Workshop Sessions

Session 1: 9:00 am – 9:50 am

Socioemotional Development of Gifted Children – Stephen Chou, PsyD
The socioemotional development of gifted children is beautifully complex. Numerous well-accepted concepts within the gifted field have been acknowledged, including, but not limited to, those of intellectual precocity, asynchronous development, socioemotional needs, twice-exceptionality (2e), and overexcitabilities (OE’s) within Dabrowski’s TPD. This presentation posits an understanding of the socioemotional development of gifted children that will incorporate the myriad concepts in the field of giftedness/2e to help guide parents, teachers, and clinicians with gifted children’s optimal growth and development.

Exploring Diversity Through Books – Robert Seney, PhD
“There are many ways to enlarge your child’s world. Love of books is best of all.”
Jacqueline Kennedy
How do we build empathy and understanding in a world in which diversity is now the norm? How do we help our learners walk in someone else’s shoes? How do we help our learners learn the cultures of their classmates who are not like them? These are only three of the questions that we must address if we are to seriously consider the diversity in our schools, in our cities, in our nation, and in our world. Addressing diversity becomes even more important because of the sensitivities of gifted learners. They genuinely feel the inequities and injustices that often exist because of a lack of understanding of diversity. Literature provides a safe and highly appropriate vehicle for exploring diversity in all of its forms. By using a strength of most gifted learners - reading - we can bring the world with all its diversity into the classroom through literature. Through books we can address the issues of diversity. In this session, we will explore books that address different types of diversity and build a book list that can be used in the classroom to deal positively with diversity. As time permits, classroom strategies will be shared.

The Quicksand of Oppression: The Case for Gifted Critical Race Theory – Robin M. Greene, PhD
In a nation that is increasingly multicultural and multilingual, “our nation’s success depends on our ability to develop the talents of high-ability students in every community” (Olszewski-Kubilius & Clarenbach, 2012, p. 8), and the country cannot thrive in its current state. As gifted educators and researchers, we seek to create equitable opportunities for gifted culturally linguistically diverse learners; yet, our excellence gaps continue to grow and scholars continue to ask why. Before we can answer that question and influence change, however, we must step back as a group and reevaluate how we view the very educational structures and systems that are in place for students of color. The question then remains: How do we solve a persistent problem of practice which other scholars have been trying for years to resolve? The answer: Flip the traditional paradigm and begin using a Critical Race Theory framework to pull our students out of the quicksand of oppression.

In this session, participants will dive into the theoretical framework of Critical Race Theory as it applies to gifted education. Participants will walk away with not only theory, but with concrete action steps that will help facilitate conversations in their schools/districts using a Critical Race Theory lens.
Voices Heard Within and Beyond Tests – Identification in Colorado – Jacquelin Medina and Colleen Urlik, PhD

The pathways to identification in Colorado seek students from every region and school. Access to identification will be described in terms of Colorado’s four pathways toward identification and value-added practices of observation, performance, and systems support. Looking at evidence beyond a traditional test score will be demonstrated. Traits of the whole child and the voice of individual talent are also seen as important elements to consider when building and interpreting a body of evidence. The session supports both quantitative and qualitative approaches to identification. The session will also provide insight from a practitioner’s experience in schools with high rates of poverty and English Language Learners with exceptional potential.

Session 2: 10:00 am – 10:50 am

The Schoolwide Cluster Grouping Model: Introduction and implementation – Dina Brulles, PhD

The Schoolwide Cluster Grouping Model (SCGM) represents an inclusive model that allows gifted-identified students to learn together all day, every day, with teachers that receive specialized training. Implementing the SCGM enfranchises underrepresented populations and yields desirable achievement outcomes for all students with little impact to the school budget. Dr. Brulles will provide an overview, discuss implementation, examine achievement data for both gifted and general education students, and demonstrate methods for supporting the cluster-grouping model. Attendees will learn how to implement and teach in the model, identify gifted students, group students for maximum achievement potential, and build staff and parental support.

Knowing Your State Regulations + Bringing the Donuts = Advocacy for Gifted Education – Molly Isaacs-McLeod, JD, LLM

What is the status of gifted education under the law? While services for gifted education are neither governed by, nor funded under, the Individuals with Disabilities Act (IDEA), state regulations can be used to advocate for gifted students. In addition to briefly reviewing the history and current status of the law, we will discuss the role of federal statutes and state regulations in advocating for gifted students and twice exceptional students in the school setting. We will discuss tangible strategies for collaboration between schools and parents to support students and share instances in which "thinking outside the box" has provided challenging and engaging learning opportunities. Participants will be asked to share (via provided index card) their top two advocacy challenges, and strategies will be discussed to the extent time allows.

Talented Voices for Diversity and Equity: Developing Leadership Giftedness to Fulfill One’s Purpose – Theresa Y. Newsom, PhD

Gifted and talented voices are children and youth born with the innate ability to lead, learn, and live successfully in their community (Newsom, 2016). Many of these students come from cultural diverse populations and represent untapped gifted talents and potential. By developing their leadership potential and leadership giftedness leadership can be the bridge that connects students' social-emotional well-being towards actions that serve as the catalyst for positive change.

Children and youth desire the opportunity to leave their comfort zone of routine and structure to create and inspire others. This is known as transactional leadership. James Burns (1978) said, "Transactional leadership is a style of leadership that allows the leader to respond to follower’s individual needs for growth, and rewards towards improvement" (p. 65). Students with leadership potential or leadership giftedness influence environments that can enhance and enrich positive school environments. Some lead to address a need, transform a situation, or tackle an issue. Remember the Children’s Crusade in Birmingham, Alabama May 1963? Children and youth actively participated in protest marches during the Civil Rights Movement. Malala Yousafzai was a young child when she advocated for the education of girls in Pakistan. She challenged the Taliban, defied death and was co-recipient of the Nobel Peace Prize in 2014. Xiuhtezcatl Martinez, the author of We Rise, continues to speak globally as a climate activist.

In this session a variety of strategies will be shared to teach, support and foster talented voices in their classrooms to identify their purpose and fulfill their academic potential while building socio-emotional skills too i.e. G.R.I.T., a growth mindset and purpose. Strategies include techniques to develop student’s leadership attributes through experiential
Twice Exceptional: Student Biographies for Successful transition from High School to College with AD/HD, Depression, or Anxiety – Pamela Harris, PhD

This session for educators, parents and students, focuses on two studies conducted on the educational and social/emotional needs of 2e students. Three 2e students (AD/HD, depression, and anxiety disorder), enrolled in a university honors program shared experiences, challenges and recommendations for teachers and parents (STUDY 1). Experiences will be compared to research about identification, treatment, and educational match for students with emotional/behavioral disabilities and giftedness.

Peterson (2009) stated, “When common, positive stereotypes prevail based on images of confident and motivated students, athletes, and musicians, giftedness might be perceived as being unrelated to social and emotional concerns. Educators and others may therefore not recognize or address social and emotional needs, assuming that the gifted students deal easily with developmental challenges” (p. 280). Furthermore, Nicpon et al. (2011) concluded gifted students with ADHD have unintentional masking of abilities and social difficulties, with some excelling academically until the pace and volume of instruction outweighed their attentional capabilities. Compared to their gifted peers without ADHD, had a higher incidence of depression, anxiety and mood disorders. Reis, Baum & Burke (2014) recommend specialized instruction in compensation strategies, as well as social/emotional support because of asynchronous development.

Unfortunately, intervention is often stalled because of disagreement within the gifted community about comorbity of giftedness and social/emotional disabilities. Daniels and Piechowski (2009), argued gifted individuals are misunderstood and dispositions cause them to experience life with intensity, creating misunderstood behaviors. Consequently, hyperactivity, distractibility, non-compliance, oppositional behaviors and disruptive behaviors are byproducts of giftedness rather than disorders. However, a failure to screen or address mental health challenges leaves 2e adolescent students undiagnosed and at risk for poor school and life outcomes. Completed survey results done by high school and college stakeholders about resources/needs for 2e students in transition from high school to college will be presented (STUDY 2).

Session 3: 11:40 am – 12:30 pm

La Loteria: Embracing Working Class Occupational Knowledge in Our Classrooms – Luis-Genaro Garcia, PhD

In this arts-based workshop the Latin American game of La Lotería is used to develop an art project focused on the working class occupation of our parents. Through the concepts of co-learning and co-teaching (Freire, 1970), and the funds of knowledge (Moll & Gonzales 2005), this workshop embraces the home culture, knowledge and social spaces of our students and reveals the importance of using the historical context of students’ knowledge and develop their social consciousness to begin challenging the socio-economic limitations that exist for underrepresented populations.

This workshop draws on the historical knowledge of students in order to present culturally relevant pedagogy that embraces the working class occupations of student homes.

Identification of Gifted Characteristics Using the BASC-3 Rating – Kristine Zytka*

Children who are gifted are at risk for being misidentified with emotional and behavioral deficits (Mullet & Rinn, 2015; Piechowski, 2009; Webb, 2016). Challenges exist in conclusively defining giftedness, assessing giftedness, and understanding common behavioral patterns among gifted individuals (Bracken & Brown, 2006; McClain & Pfeiffer, 2012). Because gifted children typically exhibit common behavioral patterns, it is important for school psychologists to understand gifted behavioral characteristics, how to assess these characteristics, and how to differentiate between common gifted behavior and maladaptive behavior (Piechowski, 2009; Webb, 2016). This study will examine the value of the Behavior Assessment Scale for Children Third Edition in identifying gifted characteristics. Using a behavioral assessment tool to help identify gifted characteristics may help school psychologists make accurate decisions in regards
to eligibility determination, which will ensure that students are receiving appropriate educational services that fit their needs.

**Looking at Diversity through Individual Differences: Temperament – Barbara Washington**

In measuring the well-being of gifted students, how does temperament and character play a role in their individual personalities? The TCI (Temperament and Character Inventory) measures the four temperament and three character dimensions of the psychobiological model of personality. This instrument can provide insight into self-understanding and the effects of the whole being, the gifted individual and their well-being.

*shared session

**Anxiety in the Creatively Gifted – Dana Doherty Clay and Adriana Clay**

The inspiration and perspective of a creatively gifted student trapped in a traditional classroom setting sets the stage for this presentation; creative energy is anxious energy. Although the well-known symptoms of anxiety are presented, the lesser known or acknowledged behaviors take center stage as this mother/daughter team explores their own experiences as creatively gifted students and people. High achievers express their anxiety in very different ways than underachievers but no two students will ever be identical, so strategies for recognizing anxiety are discussed as well as outlets and coping mechanisms which educators and parents can encourage. Some dearly held research-based teaching strategies are not often successful with these students; the never-ending quest to teach excellent “executive functioning skills” as one-size-fits-all organizational skills to all students shows great disrespect for the creatively gifted and is an arguable contributor to under achievement and anxiety. Taking the time to understand the creatively gifted student’s viewpoint and thought process can help lead the educator and parent to solutions that foster success. A teaching perspective provides the second lead in this presentation.

**Cultural Competency: A Critical Component to Ensure Appropriate Gifted Identification of Every Student – Norma Hafenstein, Kristina Hesbol, Fayaz Amiri, Justine Lopez, Rachel Taylor**

In 2015, the Colorado Department of Education was awarded a three-year grant through the US DOE Jacob K. Javits Gifted and Talented Students Education Program. One goal was to understand the current local gifted identification process, as well as to develop and facilitate a process that would help increase the percentage of historically marginalized students in gifted programs around the state. Aligned with the theme of this, the 8th annual Gifted Education Conference, Diversity and Equity in Gifted Education, this proposal is designed to share the results of our data analysis to date from our research project, Right4Rural. Central to our findings is the need for culturally proficient leaders to create a culturally competent school culture that celebrates difference and designs culturally appropriate curriculum in order that every student feels warmly welcome, thus supporting every student to demonstrate high levels of student learning outcomes. It is designed to encourage opportunities for reflective dialogue regarding the increasingly culturally proficient educational contexts that gifted and talented students will thrive in, within a rapidly evolving national demographic.

**Session 4: 1:45 pm – 2:35 pm**

**Gifted Education, Equity, and Diversity: So Little Progress – Marcia Gentry, PhD**

In this keynote, the status of equity and representation as gifted by race and income has been discussed, and bold suggestions for mitigating this embarrassing and longstanding and unacceptable problem within the field have been offered. The workshop will examine the issues raised in greater detail.

**Early Access: Creating Success for the Youngest Gifted Learners – Lindsey Reinert, PhD and Ruthi Manning-Freeman, PhD**

Coleman & Cross (2001) state: “Gifted students need opportunities to be together with their intellectual peers, no matter what their age differences.” With a combined 36 years working with gifted students, Doctors Manning and Reinert will present researched based findings that can help your school district manage Early Access efficiently and economically. The limitations found in recent Colorado research include district awareness to the process, favorability for engaging in the Early Access process and district readiness to do so. Come learn about the practical approach to making Early Access processes a timely affordable reality in your school district.
**Immersing Socio-Affective Instruction Within the Academic Gifted and Talented Curriculum – Rebekah Granger Ellis**

The spotlight on violence by bright individuals questions why some gifted and talented adolescents fail to fulfill their potential despite advanced IQ scores and creative abilities. In performance-driven school culture, the focus has shifted away from nonintellectual development. However, if schools are to be emotionally, socially and physically safe places, we must reevaluate the overemphasis on the intellectual aspect at the expense of the socio-affective components, which inevitably leads to uneven psychological development.

Typically, aspects of the affective domain have been studied separately: cognitive theories focus on judgment, social learning theories on behavior, and biological and psychoanalytic theories on emotions. Today, a growing body of research in neuroscience, neuropsychology, psychology, psychiatry, and education reveals that all three components are interrelated, interconnected, and interdependent.

Numerous frameworks and models teaching various nonintellectual branches of adolescent development have been debated in curriculum development, but research is inconclusive on the effectiveness of these programs. Based on recent neuroeducation research, revealing that the processes of the brain cannot be separated, educators cannot simply encourage development in only one area; socio-affective development must be encouraged in all areas simultaneously. The proposed approach combines all theories concurrently: encouraging psychological/cognitive, social/behavioral, and emotional/affective development.

The first phase of this longitudinal research study examines several gifted education programs (creative arts, urban charters, and suburban public schools) for moral, social, and emotional psychological development and whether a particular program encourages developmental growth. The second phase unifies multiple models in the three theoretical fields in a curriculum research study merging the socio-affective curriculum with national curricula constructs to determine whether a comprehensive curricular approach encourages growth of all psychological developmental areas simultaneously. Both phases of this mixed methods research study incorporate a quantitative component: pre-, mid-, and post-test for socio-affective development and a qualitative component: school environment artifacts and stakeholder interviews.

**Secondary Pathway Opportunities for GT Students – Colleen Owens and Jo Tiwari**

GT secondary students are ready and eager to engage in rigorous academic coursework as well as career-oriented courses, participation in career-based learning activities, and research-oriented projects. The Academy Program at Green Mountain High School expands and connects students to passion based learning through four academies: Arts, Humanities & Performing Arts; Business & Global Studies; Health & Human Services; and STEM. Fourteen Pathways associated with the Academies provide multiple opportunities to engage at a high level. Mock interviews, Academy Internships, Career Shadows and Senior Capstone Project are staples of the program.

**Session 5: 2:45 pm – 3:35 pm**

**What Questions Do You Have About Gifted Children or Adults? – James T. Webb, PhD**

In most sessions, speakers prepare what they want to say, and the audience simply follows along, perhaps asking a few questions at the end. This session is different. You can ask the questions that are on your mind, and it is the speaker’s job to make the answers relevant to the audience in general. You can submit written questions ahead of time, or at the beginning, or you can ask them during the session. Because the presenter has been influential in the field for almost 40 years, this is an opportunity to acquire information, perspectives, and practical suggestions in an informal manner that is both fruitful and dynamic.
Listening and Authenticity: Passion, Depth, Complexity, and Interpersonal Competence; A Student Panel – Brian Michael Weaver

Listening and authenticity are to gifted adolescents and young adults more than just ideas, they’re essential commodities—and in very high demand. When we consider the emotional health of gifted people in this digital age, we must recalibrate our understanding of both listening and authenticity as demonstrable acts requiring effort, skill, and courage.

Passion ignites hidden sparks in the souls of students and teachers, and can lead to tremendous career and life satisfaction far beyond the classroom. Learning, exploration and creativity fuel passion, and deliver a sense of self-realization, personal fulfillment and life purpose. For too long, education has failed to fully recognize the role of passion in making life choices.

Young people are naturally hungry to pursue knowledge and understanding. They have the advantage of their unjaded, hopeful youth to explore their passions organically. Our students crave opportunities to pursue and realize passions that stem from their own imaginations and are inspired by the collective wisdom of all those who have gone before them.

In this talk with highly gifted Denver students, we’ll rethink how passion and creativity help us discover the world around us, and bring enjoyment and power to the learning process. We’ll model the best way for parents, teachers and mentors to support the creative, passionate expression of our students with skillful, effortful listening. And we’ll talk about the added richness of supporting students in cultivating a “how to think” approach to their areas of interest.

- Opportunities to “show up” to passion in an authentic way
- Listening for the sake of learning and understanding our passions (instead of just replying or responding to prescribed curricula)
- Interpret the creative and imaginative ideation of a young person
- Creating rich, maximal, significant, supportive and growth-oriented experiences
- Reexamine and renew our understanding of listening and authenticity for young adults

Finding Giftedness: Recognizing Potential in Underserved Populations – Dennis N. Corash, PhD and Melissa Corash Woodward

Knowing that gifted students are indeed found in all populations and that there is no one correct manner in which to identify them, one must reexamine how to approach the identification of underrepresented gifted students. These populations include students in poverty, minority subgroups, second language learners, students in rural areas and twice-exceptional learners, all of which present challenges to the status-quo of most identification systems. Traditional identification systems often overlook students from different economic, cultural, academic and linguistic backgrounds.

Our purpose is to examine overlooked abilities and traits among populations as they relate to the critical components in identification of the potential giftedness in underrepresented populations. As a group examining case studies, one will see how these students interact within their worlds and look for the clues that might point to an individual student’s giftedness. These populations do not always demonstrate giftedness in the same manner as the majority of students currently identified in programs today. Through a different lens, such as Dabrowski’s overexcitabilities, factors contributing to underrepresentation and the identification of bias, one may see aspects of giftedness overlooked or misunderstood. It takes the skill of a tracker to seek out these students, identifying their gifts and the supports they need to be successful in our schools.

Finding Talent Candidates from All Demographics – Vera Turner

Students with talents often go unrecognized. This can be especially true for students from underserved populations. So how do we easily find talented students such as those who raise championship livestock, those who build robots in their garages out of spare parts, and those who translate fluently for their families and neighbors? Please join me as we look at an efficient - and free - process to find talented students from all demographics using resources that you already have.