from finding the right answer.

Michael

Michael is 10 years old and has been identified as a gifted child, although he is not yet in a special program. While he is generally of above average intelligence, his true strong point is his creativity. For any one situation or problem Michael is able to come up with many ideas or solutions. He gets involved in many projects — writing books of short stories or poetry, composing music, drawing comic books. He frequently attacks ideas from all angles at once, even though his approaches may be in contrast to each other. Often, he does not finish all he sets out to do.

Michael is quick to attach his own ideas and interpretation to other persons' work in order to produce something which is new or more interesting to him. His ability to work amidst noise and disorder is a nuisance for his teacher, but his production in that kind of atmosphere is good enough to justify the chaos. Especially in his art and music, he pays careful attention to detail. Michael is a spontaneous child and frequently reacts to things without thinking about them. His attention span varies greatly, depending on the task he is doing, though the number and originality of ideas he produces is consistently above average.

Beverly

Beverly is 12 years old and already recognized by her peers and teachers as a leader in the school. She has been elected to several offices in clubs and is chairperson of three school committees. Her style of leadership is almost adult. She is able to identify both personal and group goals and knows how to systematically get where she wants to go. She brings relevant information, sequence, and order to meetings by synthesizing ideas from many group members. Beverly pursues her goals with great persistence but remains sensitive to the feelings and needs of others in the group.

Her gift for varying her language has been a valuable asset in speaking to different groups. This ability enables her to get support for her ideas from people of all ages. For example, her campaign for changing the school grading policy won almost unanimous favor from students and faculty alike because she was able to explain the

goals of her proposal in ways that were meaningful to every audience from the principal on down to the first grade.

Elizabeth

Elizabeth is 13 years old and has attended a summer camp for musically and artistically talented children for three years. Although she originally enrolled in the program on the strength of her abilities in art, she became involved in the music section after she presented a multimedia show of photographs based on Beethoven's "Pastorale" for her final project. She has shown over the past three years a tremendous growth in her already acute eye for detail and subtlety, as shown by her cityscape in which even the individual bricks of the buildings had texture. Her ability to communicate unusual visual perspectives is also sharp, as demonstrated by her painting of a still life in which she showed an overhead view of the flowers.

She shows remarkable sensitivity in music and can discriminate many different sounds and tones. She enjoys and is quite adept at improvisations on several instruments. Elizabeth prefers creating her own compositions to practicing skills. Her persistence and absorption are remarkable in any task related to her original work.

Peter

Peter is 9 years old and enrolled in a special class for the gifted. While his academic abilities are above average, his real strong point appears to be in the area of psychomotor performance. This talent was first recognized in a creative dance session presented in his class by a trained instructor. During this session Peter showed remarkable dexterity in his movement, excellent improvisational skills, and the ability to put abstract ideas like "darkness," "solid," and "green" into dance. He becomes intensely animated with the challenge of creating ways to express emotions with different parts of his body. He is able to take a simple movement and work out elaborate routines; likewise, he can take complex patterns and break them down to basic movements.

Peter's motor abilities are also applied to sports, mechanical design, yoga, woodworking, and exercise. He frequently uses his motor abilities to experience something for another area. For a language arts assignment, for example, he "became" a pencil by moving around like one so he could better write about it.

From these and other examples from the files of classroom teachers around the country, it is obvious that gifted children express their special talents in many different ways. Some of these ways become evident on formal tests and in grades; others are clearly seen only in situations where a sensitive observer is looking for a particular skill.

Some qualities that generally describe the gifted population are listed below. All of these characteristics, however, are not necessarily apparent in every case. Parents might wish to check this list to find some characteristics that might possibly relate to their child.

- Reads above grade level.
- Has a large vocabulary.
- Has a good memory for things he hears or reads.
- Has a long attention span.
- Has complex thoughts and ideas.
- Learns quickly and easily.
- Is curious and asks probing questions.
- Is an independent worker with lots of initiative.
- Produces original or unusual products or ideas.
- Shows good judgment and logic.
- Is widely informed about many topics.
- Understands relationships and comprehends meanings.

It is important to note that while this and other checklists can be applied to a wide variety of individuals, they are incomplete. Such lists of traits should not be used as the only means of identifying giftedness in children. Not only do other factors enter into each case, but also the signs may become apparent in many unique ways. It is almost impossible to predict how giftedness will show up in every child. This is why parents must stay open to all kinds of behaviors. In other words, what may appear to be an endless round of question asking might really be the beginning of a major breakthrough in scientific research!

For better understanding of how gifted children are identified by tests and formal identification procedures, parents might familiarize themselves with appropriate references cited in Appendix A. There are, however, other ways in which parents can and should become involved in recognizing their child's potential. Knowing how special abilities are displayed in a non-school environment is one good means of doing this; observing the child in school is another. Both types of evidence are needed if the abilities of gifted children are to be fostered to their upper limits. The information and suggestions that follow include specific ideas for parents to think about in creating for themselves a meaningful role in that developmental process.

How can parents tell?

In school districts where the identification of gifted children is carried out as a regular procedure, there are generally a multitude of forms, interviews, and other preliminary tasks to be done before the actual testing and placement can be completed. Somewhere along the line, a child's teacher is usually asked to present evidence of superior performance or other information that could support a recommendation for inclusion in a special program. Occasionally, after the child has been nominated by someone in the school system, parents are requested to round out the picture by describing the child's behavior at home.

Why parents must be aware

It is sometimes frustrating for parents to have to give an on-the-spot account of their child's giftedness, especially if they have previously been unaware of his special abilities. Likewise, it is difficult for parents who know that their child's behavior is above average to indicate the signs of giftedness as they appear at home if the school personnel have not yet noticed them. One reason for this difficulty is that parents, like most people, tend to think of giftedness mainly as it relates to school and academic performance. However, this assumption is untrue, as giftedness shows up in a child's behavior in many ways that have nothing to do with the 3 R's — unless rollerskating, restlessness, and remembering happen to be included in the list!

The six children who have already been discussed were all identified by their respective schools as having above average abilities because of their exceptional class performance. To obtain a more complete description, however, it is important to look at them as they might have been seen by their parents. In each case, it is obvious that giftedness was not just a 9 a.m. to 3 p.m. effort to be taken out and put away with the school books. In fact, had the schools not identified these children on the basis

of their achievement in school, they might have been picked up by the reports offered by their families.

Anita

Anita is seen by her mother as very bright — an untiring question asker and observant almost to a fault (*"Nothing gets by Anita!" her mother says).* She is sometimes seen as sassy by her father because she knows a lot about many things and uses her knowledge easily in conversation with adults — on occasion, to correct them, much to the embarrassment of her parents. Anita has good common sense in household matters, anything from figuring out which buys are the most economical to reasoning which would be the best way to spend her allowance. Her mother claims that their arguments over chores are especially troublesome because Anita almost always has a logical reason for what she does or does not want to do.

Allan

Allan's parents have long been aware of his special abilities in science — ever since he singlehandedly repaired the toaster at age 7. Allan asks many unusual questions, mostly related to how things work, and enjoys experimenting with all kinds of things around the house. His mother says that she has to watch him carefully because many of his "What would happen if..." questions lead to unsafe explorations. Allan watches a great deal of television and is quick to perceive the scientific implications of all his favorite shows, even the cartoons. His concentration and absorption while doing an experiment are total, much to the dismay of his mother calling him to the dinner table. Allan's scout leader reports that he is an invaluable aid on camping trips because hs is a good planner and is almost always accurate in his predictions for supplies and activities.

Michael

Michael's parents first noticed his creativity when he was 3 years old. At that age he would stand for hours in front of a mirror, looking at himself from all angles, making as many different faces as he could. While very young, he was able to think of many unusual uses for his playthings ("Tinker Toys were never just Tinker Toys!" says his mother) and was always sensitive to detail ("No! Not that color green, Mommy. *That* color green!"). His room is usually a mess, but he claims to like it that way and, in fact, seems stimulated by seeing all his things out at once. Michael tends not to listen well and says things without thinking, causing him unknowingly to hurt the feelings of others. His father says that this does not seem to be out of maliciousness, but rather because Michael "hears a different drummer." Michael's father also reports that he sometimes seems to be playing a game of one-upmanship because Michael so often

interrupts discussions with his own ideas, even if his thoughts do not appear to be related or practical.

Beverly

Beverly, according to her brothers and sisters, has always been a leader in the neighborhood. She is the one the other children ask to settle an argument or decide on fair game rules. While still in kindergarten, she showed an uncanny ability to participate in adult conversation and was able to remember and relate ideas from other conversations she heard. When a city council decision to pave a vacant lot affected the children's ballfield, Beverly mapped out strategies for convincing the council to change its vote. Her mother worries that her involvement with so many school clubs and extra-curricular activities may become a problem, but Beverly approaches this possibility realistically, saying that she only gets herself into things after she has considered all the consequences and that she will know when she has taken on too much.

Elizabeth

Elizabeth has shown outstanding abilities in art ever since she was first able to hold a crayon. She was able to make fine discrimination between colors and forms while she was practically in her playpen and was fascinated by all the complex patterns she could build with her blocks. Her parents claim that she is easily distracted and that the slightest change in a room — a sudden noise, a familiar object out of place, a change in temperature — can make her uneasy. Her brothers say that she does "weird" things in music and art because she "fools around a lot" with strange sounding and looking objects. Elizabeth detests practicing and performing, preferring to work on her own compositions to rehearsing skills. This worries her parents, who say that they cannot understand how she can continue for hours at a time with her own work and then say that she hates to play the piano. Elizabeth also may often be found in unexpected places in the house, listening to the radiator to hear all the sounds inside or crawling on top of the refrigerator just to "see what the kitchen looks like from up here."

Peter

Peter's parents only recently became aware of his unusual abilities in movement, but in retrospect mention several instances of outstanding skill. His mother remembers that as a toddler he was never able to sit still while music was on the radio. He also became fascinated by machines and frequently would pretend to be one. At

family gatherings he is often the life of the party because he does great imitations of all his relatives, occasionally picking up on the subtlest detail of their movement or expression. He can also perceive others' moods by the way they carry themselves — an ability which sometimes gets him into trouble when he is feeling mischievous. Around the house, Peter likes to hide in tiny places and enjoys twisting his body to fit himself into unexplored space. He likes to take small objects apart to see how they work, sometimes using the same object several times in new combinations. Peter often wears himself out by engaging in too many sports, but he regains his energy quickly. Even when he is resting, his father says, he amuses himself by working with mechanical toys and by imagining himself to be all sorts of animals and machines.

What parents can do

It is understandable that the parents of the Anitas, Allans, Michaels, Beverlys, Elizabeths, and Peters of the world might allow the behavior of their children to go by without much attention. Thinking of one's child as different or exceptional is not easy, especially when the signs are not known. But when it comes right down to it, parents are the ones who know their children best, since they see them in so many different situations and over long periods of time and development. Parents would, because of this closeness, be the first to observe rapid growth or sudden changes in behavior, if they knew what to look for. They would understand how their children react and are reacted to by others long before the school ever sees them.

It is obvious that tests do not tell everything about children and that there are many other sides to them than show up in school. One way that parents can assist the schools is by learning early the cues that speak of giftedness so they can relate specific information about their child's growth. By being aware of these signs they can also help their child find the many ways he can use his talents. A family effort — from early identification in the home to participation in formal education — cannot be overemphasized. It is vital to the child, to the school, and to society, and besides, it can be a lot of fun.

Creativity in the home

Creativity is a word that is used widely by persons both in and out of educational circles. We speak of a creative child, creative writing, creative drama, and the like. Too often, however, this term is applied only to an end product — an artistic work or musical composition, for example — without much thought being given to what the creative process is really all about.

The rapidly changing demands and challenges existing in the world today have almost necessarily been accompanied by an upswing of interest in and a broadening of the concept of creativity. Consequently we are now able to look to a variety of activities and behaviors to locate our creative children, rather than the usual means of looking at academic performance alone. Some of these behaviors can be especially well observed in a home environment where the child is relaxed and relating to people and things with which he is familiar and safe. It is here, then, that parents can be most instrumental in developing the kind of situation in which creativity can truly flourish.

What is creativity?

Torrance's (1970) definition of creativity has wide currency in educational circles. He defines creativity as

> becoming sensitive to or aware of problems, deficiencies, gaps in knowledge, missing elements, disharmonies and so on; bringing together available information; defining the difficulty or identifying the missing element; searching for solutions, making guesses or formulating hypotheses about the deficiencies, testing and retesting these hypotheses and modifying and restating them; perfecting them and finally communicating the results. (p.22)

Here we see limitless situations in which parents might recognize and encourage their children's creativity. Anything from solving problems with brothers and sisters to finding unique methods of

cleaning out comic book collections might be considered good indicators.

The realization that creativity is a natural, healthy process and a strong human need is one good reason for parents to want to provide for creative experiences in the home, much as they would provide for their children's physical or psychological needs. Creativity should be viewed as a tool that has real life relevance and application. Any opportunity that a child has to sense problems and create solutions can be helpful to his growth as a creative person.

How parents can recognize creative behavior

It is, of course, no easy task for parents to devote close attention to their child's creativity when so many other areas of development need either obvious or immediate attention. At times parents may even feel that working on the creative aspect of their child's personality may interfere with other types of learning. But there are, as Torrance points out, certain types of things a parent can do without extensive or exhaustive effort. It is important that parents become familiar with certain signals of creativity so that they will be able to recognize and encourage creative behavior when it appears. Torrance (1969, p.36) suggests the following indications:

- Intense absorption in listening, observing or doing ("But I didn't hear you call me for dinner!")
- Intense animation and physical involvement ("But I can't sit still—I'm thinking.")
- Use of analogies in speech ("I feel like a caterpillar waiting to become a butterfly.")
- Tendency to challenge ideas of authorities ("Why do I have to go to school until I'm 15?")
- Habit of checking many sources ("Mom, I looked at all the books and watched a TV special and asked my teacher and I still can't figure out where God lives.")
- Taking a close look at things ("Hey, this centipede only has 99 legs!")
- Eagerness to tell others about discoveries ("Guess what, guess what, guess what!")
- Continuing in creative activities after the scheduled time for quitting ("I did my art work right through recess today!")

- Showing relationships among apparently unrelated ideas ("Hey, Mom, your new hat looks just like a flying saucer.")
- Following through on ideas set in motion ("Tomorrow I'm going to dig for gold in our back yard.")
- Various manifestations of curiosity and wanting to know ("I just wanted to see what the yard looked like from on top of the roof.")
- Spontaneous use of discovery or experimental approach ("I thought flour and water would make bread, but all I got was white goo.")
- Excitement in voice about discoveries ("Flour and water make paste!")
- Habit of guessing and testing outcomes ("I put detergent in the birdbath but no birds came to clean up. Can I try some bubble bath today?")
- Honesty and intense search for truth ("Mom, I hope this doesn't upset you, but I've come to the conclusion that there is no Tooth Fairy.")
- Independent action ("There are no good books on racing cars, Mom, I'm going to write my own.")
- Boldness of ideas ("But I think that children should be allowed to vote.")
- Low distractability ("I can't come out to play — I'm waiting for my chemicals to dissolve.")
- Manipulation of ideas and objects to obtain new combinations ("I'm going to take this string and this pencil and make a compass.")
- Penetrating observations and questions ("When the snow melts, where does the white go?")
- Tendency to seek alternatives and explore new possibilities ("This old shoe would make a great flower pot.")
- Self initiated learning ("Yesterday I went to the library and checked out all the books on dinosaurs.")
- Willingness to consider or toy with strange ideas ("What if dogs were masters and people were pets?")

Knowing these behaviors, it is important that parents watch their children for their natural tendencies in this direction. Behaviors such as those mentioned may show up in unexpected places or at unexpected times — at the dinner table, at bedtime, in the playground. But wherever or whenever they surface, it becomes crucial for parents to appreciate that creative thinking has taken place. Using creative potential that the children have and demonstrate is always easier and more productive than teaching these behaviors from scratch later on.

How a parent can help

There are some positive steps a parent can take toward setting the stage for creativity to grow. The following list is adapted from some suggestions provided by Torrance (1969, pp 40 - 43):

- Provide materials that develop imagination, such as open-ended stories or drawings.
- Provide materials that enrich imagery, such as fairy tales, folk tales, myths, fables, nature books.
- Permit time for thinking and daydreaming. Just because a child doesn't look like he's busy doesn't mean that his mind is not.
- Encourage children to record their ideas in binders, notebooks, and the like. Even playing secretary for your child by having him dictate his stories to you can be a special way of showing that his ideas are valuable and that you care about what he is thinking.
- Accept and use the tendency to take a different look. There are really many things one can learn about the world by standing on one's head.
- Prize rather than punish true individuality. It is always possible to find little details about a child's work or behavior that might make him feel as though you noticed him as a special person.
- Be cautious in editing children's products. Sometimes a word corrected in the wrong place or too many times can stifle a child's creative energy and feeling of worth as a creator.
- Encourage children to play with words. Even in such common settings as a car ride or shopping trip, word games like rhyming, opposites, and puns can be used to their full advantage.

In addition to the general setting of tone and opportunity for creativity to develop, it is also a challenge for parents to learn and reinforce some of the specific thinking processes that go into a creative act. This knowledge is helpful not only in its direct effect on children, but also in the parent's understanding of creativity as it applies to toys, materials, experiences, and problems in the home.

The four main thought processes of creative thinking are fluency, flexibility, originality, and elaboration. Each of these plays a specific role in the development of creativity; all are vital to its production.

Fluent thinking is the ability to produce a quantity of possibilities, ideas, consequences, or objects. The importance of this process is that it builds a large store of information or materials for a person to select from or use at a later time. It is fun and exciting to be challenged to think of new ideas, and little or no materials are required to create games for this purpose.

Asking a child "I wonder how many different ways we can figure out to use these old plastic bags? that shoebox? those extra milk cartons?" is a good way to stimulate fluent thinking and also produces some interesting and helpful solutions for everyday problems. Questions like "How many words can you remember that begin with 'bl'?" or "What would happen if animals could talk?" have kept many a child occupied on long car trips. And the benefits of "How many different ways can you think of to remind yourself to take out the garbage?" should go without saying.

The point is *quantity* of ideas, not whether a child comes up with realistic or practical solutions. After his thoughts flow, the child may want to go back and work on his ideas, evaluate them, and develop one or two. But even if he does not get to this stage immediately, the process will have begun. Practicing fluency in a variety of situations leads to greater ease with creativity.

Flexible thinking is the ability to use many different approaches or strategies in solving a problem. It allows for changes in thinking to include alternatives, contrasting ideas, various points of view, and so forth. Some examples of questions that foster flexible thinking would be "How many sentences can you think of that begin with the word *yellow* and end with the word *forest*?" or "In how many different patterns can you arrange this triangle and circle?" As with fluent thinking, the development of this process helps children produce many approaches to a problem so that their final solution comes only after the consideration of many possible ideas. This

process can, of course, be useful in solving all kinds of problems from academic to social and thus is an especially important tool for learning and growth.

Original thinking is the ability to produce unusual, unique, or unanticipated responses. This, too, is a process that requires few materials. Asking a child to think up new names for common objects, comic strip characters, or animals, or having them make up titles for books or movies are good ways of encouraging originality. Some parents have been able to use lists of children's excuses for not doing chores as a take off point for some original thinking by manipulating the humor of the situation to reduce conflict. If children feel that their excuses are being appreciated for their originality, the chore itself may seem less awesome. Good natured comments like, "Well, last week it was that you were coming down with the plague...What is it this time?" can be just as effective as "Don't tell me that you're too sick to clean this room!" If the household schedule can stand it, it might even be possible to use a vacation from a particular chore as a reward for the most original excuse, provided that the children know this procedure is just a game.

Elaborative thinking is the ability to expand, develop, and embellish one's ideas, plans, stories, or products. It is important in the development of creativity because it promotes communication, which is vital to the process. Asking children to discuss details in their stories or having them create inventions from various objects are two good ways of provoking elaborative thinking. Children might help in making elaborate and detailed plans for their birthday parties or catalogue things in their rooms. It is also possible to encourage elaboration by playing memory games at bedtime. Opportunities to discuss the events of the day become a challenge to active young minds, especially when they are pressed for details concerning their senses and feelings.

Besides specific training in each of these four areas, there are other creativity tools that can be easily used in the home. One of these is creative problem solving. This technique, originated by Alex Osborn and developed by Sidney Parnes and other members of the Creative Education Foundation, follows the aspect of Torrance's definition of creativity that relates to the sensing of problems and gaps. The five main steps of problem solving can be applied to almost any kind of problem and are fun and productive at the same time. As outlined by Torrance and Myers (1970, pp. 79-82), these steps include:

1. *Sensing the problem or challenge.* This first step is usually brought out by a specific incident or situation such as "How

shall I spend my allowance?" or "How can I make sure I get up on time for school?"

2. *Analyzing to find the real problem.* This step involves finding facts about the problem, restating it in broader terms, changing the wording, and finally breaking the problem down into smaller subproblems. For the second question above, this might mean asking questions like "Why am I not getting up on time?," "What don't I like about getting up?," or "By what means do I get myself up?"

3. *Producing alternative solutions.* The next step requires brainstorming all the possible solutions to the problem, no matter how off the track the suggestions might appear. Criticism at this stage is absolutely forbidden. Alternatives for this problem might be anything from "Use three alarm clocks" to "Buy a rooster" to "Drink lots of water so I'll have to get up to go to the bathroom" or "Don't sleep at all."

4. *Evaluating ideas.* At this stage comes the selection of criteria for the most promising ideas generated in the previous steps. The criteria for the sample problem might be expense, annoyance to the family, physical space, or health.

5. *Preparing to put the ideas into use.* This stage requires the refinement of the selected solution. Questions such as "How can I make the solution attractive or appealing to other people?" or "What will be the consequences of the solution?" now become appropriate. In this case it might be "How can I convince my father that a rooster is better than an alarm clock?"

Different aspects of this model may be adapted to fit the age of the participants, making it usable for people of all ages and abilities. It is exciting to see the process in action in any variation. It is also an excellent way to train creative thinking.

Another interesting type of creative training is the SCAMPER technique developed by Robert Eberle (1971, p. 14). The letters S C A M P E R represent seven types of cues for fluent, flexible, original, and elaborative thought. They are:

S	Substitute	To have a person or thing act or serve in the place of another: Who else instead? What else? Other place? Other time?
C	Combine	To bring together, unite: How about a blend, an assortment? Combine purposes? Combine ideas?
A	Adapt	To adjust for the purpose of suiting a condition or purpose: What else is like this? What other ideas does this suggest?
M	Modify	To alter, to change the form or quality: Change meaning, color, motion, sound, odor, taste, form.
	Magnify	To enlarge, make greater in form or quality: What to add? Greater frequency? Stronger? Larger?
	Minify	To make smaller, lighter, slower, less frequent: What to subtract? Smaller? Lighter? Slower? Split up? Less frequent?
P	Put to other uses	New ways to use it? Other uses if modified?
E	Eliminate	To remove, omit, or get rid of a part, quality, or whole: What parts can be taken out? To keep the same function? To change the function?
R	Reverse	To place opposite or contrary, to turn it around: Opposites? Turn it backwards? Turn it upside down? Turn it inside out?
	Rearrange	To change order or adjust, different plan, layout, or scheme: Other sequence? Change pace?

The advantage of the SCAMPER method is that it can be applied to many situations with a minimum of materials. For example, as simple an item as a toothbrush may become the object of a SCAMPER adventure:

- If you needed a toothbrush and did not have one, what else could could you use? (Substitute)

- What could you make with six toothbrushes and six feet of string? (Combine)
- How would you change a toothbrush for someone who had no hands? (Adapt)
- What would the Jolly Green Giant use for a toothbrush? (Magnify)
- What else could you use a toothbrush for? (Put to other uses)
- What would happen if you removed the bristles on a toothbrush? (Eliminate)
- How would a toothbrush function if the bristles were at the bottom? (Reverse)

SCAMPER has been known to fascinate children for many hours and is highly recommended for the rainy Saturday afternoon blues. It is also a helpful technique because of the many exciting and functional innovations that can be produced in the name of fun.

What about far out ideas?

In order to develop creative skills, children must feel that they are psychologically safe. This means that they must know they can indulge in fantasy and take risks with their thinking and not be judged harshly or punished. Statements like "Don't be silly" or "You should know better" should be avoided at all costs because they squelch imagination and playfulness. Comments like "You have so many ideas" or "What else can you think of?" or "That's really different!" take about as much energy to say and are much more conducive to a climate that breeds creativity. If children's ideas seem potentially dangerous, a gentle "How would that work?" or "Can you explain that again?" or "Maybe you'd better get some more facts" would encourage them to come to their own conclusions. Statements like "That's terrible" or "What a ridiculous idea" only kill the effort.

What about creative toys?

With so many "creative" toys and games on the market today, it is no wonder parents get confused. Half of this problem is not so much knowing which of the items to select as understanding how to make the selection. The best way a parent can judge products on their creative value is to look at open-endedness. For example, a set of blocks with parts that interlock with only a few specific parts

would be less open-ended than a set with limitless possibilities for arrangement. It is also possible to turn a standard product into a more creative one by applying the techniques that have been discussed here. For example, questions such as "How would you change that game so younger children could use it?" or "What would happen if that doll were five feet tall?" or "How many uses can you think of for dice?" or "Can you invent new rules for that game?" provide many opportunities for creative thinking and prove that a parent does not have to buy new toys to get the job done well.

Most important, parents must know children, their interests, how they think and learn, the kinds of creative thinking they enjoy, and the kinds they need to develop. This may be accomplished by observing children, but it is even more effective if parents themselves begin to practice creative thinking. As parents become familiar with many points of view and themselves experience more enjoyment of words, images, colors, and senses, children will naturally follow. Creativity training can be hard work, but it can also bring happiness and productivity. It literally depends on how you look at things.

Special problems of the gifted

There is a common notion that gifted children have fewer problems than others because their intelligence and talents somehow exempt them from the hassles of daily life. According to this belief, children with a greater number of abilities are assumed to have a greater number of coping mechanisms and therefore they can "make it on their own." As parents of gifted children know, however, this theory is simply not true. Research has shown that gifted children are susceptible to many everyday problems, ranging in complexity from not being able to find clean socks to dealing with the rising cost of living and that like other groups with special needs they have some problems that are uniquely their own.

Underachievement

Underachievement — that is, performance below one's potential — is perhaps one of the most widely discussed problems of the gifted. There are many signs and symptoms of underachievement and many different causes. It would be an impossible task to attempt one statement that would apply to all cases. There are, however, some findings about the problem that can be presented for general consideration.

It is known that underachievement is related to what a child thinks about himself as a learner, as a child, as a person. Self concept is developed in many ways but is usually directly linked to a child's reactions to his parents and other significant adults in his life. When a child has a positive self concept, it means that he feels good about himself and the way he believes other people see him. A poor self concept, on the other hand, means that a child feels poorly about himself and that he does not like the way he thinks other people see him. Usually a child reacts to the latter situation with some hostility, which can, and often does, show up in his school work, especially if his family sets overly rigid expectations and rules about high test scores and good grades. This is not to say that a child actually plans not to achieve, but that his poor performance is a sign of resistance

stemming from his anger at the situation. In these cases, finding out and trying to remedy the causes of his poor self concept would be one of the best methods for treating the problem.

It is not always easy to discover an underachieving child's real feelings about himself because there usually is a gap between what he says and what he feels. An underachiever may adopt a "What's the use?" attitude to avoid unpleasant confrontations with his problems. Gallagher (1975) has listed some typical excuses that underachievers use and some of the real meanings that may be implied from these statements. While the words may vary from case to case, the general outlook is common, as shown in Figure 1.

Since there is no one cause for the problem of underachievement, neither is there any one treatment. It is important to remember that an underachiever is a child who has lost faith in himself. Any opportunity for him to learn new skills or improve his abilities should be encouraged. This does not mean simply praising a child, because praise is not enough. If Johnny feels that he cannot draw well, a vague compliment like "Oh, you draw so well" will not make him feel better about his drawing ability because the gap in opinions seems too wide. Recognition of a small piece of his work — "I like the way you drew the house" or "You are really improving" — would seem to Johnny a much more realistic possibility. In other areas, such as helping around the house, a step by step plan for recognition is also useful. Little successes, like setting the table nicely or keeping a neat room for a day, are much more meaningful to the underachiever than sweeping compliments and have a greater and longer lasting effect.

The culturally different

Another category of problems of gifted children is that of cultural difference. Culturally different children are those whose family backgrounds are removed from the American White middle class stereotype. This category can include various ethnicities such as Black, Appalachian rural, Spanish speaking, American Indian, or groups which have little access to resources because of financial or geographic limitations. Children of culturally different families generally have a different set of life experiences from those of the culturally dominant majority and have different opportunities for the expression of their talents.

It is important for parents to recognize the values and abilities that are prized by their culture and to identify their children's potential accordingly. For example, in cultures where children do not play with many mechanical toys, there still may be an opportunity for

Figure 1

Protecting the Bruised Self Image of the Chronic Underachiever

What He Says	What He May Mean
School is terrible. Teachers are against me and they aren't any good anyhow.	If the system is bad, no real blame can come to me if I don't succeed in it.
I think I would like to be a jet pilot or a movie star or a politician.	I want to do thrilling and glamorous things but cannot stand a position with a long period of training preceding it or where sustained hard work is needed (rarely choosing surgeon, electronics engineer, or president).
I really am not gifted and those tests are crazy anyhow.	The label "gifted" puts pressure on me to succeed. One way to take the pressure off is to lose the label.
Some people are lucky and some aren't. I wish I could hit it lucky for once. I dream about breaking the bank at Las Vegas.	If life is a game of chance, I am less personally responsible for my ultimate success or failure.
My old man is a grouch. He is from nowhere.	My father and I don't understand each other and cannot communicate. I can't model myself after him.
I like to get into a hopped up jalopy and go-go-go. Man, that really is living. Give me some bennie and watch me fly.	The excitement of speed and risk makes me feel competent. This is something I can do without sustained effort and it distracts me from my unpleasant self-image.
Future? What future? The "bomb" will take care of our future. If not, things will work out somehow.	To think of the future requires planning and effort. These are too painful since I have failed too often before. I prefer to ignore it and trust to luck, etc., to make things come out all right.
The only time I feel at home is with my buddies — when we go out searching for kicks, I feel like a person.	The only time my self-image is bolstered is when I am with other fellows who feel as I do and who help me explain away my problems.

Note. From *Teaching the Gifted Child* (2nd ed.) by James J. Gallagher. Boston: Allyn & Bacon, Inc., 1975, p. 350. Copyright 1975 by Allyn & Bacon, Inc. Reprinted by permission.

them to demonstrate high mechanical abilities in their use of the resources that are readily available to them. Parents may wish to encourage their children to use natural materials, scraps, or just plain junk in a creative way because exploring novel approaches to familiar things is an ability that can later be applied in adult roles. The child who finds unusual uses for twigs, tubes, or junked cars may someday utilize his talents in a career in engineering or design.

In addition to those cultures listed above, gifted girls should be mentioned as having somewhat different cultural experiences because of female role expectations. It is important for parents to provide gifted girls the opportunity to test themselves in skills mainly attributed to boys, such as mechanics, science, mathematics, or sports. Likewise, boys should be given support and encouragement for their interests in traditionally female pursuits. In either case, parents must be sensitive and open to demonstrated potential that goes beyond sex barriers to make sure that unusual and unique talents do not go to waste.

Another strategy that culturally different parents can employ is finding community resources to provide extra benefits for their children. As parents become aware of the special needs and talents that are valued in their own culture, they can channel their children's abilities to strengthen their community. From this, they can extend service to the total school population and then to the community as a whole. For example, a parent whose child is especially talented in social dancing may want to encourage him to find others of similar interests and abilities to form a dance troupe. The parents of the group might then locate a teacher and find a storefront or basement in which they could practice. With such organization from parents, the troupe could give performances in the community and perhaps raise enough money to become self sustaining. All it would take would be people who are willing to stick by their children and persist in the search for opportunities.

It is also possible to find local organizations to sponsor special programs for groups who have specific interests. Museums, local businesses, libraries, or civic organizations all have within their ranks people who have time or skills to donate. Some may offer rooms for meetings. Help may also be found within the schools, as guidance counselors and other school personnel frequently know of occasions for scholarships, art lessons, and other opportunities. It is just a matter of making the right contacts in these organizations.

Once the doors are open, however, it is important for parents to continue their support of their child's efforts as pressure from peers may become a hindrance to the realization of his dream. It is never

easy to be outstanding, but in the case of culturally different groups, a child's attempts to follow special opportunities may set him even further outside his circle of friends. His differences may become more noticeable and therefore more difficult for him to tolerate. In such instances, however, the end results can often be rewarding enough for the child to overcome possible peer rejection, especially if encouragement from home is consistent and strong.

Learning difficulties

A third problem that parents should understand is that of learning difficulties among gifted children. This situation is one that frustrates parents, teachers, and children alike because it is hard to comprehend how a child can be so outstanding at some things but have such trouble with others. In schools this problem may be seen as a lowered performance in a specific subject such as reading or math, while at home it might be indicated by a short attention span; easy distractability, temper flare-ups, or overactivity.

In cases of specific learning difficulties, it may seem that the gifted child is controlling and choosing the things he will or will not do. At the same time, it may appear that he is unwilling to change bad habits. Learning difficulties, however, are not determined by the child himself but by a variety of circumstances ranging from poor teaching to the child's lack of interest in a subject to a real disability that needs educational or medical treatment. Especially in the latter situation, it is essential for parents and children to understand and accept that even the most gifted individual cannot excel in all areas of performance. If too much pressure is put on the child to do what he simply cannot, emotional upsets might occur and make the problem more difficult.

When unevenness of performance persists either for a long time or with extreme difference in abilities, it might be advisable to consult with the child's teacher, a physician, or with a trained specialist in the school or in another educational setting. It is possible to plan special programs that would allow the child's learning patterns to become more steady or at least teach the child how to handle the learning problem when it arises. Whenever possible, the child should be encouraged to accept his ups and downs and to apply the strategies he learns for coping with his varying abilities.

There are, of course, other problems that arise with gifted children on a day to day basis, many of which should be handled by parents in the same way that they would handle the problems of any child. In some instances, counseling may be indicated for the child and for the whole family. In many cases, both comfort and practical suggestions may be derived from talking with other parents of

gifted children. Some of the particular problems of the gifted have been successfully managed by individual families who are eager to discuss their findings. Many of these strategies are presented in the following pages.

Parents view their children

As this publication was being prepared and various families were interviewed about problems they face with their gifted children, certain themes dominated the responses. Problems such as telling the child that he is gifted, encountering unsympathetic teachers, dealing with sibling rivalry, and providing for many interests were commonly mentioned. Listed below are some comments that were obtained through questionnaires and interviews with parents of gifted children in different sections of the country. Although only certain problems are discussed, it is hoped that other parents of gifted children will find these suggestions helpful and that they will be able to use some of the ideas expressed in handling their own situation.

What did you tell your child about being gifted?

"No special emphasis was made. It was apparent to the child from comparing her performance with her classmates that she was a very good student."

"God has given every person special and unique gifts to be developed, strengthened, and shared. Some people have gifts which make them athletes, artists, scholars, especially good with people, et cetera. One of the many gifts God gave you is the ability to reason, understand, and learn rapidly."

"I told him that since he had a lot of experience and exposure that most children have not had, he could learn faster and better. I also told him that this fact had been verified by some tests at school."

"We told him that his play is more complicated than most children's and that sometimes his brain works a little faster."

"All children learn differently — some faster than others. He must learn to accept his own special abilities, both the pleasures and responsibilities, and appreciate others for theirs. We asked him how

he felt about his talents and what he thought he might like to do with them."

In addition to these responses, many parents answered that they had told their child nothing about being gifted and that the child simply accepted his abilities and the gifted program as part of the natural course of life.

How have you handled situations in which your child's grades were not an accurate reflection of his abilities?

"Our son does well in subjects in which he is interested or in which he is stimulated by the teacher. When he doesn't get enough individualization, he becomes introverted and turned off. In these instances, we provide enrichment at home and try to relate some of our activities to the subjects in which he's having trouble. For example, when he was not doing well in math, we let him work out the budget for his birthday party."

"In second grade, our daughter had a teacher who placed her in a low reading group. This was such a blow to her ego that she stopped performing in other subjects. During this very difficult period, we tried to bolster her ego in other ways, by praising her for other little things she did well and noticing any improvement in her schoolwork. Her motivation 'coincidentally' returned when she was later placed in a higher group!"

"Our son tends to work faster than most and sometimes doesn't listen to directions; consequently his grades suffer. He also occasionally reverses numbers or letters, which brings his marks down. I try to explain to him why his answers are wrong, explaining that I see his way, too. I emphasize that there is more than one way to be right but that his teacher seems to be impatient with his reasons. I also try to help him understand that sometimes it is important to work slowly and carefully when people want you to do something specific and that, at other times, you can do things the way you want them."

"When my son began receiving poor grades, I raised 'quiet hell' by getting involved in research on the gifted and then going to the school to advise his teacher of his needs."

"I try to be moderate in the amount of pressure I use to encourage our daughter's work/study habits. We spent time this summer on math, her bottom subject last year — and this year, it's one of her best!"

How have you provided for your child's many interests?

"We buy lots of books, make frequent visits to the library, and ask lots of questions. For school, we review with and assist her in her subjects and stress research and outlining. We play games with her and constantly provide her with new stimuli."

"Most important, we provide a special space for her to work in where she can be uninterrupted by other members of the family. She pretty much takes her own interests from there."

"We provide time for sharing our interests and he takes his cues from there. We all take genuine interest in each others' special talents."

"I never limited exploratory opportunities, despite clutter, mess, and general inconvenience. The only rules were about certain things that he could not take apart."

"As often as possible, we try to use the resources in our community. When our child expresses an interest in something, we all brainstorm ideas as to where in the town we could get help or information. We also use our family times to play games that relate to all our interests such as 'How many different musical instruments can you think of?' when our son was in orchestra."

What have you done when your child had interests for which you could not provide?

"We encouraged him to spend more time with his teachers to get their advice. When he was very young, we worked it out with the librarians to allow him to check out adult books."

"I encourage him to explain his interests to me and ask him honest questions. Even though I myself cannot be a resource for him, my questions seem to give him some direction."

"When our daughter had a special interest in ballet and there was nothing in our town, I found parents of other gifted children who had similar interests and we carpooled to the city to attend performances. Later we organized a local chapter for parents of gifted children."

"We snooped around in the community — businesses, stores, school personnel — until we found someone who could help us. We always did!"

"In instances where her needs could not be met, we suggested the

library, writing letters and finally, that she direct her energies to other topics related to her interests."

How have you handled a teacher who was unsympathetic to the particular needs of your gifted child?

"I tried to increase my efforts at home by going over lessons and adding an element of fun to schoolwork. I tried to get my daughter to treat the situation with a sense of humor — kind of like she had a secret that the teacher didn't know about — that she could enjoy learning even though the teacher made it rough!"

"I tried talking to the teacher to explain that my son was simply marching to the tune of a different drummer. When this didn't work I made it a point to question the teacher and the school administration about my child's 'problem' (which was his giftedness) and stood up for him in almost every instance. I also read books on creativity so I could explain some of his behavior to his teacher — who should have been the one to explain it to me."

"When our son's teacher constantly compared him to his brother, I stepped up my efforts to remind him that he had his own talents, abilities, and interests — so the joke was really on the teacher. (We eventually requested a class change and got it.)"

"We had to grin and bear it most of the year — gave her a couple of days off ('time out' we called it) when she had an especially rough week. On those days we would do something like take a trip to the museum or just go walking in the woods. Those days proved to be the most educational of the year."

How did the knowledge that your child is gifted affect other children in your family?

"When our younger son became jealous, we encouraged the older brother to help him study. We also encouraged the younger one to talk about his feelings directly to the older gifted sibling. This brought the two much closer."

"Each of our children has special abilities and peculiar habits and quirks. These are respected and recognized but have never been allowed to disrupt family unity. Each personality and talent is treated individually with emphasis on acceptable behavior and respect and compassion and understanding for others."

"We try to turn the jealousy into creative competition by having family contests and brainstorming sessions."

"Through family counseling we have made some progress in practicing our philosophy of recognizing that God gives gifts to all. *We do not allow the children to compare themselves to anyone but themselves.* Each is like a flower in a garden which must be nourished into its fullest blossom. Wouldn't it be dreadful if all we had were roses? Which is the most beautiful flower? There is none. Each has its own special beauty — and so it is with children."

"When competition and jealousy get to be too intense, we have a family meeting and do problem solving on how to handle the situation. Sometimes we simply have to encourage them to get involved in separate activities away from each other."

Most often, parents responded to this question by saying that there was no observable jealousy or problems with siblings of the gifted child because the family had treated the giftedness as something for the whole family to enjoy. Taking pride in each others' achievements, no matter what the area, seemed to be the common theme.

How have you enhanced your child's creativity at home?

"We spend a lot of time with our son because we love to and have such fun doing it. When he was an infant, we provided a variety of sights, sounds, tactile stimuli and *never* talked down to him. We took him to a lot of different places — historical sights, field trips, libraries, museums, concerts — and talked about everything we did as we were doing it and afterwards. We never forced him into intellectual activity, but picked up with enthusiasm whenever he expressed an interest in something."

"I encourage creative thinking, creative play, and problem solving. We frequently ask our children what they think we should do next or ask their advice on how we should approach a particular task or problem, i.e., if it's raining and our picnic is cancelled, what should we do? Or if their bedrooms need cleaning, what should we do first? For most problems we ask, 'Is there another solution?' By now, the girls can come up with three or four answers for most problems."

"We read to her, make up stories about everything, ask a lot of questions and encourage her to do the same. We let her help us in our daily duties and let her think up original ways to accomplish her chores. We provide her with materials that do not demand specific use — like paper, building toys, paints, et cetera, instead of kits that are preplanned. We also play a lot of word games and puzzles and encourage her sense of humor — making puns, rhymes, et cetera."

"I set up our home to allow for exploration with as few 'don'ts' as possible. We also respect our children's emotions — knowing that even though they don't think as we think, they feel as we feel. We try, whenever possible, to expose our children to all the arts through concerts, plays, exhibitions (some great things taking place in the community — for free yet!) and by inviting creative people to our home."

In many cases, parents remarked that they had not gone out of their way to encourage their child's creativity and that they felt certain the stimulation he was receiving at school was sufficient. Many also felt that the important factor was for parents just to be good listeners and support the ideas that their child initiates.

Are there any areas in which you feel your child's giftedness is not being applied?

"We have noticed that our son lacks awareness of his immediate surroundings and time. We recently discussed this with him in an intellectual way (used Maslow's theories) and found that he could *understand* the problem. Approaching him in this manner, he was given time to think about things, and from this process he figures out his own solutions."

"Our son has developed a high degree of autonomy, which makes it difficult for his teachers and for me. I try to emphasize to him that a little conformity at times will be to his advantage."

"Our daughter lacks patience with herself and is supersensitive to failure. I try to point out the positive aspects of failure — that she learns from her mistakes. I have also made her aware of my own failures in an effort to make her see that we *all* make mistakes and must be constructive in dealing with them. As for impatience, we have explained that this attitude breaks down friendships and that she should use her intelligence to help others whenever she can. We suggest that she be more selective in her involvements so that her expectations will not always be let down (for this we have to import gifted children from other neighborhoods — but it's worth it)."

"When our son is sarcastic or when he doesn't take responsibility for his things, we point out the consequences of his actions. We try to encourage him to do things for himself — and respond with praise when he does this successfully. For example, when he left his room messy for two weeks, we suggested the possibility of bugs attacking the old cookie crumbs. When this finally did happen (much to mother's agony), he had to spray his whole room and had twice the work he would have had if he'd cleaned when he was supposed to."

"Our daughter has learned to hate reading and is bored by many other subjects in school. For the time being, I am ignoring this behavior since she is by no means behind her classmates. Whenever she does express interest, I reinforce her and try to make the experience fun in whatever way I can. Once the pain is over, however, and this phase passes like all the others, I intend to apply more strict standards (her teacher tends to accept half baked work). This will be a gradual process, though, so it will not come as too much of a shock."

Other answers to this question covered a great deal of ground from forgetfulness to lack of common sense to table manners. Most parents, however, emphasized that giftedness is not the same as godliness and they did not expect perfection in all areas of behavior. Many suggested reading general parenting type books for specific suggestions for handling common problems.

Do you have any advice for other parents of gifted children?

"The most important consideration is to allow the gifted child considerable freedom to explore and to equip him for his chosen explorations. Limitations should be set only insofar as safety and damage to valuables or to the property of others is concerned. Letting him work through his situation is learning for him and his selection of his own learning tasks is an indicator of his learning needs. Parental guidance is important to enhance this process. In some cases, structuring the task toward its successful completion is required. I do not teach my child what *I* want *him* to learn but instead I am his helper in his early years. I will help him to learn what he wants to learn in the manner he seems to learn it best."

" 'Show and Tell' is an excellent way to generate curiosity, particularly if the child is the one doing the showing and telling. Constant references to how things relate to one another, i.e.,an acorn is like a bean seed, facilitates this awareness. Also,*accept*. Don't take the goofs or the achievements too seriously. The *person* is more important than either. A parent must also not be afraid to let go. Let a tulip be a tulip and a rose be a rose — even if you thought you were growing marigolds!"

"There is no way to intercede in the educational system. Simply handle *positively* all efforts as a parent from a 'Can I help?' perspective. Teach the child the realism of the educational system and offer alternative approaches at home."

"*Be a parent*. Help your child discover and practice personal discipline, to love, understand, produce, create, express, think,

reflect, desire, fulfill, imagine. Continue to learn *with* your gifted child and *for* your gifted child. You are the most significant model in his life."

"Try to give them the [illegible] awareness of the people and world around them, and what they have to offer. Let them know that they have valuable thoughts and opinions and that they have a right to stand up for their beliefs. If they want to use their own methods, let them — as long as they don't hurt anyone. You'd be surprised how often their way of doing things opens *your* eyes."

"Public education about giftedness should be more widespread — not just the often publicized 'genius type.' We must also understand ourselves as parents. The gifted child is not a possession or an ego trip for a parent. He is a person in his own right and should not be used or exploited on account of parents who have feelings of inadequacy about themselves."

"Recognize that some of these children are supersensitive to other people and other people's attitudes toward them. They need a great deal of patience and encouragement in trying new things because they are so accustomed to succeeding that even a little failure can sometimes unglue them. I believe that schools are greatly responsible for this because they do not adequately challenge the children. The children may become complacent and develop the feeling that they know everything, only to later find out harshly that this is not so."

"Gifted kids' needs are the same as all other children — just more and sooner. They're so sensitive — so many things can hurt. The awareness is there long before the understanding. For those who have 'gone undercover,' look at their sense of humor. And look for frustration."

"Open up frank communications with the child. Dedicate a lot of time — it's a rewarding investment. Don't let the schools steamroller you. Stand up and fight back for your child's special needs. Get involved with or start a local gifted chapter. You will need all the help you can get."

"Try not to blow the gifted aspect of your child's personality out of proportion. Treat the child as a person, talk to him, explain actions, describe things, provide lots of experiences, let him alone sometimes so he can just 'be.' Fight for their needs against strong opposition. Never let them become obnoxious to others."

"Gifted kids never quit. They never stop thinking, don't sleep as much as others, operate in more curious ways than peers. This

often sets them apart and they can feel lonely. They need your help, friendship, and support. Give it to them."

"My suggestion is to try to understand that your gifted child is one who sees things differently. Find out what those ways are. Accept him for what he is and refer often to Khalil Gibran: 'Your children are not your children but the sons and daughters of life's longing for itself. You may give them your love but not your thoughts. You may house their bodies but not their souls for their souls dwell in the house of tomorrow which you cannot visit, not even in your dreams. And though they are with you, they belong not to you.' "

There are as many means of coping with the joys and troubles of dealing with gifted children as there are parents and children. While there is no cookbook recipe for guaranteed success in this endeavor, it is certain that there are many people now trying various approaches. They are, as these responses indicate, willing and wanting to share their methods. No one should feel that they have to accomplish their child rearing alone. Wise parents should heed this and use the telephone, the doorbell, the postal system, and the PTA to find other parents who are in the same gifted boat. The old saying about "united we stand" was never more true than in the raising of a gifted child.

Parent power

In a small town in Connecticut a father notices that his bright daughter is not being challenged in her class. He contacts the parents of several other bright children and together they talk to the superintendent about providing an enrichment program for gifted children in the public schools. The following year the school board approves a full time gifted program.

In Wisconsin a group of parents of gifted children enroll in a parent training course and learn the concepts and theories of gifted education. When they go to the district office to request funds for continuation of their children's special class, they give an articulate, well informed presentation. The program receives funds for another year.

The mother of a gifted child in Oklahoma is having difficulty with her son who will not do his homework because he finds it boring. She talks to her friends about it but they have no suggestions because their children are having trouble keeping up with even their regular assignments. At the request of the school counselor, she attends a meeting of the local gifted parent organization and learns that other mothers are having similar problems with their children. She takes home valuable ideas for handling her situation and plans to attend future meetings.

The success stories could go on and on. The number of organizations continues to grow as parents discover that, for many reasons, parent groups are one of the strongest means available for stimulating action for the gifted and talented and are one of the best sources of help for individual parents.

What a parent group can do

There are an endless number of ways in which parent groups can become involved in working for and with the gifted — from fund raising to volunteering in the schools to providing information to

the whole community. Some parent groups, after having their requests for help tabled by school boards for financial or other reasons, have developed their own enrichment programs. Some have directed their attention toward getting financial aid for gifted education at the local, state, or national level. As in other aspects of gifted education, different needs in a community mean different goals and different means of attaining them.

The California Parents for the Gifted, The Connecticut Association for the Gifted, The Florida Association for the Gifted, The Association for the Gifted and Talented Students in Louisiana, The Gifted Child Society of New Jersey, Oklahomans for the Gifted and Talented, and The Minnesota Council for the Gifted are a few groups that represent a wide geographic, philosophical, and programmatic span of parent involved organizations for the gifted. Although each group began in its own way and for its own purpose, all have made significant contributions to the field. Parents who are thinking about starting an association would benefit from writing to these successful organizations for their materials, newsletters, program descriptions, and the like. (Addresses for these organizations may be found in Appendix B.)

Locating community resources

For many of these groups and others like them, an important beginning task was the identification of sympathetic persons within the community and school. One good method that has been suggested for discovering the potential supporters of the gifted is the grapevine technique. This strategy is initiated by a few people, each contacting five friends about their cause. The contacts must in turn agree to contact five of their friends with the information, and so on. Records must be kept by all parties concerning who was contacted and by what means. Although some people may react negatively, it is important to continue the grapevine until each person has received at least five favorable responses. While time consuming, this method is a sure means of getting a diverse representation of people involved in activities for the gifted.

The grapevine technique is best utilized for communicating a specific piece of information — an association meeting, a special speaker, or a field event. However, it is also an effective tool for publicizing the fact that an effort is being made on behalf of the gifted. If groups or individuals are informed of this in the early stages of the movement, they may consent to serve as resources for special programs after the organization is fully functioning. Contact persons at the library or museum may be able to find rooms for research projects or the friend of a friend may volunteer to teach

drafting to an interested child. Retired persons may be especially receptive to such programs and should definitely be included in any grapevine endeavor.

How to structure the organization

As an association builds its membership and formalizes its organization (excellent documents on this phase of development are available from many of the organizations named previously), it is crucial to select committees to perform the numerous tasks required to keep the association alive. Some possible committees could be:

- Publicity: To announce meetings and promote ongoing contact with the local media.
- Newsletter: To communicate to members events of local, state, or national relevance.
- Program: To plan and implement meaningful programs at association meetings or special events at other occasions.
- Community Resources: To identify community members and agencies who are willing to become involved with the gifted.
- Library: To gather books about the gifted and information from other parent associations.
- Legislation: To organize lobbying for legislation for the gifted at all levels of government.
- Others: Membership, odd jobs, school liaison, and so forth.

In addition to committees, an advisory council of parents, influential school and business persons, community leaders, and university faculty is vital to the functioning of the organization. The purpose of this council is to advise the organization on many issues and activities that especially need input from a variety of perspectives. Including many different participants on this council more or less ensures broad support for the organization and its purposes, especially if the demands made on the members are not excessive.

How to get support for and from the schools

The idea of working *with* a community becomes extremely important when it comes to approaching the schools. It is all too easy for a parent group to become nothing but a power group and a

threat or burden to a school administration. Especially in the case of the gifted, "threat" and "burden" are not helpful labels for an association to acquire. Even when the association must take on the full responsibility for gifted programing in a town, it is essential that the schools stay involved in and aware of these efforts. All possible attempts must be made to win the trust and respect of school personnel so that the association remains a positive force.

Some groups have offered their services to provide clerical help for teachers who need time to attend to the gifted; plan unique field trips, summer workshops, and special events; or volunteer to test children for gifted programs. Other groups have offered financial assistance for scholarships or other opportunities for needy gifted students. In schools where so many pressures are being applied for many different causes, parents who ask how they can donate their service and time can only be a welcome sight.

In short, a parent association for the gifted and talented is truly necessary in any community that is seriously exploring alternatives for children with special needs. As mentioned previously, the best thing interested parents can do is to contact some of the established organizations to find out how they began and then adapt that information to the needs of their own group. There are many people now actively engaged in finding support for the gifted. Their help is there for the asking--and the asking is well worth the time.

Happy ending

Dear Jane,

We were so happy to receive your letter about Danny and were even more excited about your phone call. I'm thrilled that you found those other parents to back you in your meeting with the principal. When will the program be starting? What will the children be doing?

It sounds like you will have your hands full getting all the information, but I know how important this is to you and to Danny. I am sure you will enjoy the work even though it will take a lot of energy, time, and persistence.

Please let me know if there is anything a proud grandmother can do — like write to our congressman about funds for gifted and talented education or find other sources of help for the cause. I wish that this kind of opportunity had been available when you were a child. Maybe this excitement will finally ease both our frustrations!

Keep us posted.

Love,
Mom

A final word

The theme of this publication, as readers have no doubt understood, is that individual parents, school systems, and communities must develop plans and programs to suit their children's particular needs. There is no way that any one book or strategy can apply to all. It is hoped that parents of gifted children will have learned, as a result of their reading, a variety of methods, facts and techniques to enhance the development of their young. If they have learned new ways to enrich their own approach to life, then so much the better.

Watch for your child's interests and hobbies, his reading habits, his special talents, his relationships with peers and adults. Take note of his unusual accomplishments. Listen to his ideas. Observe him in play. There is a lot to be learned both from and about a gifted child, and you have a special opportunity for that experience. It may be said that the future is in their hands, but for now they are in yours. Let love, understanding, and nurturance be your greatest gift to them.

References

Eberle, R. *Scamper: Games for imagination development.* Buffalo NY: D. O. K. Publishers, Inc., 1971.

Gallagher, J. J. *Teaching the gifted child* (2nd ed.) Boston: Allyn & Bacon, Inc., 1975.

Torrance, E. P. *Creativity.* Sioux Falls ND: Adapt Press, 1969.

Torrance, E. P. & Myers, R. F. *Creative learning and teaching.* New York: Harper & Row, 1970.

Appendix A

Additional readings of special interest to parents

Books

Barbe, W., & Renzulli, J. *Psychology and education of the gifted* (2nd ed.). New York: Halsted Press, 1975.
Research and commentary on various aspects of giftedness, including philosophical and theoretical issues and practical suggestions. Mainly for teachers, but helpful for parents who want to be well informed about educational practices for the gifted.

Brumbaugh, F., & Roscho, B. *Your gifted child: A guide to parents.* New York: Henry Holt & Co., 1959.
Emphasis is on identification and training in the early years. Includes guidelines for parent-school cooperation.

Cutts, N., & Moseley, N. *Bright Children: A guide for parents.* New York: G. P. Putman's Sons, 1953.
Suggestions for helping the gifted child at home.

Delp, J., & Martinson, R. *The gifted and talented: A handbook for parents.* Ventura CA: Ventura County Superintendent of Schools, 1975.
Written specifically for parents. Includes many practical suggestions for parent organizations, identification and training in the home, treatment of problems of the gifted, and interviews with parents.

Eberle, R. *Scamper: Games for imagination development.* Buffalo NY: D. O. K. Publishers, Inc., 1971.
A collection of imagination experiences for your children.

Fine, B. *Stretching their minds.* New York: E. P. Dutton & Co., Inc., 1964.
The author's discussion of his experiences at a noted school for the gifted.

Gallagher, J. J. *Teaching the gifted child* (2nd ed.). Boston: Allyn & Bacon, Inc., 1975.
A comprehensive treatment of gifted education with chapters on problem solving, creativity, underachievement, and cultural difference that will be especially relevant to parents.

Ginsberg, G. *Is your child gifted?* New York: Simon & Schuster, 1976.
A handbook for parents of gifted children.

Gowan, J. C., & Bruch, C. *The academically talented student and guidance.* Boston: Houghton Mifflin Co., 1971.
A treatment of the special needs and problems of the gifted. Written primarily for educators but includes important suggestions for parents.

Gowan, J., & Torrance, E. P. (Eds.). *Educating the ablest.* Itasca Il: P. E. Peacock Publishers, Inc., 1971.
A book of readings on the education of gifted children, with a special section directed to parents.

Grost, A. *Genius in residence*. Englewood Cliffs NJ: Prentice Hall, 1970.
A mother's description of her experiences with her highly gifted child.

Kaplan, S. *Providing programs for the gifted and talented: A handbook*. Reston VA: The Council for Exceptional Children, 1976.
A guide for the design and implementation of gifted programs in the schools, which action oriented parents and parent orginizations will find invaluable.

Martinson, R. *The identification of the gifted and talented*. Reston VA: The Council for Exceptional Children, 1976.
A thorough presentation of many identification procedures, including parent nomination.

Maynard, F. *Guiding your child to a more creative life*. Garden City NY: Doubleday & Co., Inc., 1973.
An invaluable collection of suggestions for materials, toys, projects, etc. that can especially be used at home.

Osborn, A. *Applied imagination* (3rd ed.). New York: Charles Scribner's Sons, 1963.
The original text on creative problem solving.

Parnes, S. J. *Creative behavior guidebook*. New York: Charles Scribner's Sons, 1967.
A reference and teaching manual for classroom and home-study development of creative behavior.

Parnes, S. J. *Creative behavior workbook*. New York: Charles Scribner's Sons, 1967.
A workbook to accompany *Creative Behavior Guidebook*.

Renzulli, J. *New directions in creativity*. New York: Harper & Row, 1973.
A collection of creative thinking exercises for school and home.

Sharp, E. *Thinking is child's play*. New York: E. P. Dutton & Co., Inc., 1969.
Information on how young children learn to reason. Includes a collection of mind sharpening games.

Strang, R. *Helping your gifted child*. New York: E. P. Dutton & Co., Inc., 1960.
Information and practical advice for parents of gifted children.

Torrance, E. P. *Creativity*. Sioux Falls ND: Adapt Press, 1969.
An extremely helpful mondgraph on creativity, with many valuable hints and directions for parents.

Torrance, E. P., & Myers, R. F. *Creative learning and teaching*. New York: Harper & Row, 1970.
Extensive treatment of classroom teaching strategies that can be employed in the home.

Weinlander, A. *Your child in a scientific world*. Garden City NY: Doubleday & Co., Inc., 1959.
Information on books, science clubs' experiments, and other science related materials that, though dated, are especially successful for home use.

Williams, F. *Classroom ideas for encouraging thinking and feeling*. Buffalo NY: D. O. K. Publishers, 1970.
A collection of classroom ideas that can also be used by parents.

Journals

The Gifted Child Quarterly
R. R. 5
Box 630-A
Hot Springs, Arkansas 71901

The official journal of the National Association for Gifted Children (NAGC), the only journal published in its area. Includes current research, as well as many practical suggestions for parents.

The Journal of Creative Behavior
State University College at Buffalo
1300 Elmwood Avenue
Buffalo, New York 14222

A quarterly journal that presents a variety of articles on creativity in education, industry, and psychology.

Talents and Gifts
c/o The Department of Special Education
University of South Alabama
307 University Boulevard
Mobile, Alabama 36688

The quarterly newsletter of The Association of the Gifted (TAG) contains information about many different aspects of and current trends in gifted education. Also includes regional conference listings which parents may wish to consider.

Other resources

In addition to these references, parents might find that many of the available math and logic puzzles, creative art, music, dance and drama books, and simulation games are excellent resources for the training of productive thinking. Readers may wish to refer to the previous discussion on selection of enrichment activities and materials for more information on choosing these.

Appendix B

Parent Involved organizations for the gifted

Alabama

Alabama Association for Gifted and Talented (ALATAG)
Dr. Marvin Gold
Department of Special Education
University of South Alabama
Mobile, Alabama 36688

Arizona

Arizona Association for Gifted and Talented
Kathy Kolbe
4131 North 51 Place
Phoenix, Arizona 85018

California

California Association for the Gifted
Clare Harper
120 Via Lerida
Greenbrae, California 94904

Gifted Children's Association of San Fernando Valley, Inc.
Adele Cavanagh
6228 Jackie Avenue
Woodland Hills, California 91364

San Diego Association for Gifted Children
Deborah Olstad
3033 Governor Drive
San Diego, California 92122

Gifted Children's Association of Orange County
Mickey Korba
6962 Moonbeam Drive
Huntington Beach, California 92647

Sacramento Area Gifted Association
Robert E. Swain
3738 Walnut Avenue
Carmichael, California 95608

San Francisco Association for Gifted Children
Anne Wallach
345 Gonzalez Drive
San Francisco, California 94123

Interested Parents of MGM Students
Victor H. Steppan
126 Latham Street
Piedmont, California 94611

Parents for High Academic Potential
Barbara Elam
23926 Carland Drive
Newhall, California 91321

Association for Educational Excellence of Albany
Sue Thomson
915 Key Route Boulevard
Albany, California 94706

Northern California Council for the Development of Programs for the Gifted (NORCAL)
Paul Sheckler
Carmel High School
P. O. Box 600
Carmel, California 93921

Pasadena Association for the Gifted
998 Altapine Drive
Altadena, California 91001

Gifted Students Association of Arcadia
Mrs. Illene Mittman
1801 Highland Oaks Drive
Arcadia, California 91006

Berkeleyans for Academic Excellence
1135 Fresno Avenue
Berkeley, California 94707

Lyceum of Santa Cruz County
P. O. Box 696
Capitola, California 95010

Lyceum of the Monterey Peninsula
24945 Valley Way
Carmel, California 93921

Source: *National Network Directory/ Newsletter of Statewide and Smaller Parent and Advocate Groups for Gifted and Talented Children*. Oakland NJ: The Gifted Child Society, Inc., 1976.

Chula Vista Association for Gifted Children
P.O. Box 155
Chula Vista, California 92012

Coronado Association for Gifted Children
555 D Avenue
Coronado, California 92118

Central California Association for the Gifted
Peter G. Fast
Fresno State College
Fresno, California 93726

Hacienda-LaPuente Association for Gifted
1621 So. Orchard Hill Lane
Hacienda Heights, California 91745

Centinela Valley Association for Gifted Children
13530 Aviation Boulevard
Hawthorne, California 90250

College for Kids
Jessie L. Harsham, Coordinator
College of Marin
Kentfield, California 94904

Gifted Children's Association of Los Angeles, Inc.
Los Angeles City College
855 N. Vermont
Los Angeles, California 90029

K. E. Y., Inc.
c/o Zaas
325 Bonhill Road
Los Angeles, California 90049

Mind Rangers
Barbara Sacks
1440 Warner Avenue
Los Angeles, California 90024

Parent Enrichment Project
3504 Cazador Street
Los Angeles, California 90065

The Learning Circle
P. O. Box 34791
Los Angeles, California 90034

Westside Gifted Children's Association
12121 Wilshire Boulevard
Suite 112
Los Angeles, California 90025

Malibu Association for Gifted
P. O. Box 191
Malibu, California 90265

A. C. E.
P. O. Box 831
Manhattan Beach, California 90266

Manhattan Beach Association for Gifted Children
Mrs. Betty Scott
1509 Wendy Way
Manhattan Beach, California 90266

Palos Verdes Peninsula Association for Gifted
4108 Via Larga Vista
Palos Verdes Estates
California 90274

P. E. P.
P. O. Box 913
Palos Verdes Estates
California 90274

Pomona Valley Association for Gifted
P. O. Box 2055
Pomona, California 91766

Shasta County Association for Gifted
6185 Highland Circle
Redding, California 96001

Redland Gifted Children's Association
1615 Helena Lane
Redlands, California 92373

West Contra Costa Association for Gifted Children
2639 Bush Avenue
Richmond, California 94806

Parents Association for Gifted Education
1820 Santa Ysabela
Rowland Heights, California 91745

Gifted Children's Association of San Mateo
155 Montgomery Street
San Francisco, California 94104

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Parents Association for Gifted
Box 567
San Juan Capistrano
California 92675

Harbor Association for Gifted and Talented Children
Mrs. V. F. Christensen
2109 Amelia Avenue
San Pedro, California 90731

Marin Association for Gifted Children
P.O. Box 3334
San Rafael, California 94902

Conejo Valley Gifted Children's Association
1979 Marlowe
Thousand Oaks, California 91360

Foothill Association for Gifted Children
Mrs. Fredric Kutner
528 So. Charvers
West Covina, California 91791

Colorado

Colorado Association for Gifted and Talented
Rita M. Dickinson
Route 7, Box 553
Evergreen, Colorado 80439

Connecticut

Connecticut Association for the Gifted
Thomas A. Jokubaitis
286 North Main Street
Naugatuck, Connecticut 06770

ELA (Extraordinary Learning Ability) Parents Association
Lynne Niro
785 Park Avenue
Bloomfield, Connecticut 06002

Delaware

Gifted Child Association
Ms. Muriel Miller
1107 Linda Road
Wilmington, Delaware 19803

Florida

Florida Association for the Gifted
Dr. Dorothy Sisk
College of Education
University of South Florida
Tampa, Florida 33620

Georgia

Richmond County Expansion of Interested Parents Association
Diane Griffin
212 Avondale Drive
Augusta, Georgia 30907

Hawaii

Serteens Club of Hawaii
George Carter
98-1240 Kulawai Street
Aiea, Hawaii 96701

Idaho

Post Falls Chapter of NAGC
Nancy Carlson
Route 3, Box 82
Post Falls, Idaho 83854

Illinois

Illinois Association for the Education of Gifted and Talented
Lois Fitter
2916 Grand Avenue
Granite City, Illinois 62040

Indiana

Central Indiana Association for Gifted Children
Ms. Diane Dincold
3229 Albright Court
Indianapolis, Indiana 46268

Iowa

Iowa Association for the Gifted
Ralph Lynn
3408 Woodland Avenue
West Des Moines, Iowa 50265

Cedar Falls - Waterloo TAG
Joy Corning
516 West 8th Street
Cedar Falls, Iowa 50613

TAG — Gifted and Talented Encouragement
Delyorce Rebouche
3500 Carlton
Cedar Falls, Iowa 50613

Kansas

Programs for Gifted/Talented/Creative
Clifford Curl
State Education Department
Topeka, Kansas 66612

Hays Association for Gifted/Talented/Creative
Cheri Parks
2603 Fort
Hays, Kansas 67601

Manhattan Association for Gifted/Talented/Creative
Keith Wood
1509 University Drive
Manhattan, Kansas 66604

Topeka Association for Gifted/Talented/ Creative
William Brady
1022 Orleans
Topeka, Kansas 66604

Wichita Association for Gifted/Talented/Creative
Robert Davis
1022 Union Center
Wichita, Kansas 67202

Louisiana

Association for Gifted and Talented Students in Louisiana
Kay Coffey
1627 Frankfort Street
New Orleans, Louisiana 70122

Maine

Salmon Falls School Parents Organization
Elaine Crosby
Salmon Falls School
Hollis, Maine 04042

Maryland

Prince George's County Association of Parents for Talented and Gifted Students (PG TAG)
Heinz E. Blum
13020 Ingleside Drive
Beltsville, Maryland 20705

Gifted Child Committee, Montgomery County PTA
Regina Greenspan
6407 Dahlonega Road
Bethesda, Maryland 20016

Massachusetts

Franklin County Council for Gifted and Talented Children
Richard P. Renaud
Newhall Road
Conway, Massachusetts 01341

Michigan

Michigan Association for the Academically Talented, Inc.
Nancy Skinner
29976 Hennepin
Garden City, Michigan 48135

Minnesota

Minnesota Council for the Gifted and Talented
Mrs. Ruth Clifton
411 Rehnberg Place
West St. Paul, Minnesota 55118

Missouri

Gifted Association of Missouri
Dr. Russ Johnson
1641 Westwood Drive
Cape Girardeau, Missouri 63701

Nebraska

Nebraska Association for Gifted
Diane Ayers
Lincoln Public Schools
Administration Building
Lincoln, Nebraska 68508

Nevada

Parents of Gifted and Talented
K. Sylvester
255 Skyline Drive
Elko, Nevada 89801

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New Jersey
Gifted Child Society, Inc.
Gina Ginsberg
59 Glen Gray Road
Oakland, New Jersey 07436

New Mexico
Albuquerque Association for Gifted and Talented Students
Elizabeth Paak
APS, P.O. Box 25704
Albuquerque, New Mexico 87125

New York
New York State Association for the Gifted and Talented
Bernice Ellis
628 Golf Drive
North Woodmere, New York 11181

Westchester Association for the Gifted and Talented
Dr. James H. Boyd
18 Walworth Terrace
White Plains, New York 10606

Rockland Chapter, National Association for Gifted Children
Jeanette Newman Rosenfeld
78 Hall Avenue
New City, New York 10956

American Association for Gifted Children
Alexandra Zimmer
15 Gramercy Place
New York, New York 10003

North Carolina
Parents for the Advancement of Gifted Education
Leroy Martin
5015 Glenwood Avenue
Raleigh, North Carolina 27612

North Dakota
The Association for High Potential Children
Ellen Fiedler
1334 Second Street North
Fargo, North Dakota 58102

Ohio
Ohio Association for Gifted Children
Ruth B. Olson
18960 Coffinberry Boulevard
Cleveland, Ohio 44126

Central Ohio Chapter of the Ohio Assbciation for Gifted Children
Janice Williams
4282 Colerain Avenue
Columbus, Ohio 43214

Warren-Trumbull County Association for Gifted Children
Helen Venetta
275 Wainwood, S. E.
Warren, Ohio 44400

Oklahoma
Oklahomans for Gifted-Talented
Zela Arnett
802 East Vilas
Guthrie, Oklahoma 73044

Oklahomans for Gifted-Talented
Ann M. Kerr
829 Nancy Lynn Terrace
Norman, Oklahoma 73069

Oregon
Oregon Association for Educational Enrichment
Ray Lauderdale
Vista Post Office 3104
Salem, Oregon 97302

Pennsylvania
Pennsylvania Association for the Study and Education of Mentally Gifted (PASEMG)
Ted Davis
236 Green Street
Doylestown, Pennsylvania 18901

Rhode Island
National Foundation for Gifted and Creative Children
Marie Friedel
395 Diamond Hill Road
Warwick, Rhode Island 02886

South Dakota
Patricia O'Keefe Easton
1201 Crestview Drive
Vermillion, South Dakota 57069

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Tennessee
Association for Education of Gifted Students
Harry Krieger
139 Lynnfield Street
Memphis, Tennessee 38138

Texas
Association for Gifted Education
Carrol Lockhart
1300 Spyglass #161
Austin, Texas 78700

Utah
Fortuna Parent Organization for the Gifted and Talented
Colleen T. Morris
3520 Roger Drive
Salt Lake City, Utah 84117

Virginia
Programs for Enrichment of the Gifted, Inc.
Viann Powers
4514 Kingsley Road
Woodbridge, Virginia 22193

Washington
Supervisor of Gifted Programs
Donna Tahir
Gifted Task Force
Old Capitol Building
Olympia, Washington 98504

Wisconsin
Wisconsin Council for Gifted and Talented
Jane Nolte
6833 West Wells
Wauwatosa, Wisconsin 53213