



CONFERENCE SESSIONS

FOR ADULT ATTENDEES

Orlando, FL

July 17-19, 2009

Schedule below is subject to change.

JUST FOR FUN! PRE-CONFERENCE

THURSDAY, JULY 16

THURSDAY 8:30 PM
Special Event!!!



Evening "DIVE-IN MOVIE" hosted by the Marriott exclusively for SENG guests. Swim, enjoy an outdoor family movie, snack on popcorn – and meet new friends and colleagues before the conference even begins!



HIGHLIGHTS:

FRIDAY, JULY 17

- General Sessions 1-5
- SMPG Training Part I and II
- SMPG Advanced Trainer Training
- Keynote Lunch

FRIDAY 9 AM – 11:15 AM
SENG Model Parent Group Training

SENG Model Parent Group (SMPG) Facilitator Training: Part One

Presented by Lori Comallie-Caplan, Sheri Plybon and Rosina Gallagher, Ph.D.
With James Webb, Ph.D. and Arlene DeVries, M.S.E.

In this first session of the SMPG Facilitator Training participants will receive an overview of training its integration into the SENG Conference and and the history of SMPGs. They will also learn what SMPGs are and learn the objectives of SMPGs. This session will give them an understanding of the characteristics of parents and some predictions about parents. Participants will learn the roles of facilitators and facilitation techniques.

Lori Comallie-Caplan is currently the Coordinator for Advanced Education Services (gifted services) for the Las Cruces Public Schools, Gifted Education Faculty at New Mexico State University and Independent Educational Consultant. She is also a Frasier-Talent Assessment Profile Trainer for the State of New Mexico. Over the last 25 years, Ms. Comallie-Caplan has gained public school experience in the field of gifted as teacher, counselor, educational diagnostician and program specialist. Currently she is an officer on the SENG board of directors.

Sheri Plybon is a SENG Model Parent Group Facilitator and Trainer, and she has been a Gifted Specialist for 28+ years in public education, K-12. She has worked on

curriculum development and staff development at state and district levels and served for 8 years on the Texas Association for Gifted Board of Directors. Ms. Plybon earned her Bachelor of Science in Behavioral Science from Loretto Heights College, and a Master's Degree in Educational Administration from Colorado State University. She currently is serving on the SENG board of directors.

Rosina M. Gallagher is a psychologist and educational consultant who was born and raised in Mexico City through early adolescence. She has been evaluator of bilingual programs and administrator of gifted programs in a large urban school district. Her research and writings include second language acquisition and working with students and families from diverse cultural backgrounds. Dr. Gallagher has authored and collaborated in several federal grants to include culturally and linguistically diverse students in gifted education. Active in several professional organizations, she is past president of the Illinois School Psychologists Association and past co-chair of the Special Populations Division of the National Association for Gifted Children (NAGC). Currently, she Vice President of the SENG Board of Directors, and a member of the Illinois Gifted Advisory Council, NAGC's Diversity and Equity Committee, and co-chair of the Underserved Populations Committee of the Illinois Association for Gifted Children.

(Participants in the SMPG Training Program must attend all 4 sessions to receive their facilitation certificate.)

FRIDAY 9 AM – 10:00 AM
General Session One

The Inner Experience of Being Gifted

Presented by Jerald Grobman, M.D

Gifted children, adolescents and young adults rarely discuss the personality traits they feel are responsible for the real "magic" of their giftedness : aesthetic sensibilities, unusual sources of inspiration, uncanny intuition, fluid imagination, clairvoyance and grand visions for success. Selecting clinical vignettes from 30 years of experience, Dr. Grobman will illustrate and discuss the exhilaration as well as the conflicts and anxieties these young people feel about being gifted.

Dr. Jerald Grobman is a board certified psychiatrist who for the past 30 years has specialized in the psychotherapy of gifted adolescents and adults. He is a member of the SENG professional advisory committee. His paper on the causes and treatment of underachievement is available at http://www.sengifted.org/articles_counseling/Grobman_Underachievement_in_Exceptionally_Gifted_Adolescents.shtml.

Parenting Intense Children

Presented by Susan Daniels, Ph.D.

Overexcitabilities affect more than the individual; they influence everyone around, including family members, and the resulting intensity within the family can be quite dramatic. This presentation will explore some themes and threads woven through a series of interviews conducted with families of intense gifted children along with recommendations for proactive and positive parenting approaches.

Susan Daniels, Ph.D., Associate Professor of Educational Psychology and Counseling at California State University - San Bernardino, is co-editor of Living With Intensity -Understanding the Sensitivity, Excitability, and Emotional Development of Gifted Children, Adolescents and Adults. She is an international speaker on the lifespan of the gifted.

Promoting Happiness in Children and Youth

Presented by Shannon Suldo, Ph.D.

Children and adolescents who are happier with their lives have better physical health, social relationships, and academic achievement. The purpose of this presentation is to summarize results of recent studies that have determined the extent to which parents and teachers influence children's happiness, and to share specific parent and teacher behaviors that are linked to higher levels of happiness in youth.

Shannon Suldo, Ph.D., is an Assistant Professor in the School Psychology Program at the University of South Florida. She received her Ph.D. in School Psychology from the University of South Carolina in 2004. Her current research interests pertain to subjective well-being during childhood and adolescence, including the relationship between schooling and students' life satisfaction, a dual-factor model of mental health, and positive indicators of children's psychological well-being. Her applied interests include strengths-based assessment and intervention, and school-based mental health services.

FRIDAY 10:15-11:15 AM
General Session Two

Empowering the Gifted Student's Affective Need for Altruism: Service-Learning Endeavors in Advocacy for the Greater Good

Presented by William J. Collins, MEd ,Kathryn R. Lawhorn, MSE and Linda Collins, MEd

The GT student who can harness his/her altruistic spirit in service-learning opportunities unbridles passion for positive change in the world around them. Student designed, student initiated, and student driven service learning develops partnerships to impact the greater good by introducing students to issues, problems and concerns, empowering them to implement change for the better. Service learning is presented in this differentiated model fostering a design that empowers students to effect change that transcends their classroom experience, leaving a legacy for others to follow. Participants will learn how to connect the altruistic needs of children with community needs, through a number of venues. The four types of service learning will be investigated to assist in addressing the affective needs of the GT student.

William J. Collins, MEd, has been an educator for 22 years. He working on his doctorate in Education from the University of Kansas, teaches American Government and Psychology, coordinates the Voter Registration Drive at his school, and took 16 students to the 2009 Presidential Inauguration. A father of four gifted children, Bill is married to his high school sweetheart.

Kathryn R. Lawhorn, MSE has been an educator for 16 years. She has a MS in Education from the University of Kansas, serves on the Curriculum Team, and AP Council, and currently teaches AP European History and AP US Government. A mother of a GT six-year-old, she is involved in advocacy as a parent and an educator.

Linda Collins, Med, has taught for 21 years, has a Masters degree in Education, Gifted certification from University of Kansas, and is the 2009 Teacher of the Year finalist for Region 3 in Kansas. She teaches a gifted education class at her high school, and specializes in working with twice-exceptional students.

Gifted Children on the Edge: At-Risk and At-Promise

Presented by Susan Daniels, Ph.D. and Daniel Peters, Ph.D.

Gifted children at-risk include students who: (1) come from low-income families, (2) are culturally disadvantaged, (3) possess limited English proficiency, (4) have physical, learning or emotional disabilities that mask their potential, (5) come from dysfunctional family backgrounds, and (6) possess a combination of these characteristics. These students also possess strengths that shore their development and support their gifts. This presentation, designed for parents, teachers, and counselors, will address characteristics of resiliency in gifted children and provide strategies for building upon their strengths.

Susan Daniels, Ph.D., Associate Professor of Educational Psychology and Counseling at California State University - San Bernardino, is co-editor of *Living With Intensity - Understanding the Sensitivity, Excitability, and Emotional Development of Gifted Children, Adolescents and Adults*. She is an international speaker on the lifespan of the gifted.

Dr. Dan Peters is a licensed psychologist with practices in Napa and San Ramon, Ca. He specializes in the assessment and treatment of children, adolescents, and families with special emphasis on gifted and twice-exceptional individuals. Dr. Peters' clinical interests include the diagnosis and misdiagnosis of gifted and twice-exceptional individuals and overcoming anxiety.

Advocating for the Gifted: Navigating the School System and Laws

Presented by Todd McIntyre

Special Education Advocate Todd McIntyre will discuss strategies and techniques for discussing gifted-specific issues in a variety of contexts, including child-specific meetings with district personnel and issues which affect giftedness in general within a community. Specific attention will be given to real-world, practical approaches and how to help you use what you learn at this Conference once you get back home.

Todd McIntyre is a special education advocate with a practice focused on gifted educational issues. In addition to his advocacy work with parents and gifted students, Todd conducts trainings for districts and intermediate units on gifted education topics ranging from Present Levels of Educational Performance, Goals and Short Term Learning Outcomes, to general presentations on gifted education. Todd was extensively involved in Pennsylvania's recent revision of its gifted education regulations. Todd is a former board member of the Pennsylvania Association of Gifted Education (PAGE) and Pennsylvanians for the Education of Gifted Students (PEGS) and is a winner of PAGE's "Parent of the Year" award for his work in helping parents become more effective advocates for their gifted children. He and his wife, Kris, are parents of two identified gifted students who attend public school. Todd is serving on the SENG Board of Directors.

Friday 11:30 - 1:00

Lunch and Welcome by FLAG President Laurie Kirsch, EdD

Featuring Keynote Speaker Alexinia Baldwin, Ph.D.



Lift Every Voice: Find the Hidden Diamonds Among the Gifted

It is time that the voices of parents, teachers and administrators be heard so that those gifted students who bring another way of seeing the world can be discovered. Many diverse students are overlooked because they have not had the educational experiences that would expose their capabilities or they express their giftedness in creative ways. Encouragement to speak out and the process for becoming advocates for these students will be addressed in this keynote.

Dr. Baldwin is Emeritus Professor of the University of Connecticut, Storrs, CT. She has served as the President of TAG, Board member of NAGC, USA delegate for the World Council for Gifted and Talented (WCGT). Her publications have focused on gifted underserved students; their identification and curriculum needs in the classrooms. She received the 2004 Distinguished Scholar award from NAGC and The Advocate of the Year Award given by the Association for the Education of Gifted Underachieving Students (AEGUS) for 2004, and the Distinguished Alumni Award of the NEAG School of Education in 2004.

FRIDAY 1:15-5:00 PM

SENG Model Parent Group Training

SENG Model Parent Group (SMPG) Facilitator Training: Part Two

Presented by Lori Comallie-Caplan, Sheri Plybon and Rosina Gallagher, Ph.D.

In the second session of the SMPG Facilitator Training participants will learn the content of the SENG Model Parent Groups including: **1. Characteristics of Gifted Children, 2. Communication: The Key to Relationships, 3. Motivation, Enthusiasm, and Underachievement, 4. Discipline and Self-Management, 5. Intensity, Perfectionism and Stress, 6. Idealism, Unhappiness, and Depression, 7. Acquaintances, Friends, and Peers, 8. Siblings and Only Children, 9. Values, Traditions, and Uniqueness, and 10. Complexities of Successful Parenting.** In this session participants will also practice facilitation techniques.

(Participants in the SMPG Training Program must attend all 4 sessions to receive their facilitation certificate.)

Train the Trainer:

SENG Model Parent Group (SMPG) Trainer Session for the Experienced Facilitator

Presented by James Webb, PhD and Arlene DeVries, MSE

This program is for those who have had experience facilitating SENG Model parent discussion groups. New materials and content will be introduced. Participants will be encouraged to share their successes and any variations they have used from the original model, including groups conducted in languages other than English. Guidelines and materials will be distributed that can be used for participants to train new group facilitators.

Arlene DeVries, MSE is a private consultant in gifted education, after 24 years with the Des Moines gifted/talented program. She has served as president of SENG and is currently a member of the board of directors of the National Association of Gifted Children. She has facilitated more than 70 SENG Model guided discussion groups for parents and, with Dr. Webb, has conducted numerous SENG Model training workshops.

James Webb, PhD established SENG in 1981 and is president of Great Potential Press. He is the senior author of "Parents Guide to Gifted Children," and a popular presenter throughout the country. He has served on the board of the National Association for Gifted Children, and is a past president of the American Association for gifted children.

(This session is intended for experienced SMPG facilitators.)

FRIDAY 1:15-2:15 PM
General Session Three

Advocating for the Gifted: Navigating the School System and Laws

Presented by Todd McIntyre

Special Education Advocate Todd McIntyre will discuss strategies and techniques for discussing gifted-specific issues in a variety of contexts, including child-specific meetings with district personnel and issues which affect giftedness in general within a community. Specific attention will be given to real-world, practical approaches and how to help you use what you learn at this Conference once you get back home.

Todd McIntyre is a special education advocate with a practice focused on gifted educational issues. In addition to his advocacy work with parents and gifted students, Todd conducts trainings for districts and intermediate units on gifted education topics ranging from Present Levels of Educational Performance, Goals and Short Term Learning Outcomes, to general presentations on gifted education. Todd was extensively involved in Pennsylvania's recent revision of its gifted education regulations. Todd is a former board member of the Pennsylvania Association of Gifted Education (PAGE) and Pennsylvanians for the Education of Gifted Students (PEGS) and is a winner of PAGE's "Parent of the Year" award for his work in helping parents become more effective advocates for their gifted children. He and his wife, Kris, are parents of two identified gifted students who attend public school. Todd is serving on the SENG Board of Directors.

Mind-Set Over Matter: Managing Motivation and Frustration in Gifted Students

Presented by Dale Stuart, Ph.D., Sc.D.

Dr. Stuart will reveal how gifted individuals are vulnerable to numerous sources of frustration arising from their desire for precision, perfection and rational behavior in themselves and others. She will describe how different forms of praise influence a gifted child's motivation and tolerance for frustration and effort. She will offer specific guidance for fostering a gifted child's desire to learn and face challenges, and for tolerating frustration and the many difficult feelings gifted children experience.

Dr. Stuart is a psychologist in private practice with a specialty working with gifted individuals of all ages. She has a Ph.D. in Clinical Psychology along with a Ph.D. from M.I.T. in Aerospace Engineering and draws from over 25 years experience in academic and work environments with gifted individuals.

Are Your Kids Making You Depressed?

Presented by Victoria Ragsdell, Ph.D.

Gifted kids are wonderful, amazing and unpredictable. They can also be irritable, irascible, and a "perfect storm" of intensity. When our kids suffer from perfectionism, social isolation or any of a number of common developmental challenges, their parents can suffer too. Gifted adults can find themselves reduced to a puddle of frustration, anxiety and depressed mood by their kids' lives. This seminar discusses what to do to get some peace of mind. We will cover techniques for resilient and optimistic parenting for all age groups, including young adulthood.

Victoria Ragsdell, PhD is a licensed clinical psychologist and Director of the Louisville Gifted Center (Louisville, KY). She has 19 years of experience providing therapy, coaching and consulting to gifted adults and their families. Victoria is also a professional storyteller and she's always ready to hear (or tell) a good story!

Parenting Your Gifted Child: Fostering Communication and Discipline

Presented by Edward Amend, Psy.D.

Parents play an essential role, particularly in a gifted child's early education years, and proper parenting is often a concern for families with gifted children. Two important facets of effective parenting of gifted children are fostering communication and providing appropriate discipline. The presenter will share ways parents can foster communication and develop a sense of belonging in the world by creating a stimulating, safe harbor for their gifted child. Effective discipline teaches self-discipline by helping a child learn appropriate behaviors and manage inappropriate ones. The presenter will share strategies to develop effective discipline by setting and enforcing limits, avoiding power struggles, and modifying behaviors.

Edward R. Amend, Psy.D., is a practicing clinical psychologist at Amend Psychological Services, P.S.C., in Lexington, Kentucky with a satellite office in Cincinnati, Ohio. In his practice, Dr. Amend focuses on the social, emotional, and educational needs of gifted and talented youth, adults, and their families. He provides evaluations and therapy, facilitates child and parent discussion groups, and offers consultation and training for school personnel. Dr. Amend is co-author of two award-winning books: A Parent's Guide to Gifted Children; and Misdiagnosis and Dual Diagnoses of Gifted Children and Adults: ADHD, Bipolar, OCD, Asperger's, Depression, and Other Disorders. As a strong advocate for the gifted population, Dr. Amend's service has included the Board of Directors of SENG - Supporting Emotional Needs of the Gifted; President of the Kentucky Association for Gifted Education; Chair for the National Association for Gifted Children Counseling and Guidance; and consultant to the Davidson Institute for Talent Development.

I Can't Handle This! Dealing with 2-E Stress: Soothing Strategies for Stressed-Out Parents, Educators, & Students

Presented by Linda Collins, Med

When a parent calls and leaves a message saying, "Help! I'm counting the days until winter break," I know it is probably a call from one of my 2-e parents. For parents and teachers, it is often challenging to deal with the stress that comes with the day-to-day activities of 2-e students. The rigors of our educational system are not always amenable to students, especially gifted students, who have the added pressure of an additional exceptionality and/or disability. This session will focus on strategies that help to soothe the stress of everyday interactions at school. Participants will look at plans to preempt stressful situations and they will receive advice from parents, teachers, and students who have worked through issues such as organization, scheduling honors & AP classes, helping educators to understand, and the handling of difficult sensory and affective situations. Real-life examples will be examined to understand and prepare for future success.

Linda has taught for 21 years, has a Masters degree in Education, Gifted certification from University of Kansas, and is the 2009 Teacher of the Year finalist for Region 3 in Kansas. She teaches a gifted education class at her high school, and specializes in working with twice-exceptional students.

Meeting the Emotional and Social Needs of the Hidden Gifted: Gifted Students from Preschool to High School

Presented by Frances Hill, BA, Dip, SPELD

Gifted underachievers require a radically different program from those gifted students who experience significant learning disability yet all too often gifted underachievers are lumped under the same heading and treated in the same manner. This session will describe both groups and provides differentiated programs for each. Underachieving gifted students are worldwide phenomena. The problem of underachievement is a source of frustration to students themselves and to parents and teachers who, despite valiant efforts, fail to harness the giftedness of their students. Underachievement is not genetic although a predisposition to mismatch may be inherited; rather underachievement develops in response to a conflict between the learner and the environment. The pattern is set early - in preschool when the emotionally sensitive gifted student first becomes aware that he/she is different. Gifted underachievers require a social and emotional literacy program which is tailored to their mindset. I have developed the ESQ program for such students. They also require a highly differentiated program which provides even greater flexibility than programs for the regular gifted. The seven point program I have developed meets those needs. Students who are gifted but who suffer a specific learning disability are commonly referred to as double labeled or students of dual exceptionality. I prefer the term GLD [Gifted with learning difficulties] because it puts emphasis on the giftedness of these students who form a significant subset of the gifted community. Test performance is variable despite flashes of high intelligence. They may appear to be unmotivated; their motivation is actually very high but they experience a destructive degree of frustration because their specific learning difficulty imprisons their intellectual functioning. GLD students require a social and emotional literacy program which takes account of the extreme loss of self esteem and severe sensitivities which these students experience. I have developed The Moving Forward Program for GLD students. They require an extremely differentiated program which addresses their learning difficulty while celebrating their giftedness. The Slaying the Dragon program does this.

Frances Hill, BA Honours Degree, Dip (primary teaching), Dip (secondary teaching), Dip (holistic education), Dip (religious studies), SPELD Certification (special needs teaching) is the author of the Gifted Students series, conference presenter and advisor, and teaches gifted students via the Alpha Virtual Learning Facility. Frances also delivers online integrated studies to schools and facilitates professional development courses. Frances has extensive experience of teaching gifted students in the UK and in New Zealand.

Enhancing the Inner Life of the Emotionally and Spiritually Gifted

Presented by Michele Kane, EdD

Many gifted children are keenly aware of the social problems of the world and want to work to make changes. They experience injustices and desire to make a difference. These gifted students need the guidance of adults to help them develop and foster their emotional and spiritual nature. This interactive session will examine strategies for teachers and parents in nurturing the inner life and assist them as they guide gifted youngsters learning to live with profound emotional and spiritual experiences.

Michele Kane, Ed.D. is the Coordinator of the Master of Arts in Gifted Education Program at Northeastern Illinois University. For over thirty years she has taught gifted students from pre-school through adult. She is a frequent presenter at national and state conferences on issues regarding social-emotional and spiritual dimensions of giftedness.

Say Yes! Affirmation and Gratitude in Parenting

Presented by Dianne Allen

Affirmation and gratitude are two of the highest guiding principles to teach to and model for gifted youth. Discipline and consequence from an empowering vantage point will be explored with a time for audience sharing. This workshop is lively and meant to encourage adults to honor their own gifts and how to use them to encourage, inspire and support gifted youth. The workshop will have didactic segments as well as activities designed to awaken and encourage the participant's creativity to come forth.

Rev. Dianne Allen, is the Founder of Living Sound, Inc. Dianne offers refreshing ways to revitalize inspire and encourage parents, educators and youth. Her success in assisting gifted adults and families spans over 2 decades. She has been featured on CNN, CBS and many local venues in her native Florida. She publishes an inspirational e-newsletter.

Sensory Needs of the Gifted Child

Presented by Lauren Johnson

Do you have a child who is a “bouncer,” a “noodle,” or a “shirt chewer?” Someone who rocks or falls out of their chair? Someone who is overly emotional and has high sensitivities? You may be looking at a child who has sensory needs. This workshop will: identify what sensory behaviors look like, explore the relationship between gifted and sensory, demonstrate how to implement necessary daily sensory strategies into the classroom and at home, and explain what strategies will make a difference in a child’s life and why.

Lauren Johnson is an accomplished educator, having taught grades K-2 for 30 yrs. Over the past seven years, Lauren has taught in a full-time, self-contained second grade gifted classroom. Lauren has a Masters Degree in Gifted Education from the University of South Florida, is a National Board Certified teacher, recipient of the 2006 National Association for Gifted Teachers Award for her work and classroom research in the sensory needs of gifted children, recipient of Teacher of the Year from Fruitville Elementary School, Sarasota, Fl. in 2007, and a facilitator for the gifted endorsement courses sponsored by Sarasota County School District. Since 2006, Lauren has enthusiastically presented over 30 workshops to audiences in Sarasota County and throughout Florida, including the Florida Association for Gifted State Conference and the Sarasota County Teachers Conference. These workshops are designed to educate the audience on what a sensory child looks like, explaining why these kids react to their world the way they do, share real-life experiences about gifted students struggling with sensory issues and providing strategies that have been proven to help those children in the classroom setting and at home. Lauren will share her research data and the implications it presents.

Parenting Intense Children

Presented by Susan Daniels, Ph.D.

Overexcitabilities affect more than the individual; they influence everyone around, including family members, and the resulting intensity within the family can be quite dramatic. This presentation will explore some themes and threads woven through a series of interviews conducted with families of intense gifted children along with recommendations for proactive and positive parenting approaches.

Susan Daniels, Ph.D., Associate Professor of Educational Psychology and Counseling at California State University - San Bernardino, is co-editor of Living With Intensity - Understanding the Sensitivity, Excitability, and Emotional Development of Gifted Children, Adolescents and Adults. She is an international speaker on the lifespan of the gifted.

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Dr. Jerald Grobman is a board certified psychiatrist who for the past 30 years has specialized in the psychotherapy of gifted adolescents and adults. He is a member of the SENG professional advisory committee. His paper on the causes and treatment of underachievement is available at http://www.sengifted.org/articles_counseling/Grobman_Underachievement_in_Exceptionally_Gifted_Adolescents.shtml.

**Friday Evening
Dinner on Your Own!
Enjoy family, old friends and new ones, too!**

HIGHLIGHTS:

SATURDAY, JULY 18

- General Sessions 6-10
- CE Credit AM and PM Workshops
- High IQ Strand
- Keynote Lunch
- NAGC MileMarker Feature Session
- BBQ Dinner
- SMPG Training Part III
- Roundtables for Parents and Educators



**SATURDAY 9:00 AM-12:00 PM
Continuing Education Workshop
(Separate Registration Required)**

Understanding and Treating the Emotional Problems of Gifted Children, Adolescents and Young Adults: A Psychotherapy Approach Presented by Jerald Grobman, MD

This workshop/seminar is designed to help clinicians understand the common emotional problems of gifted children, adolescents and young adults and how to treat them using psychotherapy. In the first half of the seminar/workshop, Dr. Grobman will use clinical vignettes to review the personality traits of gifted individuals and describe how they develop from childhood through adolescence and into young adulthood. The particular difficulties gifted young people have in resolving

development and circumstantial conflicts with school, peers and parents will be discussed. There will be a special exploration of the ambivalent feelings gifted children, adolescents and young adults have about the unique elements of their endowment. The causes of depression, anxiety, underachievement and self-destructive behavior will be examined. The second half of the seminar/workshop will proceed with a discussion of how a comprehensive psychodynamic assessment of gifted individuals can compliment educational and neuropsychological testing. Techniques of crisis intervention and therapeutic work with parents will be discussed. Case based material will be used to illustrate the basic aspects of and different stages of psychodynamic psychotherapy of gifted adolescents and young adults. Special attention will be paid to integrating the techniques of mentoring, coaching, counseling and cognitive/behavioral therapy with psychotherapy to establish a less traditional and more flexible therapeutic approach.

Dr. Jerald Grobman is a board certified psychiatrist who for the past 30 years has specialized in the psychotherapy of gifted adolescents and adults. He is a member of the SENG professional advisory committee. Syllabus for this course is available at http://www.sengifted.org/education_courses.shtml. Dr. Gobman's paper on the causes and treatment of underachievement is available at http://www.sengifted.org/articles_counseling/Grobman_Underachievement_in_Exceptionally_Gifted_Adolescents.shtml.

SATURDAY 8:00-9:15 AM
General Session Six

Gifted and Learning Disabled: What Can We Do?

Presented by Agnes Meyo, Ph.D. and Daniel Peters, Ph.D.

Many are aware that learning disabilities and giftedness can coexist. The difficulties involve identification and amelioration. Oftentimes, the giftedness masks the disabilities, and the disabilities mask the giftedness. Nonetheless, multiple clues can help uncover disabilities in reading, math, and writing. Once identified, teachers may only accommodate-not ameliorate-the disabilities. This session highlights specific approaches for identifying and ameliorating learning disabilities in the gifted to produce timeless benefits.

Dr. Agnes Meyo, psychologist, has specialized in the advocacy, testing, and counseling of gifted children and adults for over 20 years. She serves as the president of Gifted Resource Council; co-president of St. Louis Association for Gifted Children, and co-leader of the Gifted-Aspergers Parent Support Group.

Dr. Dan Peters is a licensed psychologist with practices in Napa and San Ramon, Ca. He specializes in the assessment and treatment of children, adolescents, and families with special emphasis on gifted and twice-exceptional individuals. Dr. Peters' clinical interests include the diagnosis and misdiagnosis of gifted and twice-exceptional individuals and overcoming anxiety.

Gifted GLBT Needs and Effective Approaches, as Seen by Teachers and Educators

Presented by Terence Paul Friedrichs, Ph.D., Ed.D.

Educators and parents who wish to fully support gifted gay, lesbian, bisexual, and transgender (GLBT) youth should do more than just prevent anti-GLBT name-calling. These adults can strive to know distinctive social and emotional needs -- and approaches shown to effectively address those needs -- for both gifted sexual-minority boys and girls. Attendees will learn about both groups' distinctive, commonly-seen, social/emotional needs and effective approaches, as those needs and approaches have been described by both high-potential GLBT youth and their educators.

For 25 years, Terry Friedrichs has been a gifted-GLBT youth-group leader at the high school and college levels, a researcher on their social, emotional, academic, and other needs, and an author of 10 articles and chapters on those needs. He is a private learning specialist and educational consultant in St. Paul, MN.

Challenges for Gifted Children with Asperger's Disorder

Presented by Edward Amend, Psy.D.

Asperger's Disorder, a pervasive developmental disorder in the autism spectrum, is characterized by serious social skills impairment, repetitive behaviors, and inappropriate affect. When gifted children with Asperger's Disorder are not properly identified, they may be seen as eccentric, odd, or antisocial. However, giftedness can also serve as a buffer for the child with Asperger's by actually enhancing social connections in certain settings. Case studies will be used to highlight characteristics and strategies needed to help these children.

Edward R. Amend, Psy.D., is a practicing clinical psychologist at Amend Psychological Services, P.S.C., in Lexington, Kentucky with a satellite office in Cincinnati, Ohio. In his practice, Dr. Amend focuses on the social, emotional, and educational needs of gifted and talented youth, adults, and their families. He provides evaluations and therapy, facilitates child and parent discussion groups, and offers consultation and training for school personnel. Dr. Amend is co-author of two award-winning books: A Parent's Guide to Gifted Children; and Misdiagnosis and Dual Diagnoses of Gifted Children and Adults: ADHD, Bipolar, OCD, Asperger's, Depression, and Other Disorders. As a strong advocate for the gifted population, Dr. Amend's service has included the Board of Directors of SENG - Supporting Emotional Needs of the Gifted; President of the Kentucky Association for Gifted Education; Chair for the National Association for Gifted Children Counseling and Guidance; and consultant to the Davidson Institute for Talent Development.

Close to the Bone: Understanding the Character and Temperament of the Highly Gifted

Highly and Profoundly Gifted Strand

Presented by P. Susan Jackson, ME.A., R.C.C., Founder of Daimon Institute for the Highly Gifted

In the heroic quest toward full spectrum living the exceptionally gifted child may, experience awe, inexorable perceptions and insights, complex original fantasy and images and deep connections to others and ideals. There is an enlivening, animating quality to these experiences that has the possibility of being transformative and creative. They are normal occurrences needing acknowledgement and healthy expression. Easily pulled into this inner world, however, highly gifted children may become lost in the immense truth of those inner deliberations rendering them inaccessible to the demands of the outer world, seemingly unapproachable, distant or unyielding. Depth psychologist Carl Jung's original work in temperament offers stunning insights into the atypical, dynamic temperament of highly gifted persons. In

Jung's typology highly gifted persons are most often introverted, intuitive, perceivers with either a thinking or feeling judgment preference. While rare in the general population, these temperament types have the capacity to both confound and enchant. A deeper understanding of the temperament of highly gifted children affords insights for teachers, parents and therapists into those who live "close to the bone."

P. Susan Jackson in the founder and therapeutic director of The Daimon Institute for the Highly Gifted in White Rock, British Columbia, Canada. She currently serves as chairperson of the Counseling and Guidance Network of the National Association of Gifted Children and as a editor on the SENG Editorial Board. Sue is also the school district coordinator of programs to support gifted and talented students in Langley, British Columbia, Canada. Sue has extensive educational and mental health response background in all areas of gifted education. She has written numerous articles and chapters in the gifted education literature. She is a speaker and consultant who has presented keynote addresses, seminars and workshops throughout North America at major national and international conferences. Sue is passionate about supporting the overall development of the gifted individual including cognitive, social, emotional and spiritual dimensions. Sue is a poet, nature lover and mother of two exceptionally gifted children.

SATURDAY 9:30-10:45 AM
General Session Seven

Where Have All the Flowers Gone: Nurturing Gifted Girls into Gifted Women

Presented by Lori Comallie-Caplan

It is not enough to raise the aspirations of gifted girls; it is necessary to help them overcome internal and external barriers and help them become deeply committed to fulfilling their dreams. Will their self-esteem, socialization and education shape them into gifted women? This workshop will assist gifted educators in helping gifted girls bear the responsibility for actualizing their potential.

Lori Comallie-Caplan is currently the Coordinator for Advanced Education Services (gifted services) for the Las Cruces Public Schools, Gifted Education Faculty at New Mexico State University and Independent Educational Consultant. She is also a Frasier-Talent Assessment Profile Trainer for the State of New Mexico. Over the last 25 years, Ms. Comallie-Caplan has gained public school experience in the field of gifted as teacher, counselor, educational diagnostician and program specialist. Currently she is an officer on the SENG board of directors.

Meeting the Emotional and Social Needs of the Hidden Gifted: Gifted Students from Preschool to High School

Presented by Frances Hill, BA, Dip, SPELD

Gifted underachievers require a radically different program from those gifted students who experience significant learning disability yet all too often gifted underachievers are lumped under the same heading and treated in the same manner. This session will describe both groups and provides differentiated programs for each. Underachieving gifted students are worldwide phenomena. The problem of underachievement is a source of frustration to students themselves and to parents and teachers who, despite valiant efforts, fail to harness the giftedness of their students. Underachievement is not genetic although a predisposition to mismatch may be inherited; rather underachievement develops in response to a conflict between the learner and the environment. The pattern is set early - in preschool when the emotionally sensitive gifted student first becomes aware that he/she is different. Gifted underachievers require a social and emotional literacy program which is tailored to their mindset. I have developed the ESQ program for such students. They also require a highly differentiated program which provides even greater flexibility than programs for the regular gifted. The seven point program I have developed meets those needs. Students who are gifted but who suffer a specific learning disability are commonly referred to as double labeled or students of dual exceptionality. I prefer the term GLD [Gifted with learning difficulties] because it puts emphasis on the giftedness of these students who form a significant subset of the gifted community. Test performance is variable despite flashes of high intelligence. They may appear to be unmotivated; their motivation is actually very high but they experience a destructive degree of frustration because their specific learning difficulty imprisons their intellectual functioning. GLD students require a social and emotional literacy program which takes account of the extreme loss of self esteem and severe sensitivities which these students experience. I have developed The Moving Forward Program for GLD students. They require an extremely differentiated program which addresses their learning difficulty while celebrating their giftedness. The Slaying the Dragon program does this.

Frances Hill, BA Honours Degree, Dip (primary teaching), Dip (secondary teaching), Dip (holistic education), Dip (religious studies), SPELD Certification (special needs teaching) is the author of the Gifted Students series, conference presenter and advisor, and teaches gifted students via the Alpha Virtual Learning Facility. Frances also delivers online integrated studies to schools and facilitates professional development courses. Frances has extensive experience of teaching gifted students in the UK and in New Zealand.

Mind-Set Over Matter: Managing Motivation and Frustration in Gifted Students

Presented by Dale Stuart, Ph.D., Sc.D.

Dr. Stuart will reveal how gifted individuals are vulnerable to numerous sources of frustration arising from their desire for precision, perfection and rational behavior in themselves and others. She will describe how different forms of praise influence a gifted child's motivation and tolerance for frustration and effort. She will offer specific guidance for fostering a gifted child's desire to learn and face challenges, and for tolerating frustration and the many difficult feelings gifted children experience.

Dr. Stuart is a psychologist in private practice with a specialty working with gifted individuals of all ages. She has a Ph.D. in Clinical Psychology along with a Ph.D. from M.I.T. in Aerospace Engineering and draws from over 25 years experience in academic and work environments with gifted individuals.

Existential Depression and Positive Disintegration

Presented by James Webb, PhD

Highly and profoundly gifted children are particularly prone to existential depression because of their intensity, sensitivity, and idealism, and because they can see the inconsistencies in the values and behaviors of others around them. In their search for meaning, gifted children are likely to question traditions, particularly those that seem meaningless or unfair. But this prompts others to withdraw from or reject them. As a result, gifted children feel alone in an absurd, arbitrary, and meaningless world where they also feel powerless to change that world. This workshop describes processes that lead to existential depression, relates these to Dabrowski's theory of Positive Disintegration, as well as to other psychological theories, and offers some specific ways to ameliorate existential depression.

Highly and Profoundly Gifted Strand

James Webb, PhD established SENG in 1981 and is president of Great Potential Press. He is the senior author of "Parents Guide to Gifted Children," and a popular presenter throughout the country. He has served on the board of the National Association for Gifted Children, and is a past president of the American Association for gifted children.

SATURDAY 11:00 AM-12:15 PM
General Session Eight

The Diverse Gifted Child

Presented by Alexinia Baldwin, PhD

This will be your opportunity to speak with Keynoter Alexinia Baldwin on topics related to recognizing and serving diverse gifted child.

Dr. Baldwin is Emeritus Professor of the University of Connecticut, Storrs, CT. She has served as the President of TAG, Board member of NAGC, USA delegate for the World Council for Gifted and Talented (WCGT). Her publications have focused on gifted underserved students; their identification and curriculum needs in the classrooms. She received the 2004 Distinguished Scholar award from NAGC and The Advocate of the Year Award given by the Association for the Education of Gifted Underachieving Students (AEGUS) for 2004, and the Distinguished Alumni Award of the NEAG School of Education in 2004.

Say Yes! Affirmation and Gratitude in Parenting

Presented by Dianne Allen

Affirmation and gratitude are two of the highest guiding principles to teach to and model for gifted youth. Discipline and consequence from an empowering vantage point will be explored with a time for audience sharing. This workshop is lively and meant to encourage adults to honor their own gifts and how to use them to encourage, inspire and support gifted youth. The workshop will have didactic segments as well as activities designed to awaken and encourage the participant's creativity to come forth.

Rev. Dianne Allen, is the Founder of Living Sound, Inc. Dianne offers refreshing ways to revitalize inspire and encourage parents, educators and youth. Her success in assisting gifted adults and families spans over 2 decades. She has been featured on CNN, CBS and many local venues in her native Florida. She publishes an inspirational e-newsletter.

Preparing the Twice-Exceptional Student for College

Presented by Terence Paul Friedrichs, Ph.D., Ed.D.

Gifted youth with attentional, learning, and emotional problems have great potential to succeed in college. However, they may suffer from frustration, anxiety, organizational problems, and challenges with self-esteem and goal-setting. They can benefit from adult support as they choose appropriately-challenging high school classes, prepare for ACT/SAT tests, and select colleges. This session provides effective strategies used for these youth by parents, and especially by educators and consultants, in these important activities.

For 25 years, Terry Friedrichs has been a gifted-GLBT youth-group leader at the high school and college levels, a researcher on their social, emotional, academic, and other needs, and an author of 10 articles and chapters on those needs. He is a private learning specialist and educational consultant in St. Paul, MN.

Parenting Highly and Profoundly Gifted Kids

A Panel Presentation Led by Heidi Molbak

Highly and Profoundly Gifted Strand

Come meet other parents of highly and profoundly gifted children! SENG directors Heidi Molbak, Vidisha Patel and others will share their experiences of parenting HG and PG kids. What unique challenges and inspirations do these children bring to parents? What are their social/emotional needs and how have they been met? You'll learn about the Davidson Institute's free support program for PG kids from a current Davidson Young Scholar parent. Bring your questions, ideas and concerns.

Heidi Molbak is the mother of three gifted boys. She has carefully guided her sons through the obstacle course that is gifted education to meet their social and emotional needs. Heidi has supported her children through twelve schools in five states and two countries, and has even run her own small school from home. She has experience with many types of schools--public magnet, independent, public charter foreign-language immersion, one-room multi-age, boarding, and home schools. She's also experienced in distance learning and summer college programs. Heidi earned an A.B. from Stanford University and is currently completing a Masters in Counseling at Loyola University New Orleans. She is also a trained SENG-Model Parent Group Facilitator.

SATURDAY 12:30-1:45 PM
Lunch Featuring Keynote Speaker
Susan Daniels, PhD



Living with Intensity

Gifted children are often misunderstood. Their excitement is viewed as excessive, their high energy as hyperactivity, their persistence as nagging, their imagination as not paying attention, their passion as being disruptive, their strong emotions and sensitivity as immaturity, their creativity and self-directedness as oppositional. Yet, these very qualities also fuel their talent and development. This keynote will provide strategies for fostering understanding and positive expression of this intensity and overexcitability.

Susan Daniels, Ph.D., Associate Professor of Educational Psychology and Counseling at California State University - San Bernardino, is co-editor of *Living With Intensity -Understanding the Sensitivity, Excitability, and Emotional Development of Gifted Children, Adolescents and Adults*. She is an international speaker on the lifespan of the gifted.

SATURDAY 2:00-5:00 PM
Continuing Education Workshop
(Separate Registration Required)

Best Practices of Health Care Professionals in Serving the Gifted: The Role of Physicians

Presented by Richard Clouse, MD

Gifted families encounter unusual challenges in social, emotional and behavioral development. Yet most health professionals have little or no training in recognizing gifted children and assisting their families with the unique parenting challenges these children present. This seminar provides health professionals with the information they need to anticipate these issues and prevent some of the more common and serious behavioral problems that arise among gifted children. Professionals who are consulted about behavior when a problem arises will be better able to recognize the unique factors at work in the development of a gifted child and provide helpful advice. You will learn how to recognize a gifted child; the characteristics of giftedness from which behavior problems arise; how these characteristics impact developmental tasks; the underlying issues behind misbehavior; practical constructs to help parents understand these issues; common behavioral challenges from infancy to adulthood; the long-term repercussions of different parenting approaches; practical advice for evaluating these children; practical interventions to help parents manage. Gifted individuals face unique challenges especially in the process of growing up. Pediatricians and family practitioners regularly coach parents on social, emotional and discipline issues during well-child visits. This "Anticipatory Guidance" is meant to alert parents to developmental issues and to open a dialogue about handling children's behavior. Psychiatrists, psychologists and counselors are frequently consulted when parents find their child puzzling, difficult or unhappy. Professionals who understand the special circumstances that challenge the gifted child will be able to provide appropriate anticipatory guidance or insightful analysis and good advice for problem behaviors

Dr. Clouse is a family practice physician and Associate Professor at the University of Louisville School of Medicine. He is a graduate of the University of Kentucky and has practiced medicine in Pennsylvania and Kentucky for nearly 20 years. Dr. Clouse serves on the SENG Professional Advisory Committee.

SATURDAY 2:00-3:15 PM
General Session Nine

Beyond Academics: Discussion Groups That Nurture The Emotional Development of Gifted Students

Presented by Terry Bradley, M.A.

Discussion groups are an often overlooked school-based intervention that have a huge pay-off in social and emotional benefits for gifted students. Terry has facilitated Student Discussion Groups for middle and high school students for the past eight years. She will provide information and materials with suggestions for getting a group started appropriate and meaningful topics for group discussions, pragmatic ways to facilitate these discussions, and resources that provide practical information and activities.

Terry Bradley, M.A. is the GT Advisor at Fairview High in Boulder, Colorado. She facilitates student and parent discussion groups and is a SENG facilitator trainer. She is the Chair of the State Advisory Committee for GT in Colorado. Terry was the 2005 recipient of the Parent Of The Year award from the Colorado Association of GT.

Adult Gifted: You Don't Just Outgrow It

Presented by Susan Daniels, PhD and James Webb, PhD

Most gifted adults are unaware of how bright they are, and how it affects their lives. Yet giftedness is not something that one outgrows; it influences our relationships, our work, and our self-image. This workshop describes some myths about bright adults, life stages that gifted adults, like gifted children, encounter, and characteristics of gifted adults as they encounter these life stages. The tasks gifted adults cope with are then related to Dabrowski's Theory of Positive Disintegration, particularly with regard to overexcitabilities and to existential depression. Common patterns, issues, and problems are described. Brief activities are used to heighten self-understanding.

*Susan Daniels, Ph.D., Associate Professor of Educational Psychology and Counseling at California State University - San Bernardino, is co-editor of *Living With Intensity -Understanding the Sensitivity, Excitability, and Emotional Development of Gifted Children, Adolescents and Adults*. She is an international speaker on the lifespan of the gifted.*

James Webb, PhD established SENG in 1981 and is president of Great Potential Press. He is the senior author of "Parents Guide to Gifted Children," and a popular presenter throughout the country. He has served on the board of the National Association for Gifted Children, and is a past president of the American Association for gifted children.

Are Your Kids Making You Depressed?

Presented by Victoria Ragsdell, Ph.D.

Gifted kids are wonderful, amazing and unpredictable. They can also be irritable, irascible, and a "perfect storm" of intensity. When our kids suffer from

perfectionism, social isolation or any of a number of common developmental challenges, their parents can suffer too. Gifted adults can find themselves reduced to a puddle of frustration, anxiety and depressed mood by their kids' lives. This seminar discusses what to do to get some peace of mind. We will cover techniques for resilient and optimistic parenting for all age groups, including young adulthood.

Victoria Ragsdell, PhD is a licensed clinical psychologist and Director of the Louisville Gifted Center (Louisville, KY). She has 19 years of experience providing therapy, coaching and consulting to gifted adults and their families. Victoria is also a professional storyteller and she's always ready to hear (or tell) a good story!

Climbing up a Narrow Path: Guidance on Advanced Development and the Authentic Life **Highly and Profoundly Gifted Strand**
For the Highly Gifted Person

Presented by P. Susan Jackson, ME.A., R.C.C., Founder of Daimon Institute for the Highly Gifted

Identified by their extraordinary intellect and uncommon talent, highly gifted persons exhibit atypical psycho-social development and idiosyncratic, distinctive patterns of motivation and achievement. Optimal development requires engagement of all aspects of Self including physical, mental, emotional, spiritual and social. Growing up "highly gifted" engenders powerful insights, a heightened drive for learning and experiencing, periods of dissolution and strife and a not-to-be ignored need to discover purpose, meaning and connections in life. The urge to live fully and authentically compels the highly gifted person forward on an often trackless path requiring deep self-awareness and radical courage to navigate. This presentation provides guidance and insight for parents, mental health practitioners, educators and the highly gifted themselves on the core nature and unique developmental demands of this exceptional population. The Integral Practice for the Gifted model presented here is rich in research and anecdotal evidence, clinical expertise and practical strategies.

P. Susan Jackson is the founder and therapeutic director of The Daimon Institute for the Highly Gifted in White Rock, British Columbia, Canada. She currently serves as chairperson of the Counseling and Guidance Network of the National Association of Gifted Children and as a editor on the SENG Editorial Board. Sue is also the school district coordinator of programs to support gifted and talented students in Langley, British Columbia, Canada. Sue has extensive educational and mental health response background in all areas of gifted education. She has written numerous articles and chapters in the gifted education literature. She is a speaker and consultant who has presented keynote addresses, seminars and workshops throughout North America at major national and international conferences. Sue is passionate about supporting the overall development of the gifted individual including cognitive, social, emotional and spiritual dimensions. Sue is a poet, nature lover and mother of two exceptionally gifted children.

SATURDAY 3:30-4:45 PM
General Session Ten

Grandparents and Gifted Children

Presented by James T. Webb, PhD and Janet Gore, MEd

Grandparents are often the first to recognize giftedness in a grandchild, and connections between grandparents and grandchildren offer opportunities, challenges, and satisfaction. Based on their book, *Grandparents' Guide to Gifted Children*, the authors describe ways that grandparents, with their greater life experience, can nurture their talented children without being pushy. Grandparents can be effective advocates to see that their grandchildren receive appropriate opportunities to fully develop their unusual potential. Besides offering social, emotional, and financial support, grandparents can encourage interests and provide stimulating opportunities to share adventures and explore ideas.

James Webb, PhD established SENG in 1981 and is president of Great Potential Press. He is the senior author of "Parents Guide to Gifted Children," and a popular presenter throughout the country. He has served on the board of the National Association for Gifted Children, and is a past president of the American Association for gifted children.

*Janet L. Gore, M.A., M.Ed., has over thirty years experience with gifted and talented students as a teacher, school administrator, guidance counselor, policy maker, and parent. She is a co-author of two major books—the award-winning *Grandparents' Guide to Gifted Children*, and the new *A Parent's Guide to Gifted Children*. Currently, Mrs. Gore is an author, consultant, and editor with Great Potential Press, Inc., and she continues to conduct numerous workshops on educational needs and programs for gifted students at local, state, regional, national, and international settings.*

I Can't Handle This! Dealing with 2-E Stress: Soothing Strategies for Stressed-Out Parents, Educators, & Students

Presented by Linda Collins, Med

When a parent calls and leaves a message saying, "Help! I'm counting the days until winter break," I know it is probably a call from one of my 2-e parents. For parents and teachers, it is often challenging to deal with the stress that comes with the day-to-day activities of 2-e students. The rigors of our educational system are not always amenable to students, especially gifted students, who have the added pressure of an additional exceptionality and/or disability. This session will focus on strategies that help to soothe the stress of everyday interactions at school. Participants will look at plans to preempt stressful situations and they will receive advice from parents, teachers, and students who have worked through issues such as organization, scheduling honors & AP classes, helping educators to understand, and the handling of difficult sensory and affective situations. Real-life examples will be examined to understand and prepare for future success.

Linda has taught for 21 years, has a Masters degree in Education, Gifted certification from University of Kansas, and is the 2009 Teacher of the Year finalist for Region 3 in Kansas. She teaches a gifted education class at her high school, and specializes in working with twice-exceptional students.

Emotional Connectedness & the Gifted African-American Child

Tiombe-Bisa Kendrick, S.S.P.

This presentation will introduce participants to African based cultural principles that are rooted in the importance of establishing emotional connectedness with gifted children from African-American descent. Participants will gain an in-depth understanding of African cultural principles and their general relationship to the social-emotional development of the gifted African-American child.

Tiombe-Bisa Kendrick is a nationally certified and licensed school psychologist. Ms. Kendrick has been a school psychologist with Miami-Dade County Public Schools since 2005. She has presented at numerous conventions on the topic of gifted children. She is on the NAGC Diversity/Equity Committee and SENG board of directors.

Out-of-the-Box Programming Ideas for Highly and Profoundly Gifted Children

Highly and Profoundly Gifted Strand

Presented by Wenda Sheard, J.D., Ph.D.

Come hear out-of-the-box programming ideas for meeting the academic, social, and emotional needs of highly and profoundly gifted children. Learn how and why to bypass education gold-standards such as the textbook, the curriculum, the grade level, the diploma, and even the teacher. Many ideas presented in this session cost little or nothing to implement, and most take advantage of a child's natural curiosity. Learn to focus education goals on the hearts and minds of children.

Wenda Sheard is an attorney, teacher, researcher, and mother of three gifted children. After practicing law for nearly twenty years, she earned a Ph.D. in political science with an emphasis on education policy. She lives in Connecticut outside New York City and currently serves as president of the SENG board.

Charting the Course: Map your Gifted Child's Success

Feature Session

Presented by Karen Yoho, Senior Director, Marketing and Member Services National Association for Gifted Children

For many years, NAGC has served as a resource for parents and caregivers seeking a wide range of advice. These information seekers (hundreds each month) have needs all over the map—from the most basic question about giftedness in their young child to tips for effective advocacy in their state houses. NAGC understands the power and influence of a well-educated parent, teacher, or counselor. That's where the Mile Marker Series™ comes in. This easily accessible, well-organized CD-ROM not only provides 350+ resources, but it also takes parents on a journey — a journey of ever broadening support for a single gifted child to gifted children in a school building and even support for gifted services across a whole state. Think of it as your GPS for the world of gifted and talented education. Karen will take you on a journey, sharing with you the many ways the Mile Marker Series™ can be used to map your gifted child's success.

Karen Yoho is an association "veteran," having spent the last four (of her 20 years) in the education association community. Karen brings to NAGC high energy and enthusiasm for communication and the power of collaboration. In her career in nonprofits, she has worked for an international student exchange organization, an environmental coalition and a floral trade association, as well as the National Association for the Education of Young Children. She enjoys nothing better than to sift through chaos and clutter to reveal, organize and present various options. (This of course does not apply to her closet!) A Certified Association Executive, Karen is a proud mom to her seven-year old daughter and an active community volunteer.

SATURDAY 5:30-7:00 PM



BBQ Dinner on the Marriott Grounds

**Saturday Evening Special Sessions
7:00 PM-9:00 PM**

SENG Model Parent Group (SMPG) Facilitator Training Part Three

Presented by Lori Comallie-Caplan, Sheri Plybon and Rosina Gallagher, Ph.D.

In this evening session, participants will practice their newly learned skills with local parents, under the supervision of experienced SENG facilitators.

(Participants in the SMPG Training Program must attend all 4 sessions to receive their facilitation certificate.)

Roundtables

Informative discussions for parents and for educators. SENG attendees provide the topics at the SENG Registration Table by noon on Saturday! Roundtables will be facilitated by SENG leaders.

HIGHLIGHTS:

SUNDAY, JULY 19

General Sessions 11 and 12

SMPG Training Part Four

High IQ Strand

Keynote Brunch



SENG Model Parent Group (SMPG) Facilitator Training: Part Four

In this final session participants will review and evaluate the previous evening parent sessions, discussing potential problems that can happen in groups. Facilitator trainers will model solutions to potential problems. Participants will be given assistance in developing an action plan to organize their own local group.

SMPG Session Four continues after brunch.

(Participants in the SMPG Training Program must attend all 4 sessions to receive their facilitation certificate.)

Empowering the Gifted Student's Affective Need for Altruism: Service-Learning Endeavors in Advocacy for the Greater Good

Presented by William J. Collins, MEd, Kathryn R. Lawhorn, MSE and Linda Collins, MEd

The GT student who can harness his/her altruistic spirit in service-learning opportunities unbridles passion for positive change in the world around them. Student designed, student initiated, and student driven service learning develops partnerships to impact the greater good by introducing students to issues, problems and concerns, empowering them to implement change for the better. Service learning is presented in this differentiated model fostering a design that empowers students to effect change that transcends their classroom experience, leaving a legacy for others to follow. Participants will learn how to connect the altruistic needs of children with community needs, through a number of venues. The four types of service learning will be investigated to assist in addressing the affective needs of the GT student.

William J. Collins, MEd, has been an educator for 22 years. He working on his doctorate in Education from the University of Kansas, teaches American Government and Psychology, coordinates the Voter Registration Drive at his school, and took 16 students to the 2009 Presidential Inauguration. A father of four gifted children, Bill is married to his high school sweetheart.

Kathryn R. Lawhorn, MSE has been an educator for 16 years. She has a MS in Education from the University of Kansas, serves on the Curriculum Team, and AP Council, and currently teaches AP European History and AP US Government. A mother of a GT six-year-old, she is involved in advocacy as a parent and an educator.

Linda Collins, MEd, has taught for 21 years, has a Masters degree in Education, Gifted certification from University of Kansas, and is the 2009 Teacher of the Year finalist for Region 3 in Kansas. She teaches a gifted education class at her high school, and specializes in working with twice-exceptional students.

Say Yes! Affirmation and Gratitude in Parenting

Presented by Dianne Allen

Affirmation and gratitude are two of the highest guiding principles to teach to and model for gifted youth. Discipline and consequence from an empowering vantage point will be explored with a time for audience sharing. This workshop is lively and meant to encourage adults to honor their own gifts and how to use them to encourage, inspire and support gifted youth. The workshop will have didactic segments as well as activities designed to awaken and encourage the participant's creativity to come forth.

Rev. Dianne Allen, is the Founder of Living Sound, Inc. Dianne offers refreshing ways to revitalize inspire and encourage parents, educators and youth. Her success in assisting gifted adults and families spans over 2 decades. She has been featured on CNN, CBS and many local venues in her native Florida. She publishes an inspirational e-newsletter.

Avoiding Avoidance

Presented by Daniel Peters, Ph.D. and Agnes Meyo, Ph.D.

Twice-Exceptional individuals frequently suffer from stress, and often utilize avoidance as a coping strategy. Unfortunately, avoidance diminishes and inhibits success. In order to avoid avoidance, 2e individuals need tools - a Disaster Supply Kit. Disasters may include completing schoolwork, meeting new people, attempting new activities, etc. As a result, a Supply Kit must include strategies such as: goal setting, self-soothing mechanisms, trigger identification, family support, and accountability. Come learn how to successfully avoid avoidance.

Dr. Dan Peters is a licensed psychologist in private practice in Northern California. He specializes in the assessment and treatment of gifted and twice-exceptional children, adolescents, adults, and families. His clinical interests include the misdiagnosis of gifted individuals, and treatment of anxiety. He serves on the SENG Editorial Board.

Dr. Agnes Meyo, psychologist, has specialized in the advocacy, testing, and counseling of gifted children and adults for over 20 years. She serves as the president of Gifted Resource Council; co-president of St. Louis Association for Gifted Children, and co-leader of the Gifted-Aspergers Parent Support Group.

Sensory Needs of the Gifted Child

Presented by Lauren Johnson

Do you have a child who is a “bouncer,” a “noodle,” or a “shirt chewer?” Someone who rocks or falls out of their chair? Someone who is overly emotional and has high sensitivities? You may be looking at a child who has sensory needs. This workshop will: identify what sensory behaviors look like, explore the relationship between gifted and sensory, demonstrate how to implement necessary daily sensory strategies into the classroom and at home, and explain what strategies will make a difference in a child’s life and why.

Lauren Johnson is an accomplished educator, having taught grades K-2 for 30 yrs. Over the past seven years, Lauren has taught in a full-time, self-contained second grade gifted classroom. Lauren has a Masters Degree in Gifted Education from the University of South Florida, is a National Board Certified teacher, recipient of the 2006 National Association for Gifted Teachers Award for her work and classroom research in the sensory needs of gifted children, recipient of Teacher of the Year from Fruitville Elementary School, Sarasota, Fl. in 2007, and a facilitator for the gifted endorsement courses sponsored by Sarasota County School District. Since 2006, Lauren has enthusiastically presented over 30 workshops to audiences in Sarasota County and throughout Florida, including the Florida Association for Gifted State Conference and the Sarasota County Teachers Conference. These workshops are designed to educate the audience on what a sensory child looks like, explaining why these kids react to their world the way they do, share real-life experiences about gifted students struggling with sensory issues and providing strategies that have been proven to help those children in the classroom setting and at home. Lauren will share her research data and the implications it presents.

SUNDAY 9:30-10:30 AM

Featuring Keynote Speaker Dale Stuart, Ph.D., Sc.D.



Letting Dreams Take Flight

It’s a common struggle for gifted individuals - you have so many interests in such widely different areas, you can’t decide which one to focus on. You feel like you need a dozen lifetimes to do all the things you want to do in life. Dale Stuart faced this dilemma — with diverse interests in science, aerospace, sports, and flying — almost from the moment she was born! In her presentation, Dale will share her personal journey as a gifted female growing up feeling passionate about many things and making difficult decisions about what to pursue. She will bring you with her on her odyssey from a disillusioned dolphin biologist to a successful aerospace engineer and ultimately a psychologist, and from a too-tall gymnast to a record setting soaring pilot and ultimately a world champion freestyle skydiver. The dramatic video that Dale will show of her freestyle skydiving is worth the price of admission alone! It punctuates her message about following her dreams and illustrates how taking advantage of unexpected opportunities ultimately made her earliest dreams come true in unimagined, magical ways.

Dale Stuart, Ph.D., Sc.D. wears the title of Clinical Psychologist, with a private practice specializing in working with gifted individuals. Her own diverse range of prior interests and careers tell the story of a person fulfilling dreams and living life with intensity and passion. Dr. Stuart received her Doctorate of Science in Aerospace Engineering from M.I.T. and had a successful career in Aerospace, then a successful career as a competition freestyle skydiver before turning to her interests in the field of psychology. She has worked in environments with gifted individuals for most of her life and is the proud aunt of a gifted nephew who adores her gifted poodle.

SUNDAY 10:45 AM -12:00 PM

SENG Model Parent Group Training

SENG Model Parent Group (SMPG) Facilitator Training: Part Four

In this final session participants will review and evaluate the previous evening parent sessions, discussing potential problems that can happen in groups. Facilitator trainers will model solutions to potential problems. Participants will be given assistance in developing an action plan to organize their own local group.

This is the final part of SMPG Session Four.

(Participants in the SMPG Training Program must attend all 4 sessions to receive their facilitation certificate.)

10:45 AM -12:00 PM

General Session Twelve (Final)

Enhancing the Inner Life of the Emotionally and Spiritually Gifted

Presented by Michele Kane, EdD

Many gifted children are keenly aware of the social problems of the world and want to work to make changes. They experience injustices and desire to make a difference. These gifted students need the guidance of adults to help them develop and foster their emotional and spiritual nature. This interactive session will examine strategies for teachers and parents in nurturing the inner life and assist them as they guide gifted youngsters learning to live with profound emotional and spiritual experiences.

Michele Kane, Ed.D. is the Coordinator of the Master of Arts in Gifted Education Program at Northeastern Illinois University. For over thirty years she has taught gifted students from pre-school through adult. She is a frequent presenter at national and state conferences on issues regarding social-emotional and spiritual dimensions of giftedness.

Taming the Worry Monster: Anxiety in Gifted and 2e Youth

Daniel Peters, Ph.D. and Agnes Meyo, Ph.D.

Worry, fear, and anxiety are common, yet often quiet "monsters" which have significant negative effects on a child's academic achievement, social and emotional functioning, and self-esteem. Teachers, parents, and counselors will learn to identify the warning signs of anxiety; the process which anxiety uses to become powerful; and, practical and effective techniques for managing and overcoming anxiety.

Dr. Dan Peters is a licensed psychologist in private practice in Northern California. He specializes in the assessment and treatment of gifted and twice-exceptional children, adolescents, adults, and families. His clinical interests include the misdiagnosis of gifted individuals, and treatment of anxiety. He serves on the SENG Editorial Board.

Dr. Agnes Meyo, psychologist, has specialized in the advocacy, testing, and counseling of gifted children and adults for over 20 years. She serves as the president of Gifted Resource Council; co-president of St. Louis Association for Gifted Children, and co-leader of the Gifted-Aspergers Parent Support Group.

Cluster Grouping: Addressing the Academic, Social & Emotional Needs of All Gifted Students

Presented by Dina Brulles, Ph.D.

The Schoolwide Cluster Grouping Model provides an inclusive setting where all gifted children can learn. In this model, students are grouped together in classes with gifted cluster teachers who have specialized training in gifted education. Teachers are more likely to understand the unique social, emotional, and academic needs of gifted students when there is a cluster group in their class. When gifted children feel accepted for who they are, they engage more readily, are more likely to seek challenging learning opportunities, and experience greater achievement. The gifted cluster model enfranchises all gifted children, including those who may be excluded from other program models, such as under-achieving, culturally and linguistically diverse, and twice-exceptional gifted students. In the Schoolwide Cluster Grouping Model everyone benefits!

Dina Brulles is the Director of Gifted Education in the Paradise Valley Unified School District in Arizona, and teaches gifted education courses at Arizona State University. Dina has served as President of the Arizona Association for Gifted and Talented and as Vice President of SENG (Supporting Emotional Needs of the Gifted). Specializing in cluster grouping and in serving culturally diverse gifted students, Dina helps school develop gifted programs that reflect the needs of their student populations. Dina co-authored "The Cluster Grouping Handbook" with Susan Winebrenner, and "Helping All Gifted Children Learn: A Teacher's Guide to Using the NNAT2 with Jack Naglieri and Kim Lansdowne.

A Conversation with Sue Jackson

Highly and Profoundly Gifted Strand

Presented by P. Susan Jackson, ME.A., R.C.C., Founder of Daimon Institute for the Highly Gifted

This session is a chance for parents, grandparents, and others to converse with Sue Jackson about the social, emotional, and developmental needs of highly and profoundly gifted children. Come and ask those questions that arose in your mind earlier today during other sessions in the highly and profoundly gifted strand of the conference. Or come and listen to what might transpire as others seek clarity.

P. Susan Jackson is the founder and therapeutic director of The Daimon Institute for the Highly Gifted in White Rock, British Columbia, Canada. She currently serves as chairperson of the Counseling and Guidance Network of the National Association of Gifted Children and as a editor on the SENG Editorial Board. Sue is also the school district coordinator of programs to support gifted and talented students in Langley, British Columbia, Canada. Sue has extensive educational and mental health response background in all areas of gifted education. She has written numerous articles and chapters in the gifted education literature. She is a speaker and consultant who has presented keynote addresses, seminars and workshops throughout North America at major national and international conferences. Sue is passionate about supporting the overall development of the gifted individual including cognitive, social, emotional and spiritual dimensions. Sue is a poet, nature lover and mother of two exceptionally gifted children.