

Where can parents go for additional information?

ELP LENDING LIBRARY

Parents often find it necessary to find information to deal with the challenges of raising a high-ability student. Because each child is unique, there is no ideal reference book which can be recommended. However, there are many excellent books available that can assist you in parenting and equip you with knowledge to effectively advocate for your child's educational needs. The following is a partial list of books that are available for borrowing from the Johnston Schools ELP teachers. Contact the ELP teacher at your student's school to arrange to have it sent home with your student. Please return the book within one month. If you have a particular topic of interest concerning needs of high-ability students, any of the ELP teachers can help you locate a book or resource on the subject.

601 Words You Need to Know to Pass Your Exam, 2nd Ed. by Murray Bromberg and Julius Liebb

The Academic Acceleration of Gifted Children by W. Thomas Southern and Eric D. Jones

Bringing out the Best--A resource guide for parents of young children, Revised and Updated by Jacquelyn Saunders and Pam Espeland

College Match--A Blueprint for Choosing the Best School for You by Steven Antonoff and Marie Friedeman

Comics to Classics--A Parents' Guide to Books for Teens and Pre-teens by Arthea J. S. Reed

Competitions: Maximizing Your Abilities by Frances A. Karnes and Tracy L. Riley

deBono's Thinking Course by Edward deBono

Designing and Developing Programs for Gifted Students by Joan Franklin Smutney

Developing Mathematically Promising Students by Linda Jensen Sheffield

Educational Resources for Academically Talented Adolescents by Center for Talented Youth

Emotional Intelligence by Daniel Goleman

Extraordinary Minds: Portraits of Exceptional Individuals and an Examination of Our Extraordinariness by Howard Gardner

Fighting Invisible Tigers--A Stress Management Guide for Teens by Earl Hipp

For Parents Only: Tips for Surviving the Journey from Homeroom to Dorm Room by Julia Johnson and Mary Kay Shanley

Full Circle: A New Look at Multiage Education by Penelle Chase and Jane Doan

Get Off My Brain--A Survival Guide for Lazy Students by Randall McCutcheon

Gifted and Talented Children in the Regular Classroom by E. Paul Torrance & Dorothy A. Sisk

Gifted Grownups--The mixed blessings of extraordinary potential by Marylou Kelly Streznewski

The Gifted Kids Guide to Creative Thinking by Charles F. Wetherall

The Gifted Kids' Survival Guide--For Ages 10 and Under by Judy Galbraith

The Gifted Kids' Survival Guide: A Teen Handbook by Judy Galbraith and Jim Delisle

The Gifted Kids' Survival Guide II--A Sequel to the Original Gifted Kids' Survival Guide (Ages 11-18) by Judy Galbraith and Jim Delisle

The Gifted Kids' Survival Guide--For Ages 11-18 by Judy Galbraith and Jim Delisle

Graduate to Your Perfect Job: Find Your Focus, Inspiration & Occupation by Jason R. Dorsey

Great Books for Girls by Kathleen Odean

Guiding the Gifted Child--A Practical Source for Parents and Teachers by James Webb, Elizabeth Meckstroth, and Stephanie Tolan

Helping Gifted Children Soar by Carol A. Strip, PhD with Gretchen Hirsch

*Hot Words for SAT*I--The 350 Words you Need to Know* by Murray Bromberg and Julius Liebb

How to Prepare for the Preliminary SAT/National Merit Scholarship Qualifying Test, 8th Ed. by Samuel C. Brownstein, Mitchel Weiner and Sharon Weiner Green

How to Prepare for SAT II Biology, 11th Ed. by Maurice Bleifeld

How to Prepare for the MAT--Miller Analogies Test, 5th Ed. by Robert J. Sternberg

How to Survive and Thrive as Educator of Gifted and Talented--in a Small or Large School District by Lois F. Roets

A Kick In the Seat of the Pants by Roger von Oech

I Am Not a Short Adult! Getting Good at Being a Kid by Marilyn Burns

If You Don't Know Where You're Going, You'll Probably End up Somewhere Else by David P. Campbell

In Search of Perspective by Cartoons by Jean Watts

It's All in Your Head: A Guide to Understanding Your Brain and Boosting Your Brain Power by Susan L. Barrett

Jane and Johnny Love Math: Recognizing and Encouraging Mathematical Talent in Elementary Students by Ann E. Lupkowski & Susan G. Assouline

The Joy of Mathematics--Discovering Mathematics All Around You by Theoni Pappas

Kid Stories: biographies of 20 young people you'd like to know by Jim Delisle

Kids With Courage: true stories about young people making a difference by Barbara A. Lewis

Leadership Education: Developing Skills for Youth by William B. Richardson and John F. Feldhusen

Leadership for Differentiating Schools & Classrooms by Carol Ann Tomlinson and Susan Demirsky Allan

Leadership for Students: A Practical Guide for Ages 8-18 by Frances A. Karnes and Suzanne M. Bean

Leadership--Making Things Happen by Dorothy A. Sisk and Doris J. Shallcross

Lost Prizes: Talent Development and Problem Solving with At-Risk Students by Ken W. McCluskey, Phillip A. Baker, Sé C. O'Hagan and Donald J. Treffinger

The Magic of Mathematics--Discovering the Spell of Mathematics by Theoni Pappas

Mathematical Puzzles for Beginners & Enthusiasts by Geoffrey Mott-Smith

Memory by Herbie Brennan

Mentor Relationships: How The Aid Creative Achievement, Endure, Change, and Die by E. Paul Torrance

The New York Times Guide to Reference Materials by Mona McCormick

On Being Gifted by Mark Krueger

One Size Fits Few by Susan Ohanian

Panic Plan for the ACT by Joan Carris and Michael R. Crystal

Parents' Guide to Raising a Gifted Child: Recognizing and Developing Your Child's Potential by James Alvino

Perfectionism--What's Bad About Being Too Good by Miriam Adderholdt-Elliott

Playing Smart--A Parent's Guide to Enriching, Offbeat Learning Activities for Ages 4-14 by Susan K. Perry

Radical Acceleration of Highly Gifted Children by Miraca U.M. Gross and Helen E. vanVliet

SAT II Writing, 1998 Ed. by Kaplan

SAT in a Week by Kaplan Sourcebooks

SAT Word Flash--The Quick Way to Build Verbal Power for the NEW SAT-and Beyond by Joan Davenport Carris

School Girls: Young Women, Self-Esteem, and the Confidence Gap by Peggy Orenstein

The School Survival Guide for Kids With LD *(Learning Differences)* by Rhoda Cummings and Gary Fisher

Six Thinking Hats: An essential approach to business management from the creator of Lateral Thinking by Edward deBono

Smart Kids With School Problems--Things to Know and Ways to Help by Priscilla Vail

Some of My Best Friends are Books--Guiding Gifted Readers from Pre-school to High School by Judith Wynn Halsted

Staff Development: The Key to Effective Gifted Education Programs by Peggy Dettmer and Mary Landrum

Stand Up for Your Gifted Child by Joan Franklin Smutney

The Survival Guide for Parents of Gifted Kids--How to Understand, Live With, and Stick Up For Your Gifted Child by Sally Yahnke Walker

Talented Teenagers: The Roots of Success and Failure by Mihaly Csikszentmihalyi, Kevin Rathunde, and Samuel Whalen

Thinking Styles by Robert J. Sternberg

Triple Your Reading Speed, 3rd Ed. by Wade E. Cutler

The Trouble With Perfect, by Elisabeth Buthrie, MD, and Kathy Matthews

Underachievement Syndrome--Causes and Cures by Sylvia B. Rimm

Vocabulary Cartoons--Learn Hundreds of SAT Words Fast with the Easy Memory Techniques by Sam, Max, and Bryan Burchers

A Whack On the Side of the Head by Roger von Oech

When Gifted Kids Don't Have All the Answers: How to Meet their Social and Emotional Needs by Jim Delisle & Judy Galbraith

Where can parents go for additional information?

In addition to becoming a member of Friends of Johnston ELP, parents are encouraged to learn about the state and national organizations, Iowa Talented and Gifted Association (ITAG) and the National Association for Gifted Children (NAGC).

Iowa Talented and Gifted Association

Website: <http://www.iowatag.org>

About ITAG

Iowa Talented and Gifted Association (ITAG), an affiliate of the National Association for Gifted Children, was organized more than 35 years ago with a vision that gifted/talented children in the state of Iowa should receive an education commensurate with their abilities and needs.

ITAG promotes advocacy at the state and local levels, pre- and in-service training in gifted education, and parent/guardian/community awareness, education, and involvement. ITAG is comprised of parents/guardians, educators, other professionals, and community leaders who share an interest in the growth and development of gifted and talented individuals in Iowa. ITAG hosts an annual conference that features national and local speakers who focus on interests and concerns that parents/guardians, educators, and advocates have about gifted education. In addition, ITAG helps local advocates organize groups and provides them with continuing support. The organization provides local chapters with comprehensive packages of materials related to parenting/advocacy and local chapter development. ITAG publishes an informative news magazine for parents and educators three times each year.

Parents and educators who join Friends of Johnston ELP have the option of also joining ITAG. Interested individuals may also join ITAG directly without joining the local group.

National Association for Gifted Children

1707 L Street, N.W. - Suite 550, Washington, DC 20036

Phone: (202) 785-4268; Fax: (202) 785-4248

E-mail: nagc@nagc.org

Website: <http://www.nagc.org>

About NAGC

The National Association for Gifted Children (NAGC) is an organization of parents, teachers, educators, other professionals and community leaders who unite to address the unique needs of children and youth with demonstrated gifts and talents as well as those children who may be able to develop their talent potential with appropriate educational experiences. NAGC supports and develops policies and practices that encourage and respond to the diverse expressions of gifts and talents in children and youth from all cultures, racial and ethnic backgrounds, and socioeconomic groups. NAGC supports and engages in research and development, staff development, advocacy, communication, and collaboration with other organizations and agencies who strive to improve the quality of education for all students. The organization publishes an informative magazine, *Parenting for High Potential*, several times each year.

A variety of membership options are available for parents and educators. Contact NAGC for more information.

How should parents and students plan for college?

College planning can be an exciting and sometimes overwhelming process. Families of high-ability students often have questions about the college planning process. The following excerpts are from an article written by Sandra L. Berger, "College Planning for Gifted and Talented Youth." The entire article can be read at **Kid Source Online**: http://www.kidsource.com/kidsource/content/college_planning.html

There are more than 3,000 colleges and universities in the United States. Choosing among them is a complex task. Recruiting procedures and a wide variety of publications such as college viewbooks offer idyllic scenes of campus life, but do little to clarify student decision making. The increasing number and variety of books on how to get accepted by the college of your choice adds to the anxiety and expectations. Unless the match between institutions and students is truly a good one, both are likely to be disappointed. Gifted and talented (GT) students often have problems beyond those of most other students who consider college and career choices. A systematic, collaborative approach is needed whereby students learn that college planning is part of life career development; it need not be a finite event that begins and ends mysteriously or arbitrarily.

Learning About Oneself: A 6-Year Process

A coherent, programmatic approach to college planning provides opportunities for students to obtain information from counselors, other adults, and peers who understand their needs and who will listen to them, interpret and clarify their experiences, and discuss their concerns about changing self-concepts. Programs should include students who are identified as gifted (generally through IQ scores) but who may not be achieving academically. Students can learn about themselves, their community, and career options in a wide variety of ways. *College Planning for Gifted Students* (Berger, 1989) provides detailed information.

- **Seventh and Eighth Grades.** Guidance activities emphasize self-awareness, time management, work/study skills, and an introduction to career awareness. Students develop a 4- to 6-year academic plan and decision-making skills. Participation in regional talent searches is encouraged, and students are provided with information on the Scholastic Aptitude Test (SAT) and/or the American College Test (ACT), the screening instruments employed by talent searches. Planning for advanced courses often begins as early as the eighth grade, especially in the case of sequential courses such as mathematics, languages, and sciences. Many students will not be ready or able to begin a sequence. In such cases, summer programs, sponsored by regional talent searches or by-mail courses provided by some regional talent search programs may be a viable option.
- **Ninth and Tenth Grades.** Guidance activities continue to help students clarify intellectual and social/emotional experiences, establish a sense of identity and direction, and set short- and long-term goals. Students are encouraged to identify and pursue interests. By 10th grade, they become aware of how their academic subjects, values, interests, and goals relate to careers. They also begin to learn that some interests and talents develop into artistic or scientific convictions while others develop into leisure activities.
- **Eleventh and Twelfth Grades.** Guidance activities include arranging for mentor relationships and internships. Through group workshops, students learn how colleges make selections, who is involved in the admissions process, how students are evaluated, and what they can offer that a college requires and desires. They learn about the application process and how to present themselves so that the institution will recognize them as a good match. Parents can support an effective guidance program by participating in school career centers and providing students with opportunities for enrichment.

Additional Resources:

College Planning Center: <http://www.collegeplanning.org>

Of particular interest on this website are the comprehensive, monthly junior year and senior year planning calendars. These calendars provide families with a detailed checklist to facilitate the college planning process. On the above website, choose "Helpful Links" and select the Junior or Senior Year Calendar.

US News and World Report: <http://www.usnews.com/usnews/edu/college/cohome.htm>

This website includes college rankings, detailed planning calendars, and tools to help with all aspects of the college planning process.

How should parents and students plan for college?

US News and World Report provides a calendar that can serve as a guideline for the college search and application process; a general timeline from that article follows.

Freshmen Year

- Explore clubs and activities in and outside of school that will offer you the chance to develop your unique interests and abilities and your leadership skills. Consider becoming a volunteer in your community. Colleges want to see passion and commitment.
- Visit your guidance counselor early in the year to map out a four-year plan. If you are planning on taking Advanced Placement courses later on, you will need to make sure you are meeting the prerequisites. It is also a great idea to become a familiar face around the guidance office-this is the person who will one day be writing your letters of recommendation.

Sophomore Year

- Draw up a list of college majors that intrigue you and review your four-year course load with the majors in mind.
- Take the PLAN if it is offered at your school. It is also a good idea to take the PSAT this year as practice for your junior year.
- Explore your reasons for going to college, which may have a huge bearing on where you belong. Take a career assessment of some kind of you are struggling to zero in on career possibilities.
- Spend some time researching colleges.

Junior Year

- Attend college fairs and gather information.
- Talk with your parents about what limitations they plan to set on where you will attend college. Knowing how much they can contribute may affect your decision about where to apply.
- Start researching scholarships. You may find useful information in your high school guidance office and online at www.finaid.com and www.fastaid.com.
- Take the PSAT/National Merit Scholarship Qualifying Test to practice for the SAT and ACT and to qualify for scholarships offered by the National Merit Scholarship Corp.
- Check with your schools to see if they prefer-or require- the ACT, SAT, or neither. Most colleges will accept either test, and some counselors recommend taking both, since many students perform better on one than the other.
- Identify the characteristics of a college that matter to you-size, location, cost, academic rigor, social environment, diversity, for example. View college brochures in the guidance office or go online to search colleges' own websites.
- Register for June SAT or ACT tests.
- Send for college applications and think about essay topics. Consider who to ask for recommendations.
- Counselors advise entering senior year with three or four schools in mind that are apt to accept you and one or two "possibles." If you haven't already been to campus, visiting schools this spring or in the early fall will help you create a list. Set up admissions interviews.
- Compile a resume of activities, honors, leadership positions, and job experience. You will need this for college applications and scholarship forms.
- Talk honestly with your parents about how you will finance your college costs and how much they will expect you to supply.

Senior Year

- Ask colleges to send you their application materials.
- Continue researching scholarships. Begin assembling documents for aid applications.
- Give out recommendation forms and stamped envelopes addressed to the colleges' admissions offices.
- If you plan to apply for early decision, consider what effect that could have on financial aid.
- Review your final list of colleges with your counselor.
- As you schedule visits with admissions and financial-aid advisors, think about also visiting with faculty and students in the department that interests you.
- Register for the fall ACT and/or SAT I and SAT II Subject Tests.
- Request that your transcripts be sent to colleges.
- Mail early action or early decision applications by November 1st.
- Start writing your essays.
- If you are applying regular decision, mail applications or turn them in at school in December.
- If you applied early and were accepted, withdraw your applications from other schools.
- Start working with your parents on the Free Application for Federal Student Aid form.
- In January, file all federal financial aid forms and apply for state aid available.
- Ask your school to send midyear grade reports to your colleges.
- Check with schools to make sure that they have received all required documentation.
- Don't give in to "senioritis." Your admission is contingent upon your final grades.
- Evaluate your financial aid offers. You'll have to make a decision about where to go and notify your college by May 1, then let other schools know you won't be coming.
- In June, have your high school send your final transcript to your college.