



Working Together for the Gifted Newsletter

February 2009

Volume 1, Number 2

In This Issue

Instant fun - simple ideas that don't cost a lot and can be both fun and challenging for your children

Future Programs - Details about programs and events, both the ones we are running and others offered within the community

Articles – short information pieces that might be of interest about Intra- personal skills

- THIS MONTH - Anger Management

Book Review - information about different book resources we have found useful

Diary Dates

February 26 –Seminar Underachievement and Visual Spatial Learners (www.learninglinks.org.au)

March 13-15 NZ Reaching Forward Gifted Conference (reachingforward@confer.co.nz)

April 2 Francoys Gagne Seminar

April 21-24 Graduate Certificate – Gifted Education - Murdoch University (<http://www.murdoch.edu.au/>)

May 1 – 3 Illoura Residential G & T Workshop - Canberra (www.nswagtc.org.au)

Services

www.australiangiftedsupport.com

The Australian Gifted Support Centre offers a wide range of services to gifted children, their parents or caregivers and their teachers

We specialise in

- Gifted students
- Visual Spatial Learners
- Twice Exceptional Learners

by providing the following services

- Information for parents
- Information for teachers
- Identification of specific learning needs
- Counselling for Parents
- Counselling for Children
- Advocacy and liaison with schools
- Professional Development & training programs for:

Teachers

Early Childhood workers

Parents

The year is already getting busy and we trust you enjoyed the holiday break and that the start to the school year has gone well.

January was a busy time with our School holiday Programs. Thanks to about 150 amazing children and 8 inspirational presenters they were a great success. Thank you also to Lindfield Public School and Peakhurst Public School for making their classrooms available for this program.

Thank you for supporting your children's love of learning by involving them in our programs. Their enthusiasm, imagination and often challenging questions made it a great experience for each other and the presenters.

Some feedback from those attending included:

"That was great can't I come again" and later that evening a discussion about personification and request for paper to work on 'my story'" – 8yr old boy – normally a reluctant writer.

"He came home with a sparkle in his eye I hadn't seen for ages – if we could just get this from school as well" – Mum

A suggestion from one of the students about a book she had read that could make a great theme, similar in ideas to the workshop we had done that day. She has offered to lend it to me and so it is on the reading list after I finish the Series 3 Deltora Quest books that I'm reading in preparation for the Camp the NSW Association for Gifted & Talented Children is running in June this year. (for further camp details visit www.nswagtc.org.au)

The next programs are being finalised and the flyer will be on the website within the next week and also emailed directly to those on our database.

Instant Fun - Waiting and travelling games

Here are some great ideas sent to us by Cate.

Movie characters

Think of a Disney movie everyone traveling knows. Create a code to link different items you might see on the trip with a character in the movie. E.g. Windmill = Beauty; sheep = beast, etc. Then when playing "I spy" you say "I spy a beauty" meaning I spy a windmill. It can get quite detailed depending on how well people know the movie!

Alphabet words

One person says the alphabet quietly in their head – another says STOP and then everyone takes turns saying words that start with that letter. We once did an hour and a half of words starting with 'S'.

Alphabet – more ideas

We play the name fruit etc game (see January 2009 e-newsletter) that you mentioned a lot as well. Just played it the other day waiting for a delayed train. To make it a bit more advanced we used country/town names, things you can eat and also plants.

- Children's Workshops including:
 - Stepping Stones - Social Skills
 - Enrichment programs in school
 - School holiday program

Contact Us:

enquiries@australiangiftedsupport.com

PROFESSOR FRANÇOYS GAGNÉ SEMINAR

Thu 2 April 2009, 9.00am to 4.30pm

James Ruse Agricultural High School

The seminar will engage you with the updated version of Gagné's Differentiated Model of Giftedness and Talent (2008), how it defines intellectual giftedness, tools and instruments for identification and how to apply the model when programming and developing school provisions.

See the February NSWAGTC Events form for full details and download the [Gagné Registration Form](#) to register.

NEXT ENRICHMENT PROGRAMS

PEAKHURST

TUESDAY 14th April

WATCH IT GROW	Y K-2
NATURE OR NURTURE	Y 1-3
MAGIC OR SCIENCE	Y K-2
HISTORY	Y 3-6
PHYSICS OF FLIGHT	Y2-6
TIME TO PLAY	Y 3-6
MESSY MOLECULES & SUBMARINE SCIENCE	Y2- 5

SUNDAY 17th MAY

EARTH SCIENCE	YK-2
ROALD DAHL MANIA	Y3- 6
PLANES, TRAINS AND AUTOMOBILES	Y2-4
AIR FORCE ROCKET SCIENCE	Y2-5
SPACE ACADEMY	Y3-6
BURPS and other DISGUSTING THINGS	YK-2
PIRATES: FACT OR FICTION	YK-2

LINDFIELD

WEDNESDAY 15th April

WATCH IT GROW	Y K-2
HISTORY	Y3-6
JUNIOR ENGINEERS	Y2-5
GROSSOLOGY	Y2-5
PHYSICS OF FLIGHT	Y2-6
TIME TO PLAY	Y 3-6
POET-TREE	Y4-6

SUNDAY 24th MAY

MAD INVENTIONS	Y2- 4
ROBOTICS	YK-2
PLANES, TRAINS AND AUTOMOBILES	Y2-4
SCIENCE YOU CAN EAT	YK-2
SPACE ACADEMY	Y3-6
BURPS and other DISGUSTING THINGS	YK-2
WEATHER	YK-2

To down load full details and registration click [FLYER](#)

Ongoing Activities and Support

If you children enjoyed meeting other like minded children at the holiday programs and you would like the chance to meet parents who understand the joys and challenges of gifted children consider becoming involved with one of the NSW Assoc support groups. There is currently one operating in the North Shore and also the Sutherland area The North Shore Gifted Support Group (NSGSG) was established in 2007 for families of gifted children on Sydney's North Shore, but now includes families the North West, Northern Beaches and many other parts of Sydney - to date there are over 100 families who are part of this group.

The NSGSG aims to offer support to these families through the mutual sharing of knowledge, experiences and information, with the backup of the NSW Association for Gifted & Talented Children (NSWAGTC). A major part of the NSGSG has been the formation of a closed online Yahoo group creating a 'virtual community' where parents can

The "What If" game

Explore hypothetical situations, brainstorming as many imaginative responses as possible.

They could be personal "what-ifs" like:

1. What if you could never leave your house again? What five objects and person would you choose to have there with you?
2. What if you could change your name, what would you choose?
3. What if you could be reborn in another time, past or future? What time would you choose and why?
4. What if you had a million dollars? A hundred million?

Or other "what ifs" like:

1. What would happen if gravity was twice as strong? Half as strong?
2. What if nobody had to work for a living?

You could take turns making up your own 'What if's'

(Some ideas taken from *Playing Smart* by Susan K. Perry,1990)

INTRODUCING OUR TEAM

[Bernadette Huxley](#) has joined me in Sydney as co-ordinator of the enrichment programs.

Some of you may have met Bernadette at the January workshops already. Bernadette and I have been working together for the past 4 years providing in school enrichment programs for schools in the ACT and prior to that since 2001 with the NSWAGTC ACT Branch.

Bernadette will be co-ordinating the April and May programs and looks forward to hearing from you and meeting you at Lindfield or Peakhurst. She can be contacted at bernadette@australiangiftedsupport.com.

Enrichment Workshops

For children with bright enquiring minds who will be in Kindergarten to Year Six in 2009.

Due to the popularity of the January Program we have planned another series of workshops for the April holidays and for two Sundays in May.

The goal of these workshops is to encourage the children to explore ideas and challenge themselves by

*"thinking outside the square"
developing friendships
thinking strategies,
trying new things
brainstorming,
experimentation and sharing
taking intellectual and creative risks
developing ideas through discussion,
sharing and working with other like minded souls*



discuss issues in a safe and supportive environment. Information of interest to parents of gifted children such as current research, news articles, childrens activities etc is also frequently posted vis this forum. For further information about the group please feel free to contact the coordinator, Lara Fitzgerald - larajfitzgerald@hotmail.com
For the Sutherland group contact Kylie Walker - ssgat@tpg.com.au

Up coming Information Seminar

Gifted Children and Underachieving Visual Spatial Learners and 2e students.

This workshop will explore factors underlying a visual spatial learning preference, consider methods of identification. Discuss strengths and weaknesses these children possess and loo at strategies for assisting their learning.

Presenter: Helen Dudeney Med, COGE

Thursday 26th February, 2009 –

Venue: Learning Links – Peakhurst 6 – 8pm

for more information and bookings www.learninglinks.org.au

Tuesday 2nd May, 2009 –

Venue – Waitara Public School 7 – 9.30

for more information and bookings

www.australiangiftedsupport.com

Reference list for publications and websites to visit

WEB SITES

www.australiangiftedsupport.com

www.nswagtc.org.au

www.gifteddevelopment.com

www.giftedservices.com

www.gifted-resources-centre.org

www.piecesoflearning.com

www.hoagiesgifted.org

www.egroups.com/group/OnTheRightSide

www.sinetwork.org

www.bibliofind.com

www.inspiration.com

www.multiplication.com

www.apduk.org/www.bbc.co.uk/schools/typing/

<http://picturemreading.com/index.html>

www.starjumpcom.au

PUBLICATIONS

Right Brained Child in a Left Brained World: Unlocking the Potential of Your ADD Child. Freed, J

Upside Down Brilliance. Silverman, L.K.

Raising Topsy Turvy Kids. Golon, A.

Look closer: Visual Thinking Skills and Activities K – 12.

Johnson, N.

Smart Kids with School Problems: Things to Know and Ways to Help. Vail, P.

Using Both Sides of Your Brain. Buzan, T.

Mind Mapping for Kids. Buzan, T.

Mapping Inner Space – Learning and Teaching Mind

Mapping. Margulies, N.

Memorize in Minutes: The Times Tables. Walker, A.

OTHER USEFUL WEB SITES

www.nswagtc.org.au

The NSW Association for Gifted and Talented Children Inc offers a wealth of information for parents and teachers of gifted children.

www.giftedresources.org

Gifted Resources is an information service providing items of interest for parents and teachers of gifted students and the service providers who cater for them.

Services include:

- Consultations
- Guest speakers
- Lecture presentations & Film Discussions
- Information packs
- Internet site & Email Newsletter
- Books, educational games & CDs for sale

Twice Exceptional Students

Until recently there was little real understanding about the possibility that a child could be academically gifted and yet not be performing at school due to some developmental difference that was getting in the way of success. This can be a major contributor to underachievement.

Children of high intelligence who also have one or more learning disabilities are described as gifted and learning disabled (GLD). GLD children are also sometimes called twice exceptional or 2e – the two exceptionalities being the giftedness on the one hand, and the disability, medical condition or similar on the other (Barnes.C., Dudeney.H, 2009).

The profile of twice exceptional learners includes children who are clearly bright BUT:

- May be poor at spelling yet read well
- Can be very disorganized, easily distracted and have attention issues
- Show keen visual skills yet poor listening skills with difficulty following oral directions
- Are highly creative, inventive, imaginative and generate unusual solutions to problems
- Have great ideas but rarely complete tasks and can be highly sensitive
- Are good at maths and can get the correct answer but can't explain how or master basic computation
- Wide general knowledge, advanced ability to understand and identify complex relationships, sophisticated vocabulary, superior abstract reasoning ability but difficulty completing academic tasks, particularly timed tests.

This increased understanding of these students has led to an increase in the information and resources for parents and teachers to support them.

These include

Twice –exceptional Newsletter and monthly briefing – an online resource from The USA providing a broad range of practical articles and current developments and provisions in this area. If you would like to receive a free copy of the February 2009 Briefing please email us at enquiries@australiangiftedsupport.com .

NSWAGTC GLD Support Group and members Email community, for more information visit <http://nswagtc.org.au> - Support Groups



A child told me that when I'm angry it is like I have a bull dog inside me. He is tied up but trying to break loose. Some times the rope holds but other times it frays and breaks.

DEVELOPING POTENTIAL - ESSENTIAL SKILLS

2- Anger Management

As has always been my experience, if I'm looking for an idea of what type of workshop to run, or what is important then asking the kids will always lead me to a good idea. In deciding which skill to address in this newsletter I looked at the goals that the children in the current social skills courses have been setting themselves and found that a common choice was anger management, very often in connection with their brothers, sisters and parents. Also, anger at themselves and with their friends.

Experiencing anger can lead children to feel quite uncomfortable and confused. There is the anger itself and handling the emotions that are connected with it, the feeling of being out of control, which they don't like and also often the belief that being angry and loosing control are childish and not wanting to be childish.

Letting children know that *anger* is one of our emotions and that it is normal and good to *feel angry* sometimes but it is how we behave when we *feel angry* that is important. Making the distinction - angry is a way you might feel it is not who you

BOOK REVIEW

YOUNG GIFTED CHILDREN their search for complexity and connection by Cathie Harrison

This book documents the authors journey with gifted children and their families. It begins by exploring the first weeks and months in the life a gifted children and their families. It then takes the reader through various stages and aspects of the early childhood experience of being a young gifted child. It looks at aspects of play, learning and development and the notion of the search for complexity and connection as it impinges on both the intellectual and emotional and social domains. It moves on to look at how the children and families experience their links with early childhood and school settings, community. An important research based reference for parents and early childhood teachers alike.

If you are interested in purchasing a copy please visit www.giftedminds.com.au and contact Lynette.

Books Available from Australian Gifted Support Centre

RRP + postage

They're not Bringing out my Brain - R.,Cathcart	
A\$44.00	
Upsidedown Brilliance – L.K. Silverman	A\$59.60

are.

Introducing the ANGER RULES is a good starting point

It's OK to feel angry BUT

- Don't hurt others
- Don't hurt yourself
- Don't hurt property

DO talk about it.

By following the three don'ts it means children are less likely to get themselves into trouble and then by teaching breathing skills, and ways to think about choices it gives them the chance to think of some other ways to act. Sometimes the idea of traffic lights can be used to help remind them of the steps. Reminding children that if they behave badly when angry then they are not in control but if they follow the rules then they can be in control of their behaviour.

Also encouraging them to talk about what they are feeling is good because bottling up anger leads it to become explosive and then it is very hard to follow the anger rules. Encouraging kids to think and talk about the who, when, where and why of what has caused them to feel angry can often help them to think about their anger more objectively.

Developing emotional language is also important. It is often hard for children to talk about how they feel as their vocabulary is limited, so they are restricted to words like happy, sad, mad. When adults use more specific emotional vocabulary it models for your children and can help them learn how to express their feelings. Modelling how you feel and manage anger is also useful, if they don't see a good model of how to do it they are left only their own knowledge and it may be hard for them to change their behaviour.

It can also be useful to talk to them about the things that can make them mad, get them to write them down (or you scribe for them) and then think about what they could do if these things happen again.

Helping children think of a list of things to do that calm them down can be helpful as they have some ideas to draw on rather than just feel angry. Think of things they can do at home (eg go to room and read a book, play with the dog, jump on the trampoline) and also at school (eg think of something happy, play a favourite piece of music in your head, take some big deep breaths- see details in January 2009 Newsletter in the Anxiety Article.). Preparation is important as trying to introduce any of these strategies when they are angry won't work. It is important that they have learned and practiced them when calm so that they can access them a little more automatically when needed. The emotion of anger is too strong for them to be able to listen and take on board what is said when they are in the heat of the moment.

Helping you child learn about saying sorry if they have behaved badly as a result of their anger and hurt anyone is important. Talk to them about when they need to say sorry and when it isn't necessary.

Here are some simple steps for COPING WITH ANGER WITH FRIENDS

1. Notice what's happening
2. Calm down
3. Think about what's bugging you
4. Figure out how your friend's actions make you feel
5. Use the 'BIG I' message to tell your friend
6. Listen to your friend's response.

These and many more strategies are part of our Stepping Stones Programs – keep an eye on the Website for future programs.

