

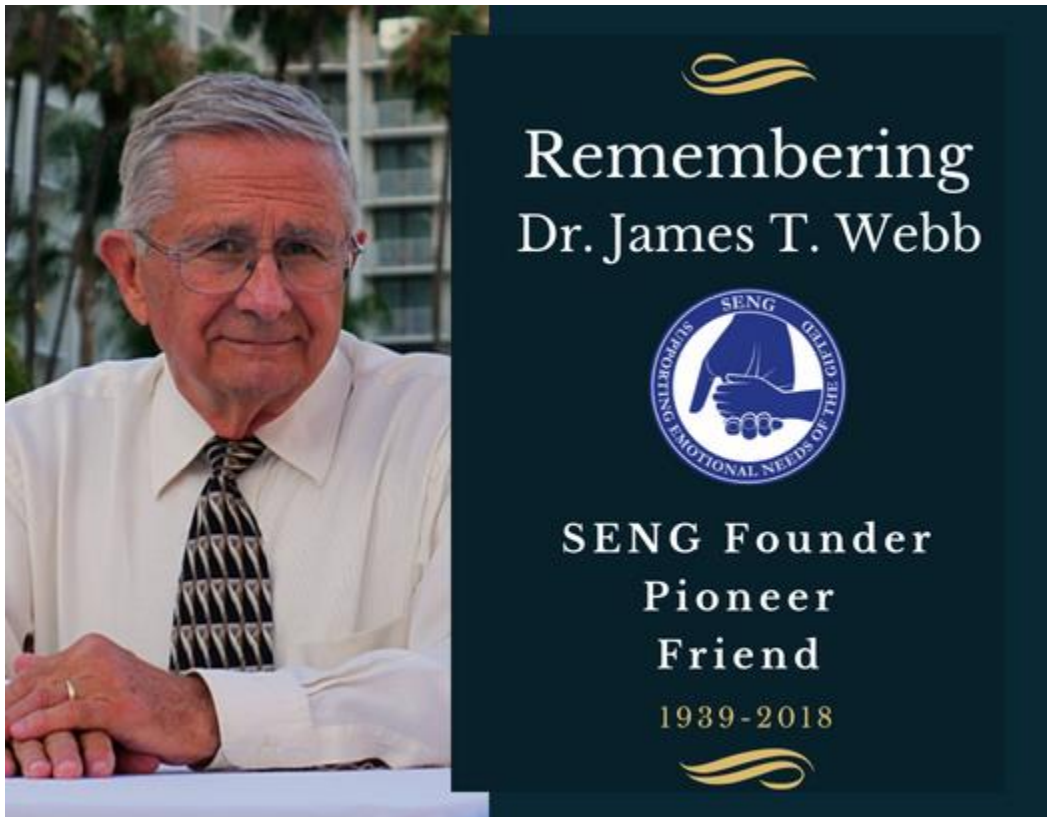
#SENGColumbus

2018

Regional Conference



August 11, 2018
The Point at Otterbein



[Mike's message]

It is with heavy hearts we say goodbye to our friend, mentor, and inspirator Dr. Webb. His words spoke to many of us, sparking a drive to learn more about social and emotional needs of gifted, and to help advance the mission of SENG within our own communities. I'm proud that SENG began in Ohio, and I hope more SENG-Model Parent Groups pop-up all over Ohio. Thank you for being here today! ~Heather Cachat, SENG Master Facilitator and Trainer, Conference Planning Committee

[Someone else's message?]

Please stop by the registration desk to add a memory or condolence to the Webb Family.

The Point at Otterbein University
60 Collegeview Rd, Westerville, OH 43081



Advancing Equity in Gifted Education

Dr. Joy Lawson Davis

9:00 am - 9:50 am

Room 140

Issues of Equity and Access are at the center of conversations in our field. This keynote will center our focus on the importance of advancing these issues so that solutions are discussed and more widely implemented. Using student profiles as a frame, features of exemplary programs will be shared that address identification, curriculum, family engagement and professional learning.

Joy Lawson Davis has over 30 years of experience in gifted education as a teacher, professor, administrator, writer, researcher & consultant to schools nationwide. Davis recently retired from a position as an Associate Professor of Education and Chair, Dept of Teacher Education at Virginia Union University in Richmond VA. Dr. Davis previously served as an Asst. Professor of education teaching undergraduate and graduate courses in Gifted Education and Diversity Education at the University of Louisiana, Lafayette. Dr. Davis is a native of Virginia. As a practitioner, scholar and writer she has focused her work in advocating for increased attention to the needs of diverse gifted students, in particular African American students and their families. Davis has published widely and is creator of two Facebook pages: Celebrating Black Genius and WeareGifted2 dedicated to sharing resources and information re: Culturally Diverse gifted students. A graduate of The College of William & Mary in Virginia, Dr. Davis served two terms as Chair of the National Association for Gifted Children's Diversity & Equity Committee and is a member of the Advisory Board of Gifted Child Today. She is also a former member of the NAGC Board of Directors. Dr. Davis' two books, "Bright, Talented and Black" and "Gifted Children Around the World" have brought increased attention to improving equity and access to Gifted programs internationally. In 2017, she keynoted at two international conferences in Turkey and Dubai.



Misdiagnosis and Missed Diagnosis of Gifted Individuals

Dr. Edward Amend

1:30 pm - 2:20 pm

Room 140

Misdiagnosis of gifted individuals most frequently occurs when professionals mistakenly view specific social and emotional characteristics of gifted individuals as signs of pathology. Missed diagnosis occurs when factors of giftedness obscure weaknesses, or problematic behaviors are minimized because one is gifted. The presenter will discuss the most common disorders that lead to either misdiagnosis or missed diagnoses and explore the relation between giftedness and clinical syndromes.

Edward R. Amend, Psy.D., a Clinical Psychologist at Amend Psychological Services, PSC in Lexington, KY, is licensed to provide psychological services in Kentucky and Ohio. Dr. Amend focuses on the social, emotional, and educational needs of gifted youth, adults, and their families. He co-authored two award-winning books: *A Parent's Guide to Gifted Children* and *Misdiagnosis and Dual Diagnoses of Gifted Children and Adults*. Dr. Amend has authored many articles, book chapters, and columns about gifted children. He presents locally and nationally on topics related to the needs of gifted children, and he is actively involved with NAGC, SENG, and KAGE.



Understanding the Essence of Developing Social and Emotional Needs in Gifted Students

Dr. Michael Postma

3:30 pm - 4:20 pm

Room 140



Developing social and emotional intelligence in gifted children is the foundation to a successful life. Explore what it is like to be a gifted student in school and the social/emotional impact of stress, anxiety, and relationships on the social/emotional well-being of the gifted student. Examine these challenges and discover strategies to help.

Dr. Michael Postma is the Executive Director of SENG (Supporting the Emotional Needs of Gifted). A former consultant, speaker, and author, Dr. Postma has dedicated his career to the holistic development of both gifted and twice-exceptional children. Dr. Postma has worked in the field of gifted/talented education as both a teacher and administrator in the public school system and was the architect of the Minnetonka Navigator Program, a magnet school for highly and profoundly gifted students. You can check out his latest book “The Inconvenient Student: Critical Issues in the Identification and Education of Twice-Exceptional Students” on Amazon. He currently lives in Surf City, NC and is the father of four children, three of whom are twice-exceptional.

Reinforcing Resilience: Navigating Trauma thru the Eyes of the Gifted

Christine Turo-Shields, LCSW, LCAC

3:30 pm - 4:20 pm

Room 164

In life, bad things happen -- this is a truth of life. When adversity and trauma occur, some feel victimized, some survive and others thrive. Many gifted youth struggle with emotional intensity and existential depression as they strive to comprehend the incomprehensible . . . resilience is needed in order to thrive, and it's important to realize that resilience skills can be fostered to support healing.

Gifted children & teens often have over-sensitivities which causes them to feel things differently and deeply, at times wrestling w/existential depression in reaction to situations that are emotionally intense & tragic.

Christine Turo-Shields, LCSW, LCAC: See Presenters Biography

Powerful Strategies to Enhance the Learning of Gifted Students

Nathan Levy

3:30 pm - 4:20 pm

Room 139

This workshop explores numerous, proven ways to reach gifted learners in challenging ways. Participants leave with a variety of new strategies and specific ideas to help pupils become better creative and critical thinkers. Bring your thinking caps and your funny bones.

Nathan Levy: See Presenters Biography

[title]

Jean Peterson, Ph.D.

3:30 pm - 4:20 pm

Room 165

[session description]

Jean Peterson: See Presenters Biography

SMPG FACILITATOR CERTIFICATE TRAINING

Friday and Saturday, August 10 - 11 Conference Room: 113

Heather Cachat has been a Gifted Intervention Specialist in an Ohio school district for sixteen years. She is a SENG parent group facilitator and a SENG Master Facilitator. Heather is also a co-moderator of the Twitter chat #ohiogtchat where Ohio professionals have the opportunity to share strategies, techniques, and knowledge for better assisting the gifted community. In her free time, you can find Heather online at Central Ohio Gifted Support or at home sharing her love of reading with her two boys.

Carol Malueg is an educational researcher who has worked on three Javits Grant projects focused on improving identification of and services for gifted at-risk students. She has her Masters degree in gifted, creative, and talented education, and certification in twice-exceptional education through the University of St. Thomas. She currently serves as President on the state board of directors for the Minnesota Council for the Gifted and Talented (MCGT), and is a Master Facilitator and Trainer for Supporting the Emotional Needs of the Gifted (SENG). Carol also works with the Center for K-12 Guidance as an independent Educational Consultant in gifted and twice-exceptional education and social/emotional support for gifted learners.

Part I: Friday, August 10, 8:30 a.m.– 12:00 p.m. (Registration begins at 8:00 a.m.)

Part II: Friday August 10, 1:00 p.m.– 5:00 p.m.

Part III: Friday, August 10, 6:00 p.m. - 8:40 p.m.

Part IV Three choices: 1) Face-to-Face room 113, Saturday, August 11, 6:30 p.m.—8:00 p.m.

2) Online, Sunday, August 12, 5:00 p.m.—7:00 p.m.

3) Online, Saturday, August 18, 9:00 a.m.—11:00 a.m.

A special thanks to our conference committee!

Amy Rogers

Colette Smith

Heather Cachat

Jessica Mansmith

Michael Postma

Nicole Dietrich

Trent Cash

Thank you to The Point at Otterbein for hosting us!

Ohio Mini SENG Conference – August 11, 2018
Location – Room Schedule

Time	Keynote Room 140	Session Room 101	Session Room 111	Session Room 113	Session Room 139	Session Room 145	Session Room 164	Session Room 165
8:30-9:00 am	Registration							
9:00-9:50 am	Keynote 1: Joy Lawson Davis - Advancing Equity in Gifted Education							
10:00-10:50 am		Amy Rogers: STEAMmakers and Growth mindsets in the classroom	Pat Farrenkopf: The Mirror of Erised: Understanding and Supporting Gifted Children Identity Development	Karen Qualls/ Kim Gordon: How University Gifted Education Courses can Support SEL	Carol Sparber: Supporting 2e Students with Strength Based Instruction	Tracy Alley/ Beth Moore: Connections to Book Characters: Bibliotherapy for the Gifted	Amy Coleman: Gifted Students and Suicide	Brandi Lust: Building Gratitude
11:00-11:50 am		Stefanie Hall: When Children Grieve: The Myths and the Strategies to Deal with Loss	Jennifer Groman: Using Creativity as a Window	Beth Hahn/ Karen Qualls/ Diane Witt: Empathy in Action: A Toolkit for the Classroom	Todd Stanley: Using Advisory Groups & Town Hall Meetings to Meet the Social/ Emotional Needs of Gifted Students	Beth Moore: Chair Yoga	Nicole Dietrich: Relinquishing Dreams: A Study of Gifted Adults	Sarah Scott: Gifted Individuals and Mental Health
11:50 AM-12:50 pm	Lunch & Reflection: Lunch will be on your own – see the last page for suggestions							
1:30- 2:20 pm	Keynote 2: Edward Amend - Misdiagnosis and Missed Diagnosis of Gifted Individuals							
2:30 - 3:20 pm		Amy Rogers: STEAMmakers and Growth mindsets in the classroom	Jennifer Groman: “Can we Talk?” Facilitating Dialogues with Gifted Students	Amber Nickels: Positive Mental Health and the 2e Child	Todd Stanley: The Social/ Emotional Causes of Underachievement	Tiffany Ott: When Gifted Kids Fall Apart in Mastery Learning	Joy Navan: The Be-Attitudes of Gifted Elders	Brandi Lust: Creating Growth
3:30 - 4:20 pm	Keynote 3: Mike Postma - Understanding the Essence of Developing Social and Emotional Needs in Gifted Students				Nathan Levy: Powerful Strategies to Enhance the Learning of Gifted Students		Christina Turo-Shields: Reinforcing Resilience: Navigating Trauma thru the Eyes of the Gifted	Jean Peterson:
4:30- 5:30 pm	Movie: 2e2: Teaching the Twice Exceptional							

PRESENTERS

Below please find biographies below for all of the 2018 Breakout Session Presenters.

Presenters are listed in alphabetical order by last name.

Dr. Tracy Alley has been a gifted intervention specialist for twenty-two of the last twenty-six years in public education. She has taught gifted education courses for the University of Cincinnati and Xavier University for the past fifteen years.

Dr. Edward Amend: See Keynote Biography

Amy Coleman is a LISW-S with many years of experience working with children and families in community and private mental health settings in addition to school settings. Amy's clinical background has focused primarily on working with youth experiencing depression and anxiety disorders. Currently, Amy is a Suicide Prevention Specialist with Nationwide Children's Hospital Center for Suicide Prevention and Research. Amy travels throughout central and southeastern Ohio implementing the Signs of Suicide prevention program to educate students, school staff, and caregivers about the warning signs of suicide and how to respond effectively. Amy is also a trainer in suicide screening, risk assessment, and safety planning.

Dr. Nicole Dietrich is an educational consultant and gifted specialist with the Hamilton County Educational Service Center. In her previous job assignments, she has taught gifted students at grades K-8 and coordinated Gifted Services K-6. In her current capacity at HCESC Nicole provides professional development for K-12 teachers, administrators, parents, and students in the areas of differentiation, gifted programming, academic service learning, brain research, 21st century skills and competencies, leadership, curriculum, the importance of a growth

mindset, and other gifted issues.

Dr. Dietrich earned her bachelor's from Northern Kentucky University where she received certification in early elementary (K-8) and special education (K-12). Her master's degree was obtained at Xavier University in the area of Special Education with a gifted education endorsement (K-12). Additionally, she holds teaching certification in Teaching English as a Second Language (TESOL K-12) and an Elementary Principal License. In 2015, she completed a PhD in interdisciplinary studies, with an emphasis on ethical and creative leadership, at the Union Institute and University. Her dissertation is a grounded theory study on gifted adults and the relinquishing of their dreams.

Dr. Patricia Farrenkopf has served as a K-12 general education classroom teacher, gifted intervention specialist, gifted coordinator, building level principal, and professor at the college level. She currently is an Adjunct Professor and Faculty Course Designer for Ashland University. She is also the Lead Facilitator for the Educational Service Center of Central Ohio Educator Gifted Academies. She co-directs the Essex School for the Gifted at Otterbein University and teaches for Northwestern University Center for Talent Development in their Gifted Learning Links Online Student Program.

Kim Gordon has been a gifted intervention specialist for 10 years in public education. She is an adjunct professor in several areas of gifted education at the University of Cincinnati.

Dr. Jennifer Groman, PhD, is a teacher, singer and songwriter. As a teacher she has worked with students from two years old to the graduate level, in general education, talent development education, creativity studies and songwriting, reading and math intervention. She has worked at the state level as a gifted consultant with the Javits grant online modules and at the local level in arts administration. As a singer she has performed music from big band jazz to rock to bluegrass to indie, with four self-produced albums of her own music. She is an Assistant Professor and Director of the graduate program in Talent Development at Ashland University, and a visiting lecturer for the Talent Development Program at McNeese State University. She lives in Wooster, Ohio.

Beth Hahn in her 32 years in public education served as a teacher, gifted education coordinator, state department consultant and university instructor. She worked with students, parents, teachers and administrators in rural, suburban and urban districts to increase the rigor and effectiveness of instruction for all learners in multiple content areas. In her current role as an independent consultant she continues to teach teachers and offer coaching, presentations, a digital presence, and other supports to schools. In her spare time she attends arts events, soccer games and travels to Kentucky and Texas to visit her grandsons.

Stefanie Hall is a 28-year veteran educator. She has worked with gifted children as a general education classroom teacher, gifted intervention specialist and currently serves as Gifted Coordinator in South-Western City Schools. In 2001, Stefanie

became a Certified Grief Recovery Specialist (CGRS) through the Grief Recovery Institute. As a CGRS, she facilitates 8 week Grief Recovery Method® support groups for people in the community, and When Children Grieve 6-week programs for parents/guardians, caregivers and educators.

Dr. Joy Lawson Davis: See Keynote Biography

Nathan Levy, author of the “Stories With Holes” series, has over forty years experience as a teacher, principal, author and educational consultant. Nathan has spoken worldwide on how to improve creativity, thinking and spontaneity in adults and children. Nathan has developed unique learning strategies that encourage the love of learning. Nathan has mentored more than thirty current principals and superintendents, as well as trained thousands of teachers and parents in better ways to engage children in learning. Nathan’s workshops are among the most popular at state and national education conferences. When hired to conduct school-based district in-services and parent workshops, Mr. Levy’s ideas have helped raise pupil achievement and bring back enthusiasm to the educational staff and parents.

Brandi Lust is the founder of Learning Lab Consulting and the author of *Myths of Being Human: Four Paths to Connect with What Matters*. Through both her work and her writing she helps schools, businesses, and individuals lower stress, build resilience, and create more connection through tools like mindfulness and social-emotional learning.

Brandi believes that our common humanity enhances the workplace; when we bring our whole selves to everything we do, both the easy and the hard stuff, we are more fulfilled and more effective. Her clients include The Ohio State University, the

Columbus Museum of Art, The Wexner Center for the Arts, Equality Ohio, Americorp, and many school districts and businesses throughout Central Ohio.

Brandi has a Bachelor’s degree in English from The Ohio State University and earned her M.A.Ed. from Mount Vernon Nazarene University. She has over a decade of experience as an educator and facilitator and maintains a daily mindfulness practice.

Dr. Beth Moore began practicing yoga over 20 years ago and completed her yoga training through Aura Wellness, obtaining her 200 then 500 level certification. As a former gifted education teacher and professor, Beth enjoys sharing yoga with educators, students, and parents as a way to promote peace and joy both in and out of the classroom.

Joy L. Navan is a Licensed Psychological Associate at Amend Psychological Services. Upon retirement as a professor emeritus from Murray State University, Joy was motivated to retrain to meet the social, emotional, and educational needs of the gifted. A former educator, she serves as a consultant for parents of gifted children. Her fifty years of service to the gifted community include serving as director of the Murray State Center for Gifted Studies, the Kentucky Advisory Council for Gifted and Talented Education, the Kentucky Association for Gifted Education Board (KAGE), and the SENG Board of Directors.

Ms. Navan has written numerous academic and community articles regarding the nature and needs of gifted individuals and she is the author of *Nurturing the Gifted Female: A Guide for Educators and Parents*. She is currently writing a book on the needs of gifted elders.

Amber Nickels has been a Mental Health Specialist in the school setting

for over two decades. She currently divides her time between two roles. She is the Mental Health Specialist for the Grandview Heights City School District where she provides counseling and support services for students k-12 and their families. In her other role as a Mental Health Specialist on the ESC’s Specialized On-site Support (SOS) Team she provides coaching and professional development for educators and school personnel in the areas of mental health concerns and supports in the school setting, the social emotional development of the gifted and 2E student, and crisis prevention and response and trauma informed care in the school setting. In addition, Amber is a Certified Trauma Practitioner, a Prime for Life (Drug and Alcohol Prevention, Intervention and Pretreatment) Instructor, a Ruling Our Experiences (ROX) Leader and a PREPaRE Trainer (Crisis Prevention, Preparedness, Response and Recovery) through the National Association of School Psychologists (NASP).

Tiffany Ott is a gifted intervention specialist in the Cleveland Heights-University Heights school district. As a ten year veteran classroom teacher, she discovered the power of mastery learning for gifted and advanced students. Now, she is combining her love of great edtech with a mastery learning approach to teaching and learning that is transforming her class, her teaching, and her students' learning, and she is eager to share her strategies with educators around the world.

Jean Peterson, Ph.D.: [bio]

Dr. Michael Postma: See Keynote Biography

Karen Qualls has been in the field of gifted over many years in the roles of gifted intervention specialist, gifted coordinator, gifted district director, consultant and adjunct professor. She is currently with The University of Cincinnati as the Gifted Endorsement Program Coordinator and lead

professor of the clinical/practicum for graduate students earning their Gifted Endorsement Certification.

Amy Rogers has almost two decades of experience in the elementary and middle school settings in the areas of regular education enrichment and technology. She wrote a forensic science, STEAM-based, curriculum for the Ohio Attorney General's office, <https://tinvurl.com/vaudnbq2>. She has her Bachelor's in Elementary Education, her Masters in Curriculum Design and Instruction, and her Gifted Endorsement. Amy also leads a summer camp call STEAM-Powered Super Sleuths each summer at Otterbein University, <https://tinvurl.com/vb4m3bfh>. Her passion is helping other educators create makerspaces and helping children preserve.

Sarah Scott has been a pediatric nurse for 18yrs. Working at Nationwide Children's Hospital, she is a charge nurse in primary care providing care birth to teens. She has been practicing yoga for 14yrs and now owns her own yoga studio, Balanced Tree Yoga. She is certified in Embodied Yoga and Trauma Informed Yoga. she is the yoga practitioner at an inpatient facility working weekly with anxiety, mood, depression, addiction recovery, Alzheimer's, and dementia patients.

Dr. Carol Sparber is a professor and the project coordinator for the gifted endorsement program at Kent State University. She has more than twenty-five years of experience as a professional in the field of gifted and special education and has presented at more than 40 local, state, national, and international conferences. As a parent, teacher, advocate, and researcher of gifted children, those with twice-exceptional needs are the focus of her research. Current inquiry interests include: using a strengths-based

approach for teaching, understanding social and emotional challenges, and analyzing evidence-based interventions and instructional strategies to promote positive outcomes for twice-exceptional students. Dr. Sparber is the recipient of numerous national awards for exemplary research and is a Jennings Scholar – an honor awarded for fostering the development of students with exceptionalities through creative and outstanding teaching.

Todd Stanley is the author of 12 teacher-education books including Project-Based Learning for Gifted Students: A Handbook for the 21st Century Classroom, When Smart Kids Underachieve in the Classroom: Practical Solutions for Teachers, and his latest, Authentic Learning: Real World Experiences that Build 21st Century Skills. He served as a classroom teacher for 18 years and is currently the gifted services coordinator for Pickerington Local Schools where he lives with his wife and two daughters. You can follow him on Twitter @the_gifted_guy.

Christine Turo-Shields, LCSW, LCAC is co-owner of Kenosis Counseling Center. She maintains a successful private practice with specialized training in trauma, including CISD and holds certification as an EMDR therapist. She is also a member of the National Center for Missing and Exploited Children's Family Advocacy Outreach Network as well as an Indiana State Board Member for the American Foundation for Suicide Prevention.

Christine personally and professionally knows the world of the gifted. . . raising 2 children (gifted and PG) and working with hundreds more in her counseling practice. She currently facilitates group therapy for gifted

adults (Rainforest Minds) who struggle with anxiety and depression, as well as a Parent Rainforest Minds Group -- as a result, she has created closed FB groups for both to build more connection among the gifted. As a community specialist -----in the GT/HA world, she has consulted with multiple school districts as well as conducted local, state and national presentations for those in the gifted world. She was an integral part of the development of the nationally award winning Gifted Family Program for Central Indiana Mensa in 2010.

Diane Witt's priority is sharing "stories" of students and those who serve them. The goal is to help educators and students find their voice, reach their audience and establish a reputation among their peers. This is accomplished by recognizing individual strengths, creativity and passions that students and teachers bring to the table. The use of thought leadership enhances strategic storytelling of situations and events to connect one another.

Professional Highlights:

- Invited to the European Council for High Ability
- conference, Muenster, Germany to present a paper on Early Childhood and technology
- Digital Knowing: How Young Children's Ease with Technology is Changing Expectations, Implications for Gifted Students, Gifted Education Press online
- Strategies for the Tech Savvy Classroom, 2009, Prufrock Press
- Intermittent Educational Consultant to the Ohio Department of Education, Columbus, Ohio
- Educational Consultant to Nantucket Public Schools, Nantucket, MA.
- Educational Consultant to ECOT, Columbus, Oh
- Gifted Coordinator to Sandusky County, Schools, Fremont, Oh

BREAKOUT SESSIONS

SATURDAY, August 11

10:00 a.m. – 10:50 a.m.

STEAMmakers and Growth mindsets in the classroom - Amy Rogers (*room 101*)

In this session you will learn how to create a makerspace, regardless of budget, based on the STEAM principals in your classroom setting along with instilling growth mindset in your students.

The Mirror of Erised: Understanding and Supporting Gifted Children Identity Development - Pat Farrenkopf (*room 111*)

Gifted Identity Development is a very critical process to understand and provide support for students experiencing this process in the home and school settings. Individuals who attend this session will learn to understand and support students by defining identity development, discussing the constructs and systems impacting gifted identity development and analyzing Gifted Identity Formation Model created by Andrew Mahoney. The concepts covered in this session will help attendees identify focus areas for understanding and supporting students and adolescents at home and at school.

How University Gifted Education Courses can Support SEL - Karen Qualls and Kim Gordon (*room 113*)

This session will provide attendees with an understanding of how a University graduate program for gifted learning is addressing and training teachers in the field to understand and support social and emotional needs. It is imperative to

prepare educators of gifted students to be committed to each student's progressive learning yet caring about each individual. SEL, as an embedded competent in evidence-based and data driven instruction is necessary to focus on the whole student and the impact of their learning environment. Teachers will gain an understanding as to why it is so important for the gifted learner to be in a learning environment infused with social and emotional support for each individual student.

The presenters will share elements of history, purpose, strategies for social and emotional support, and the impact on student learning and progressive growth.

The session will end with a case study interactive activity.

Supporting 2e Students with Strength Based Instruction - Carol Sparber (*room 139*)

Twice-exceptionality is hard to identify and for 2e children, the frustrations related to unidentified strengths and disabilities can result in academic underachievement, behavioral and social/emotional issues. For some, behavior plans become the focus of their interventions and for others, their giftedness is constrained by the underlying disability. School can become a very frustrating experience for struggling students, their teachers, and parents. Using a strengths-based approach to learning is the most important factor in developing a positive growth mindset, healthy self-esteem, strong self-efficacy, and higher academic achievement in twice exceptional children (Baldwin, Baum, Perelex, & Hughes, 2015). A collaborative effort between teachers, special educators, gifted educators, and parents is needed to identify and to

determine appropriate strategies to meet the diverse needs of 2E children. This session will provide educators with an overview of twice-exceptionality and how to use a strengths-based approach to engage and support 2e children in the classroom.

Connections to Book Characters: Bibliotherapy for the Gifted - Tracy Alley and Beth Moore (*room 145*)

This session will provide educators and parents with a list of books to help young children struggling with self-awareness, self-management, perfectionism, and more. Quality children's literature is a natural gateway to a child's thoughts and feelings. Books allow children to connect to characters who may be experiencing the same social situation, feelings about a topic, or reaction to a life event. The presenter will share a list of resources plus a wide-variety of books. The session will end with chair yoga that can be incorporated into a classroom or home environment.

Gifted Students and Suicide - Amy Coleman (*room 164*)

The Center for Suicide Prevention and Research at Nationwide Children's Hospital was created in 2015 to address the growing problem of suicide among youth in central Ohio. Suicide has emerged as the second leading cause of death for children ages 10-19 years old in the United States.

- Nearly 1 in 6 teens has seriously contemplated suicide in the past year.
- Suicide affects people of all backgrounds. No one is immune.

In this session, the presentation will highlight risk and protective factors for

suicide among gifted students. Specific vulnerabilities for suicide will be discussed in the context of giftedness. Participants will be able to identify risk factors and warning signs of suicide as well as leave the session with resources to help youth in their communities.

Building Gratitude - Brandi Lust (room 165)

Gratitude improves overall quality of life, both mentally and physically. In this session, we reflect on positive experiences together, engage in gratitude practice, and experience strategies to improve overall resilience. Participants will leave with resources to better appreciate the daily experience of living.

11:00 a.m. – 11:50 a.m.

When Children Grieve: The Myths and the Strategies to Deal with Loss - Stefanie Hall (room 101)

Grief is the normal and natural emotional reaction to loss or change of any kind. The Grief Recovery Institute states, “Grief is the conflicting feelings caused by the end of or change in a familiar pattern of behavior.” Often times we try to respond with the intellectual to the emotional and it doesn’t work. Dabrowski’s Overexcitabilities, specifically exceptional emotional intensity, remind us that gifted children can often have a more profound and lasting response to grief. To watch a child grieve and not know what to do is a profoundly difficult experience for parents, teachers, and caregivers. Yet, there are guidelines for helping children develop a lifelong healthy response to loss. In the text, *When Children Grieve: For Adults to Help Children Deal with Death, Divorce, Pet Loss, Moving, and Other Losses* by John W. James and Russell Friedman with Dr. Leslie Landon Matthew, the authors offer a cutting-edge volume to free children

from the false idea of “not feeling bad” and to empower them with positive, effective methods of dealing with loss. There are many life experiences that can produce feelings of grief in a child, from the death of a relative or a divorce in the family to more everyday experiences such as moving to a new neighborhood or losing a prized possession. In this session we will discuss the myths associated with grief and effective methods to us in helping children deal with loss.

Using Creativity as a Window - Jennifer Groman (room 111)

Creative work is so much fun – but it can also be a fantastic way to give us insights into gifted students and their hidden lives. This is a hands-on session working with art and sharing, specific creative activities will be discussed in detail, as well as the creative core attitudes of vulnerability, risk-taking and group trust, feeding back (as opposed to feedback), and naivete.

Empathy in Action: A Toolkit for the Classroom - Beth Hahn, Karen Qualls, and Diane Witt (room 113)

We are living in a world of changing expectations and fluid events that are affected by the day’s news. Technology and digital media provide the voices of our society and influence the way our children act and respond to Facebook, Instagram, Twitter to name a few. Educators now experience classrooms with students from many backgrounds. The connecting link is the manner in which we relate to one another. The dictionary refers to this “caring” as empathy. It reflects an understanding of the human condition and one another. Unfortunately, it seems to be getting harder to find. According to Psychology Today, “American culture is socializing people to become more individualistic rather than empathetic. Good in one way, bad in another.”

This session looks to foster those behaviors that bring out the best in our students, those who serve them, and the greater community by sharing a toolkit that can be used in the classroom with a special focus on gifted and special needs learners.

Using Advisory Groups & Town Hall Meetings to Meet the Social/Emotional Needs of Gifted Students - Todd Stanley (room 139)

As schools we often address the academic needs of our students, but how well are we meeting the social/emotional needs of our gifted students? It can be argued that this sometimes is more important than the academic, and yet schools sometimes do not put into place a space for students to do this. I will be talking about how our gifted team called the Gateway Program has used town hall meetings and advisory groups to address these needs for our students.

Chair Yoga - Beth Moore (room 145)

There are numerous advantages of incorporating yoga into one’s daily routine. Research shows that taking time to be mindful—to slow down, pause, meditate/pray, and unite the mind, body, and spirit provides for an overall better life. Yoga offers physical, mental, emotional, and spiritual benefits.

All are welcome to this introductory session...for personal growth and/or professional development. This session will give participants a taste of yoga, using a chair for support and stability. Yoga poses (stretches), breathing, and guided meditation will be integrated into this session. Chair yoga is suitable for all ages and fitness levels.

NOTE: Attendees will be asked to sign a consent form to participate in this session.

Relinquishing Dreams: A Study of Gifted Adults - Nicole Dietrich (room 164)

The theory of relinquishing dreams was generated in the substantive area of gifted adults, and examines the ways in which individuals consciously and unconsciously forgo their personal and professional objectives. For her doctoral dissertation, Dr. Dietrich interviewed gifted adults and asked them to “Tell me about your dreams”. She was fascinated and surprised when what emerged were NOT revelations about all of the dreams that they had achieved. Rather, without exception, every single participant in the study chose to focus on stories of all of the many dreams that they had relinquished, and the subsequent regret that had resulted!

This session may be beneficial for gifted adults in examining how their own complex behaviors and emotions have impacted their past, current, and potential future decision-making. It may also be useful for those who work with or live with gifted individuals. This session will help parents and educators to recognize and better navigate some of these barriers. It will equip them with strategies, resources, and ideas on how to implement positive behavior supports for dealing with conflict and change that may promote the resiliency that is necessary for optimal dream realization for gifted children and adults.

Gifted Individuals and Mental Health - Sarah Scott (room 165)

Statistics show that 1 in 4 adults cope with anxiety and 350 million people suffer from depression.

Gifted individuals tend to be even more prone to anxiety, stress, and depression. They place high expectations on themselves and worry about lack of perfection. There is a constant need to reach exceptional levels, and throughout

all of this the tendency is to isolate as a way of coping with their differences.

By providing tools to encourage these wonderful human beings to be themselves, express their feelings, and most of all feel empowered, because we love them for who they are- not for their achievements. In doing this we will soon begin to see a change...a change that will last generations.

2:30 p.m. – 3:20 p.m.

STEAMmakers and Growth mindsets in the classroom - Amy Rogers (room 101)

In this session you will learn how to create a makerspace, regardless of budget, based on the STEAM principals in your classroom setting along with instilling growth mindset in your students.

“Can we Talk?” Facilitating Dialogues with Gifted Students - Jennifer Groman (room 111)

One of the best ways to learn about your students is to ask the right questions – and then truly listen. This session will give you practical suggestions and protocols for facilitating real dialogues with gifted students, from setting up dialogue groups, choosing topics, determining group norms, to learning how to put away your Teacher hat and let students take responsibility by sharing. We know that many issues require a trained counselor’s knowledge, but teachers can guide positive discussions to help gifted students connect with one another and their own inner life.

Positive Mental Health and the 2e Child - Amber Nickels (room 113)

Mental health is integral to the overall health and well- being of our children. Unfortunately, the messages that our

children hear out in the world can hinder and derail the path to good mental health. How can parents and educators best meet the mental health needs of the 2e child to optimize self-efficacy, self- esteem and self-compassion? Often things such as perfectionism, a lack of understanding of his/her gifts and talents, being overwhelmed by overexcitabilities and intense feelings begin to cause our children to ask what is wrong with them instead of celebrating and building on what their strengths are. Join us as we learn and share how to best support the mental health and social emotional well-being of 2e children.

The Social/ Emotional Causes of Underachievement - Todd Stanley (room 139)

Underachievement affects anywhere from 10 to 50% of gifted students. This session will look at the social/emotional causes of underachievement such as peers, fear of failure, home life, low frustration levels, a lack of impulse control, perfectionism, and obsessive-compulsive disorder, as well as provide strategies that teachers and parents can use to help students to have these needs met so they can achieve to the level of their potential.

When Gifted Kids Fall Apart in Mastery Learning - Tiffany Ott (room 145)

Mastery Learning, Competency Based Learning, and Personalize Learning are all movements in education that have at their heart an awareness of student individual needs and the flexibility of education to meet those needs. When students are able to learn at their own pace, mastering learning objectives appropriate to them, learning accelerates rapidly. As gifted education specialists, we know that the students we work with need this kind of educational approach. Be warned, however! When gifted students actually start receiving an

appropriately challenging learning experience, they often start to exhibit some indications of social and emotional stress. Perfectionism, underachievement, anxiety, depression, and complete emotional shut-down are not uncommon sights when a gifted child experiences mastery learning for the first time. Learn how to recognize and address these concerns within the context of planning for and implementing mastery learning.

The Be-Attitudes of Gifted Elders - Joy Navan (room 164)

This presentation will share the stories of over thirty gifted elders along with current thoughts and research regarding this population - their characteristics, their strengths, and their lives. The goal is to awaken an awareness of the needs of gifted elders. Thus, family and caregivers will acknowledge and honor their giftedness and understand that, just as gifted students need differentiated learning experiences that respond to their unique needs, gifted elders need responsive communities and environments that respond to their intensities and their wisdom.

Creating Growth - Brandi Lust (room 165)

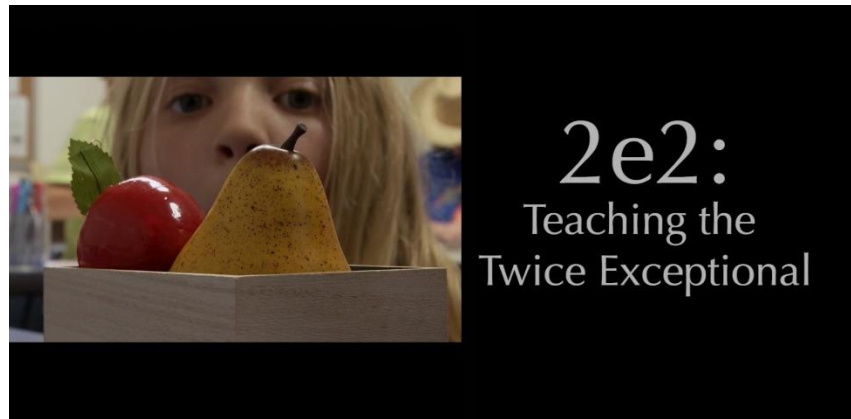
This session gives participants tools to embrace growth opportunities, take healthy risks, and persevere despite difficulty. Participants will reflect on personal experiences and reframe challenges in order to gain new learning.

2e2: Teaching the Twice Exceptional

4:30 pm - 5:30 pm

Room 140

What does it take to teach children who often fall between the cracks in the school system? How can educators inspire students who may not consider themselves capable? What if teachers focused on students' strengths instead of their weaknesses? The second 2e film focuses on what it takes as an educator to help our 2e students express their talents.



Learn more about the filmmaker Tom Ropelewski and his documentaries in this TILT podcast at: <http://www.tiltparenting.com/2018/03/06/episode-98-filmmaker-tom-ropelewski-talks-about-his-documentaries-about-2e-kids/>



Restaurants near

Cardone's (.3 miles)
[377 West Main Street](#) (map link)

BRU Burger (1.5 miles)
[691 North Cleveland Ave](#) (map link)

McDonalds (.2 miles)
[40 N. Cleveland Ave](#) (map link)

Zoup! (1.6 miles)
[522 Polaris Parkway](#) (map link)

Northstar Café (.6 miles)
[109 S. State Street](#) (map link)

Local Cantina (1.7 miles)
[667 North Cleveland Ave](#) (map link)

Barrel and Boar (.7 miles)
[8 N. State Street](#) (map link)

Sweet Carrot (1.8 miles)
[2050 Polaris Parkway](#) (map link)

