

NMAG is a non-profit organization of gifted education professionals who are joined together to advocate for gifted education in New Mexico to address the unique social, emotional and intellectual needs of gifted students. Visit the NMAG website at: <http://nmgifted.org/> NMAG is a state affiliate of the [National Association For Gifted Children](http://www.nagc.org/) (NAGC).

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## Summer Institute on Gifted Education July 28-30 in Albuquerque features nationally known speakers and New Mexico talent on variety of topics in gifted education and parenting; includes insights from students

(Pictured: Julia Link Roberts, Prof. of Gifted Studies, Western Kentucky Univ.)

Educators, parents, counselors, administrators, and anyone else who works or lives with gifted children is invited to learn tips, techniques and insights about this special population during the Summer Institute on Gifted Education July 28-30 at the Embassy Suites in Albuquerque. The institute features more than 20 workshops and two internationally known keynote speakers, Julia Link Roberts and Shelagh Gallagher. Dr. Roberts, who teaches gifted studies and directs summer and weekend programs for gifted, will discuss her experiences with establishing a gifted academy in Kentucky and lead a breakout session on high school math and science services for gifted. Dr. Gallagher is a well-known researcher and speaker on elementary, middle school and high school curriculum in the social sciences as well as science units. A professor of gifted education at the Univ. of North Carolina in Charlotte, she has also focused on disadvantaged gifted youth.

Participants will be able to choose from a wide variety of workshops and presentations led by New Mexico educators and parents who have experiences with gifted students and will share their insights during 2½ days of breakout sessions. Luncheons, guided group discussions, breaks, vendors and exhibits offer opportunities for sharing with others who are involved with gifted students throughout the state. The grand finale for the institute will feature a panel of gifted high school students, who will share their thoughts, insights and experiences, including approaches that worked, or didn't work for them in both home and school settings. Among the topics offered at the institute are:

- Practical ideas for improving writing and creativity
- Emotional and social development
- Gifted and ADD/ADHD
- Art and literacy instruction for at-risk gifted students
- Parenting: Changing a complex task to a simple understanding
- Gifted endorsement methods for New Mexico educators
- Using children's books to explore complex issues
- Brain study for gifted learners
- AP is not enough: high school support
- Space, science, math, history and literature curriculum
- And much, much more



Photo by Dr. Jim Mott, Las Cruces

*Gifted students met with Gov. Bill Richardson on Feb. 11 and were recognized by the New Mexico House of Representatives.*

## Gifted Education Day drew more than 150 gifted students, parents, educators for celebration at NM Capitol

More than 150 gifted students, parents, educators and administrators from throughout New Mexico gathered at the state Capitol Feb. 11 to celebrate Gifted Education Day and express their appreciation for support of educational services offered in the state. Gifted children from pre-school to college-age met with their Representatives, Senators and Gov. Bill Richardson to also learn about the state legislative process.

Rep. Karen Giannini of House District 30, sponsored a memorial in the House proposing the establishment of a Gifted Education Day. The memorial passed unanimously as students observed from the Gallery. Winners of an essay contest on the theme "Why I'm Thankful for Gifted Education" sponsored by New Mexico Association of the Gifted (NMAG) were recognized in the House of Representatives and received certificates from Rep. Giannini. In the Senate, Sen. Mary Jane Garcia read off the names of individual gifted students who attended the event.

A 3<sup>rd</sup> grade student from Albuquerque who drew caricatures of top state officials that were shared with Legislators throughout the week was also honored. The drawings were reprinted on cards with quotes from the essay contest winners.

## Summer Institute

**Register now while rates are reduced!!!  
Good hotel prices, too.**

Registration for the general institute is \$150, which includes a 1-year NMAG membership and awards luncheon on Friday. Late registration begins on July 1 for \$175. Additional registration for the FTAP update on July 27 is \$100 or \$125 after July 1. Parents are invited to attend special sessions on Wednesday for \$75 (or \$100 if you register after July 1).

Accommodations are available with the Embassy Suites, 800-362-2779. Mention the name of the event: New Mexico Association for Gifted. Rooms are available for the special rate of \$119 per night for single or double occupancy for July 27-29.

Please support your professional organization by making your reservation with the convention hotel. Guests at the Embassy Suites will receive complimentary made-to-order breakfast each day at the convention site and refreshments following the day's conference events.

To register, mail or fax information and a check or credit card number to: Geoffrey Moon, NMAG President-Elect, 412 Camino del Sol, Gallup, NM 87301. Phone: (505) 979-2655. Fax: (505) 721-1899. Or register online at

<http://www.crecnm.org/2010Institute/Register.asp>



## **Send us your news!**

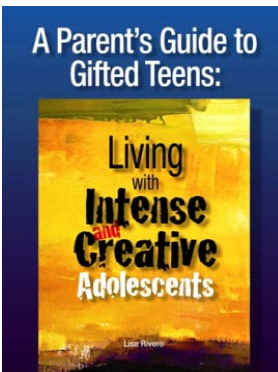
We welcome information about gifted education and gifted students to share in the NMAG Newsletter. Is your district doing something interesting? Do you have students who should receive recognition? Send feedback and information to Niki Mott at [nmott@lcp.k12.nm.us](mailto:nmott@lcp.k12.nm.us).

***A Parent's Guide to Gifted Teens: Living with Intense and Creative Adolescents*, by Lisa Rivero**

**Book Review by Teresa Rowilson Ph.D.**

Reviewing this book could not be timelier, since my daughter will be entering high school in the fall. I really enjoyed reading this book, which is saying a lot, because I HATE to read. I am twice exceptional with a learning disability and reading is still something I find very difficult and avoid when possible. The first time I picked up the book to read, I found helpful parenting suggestions and strategies to try with my daughter. I appreciated the emphasis throughout the book regarding the importance of modeling and how we need to come to terms with our own giftedness in order to effectively parent our gifted children. Currently in my 40s, I could identify strongly with the author and feel that I benefited not only as a parent from reading this book, but personally. My journey has been different, being identified with only a learning disability in school, but provided profound insights into how I now identify myself. I highly recommend this book. It also has a companion book, *The Smart Teens' Guide to living with Intensity: How to Get More Out of Life and Learning*, which my daughter is currently reading.

Available through Great Potential Press at:  
<http://www.giftedbooks.com/products.asp#P>



**Reading in 2010; A Comprehensive Review of a Changing Field**

**Editors: Michael F. Shaughnessy (Eastern New Mexico Univ., School of Education, Portales, NM)**

**Book Description:**

This book examines and explores some of the various domains of reading as we approach the year 2010 and establishes a foundation for future research as we enter the next decade. The book contains sixteen chapters which discuss some of the critical areas of contemporary reading.

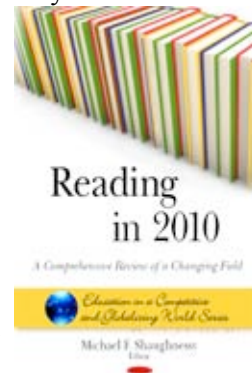
Contemporary teaching strategies are examined as well as the importance of early nurturance and early literacy endeavors. The realm of fairy tales, the great books as well as key American authors will be explored.

Differentiated instruction as well as a trans-disciplinary approach to reading is explored. The realm of assessment, both formal and informal is examined. Cultural, social and political aspects of this highly volatile are all explored. Implications for future research and future reading endeavors are offered.

This book will help provide a road map for the increasingly diverse field of reading that confronts parents, teachers, principals, reading specialists and policy makers as we enter the next decade of reading instruction.

**Website: Nova Publishers,**

**[https://www.novapublishers.com/catalog/product\\_info.php?products\\_id=11835](https://www.novapublishers.com/catalog/product_info.php?products_id=11835)**



**Check out current issues in Gifted and Talented Education at NAGC**

**<http://www.nagc.org/index.aspx?id=4824>**

## *Myth or Truth? Your Questions Answered*

# Misunderstandings about gifted students addressed by National Association for Gifted Children

**Myth:**        **Gifted Students Don't Need Help; They'll Do Fine On Their Own**

**Truth:**        Gifted students need guidance from well-trained teachers who challenge and support them to fully develop their abilities. Many gifted students may be so far ahead of their same-age peers that they know more than half of the grade-level curriculum before the school year begins. Their resulting boredom and frustration can lead to low achievement, despondency, or unhealthy work habits. The role of the teacher is crucial for spotting and nurturing talents in school.

**Myth:**        **All Children Are Gifted**

**Truth:**        While all children are special and deserving, not all children have exceptional academic gifts that require additional or different support in school. Interestingly, most people readily accept that there are gifted children in performing arts or athletics whose talents are so far above those of others their age that they require additional or different training or coaching. It is important to understand that these same characteristics and differences apply to academically gifted students who need support and guidance to reach their full potential.

**Myth:**        **Acceleration Placement Options Are Socially Harmful For Gifted Students**

**Truth:**        Academically gifted students often feel bored or out of place with their age peers and naturally gravitate towards older students who are more similar as “intellectual peers.” Studies have shown that many students are happier with older students who share their interest than they are with children the same age. Therefore, acceleration placement options such as early entrance to Kindergarten, grade skipping, or early exit should be considered for these students.

**Myth:**        **Gifted Education Programs Are Elitist**

**Truth:**        Gifted education is not about status, it is about meeting student needs. Advanced learners are found in all cultures, ethnic backgrounds, and socioeconomic groups. However, not every school district offers services for gifted students, even though there are gifted students in every district. Because of a lack of state and federal financial support, only affluent districts in many states can afford to offer gifted education programs and services, which leaves many gifted students behind.

(For more information, go to [www.nagc.org](http://www.nagc.org).)