

Summer 2004

# The Challenge: Magazine of The Center for Gifted Studies (No. 13, Summer 2004)

Center for Gifted Studies

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# the challenge

*Magazine of The Center for Gifted Studies*

## *The Center TIPs Its Hat to Outstanding 7th Graders*

On May 28, some of Kentucky's brightest seventh graders were honored at the Kentucky Recognition Ceremony for the 24th Annual Talent Identification Program (TIP). Those invited to the Duke TIP ceremonies earned scores that would be the envy of many graduating seniors -- and while only in the seventh grade!

The Talent Search is the largest program of its kind in the nation, representing participation from 6,150 junior high and middle schools in the Duke TIP 16-state region. Over one million students have participated since its inception in 1980. TIP identifies academically talented 7th graders based on standardized test scores.

Once identified, they are invited to complete either the SAT I: Reasoning Test or the ACT Assessment college entrance examination. Duke TIP then provides the participants with comparative information concerning their academic abilities and resources for unique educational opportunities – including the Summer Program for Verbally and Mathematically Precocious Youth. In fact, VAMPY was Duke's first cooperative program 21 years ago!

Duke TIP sponsors both State Recognition Ceremonies and a Grand Recognition Ceremony. Students invited to the Grand Recognition Ceremony earned a math or verbal score



Sheryl Hagan-Booth

on the SAT or the ACT higher than 90% of college-bound high school seniors. Of the 78,881 students who participated this year, fewer than 2,000 met that criterion. Kentuckians numbered 66.

Out of 3,872 Kentucky students who took the tests, 1,259 of them were invited to the Kentucky Recognition Ceremony. Over 2000 people

attended the event in the newly renovated E.A. Diddle Arena. Kentucky Secretary of Education Virginia Fox gave the keynote.

TIP opens many doors for gifted children. So, middle schoolers, be sure to say yes when given this opportunity.

### WHAT'S THE WORD ON THE KENTUCKY ACADEMY?

The future of the Kentucky Academy of Mathematics and Science is tied to the state budget, and the Kentucky House of Representatives and Senate adjourned without passing the budget.

Kentucky's young people who are exceptionally talented and interested in mathematics and science need the Kentucky Academy. Kentucky needs the graduates of the Academy in order to build the New Economy.

Please talk with your legislators about the importance of getting the Academy included in the budget. Now is the time!

# Letter from Julia

DEAR FRIENDS OF THE CENTER,

Learning without limits describes an ideal education. Learning without limits is the goal for all children, including those who are gifted and talented. The benefits of learning without limits are that young people become life-long learners who are “hooked on learning,” and they have the opportunity to develop to their full potential. In order to reach this goal, we must lift the limitations imposed by resources and expectations.

One way that we are endeavoring to provide learning without limits is the proposed Kentucky Academy of Mathematics and Science. At the time that this news magazine is going to the printer, Kentucky has no official budget. Hopefully, when July 1 arrives, the legislature will have passed a budget that includes the Kentucky Academy. Some young Kentuckians need the Kentucky Academy of Mathematics and Science in order to continue learning at the high levels they are able and ready to reach.

Educators lift the learning ceiling when they provide services and employ strategies that differentiate learning



based on what students already know and can do. Dr. Julian Stanley, Professor Emeritus at Johns Hopkins University, published an article entitled “Helping Students Learn Only What They Don’t Already Know” in *Psychology, Public Policy, and Law* (2000). The title says it all! Everyone, including the larger community, benefits when children and young people are learning new things every day.

No Child Left Behind is focusing on the goal of proficiency. Proficiency is a worthy goal but not for all children. For children who have already achieved the level of proficiency, learning is stifled by the emphasis on proficiency without concern for those for whom moving toward proficiency is moving backward. Certainly being in classrooms where reaching proficiency is the expectation imposes severe limits on learning for children who have previously met that standard.

My goal, of course, is learning with no limits for young people wherever they are. Certainly I want The Center for Gifted Studies to offer opportunities to learn without limits. You can help make this happen in a variety of ways. You can establish a scholarship or make a contribution to provide support for students who could not participate in SCATS, VAMPY, or Super Saturdays without financial help. You can volunteer to mentor a young person in an area of expertise and interest. You can tell others about opportunities offered through The Center for Gifted Studies. As you support The Center for Gifted Studies, you help us provide learning without limits.

Sincerely,

A handwritten signature in black ink that reads "Julia Link Roberts". The signature is written in a cursive, flowing style.

Julia Link Roberts

Mahurin Professor of Gifted Studies

## THE MISSION FOR THE CENTER

We are committed to encouraging excellence by providing educational opportunities and resources to three populations: gifted and talented students, educators working with gifted students, and parents of gifted students.

## THE VISION FOR THE CENTER

Becoming an internationally preeminent center is the vision of The Center for Gifted Studies. This vision includes expanding services in five areas: (1) offering educational programs for gifted children and youth, (2) providing professional development opportunities for educators, (3) enhancing communication and advocacy for gifted children, (4) conducting research and developing curriculum to remove the learning ceiling, and (5) building a testing and counseling component for gifted children and their families.

## the challenge

Editor/Writer  
TRACY INMAN

Designer  
MARCUS DUKES

Assessment should be so much more than pen and paper tests. Children learn in a variety of ways, on a myriad of levels; each child brings unique experiences to the learning environment. When a variety of end products is offered, more children will be able to demonstrate on high levels what they've learned.

Our Super Saturdays' teachers know all about the value of varying end products. Take, for example, the Native American Indian class. Families enjoyed a lively production of Indian dances that last Saturday. The third through fifth graders, decorated in their brightly colored handmade beaded headbands, ankle bells, and feathers, danced like eagles and buffalo. Everyone joined in the Round Dance as the Indian music kept a steady beat (so novice parents didn't do too badly).



## And Now, The Moment We've All Been Waiting For...

*Winter Super Saturdays Ends With a Splash and a Bang and a Whoop and a ...*

Teacher Erik Gooding, dressed from head to toe in an elaborately beaded costume, Fancy Danced for the group, and then the children maneuvered hoops into intricate designs in the Hoop Dance. Performing these dances made a lasting impression.

The culmination of learning in "Extra! Extra! Learn All About It!" took the form of a very professional newspaper compiled over the five weeks. These eight-, nine-, and ten-year olds demonstrated their reporting, writing, layout, and photography skills in the Super Saturday Gazette. Joe Imel, the *Daily News* Photo Editor and class instructor, commented: "Super Saturdays was an exciting time for me as a photojournalist, teacher, and a person. Seeing those students devour the information we presented was just great! All of the preparation and work was validated when the students worked on their newspaper front pages with their parents and siblings. The room was abuzz with excited chatter and families working to-

gether. The final results were wonderful." Joe team-taught with *Daily News* writer Scott Sisco.

And although Joe Napier and Mark Russell's "Rocket Science" class did not go out with a "boom," their end product was spectacular! Not many 5th and 6th graders research and create a liquid fuel rocket. Thanks to their boss, Lowell Guthrie of Trace Die Cast, Inc., that's just what happened. The Center's business partner through the local Chamber of Commerce donated the \$1200 needed for the rocket parts. Not only did the kids learn chemistry, mathematics, and physics, but they also learned a valuable scientific lesson regarding outcomes!

If you want to see the end product for "Painting the Town Red," just stop by Western's Ivan Wilson Fine Arts Center (or see the work in progress in the image above). Their acrylic mural is on semi-permanent display there. Maryjane Bamba, an art education student at Western, guid-

ed the 5th and 6th graders as they created their 4' by 12 ½' mural.

Other products included homemade ice cream ("Kitchen Table Science"), a website ("Build Your Own Website"), a clowning demonstration ("Clowning"), PowerPoint presentations ("Become a Computer Wizard"), a play ("Acting Up is Fun!"), an art show ("What is an Artist?"), and even an original astronomy show in the Hardin Planetarium by first and second graders. Rico Tyler, the teacher of Astronomy 101, explains, "It was amazing to watch a group of excited first and second graders take a planetarium full of parents on a tour of the night sky."

When we set specific expectations, kids reach them. If they're high, that's wonderful! But what if we – as educators and parents – take the top off of those expectations? Then we'd have first graders designing and executing astronomy shows and sixth graders building rockets. What a promising world that would be!

Often the first question regarding the college search process is “How.” But truly, the first question must be “When.” Now to answer your “Why” – If you address the “When” by starting early, the “How” falls into place. The “When” is so critically important, that “Start Early” needs to be your mantra over the next several years. There isn’t enough space on a page to give you everything, but the following topics each have Start Early as the mantra.

**Start Early** – You, the gifted child and your family, need to look at college in middle school. Not a particular college or set of colleges, but the generic issue of college. When you are on vacation, drive around the colleges that might be in your travel path. Take a half-hour and walk across a campus or two. When you are on campuses for sports tournaments or

*Ethics:* Establishing your own code of honor where there is no place for cheating and lying at any level.

**Start Early** – Start keeping your student resume beginning in middle school. What is included in a student resume?

It contains the grades (of school), each activity, and hours per week/event spent on the activity for the following categories:

- Employment, Volunteer Work, or Summer Experiences (such as those available through WKU’s Center for Gifted Studies)
- Extracurricular Activities (include leadership positions)
- School
- Interscholastic Athletics
- Community Service
- Awards

and admissions representatives, practice ahead of time!

**Start Early** – Set your goals early, then start targeting colleges that meet your specifications.

**Start Early** – You will be receiving literally multiple pounds of paper and e-mails from colleges. Find a way to organize it, or it will overtake the dining room table, fill your closet, or raise your bed by a couple of feet if you stash it under there!

**Start Early** – As early as possible, work with your financial and tax advisors to design a plan that best meets the needs of your family. For the most part, the financial picture is a parent/guardian responsibility.

**Start Early** – Toward the end of the junior year begin to gather those recommendations from those great teachers. If possible, during the summer prior to senior year, have your list of colleges pared down to a manageable number and start drafting those essays (if the colleges have released their applications by then). The more you get done before or early in your senior year, the easier the process will be for you and your family.

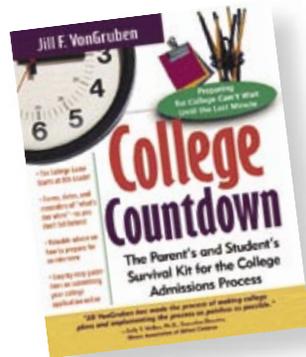
**Start Early** – Develop life skills that will allow you to survive away from your home. Good manners and courtesy are essential in every step of the college admissions process. Say/write thanks to everyone who helps you along the way. Common sense and responsibility about daily life are skills that need to be established prior to your leaving for college. And then there are those pesky household chores that are also part of anyone’s life: laundry; basic cooking; handling finances including checkbooks and credit cards; and cleaning – and don’t forget the importance of understanding good nutrition to stay healthy and the fundamentals of self-medical care.

There is so much more to cover that can’t occur on this page. But whatever the topic is regarding the college admissions process, the Start Early mantra holds true. The earlier the start, the better off you all will be. You can find more topics and details in the book, *College Countdown: The Parent’s and Student’s Survival Kit for the College Application Process*, and on the website, [www.collegecountdownkit.com](http://www.collegecountdownkit.com).

*Jill is the mother of two young women who participated in VAMPY. Kristen attended from 1990 to 1993 while her sister, Tracy, came from 1993 to 1996.*

# Start Early – The Mantra of the College Search and Application Process

By Jill F. VonGruben, M.A.



academic competitions, take the time to notice the layout, the neighborhood, the dorms, and the quality of food. Pick up the vibes and store them away for future reference. You are not necessarily gathering specifics, but the environment and what makes you comfortable or uncomfortable.

**Start Early** – Work on your survival skills toolkit which contains:

*Goal Setting:* Setting long-term academic goals and the steps to attain them

*Work Ethic:* Establishing the habits of studying and working hard

*Study Skills:* Learning to study well, effectively, and efficiently

*Risk Taking:* Thinking outside your box and comfort zone

*Reading:* Establishing good skills, and reading a wide variety of authors

*Writing and Presentation Skills:* Establishing skills and confidence

*Life Isn’t Fair:* Learning that along this journey, life isn’t always fair

**Start Early** – Start looking at taking your college admissions tests earlier rather than later. Many of you have taken part or will take part in a Talent Identification Program Search. Keep on with that pattern. It will give you practice. It will give you information which will point to your areas that need improvement. And potentially, it will get the testing process done prior to your senior year.

**Start Early** – Start college visiting as soon as feasible. We’ve discussed informal visiting above. Virtual web-based tours are now available through most colleges’ websites. Formal visiting usually happens during the junior year. When you have campus interviews with professors

# Alumni Update

**CHARLES FLUECK** (VAMPY 1992, 1993, 1994, 1995) graduated in 2002 from Purdue University with a degree in Mechanical Engineering. While at Purdue, he was a member of Alpha Kappa Lambda and served on the board of directors for the Interfraternity Council. He interned with both Dura Convertible Systems in Adrian, MI, and Ingersoll-Rand in Indianapolis, IN. His ultimate internship was with Walt Disney Imagineering — one for which he flew to Los Angeles in order to turn in his application! This successful internship turned into a full-time position after he graduated. He currently designs rides for Disneyland.

“It’s hard to believe that three weeks at this camp could have had such an enormous impact on my life, but it did in more ways than you’ll ever know. My teachers’ passion for their work instilled a bug in me that I wasn’t able to shake. I instantly became enthralled with what they were teaching and would constantly ask questions. VAMPY’s faculty and staff had a special talent at making learning an exciting experience for me inside and outside the classroom.”

“It had been a dream of mine since I was a first year at VAMPY to work for them (Walt Disney Imagineering) designing Disney theme park rides.... Most of my work has been creating new designs for Disneyland rides ... and of course testing them out. It’s the only job I can think of where I get to combine my creativity with engineering training and produce something that’s fun and that people will enjoy. You see? Humanities and Physics really paid off!!!”

**SARAH JO MAHURIN** (SCATS 1990, 1991, 1992, and 1993; VAMPY 1993, 1994, 1995, and 1996; Counselor) became involved with The Center at age 11 (though back in those days, she and her family merely referred to them as “the two week camp” and “the three week camp,” respectively). Sarah graduated magna cum laude from Harvard University in June 2002 and has spent the past two years working as an admissions officer at Tufts University. This fall, she will begin graduate study in English at Yale University in New Haven, CT.

“I met some of my closest friends through The Center’s programs. Not a week goes by that I don’t hear from at least one of my VAMPY friends or former campers. (And that’s actually TRUE - can you believe it?)”

**KARL MILLER** (SCATS 1983) graduated from Western Kentucky University in 1991 with a BA in Public Relations and a BA in Spanish; he received his MBA from the Gordon Ford College of Business in 2000.

Since graduating college, he has worked with the Kentucky Department of Transportation, American Airlines, and spent eight years at Lindsey Wilson College in the positions of Admissions Officer, Director of Admissions, and Assistant to the President for Corporate and Foundation Relations. He has been Director of Development for the College of Education and Behavioral Sciences at Western since September 2000 and is co-owner of Keen Intuitions, LLC, a Hispanic marketing, communications, and education consulting firm.

Married to the former Jennifer Lynn Anderson for 11 years, he has two children, Tristan Chase (5 years old) and Karlie McClain (9 months old). Hobbies include spending time with his family, reading (leadership and management books mostly), and playing golf. He is a member of six community and professional boards, a Kentucky Colonel, a graduate of Leadership Bowling Green, a deacon of the First Christian Church of Bowling Green, and even holds a Ducktorate Degree from the Disney University.

“My experience in the first ever summer camp in 1983 is one I cherish to this day. I still remember learning how to make my name appear within a box on a computer screen by writing a program in BASIC (computer language). We hadn’t heard of Microsoft or Windows back then. We also made a camera out of an oatmeal box (I think I still have that oatmeal box camera in my attic). I also still have my Big Red name tag. Who knew then that I’d be working with Dr. Julia and The Center for Gifted Studies 17 years later! It’s a real treat to work with The Center, and my passion for its work is fueled by what it did for me.”

**SAMUEL D. DICKINSON** (SCATS 1983 and 1984; Counselor) graduated from Centre in May 1992 with a double major, Economic and English, and started with Hilliard Lyons that July in Lebanon, TN. He now works in his hometown of Glasgow as a Vice President. He is married to Allison Hogue of Horse Cave and has one daughter Eleanor Day “Ella.” He has many interests but thinks that independent sources would confirm that his family comes first just ahead of golf in the spring and summer and hunting in the fall and winter.

**DREW CURTIS** (VAMPY 1987 and 1988) earned his BS in Computer Science from Luther College in 1991. He currently runs Fark.com, an entertainment news internet site with an inordinate amount of reach. Drew and his wife, Heather, have a son, Storm, who is 9 months old. Currently they live in Versailles, KY, where he plays soccer three nights a week.



## The Center Travels to London

Springtime in London may be cold, wet, and even snowy. This spring, however, the travelers with The Center for Gifted Studies enjoyed beautiful weather. In fact, one rainy, chilly evening was the exception.

Each day in Great Britain was packed with places to see and things to do. Some of the experiences were planned to highlight the life of one of England's exceptional leaders, Winston Churchill.



- Blenheim Palace, a fabulous estate, is the place where Churchill was born. His parents were there for a party, when baby Winston arrived ahead of schedule. Blenheim Palace is owned by the Duke of Marlborough, family of Churchill.

- The Cabinet War Rooms are the place where Prime Minister Churchill coordinated the plans during World War II. The radio playing war reports and the war maps on the wall create an environment similar to what it was like in the underground War Rooms in the 1940s.
- Chartwell, the beautiful home that Churchill and his wife, Winnie, enjoyed for much of their married life, is located in Kent. Churchill's art studio allowed us to see yet another side to this remarkable man.
- Winston Churchill was laid to rest in the churchyard of Bladon Parish Church. It is located in the village near Blenheim Palace.

Of course, sites related to Winston Churchill's life could include #10 Downing Street, the Houses of Parliament, as well as many other places we visited. We enjoyed so many experiences in and around London during the springtime. Maybe you will want to plan to go with The Center for Gifted Studies to Paris during the spring of 2005.

# Alumni Association Plans Underway

By Sarah Jo Mahurin

In an unprecedented effort to connect past participants and other affiliates of The Center for Gifted Studies, Wake Norris (VAMPY '89-'92, Counselor '95-'98) and Hank Zimmerman (VAMPY '90-'92, Counselor '96-'00, '02), have spearheaded the formation of an Alumni Association.

"After 20 years and over 6,400 summer program and 11,000 Super Saturdays participant spaces, this is the perfect moment for The Center for Gifted Studies to reconnect with its alumni," Wake said.

After months of discussion, Wake and Hank began to search for fellow Center alums who, with them, would form a core "Focus Group" that would work together to establish the organization's philosophy, framework, and goals. Alumni members include Matt Beasley (VAMPY '91-'94), Drew Curtis (VAMPY '87-'88), Sam Dickinson (SCATS '83-'84, Counselor), Sarah Hoagland (VAMPY '89-'91), Justin Jones (VAMPY '90-'91), Raymond Kim (VAMPY '91-'92, Counselor), Sarah Jo Mahurin (SCATS '90-'94, VAMPY '93-'96, TA '98, Counselor), Deepa Mokshagunda (SCATS '99-'01, VAMPY '02-'03), Joe Napier (SCATS '83, Super Saturday Instructor '01-'03), and Scott Nass (VAMPY '88-'91, Counselor). These alumni are joined by Dr. Julia Roberts, Director of The Center, Tracy Inman, Associate Director, and Karl Miller (SCATS '83), Director of Development.

The Focus Group, officially inaugurated on March 1, is working to craft a Constitution and Mission Statement, as well as to collect as much alumni information as possible. Members meet via phone conference monthly to discuss upcoming projects. The Focus Group's immediate plans include the creation of an alumni website and a membership drive to update alumni information; the website will go live to the general public in November 2004; the membership drive will begin in January 2005. In the meantime, all Center alumni are encouraged to follow the Focus Group's project via its website (<http://silverband.com/projects/cgs>) and to update their contact information either by sending an email to [gifted@wku.edu](mailto:gifted@wku.edu) or going online at <http://silverband.com/projects/cgs/update.html>.

Dr. Julia commented, "For twenty-plus years I have enjoyed getting to know young people who have participated in programs offered by The Center. I am thrilled with the commitment to establish an alumni group!"



IN LOVING MEMORY OF  
**TERRELL WITT**  
4.29.88–12.27.03

***SCATS bolstered my son's self-esteem, gave him confidence not only in his area of talent but within himself, his character, his ability to interact with people. He experienced dorm living, which gave him independence and the ability to develop relationships with a diverse group of his peers. The experience literally changed his life. He became more social, but at the same time dared to be different.***

**Tammy and Albert Witt of Taylorsville, KY, wrote these words about their son, Terrell. Terrell (SCATS 2001 and 2002) tragically passed away this last December from an aneurysm. He was a sophomore at Spencer County High School. In his memory, they have established a scholarship fund so that young people from Spencer County can attend summer programming here at The Center.**

**If you would like to make a donation, please make checks payable to the WKU Foundation and indicate the Terrell Witt Memorial Scholarship Fund. Mail it to The Center for Gifted Studies, and we'll take care of the rest.**



Sheryl Hagan-Booth

## Leading the Way in Leadership Development

For eight years, The Center for Gifted Studies has led the way in Kentucky in leadership development for young people. The past Leadership Institutes have focused on a variety of strategies bringing in experts in the field. For example, Barbara Lewis, author of numerous books on service projects and leadership, presented

at Leadership Institute V. John Lester, Executive Director of the Ohio Leadership Institute, tied in strategies that develop leadership with Kentucky's standards and core content in Leadership Institutes VI and VII. Kentucky educators working with young leaders count on The Center to provide pertinent, practical information, and

strategies each fall. This past November we did just that.

The dynamic and down-to-earth Ed Gillis is an expert youth motivational speaker who has trained thousands of young people to build and enhance their leadership skills in North America, Asia, and Latin America. Ed has been with the organization Leaders Today ([www.leaderstoday.com](http://www.leaderstoday.com)) since its inception. The expertise he has gained is readily applicable to educators working with leaders. At the two-day Leadership Institute VIII, he worked with 60 educators providing them with Ten Tools of Leadership. He also shared hands-on skill development ideas in teaching public speaking, working with the media, and developing leadership projects. Participants also explored youth involvement in politics and social issues. Participants left well prepared to deliver services to young people showing leadership potential.

Plans are already underway for Leadership IX to be held December 2 and 3, 2004. Julia Roberts and Tracy Inman will present practical, effective strategies for developing leadership skills in young people. Please contact The Center for more information.

### Julia Roberts Recognized for Making A Difference

In celebration of the National Association for Gifted Children's (NAGC) 50th year, this advocacy organization that addresses the unique needs of the gifted child pub-

lished a landmark book documenting the history of the field: *Profiles of Influence in Gifted Education: Historical Perspectives and Future Directions* (Karnes and Nugent, 2003). Fifty-five influential people were included who have "made a difference in the education and understanding of gifted children and/or related areas and exhibit(ed) the ability to initiate, contribute to, and implement change in the field over time at a national and/or international levels through original contributions."

Julia Roberts, Mahurin Professor of Gifted Studies and Director of our Center, was chosen as one of the most influential people in the history of gifted education. Her twenty-plus years of working with gifted children, their educators, and their parents coupled with her advocacy work on the local, state, national, and international levels earned her selection. She accompanies such notables as Benjamin Bloom, Howard Gardner, and E. Paul Torrance.



Karnes, F. A., & Stephens, K. R. (2003). *Profiles of influence in gifted education: Historical perspectives and future directions*. Waco, TX: Prufrock Press.

# What Would We Do Without You?

For those of you who have ever visited us in Tate Page Hall 401, you know we don't even number in the double digits. Of course, we hire oodles of instructors, counselors, teaching assistants, consultants — well, for those of you who have been a part of one of our teacher or student programs, you know how many people it takes to make it successful.

Thank goodness for volunteers! Take Lori Spear, for example. Beginning as a student worker in our office in 1992, Lori has remained committed to The Center. For the past few years, she has taken a few days off as Director of Program Services at Southern Association of Independent Schools in Atlanta to work the Academic Expo for us. We mail her materials for a booth, then she works the exhibit, sharing our mission and vision with hundreds of Georgians. Without her willingness to do this, we simply could not be a part of the Expo. With only two professional staff, we just don't have the people to spare. But we don't have to worry about that as long as Lori lives in Georgia.

This past March, the Hitron family from Louisville, KY, helped make another opportunity possible. The Center makes invaluable connections at the Kentucky Teaching and Learning Conference (KTLC) which brings in over 5,000 educators each year. But it is difficult for the director and associate director to present a session and work the booth at the

same time (especially when that time coincides with breaking down the booth). Thanks to Maggie and Dawn Hitron, though, the difficulties disappeared. Not only did they volunteer to work the booth, but they also packed boxes, pushed carts filled with materials, and loaded the car trunk to the brim! The year before, mother Dawn brought son Andrew to help. And we joked that the last child, Anna, was slated to work the 2005 conference!

Others have worked booths as well. Owensboro resident Mary Ellen Lamar, mother of two VAMPY and travel alumni, assisted at the KTLC last year. And Joe Wismann, member of our Board of Advisors, set up an exhibit and worked for the Elementary Principals Association Conference in Lexington for us. We have been able to communicate with so many people — even be in two places at once — because of volunteers.

Working a booth is only one of a myriad ways to volunteer. From writing articles for *The Challenge* and setting up an alumni association to connecting us with potential donors and registering guests at The Challenge Awards reception, volunteers are vital to the life of The Center. We certainly don't know what we'd without them!

## How Can You Help?

- *Work an exhibit*
- *Be a contact for a civic club: we do presentations on The Center, The Kentucky Academy of Mathematics and Science, or gifted education in general*
- *Share the word about our programs and services with friends or others who don't know about us*
- *Contact potential donors: individuals, businesses, and foundations*
- *Sponsor an event in your hometown: Serve dinner, dessert, or hors d'oeuvres to local decision-makers or others who may be interested in The Center*
- *Speak to your PTO or PTA on behalf of gifted children*
- *Be a panel member for a college class learning about the needs of gifted children or a program sponsored by The Center*
- *Act as a liaison between The Center and your child's school*

On January 14th, the Board of Directors of The Center for Gifted Studies hosted a reception in the Capitol Rotunda in Frankfort to honor three individuals who have made significant contributions in the field of gifted education: Dr. Susan Leib, Dr. J.T. Sandefur, and Dr. Donald Zacharias.

Dr. Susan Leib is currently the Director of the Kentucky Education Professional Standards Board and has served as the State Director of Gifted Education for the Kentucky Department of Education. Through her efforts, she has been instrumental in helping develop and promote the Summer Program for Verbally and Mathematically Precocious Youth at Western Kentucky University, the Governor's Scholars program in Kentucky, and the summer Advanced Placement Institute.

Dr. J.T. Sandefur, former Dean at Western Kentucky University and Kansas State Teachers College, deserves credit for "green lighting" opportunities for gifted children in Kentucky throughout the 1980s. Through his leadership and support, he helped Dr. Julia Roberts begin The Center for Gifted Studies that has created a place of advocacy, opportunity, and information for gifted students, their parents, and their teachers over the last twenty years.



# Challenge Award Winners



Dr. Donald Zacharias, former President of Western Kentucky University and Mississippi State University, helped realize the dream of a summer program for gifted students during his years at WKU. In 1983, Dr. Zacharias traveled with Dr. Julia Roberts to Duke University to examine their summer programs and returned with a commitment to establish this type of program at WKU.

In addition to the honors presented to the Challenge Award winners, the reception also focused on the proposed Kentucky Academy of Mathematics and Science. NASA astronaut Colonel Terry Wilcutt spoke about the need to challenge Kentucky's gifted students in the areas of math and science. He even shared stories from his own Kentucky teaching experience to support his point. This Western alumnus pledged his continued involvement with the Academy: "I give you my word that I'll stay involved in that school as much as I can in whatever capacity I can. I'm here because I believe in it."

Dr. Richard Sinclair, Director of the Texas Academy of Mathematics and Science, also spoke about the vital importance of the Kentucky Academy of Mathematics and Science by saying that "our high achieving, highly motivated students are a very scarce resource...these are young people who will someday be the leaders in science and

industry, and create jobs and revenue for the state. Focusing them on science and technology careers and protecting them as you would any valuable and scarce resource is vitally important to Kentucky's future."

Dr. Sinclair shared some of the following examples of students' successes from their experiences at the Texas Academy:

- A seventeen-year-old developed a "virtual reality" glove that will be used to control a robot working on the outside of the International Space Station;
- A fifteen-year-old developed a method of cleaning salts from the soil around oil wells, making it easier to renew lands used for oil production;
- A sixteen-year-old created a means to detect contaminants on the silicon wafers used to make computer chips;
- Three teens worked together in their dorm room to create a new prime number generator...just for the fun of it!

The reception was a success as legislators, educators, parents, students, and others honored the award recipients and received information and a heightened awareness about the importance and need for the Kentucky Academy of Mathematics and Science.

# Honored in a 'Capitol' Way



All Photos By John Friedlein



## *Dr. Donald Zacharias Receives Challenge Award in Mississippi*

Former President of Western Kentucky University and dear friend of The Center, Dr. Donald Zacharias was recognized by The Center for his contributions to gifted children in Kentucky and beyond. Since he was unable to attend the event at the Rotunda, Drs. Julia and Dick Roberts honored Dr. Zacharias in the John Grisham Room at Mississippi State University in Starkville, MS, where Dr. Zacharias is currently President Emeritus. Joining them in celebration was his wife, Tommie Zacharias.

John and Kathy Abbott  
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# Friends

*In these difficult economic times, more young people require more assistance in order to take advantage of the opportunities we provide. Because of the generosity of the following friends, The Center was able to provide that assistance.*

Yusef and Shaista Deshmukh  
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# EGGS: A Parent Cracks the Mystery of Differentiation and Whips Up a Winning Idea

By Sharon Clouse

*Yes, we're repeating ourselves, but there is no way we could do all we do without your help! Parental involvement with The Center opens doors that otherwise stay locked – or even invisible. This article, written by parent Sharon Clouse of Glasgow, KY, is an excellent example of that. Sharon, mother of Maggie (Super Saturdays 2001 and 2002; SCATS 2002, and VAMPY 2003 and 2004), Meredith (Super Saturdays 2001, 2002, 2003, and 2004; SCATS 2004), Mallory (Super Saturdays 2002, 2003, and 2004), and Mitchell (Super Saturdays 2002), opened a door that provided professional development for teachers and information for parents. As a Commonwealth Institute for Parent Leadership (CIPL) participant, Sharon received training and funding through the Prichard Committee for Academic Excellence which sponsors CIPL. Through regional workshops, the CIPL program imparts to volunteers information, experience, and leadership skills to work with their local schools to raise student achievement. With the support of CIPL coaches and the financial assistance of CIPL mini-grants, volunteers are prepared to develop projects that address an expressed need in their school, involve additional parents in the education process, and create a long-lasting impact in the school and community. We thank her for the difference she's made. (See [www.prichardcommittee.org](http://www.prichardcommittee.org) and [www.cipl.org](http://www.cipl.org) for more information.)*

Educator Madeline Hunter wisely stated, "Expecting all children the same age to learn from the same materials is like expecting all children the same age to wear the same size clothing." Yet, faced with increasingly less funding and additional responsibilities, classroom teachers often find it difficult to devote the time and resources necessary to appropriately service the widely varied needs of their gifted students.

EGGS: Educating Glasgow's Gifted Students is a project of Glasgow Independent Schools designed to improve services for gifted and talented students in the district. Hatched from an exciting collaboration between CIPL, The Center for Gifted Studies, and Glasgow Independent Schools, An Evening of EGGS: Educating Glasgow's Gifted Students, a district-wide workshop for parents and teachers of gifted students, was held last October.

The EGGS project provided the following information and resources to help the gifted child:

- Gathering EGGS (Identification in the five recognized areas of giftedness)
- Varieties of EGGS (Profiles of the different types of gifted students)

- Proper Handling and Storage of EGGS (Home and school support of needs, as well as addressing underachievement)
- Methods of Preparation of EGGS (Modification and differentiation of curriculum, like-ability grouping, and other service options for gifted students)
- Useful Utensils and Cookbooks (Resources available for information and support, including The Center for Gifted Studies, KDE, KAGE, and recommended books and websites).

Approximately fifty teachers and administrators were trained in practical strategies that incorporated differentiated learning for gifted students in mixed-ability classrooms. Content specialists conducted breakout sessions focusing on differentiating in their areas. Parents attended a workshop designed specifically for them. Using CIPL grant money and generous donations of food and door prizes from local businesses, the EGGS program was offered at no charge.

Continued on page 16

**Both common sense and research tell us that substantive parent involvement in a child's education is a major factor in academic achievement. Often we think this is important only for children who have difficulty learning. Not so! Gifted children need their parents' advocacy because of the prevailing myth that they will make it fine regardless. These children often feel different and alienated from their peers. They may squelch their talents in order to fit in. Or "teachable moments" (Havighurst) may come and go because no one sees the need to stay one step ahead of them with a challenging assignment. Advocacy for the gifted child is a sensitive matter for many parents who want to encourage giftedness without engendering in the child a sense of superiority and elitism. Parents of gifted children do not want to be perceived as arrogant and prideful either. All of these concerns make their advocacy both a necessity and a challenge. The Prichard Committee's Commonwealth Institute for Parent Leadership is a wonderful resource for learning to advocate effectively for your child.**

**FANNIE LOUIS MADDUX**  
Prichard Committee For  
Academic Excellence Board Member

*Not only do you know your child best, but you are also able to advocate for your child in a way no other can. In fact, if you don't advocate for him or her, no one else may either.*

*Advocacy doesn't necessarily mean a full-page ad in the New York Times (although that is a wonderful idea!) or running for your local school board. People can advocate on numerous levels:*

### **The Classroom**

Realize that if you only advocate with your child's teacher, you will be repeating that – with varying results – every single year. Yes, we want services each year in each appropriate area so that our children can make continuous progress. And it is critical that we partner with our child's

teacher. The more specific you are, the more information you can provide, and the more options you suggest, the better the partnership.

### **The School**

What's the principal's stance on gifted education? What services are really available? How effective are the service plans? Do your school's test scores show an achievement gap for gifted children (i.e., a gap between what is learned versus what is the potential to be learned)? How cooperative are the staff in servicing gifted children? How is gifted reflected in the yearly plan and professional growth plans? Does the school council understand gifted? Is there a gifted and talented committee?

These are only some of the questions

to pose to your child's school. When the answers don't meet your expectations, do something about it. Volunteer to get copies of the regulations in your state to present to the school council. Encourage the PTO or PTA to help fund professional development in differentiation or host seminars for children identified in leadership or creativity. Give the school a membership to your state organization or the National Association for Gifted Children (NAGC). (In Kentucky, that means the *KAGE Update* comes to the school four times a year plus the school can send two people to every conference at a reduced rate – a wonderful deal for \$20!) Don't hesitate to contact your school to help – remember advocates PARTNER in finding solutions; they do not just list problems.

# *Advocacy Begins at Home*



## The District

Look beyond your child's school. Look at what's happening to kids at the next level. Remember that it takes time to make changes, so plan ahead. Work on the district level.

Ask the superintendent or school board those same questions on the district level. If you don't like the answers, be proactive. Get literature to the school board members. Make them and the superintendent "complimentary" members of the state gifted association. Have gifted children make presentations about what's going on – and explain what could be going on if things were different. Find out what the district is doing well – particular schools, particular teachers – and use that as a springboard. Volunteer to serve on the district's gifted and talented committee. Use your gifts and talents to advocate for your child.

## The State

Lasting change comes at the state level. Decision-makers must realize the critical nature of continuous progress for gifted children. Join your state gifted organization. Numbers speak loudly to legislators. Get to know your state senators and representatives. Know their committee assignments. Then let them know – again and again – what you feel is needed for gifted children. Organize a Legislative Day wherein gifted kids travel to the capitol, meet with legislators, and make their voices known. Get a proclamation from the governor. Write letters to the editors.

Don't neglect the commissioner of education. If gifted is in the forefront – or even in the picture – for the department of education, positive results follow. The same goes for the state board of education. Providing information, partnering in solutions, and voicing concerns all serve as effective tools in advocating for your child.

## The Nation

Of course, many of the above strategies apply at the national level as well. Keep up to date with national legislation through the NAGC website ([www.nagc.org](http://www.nagc.org)). By joining this powerful organization, not only will you have a voice in legislative work, but you will also receive

## Collaboration Counts

1 parent = a fruit cake

2 parents = fruit cake and friend

3 parents = troublemakers

5 parents = let's have a meeting

10 parents = we'd better listen

25 parents = our dear friends

50 parents = A POWERFUL ORGANIZATION

*The Parent Leadership Association, a Prichard Committee/KSA-Plus Communications collaboration*

## In Your Best Interest

**That's the title of a powerful new video produced by the Governor's Advisory Council for Gifted and Talented Education and the Kentucky Department of Education. This 14-minute film effectively answers tough questions such as why do we – as a state – need services for gifted and talented children. Appropriate in a variety of settings, this video should be viewed by parents, teachers, decision-makers, civic groups, and more. Contact The Center for more information.**



*Parenting for High Potential*, an award-winning magazine (parent membership in NAGC is \$25). Although education is designated in the U.S. Constitution as a responsibility of the states, legislation that supports research on gifted children and that provides support for the infrastructure in state departments of education to promote appropriate educational opportunities for children who are gifted and talented through research, professional development and leadership opportunities comes from the federal level. Communicate with decision-makers who represent you in Washington, D. C. Unless we share information about the needs of gifted chil-

dren, decision-makers think that gifted children's needs are being addressed as things are.

*Perhaps the best approach when advocating for your child is a blending of all these. A simple letter to your U.S. Senator makes a difference as does leading a Junior Great Books discussion in your third grader's classroom. If you don't speak up for your child, you will have no voice in what goes on in the classroom, the school, the district, the state, or the nation. And things will go on without you. Decisions will be made; policies established; laws passed. This is your child. Make your voice known.*

# Gifted Children in the ‘Real World’

By Edward R. Amend, Psy.D.

Gifted children often demonstrate a number of characteristics that are observed by parents and viewed as slightly different from the norm, but typical for their child. While parents recognize the differences between their children and other children, parents usually aren't alarmed because they see similarities with their own childhood experiences. As a result, they continue to view their child as developing typically, or as being "bright," but not gifted because they "know" that they, themselves, are "bright," but not gifted.

Even when the child is identified as gifted, parents often don't recognize their own giftedness or the implications of the

child's giftedness on his or her development. And, sometimes, as the cliché reads, ignorance is bliss—until problems with "unknown origins" (i.e., problems arising from the child's giftedness) appear. It is when concerns are raised about their child, often at school, that parents start to wonder if the giftedness is playing a role in some way. With education, parents realize that what is typical for a gifted child may be quite atypical for other children.

Unfortunately, many other parents, as well as teachers and mental health professionals, don't have a similar framework or belief structure from which to work and are simply unaware of the typical characteristics of gifted children. As a result,

behaviors that are common among gifted children may be misinterpreted or viewed as pathological by others who see these gifted behaviors as truly deviant from the norm. In the case of misinterpreting behaviors, motivations and behavior are misconstrued or misattributed, leading to the implementation of inappropriate discipline, behavior plans, or educational interventions. When behaviors are wrongly viewed as pathological, the consequences may be even more significant, including inappropriate mental health treatment or unneeded medications.

Let's take a closer look at some of the typical characteristics and how others may

Continued on page 16

GIFTED BEHAVIOR	HOW OTHERS MIGHT SEE IT
Can see cause-effect relations	She refuses to accept feelings or traditions, and won't take anything on faith; she's just being obstinate or oppositional!
Sensitivity; empathy for others; desire to be accepted by others	He is too sensitive to criticism or peer rejection; she has too strong of a need for recognition; she is just different and alienated.
Diverse interests and abilities; versatility	She is so scattered and disorganized; he is always easily frustrated over lack of time; she expects continual competence in every area!
Expects too much of self and others	She is so rigid, a perfectionist; nothing is ever "good enough" for her; he is continuously disappointed or discouraged
Thinks critically; is self-critical and evaluates others	He is critical or intolerant toward others, and too easily discouraged or depressed when things don't go his way
Enjoys organizing things and people into structure and order; seeks to systematize	He constructs such complicated rules and systems that others don't understand; He is bossy, rude, and domineering.
Seems too serious for a child of his age	She is inappropriately concerned about "adult" issues like morality, ethics, and philosophy; why can't she just focus on her math homework?

\*Adapted from Webb, J.T., & DeVries, A.R. (1998). *Gifted parent groups: The SENG model*. Arizona: Gifted Psychology Press, Inc.



Sheryl Hagan-Booth

## **Parents: Want to Know How to be an Advocate for Your Child?**

**You are your child's best advocate. These will help you become an effective one:**

Chase, B., & Katz, B. (2002). *The new public school parent: How to get the best education for your child*. New York, NY: Penguin.

Rogers, K. (2002). *Re-forming gifted education: Matching the program to the child*. Scottsdale, AZ: Great Potential Press.

Smutny, J. F. (2000). *How to stand up for your gifted child: Making the most of kids' strengths at school and at home*. Minneapolis, MN: Free Spirit Publishing, Inc.

# Want to Know More?

## **Students: Want to Know More About Giftedness?**

**Young people, like you, with gifts and talents often have very exceptional needs (that result from your strengths!). These books will provide information and hopefully some answers:**

Delisle, J. (1987). *Gifted kids speak out*. Minneapolis, MN: Free Spirit Publishing.

Galbraith, J. (1999). *The gifted kids survival guide (for ages ten and under)*. Minneapolis, MN: Free Spirit Publishing, Inc.

Galbraith, J., & Delisle, J. (1996). *The gifted kids' survival guide: A teen handbook*. Minneapolis, MN: Free Spirit Publishing, Inc.

Hipp, E. (1985). *Fighting invisible tigers: A stress management guide for teens*. Minneapolis, MN: Free Spirit Publishing, Inc.

Karnes, F. A., & Bean, S. M. (1993). *Girls and young women leading the way*. Minneapolis, MN: Free Spirit Publishing, Inc.

Kerr, B.A. (1994). *Smart girls: A new psychology of girls, women and giftedness*. Scottsdale, AZ: Great Potential Press.

Kerr, B. A., & Sanford, J. C. (2001). *Smart boys: Talent, manhood, & the search for meaning*. Scottsdale, AZ: Great Potential Press.

Radford, J. (1990). *Child prodigies and exceptional early achievers*. New York, NY: The Free Press.

## **Parents and Educators: Want to Know More About the Social-Emotional Needs of Gifted and Talented Children?**

**Young people who are gifted and talented not only face the traditional stresses and obstacles that all children face, but they also must deal with social and emotional issues special to them. These resources provide information and guidance:**

Adderholdt, M., & Goldberg, J. (1999). *Perfectionism: What's bad about being too good?* Minneapolis, MN: Free Spirit Publishing, Inc.

Cross, T. (2004). *On the social and emotional lives of gifted children: Issues and factors in their psychological development*. Waco, TX: Prufrock Press.

Delisle, J., & Galbraith, J. (2002). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Minneapolis, MN: Free Spirit Publishing, Inc.

Neihart, M., Reis, S. M., Robinson, N. M., & Moon, S. M. (2003). *The social and emotional development of gifted children: What do we know?* Waco, TX: Prufrock Press.

Rimm, S. B. (1996). *Why bright kids get poor grades*. New York, NY: Crown Publishers.

Strip, C. (2000). *Helping gifted children soar*. Scottsdale, AZ: Gifted Psychology Press.

Webb, J. T., & Meckstroth, E. A., & Tolan, S. S. (1994). *Guiding the gifted child: A practical source for parents and teachers*. Dayton, OH: Gifted Psychology Press.



**Real World**, continued from page 14

see them. The sensitivity and empathy of a gifted child may be seen negatively by others as a child who is “too sensitive” to criticism, or has “too strong” of a need for recognition, or is just plain “different.” The diverse interests of a gifted child can lead others to view a child as scattered or disorganized, while the high expectations of a gifted child may create a view that the child is overly negative or pessimistic when those lofty goals are not met. The gifted child who enjoys organizing people and things is often seen as bossy or rigid. Here are a few of the typical characteristics of gifted children and possible ways uniformed others might explain them. The potential problems of these misinterpretations are myriad.

What can we do? As a parent or educator, it is first important to recognize the typical characteristics of gifted children so that proper interventions can be implemented. Educate yourselves and others, including medical or mental health professionals, about the special needs of gifted individuals. Recognize and model acceptance for your own giftedness, re-frame the gifted behavior in a positive light, and use those characteristics to foster positive development. For example, take the child who loves to organize people or things and train them to use positive leader-

ship skills; a productive leader just might emerge. This is much more effective than punishing the child for “bullying” or being “bossy.” Accept and allow for appropriate expression of the child’s tormented feelings about world issues such as destruction of the rain forest; this is far more productive than telling the child not to worry about it, to focus on his homework, to eat dinner, or to just go to sleep. Remember, in many cases, gifted children will not “be just fine on their own.”

*Dr. Amend is a licensed psychologist in Lexington who specializes in work with gifted and talented youth and their families.*

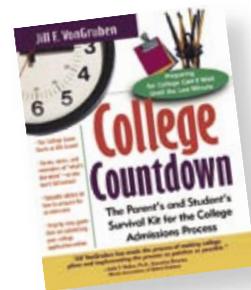
*Evaluation services include testing of intelligence, academic achievement, attention, social problems, and behavioral issues. Intervention services address educational needs, underachievement, and social/emotional issues such as worry and stress. Consultation, training, and in-services are also available. He can be reached via email at [dramend@alltel.net](mailto:dramend@alltel.net) or by phone at 859-269-6465.*

**EGGS**, continued from page 11

Following the success of the first EGGS program, EGGS 2: Now We’re Cookin’ was offered in February. EGGS 2 featured a program by Dr. Edward Amend on “Social and Emotional Concerns of Gifted Students.” (See his article on page 14). Dr. Amend, a clinical psychologist from Lexington, Kentucky, who specializes in the needs of gifted children and adolescents, discussed the risks gifted children face due to the educational mismatch between curriculum and needs, peer issues, teasing, and uneven development. Perfectionism and underachievement, two issues frequently seen in gifted children, were also reviewed.

Both EGGS events received accolades from teachers, administrators, and parents. In fact, the Glasgow Chapter of KAGE is currently searching for sources of funding so that the EGGS professional development programs may continue to be offered to the teachers and parents of Glasgow Independent Schools.

**It is our pleasure to announce the first opportunity in the Berta Education Series generously sponsored by the Berta Fund for Excellence. This fall Jill VonGruben, author of *College Countdown: The Parent’s and Student’s Survival Kit for the College Application Process*, will speak to parents, students, and teachers as well as hold a professional development session for counselors and other educators. See our web page for more information.**



# Please Help Us Help Others

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## Calendar

*June 8 - 9, 2004*

**Institute on Productive Thinking and Problem Solving**

*June 13 - 25, 2004*

**The Summer Camp for Academically Talented Middle School Students (SCATS)**

*June 15, 2004*

**Differentiation: How to Make It Work in Your Middle and High School Classroom**

*June 20 - 25, 2004*

**Advanced Placement Summer Institute (AP)**

*June 27 - July 17, 2004*

**The Summer Program for Verbally and Mathematically Precocious Youth (VAMPY)**

*July 13 - 16, 2004*

**English and Mathematics Vertical Team Institute**

*October 5 - 6, 2004*

**Symposium on Kentucky's Children Who Are Gifted and Talented**

*October 23, 30, November 6, 13, and 20, 2004*  
**Fall Super Saturdays**

*October 23, 30, November 13 and 20, 2004*  
**Owensboro Super Saturdays**

*December 2 - 3, 2004*

**Leadership Institute IX**

*January 29, February 5, 12, 19 and 26, 2005*  
**Winter Super Saturdays**

*April 1 - 10, 2005*  
**Paris in the Spring**