

## *“Renzulli Type III Enrichment: Giving Students the Ability to Pursue a Passion, the Opportunity to Make a Difference”*

*By Lorraine Duitsman*

*Dear Gifted Colleagues, I have written the following article in hopes that it may inspire you to try a Type III project with your gifted students. I have written this article to make it easily accessible to share with teachers, administrators, and students about what Type III is, what stages are involved, and to include some examples of research projects completed by students. Best of luck to all of you as you plan to do Type III Enrichment with your students. Feel free to contact me via e-mail if you would like copies of my syllabus, rubrics for evaluating projects and participation, or research/data collection logs. I'd be happy to share these resources with you! Be sure to look at the resources I mention in the article as well by The Creative Learning Press and research by Renzulli and Reis.*

*Sincerely,*

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Renzulli Type III Enrichment comes from creators Joseph S. Renzulli and Sally M. Reis. My first introduction to the Renzulli model came while looking through curriculum resources left to me by Chris Schultz, the previous TAG Strategist at Abraham Lincoln High School in Council Bluffs, IA. I listened to her talk about her TAG Seminar and about the creative projects students in her class had done. Students had built a working trebuchet (medieval catapult), and another student with a strong passion in music had worked on getting a band together in hopes of writing songs and producing a CD. Years later, this group came to be known as “The Kaneshville Boys,” a bluegrass band started up by Perry Burkum and his friends. In 2009, the band produced a CD called “The Squirrel Cage Blues” and has recently produced more music together. Check out the Kaneshville Boys’ website at <http://www.myspace.com/thekanesvilleboys> or follow the band on Twitter at <http://twitter.com/#!/kaneshvilleboys>.

Hearing these stories about creative kids, and getting to know some of them, hooked me. A later course on Type III Enrichment taught by Carma McLaren and Terri McClure, our local AEA gifted consultants, provided me with more information and knowledge about Renzulli to teach the Type III process.

I knew I wanted to offer TAG Seminar again as an elective course for students to take at the school. So, I wrote a syllabus and used the books *Pathways to Investigative Skills* (1990) by Deborah E. Burns, published by the Creative Learning Press, in addition to *The School-wide Enrichment Model* (1985) by Renzulli and Reis, also published by the Creative Learning Press as my primary resources. I credit these sources in providing me with the information I needed to help students develop their talents. Above all, I cannot thank Renzulli and Reis enough for their wonderful research on enrichment and talent development. I’ve been able to do great things for kids because of what I learned from their research.

For TAG Seminar, the primary goal of the course was to give students the opportunity to pursue a passion, or investigate a real-world problem to propose and subsequently create a project for a real-world authentic audience. Following the Renzulli Type III Enrichment model, I knew that the highest achievement would come from a group of students who had these essential characteristics: “above average ability, task commitment, and creativity.” So, I sought out the students that I knew possessed these traits and strong interests in doing a project, and encouraged them to take the course. Since this course was an elective, it was open to all students, not just identified gifted students. However, students were required to gain my prior approval. I spoke with all interested kids, asked them about their interests in doing a project of substantial nature, and talked about what was involved in the class. Those students with strong interests in a topic and desire to do a project were approved to take the class. If a teacher is seeking to make a course such as this an elective offering in his or her school, the course could also be called something like “Independent Study Seminar” and serve more than just identified students.

In the beginning of the course, we followed the following discussion topics:

1. What is Type III Enrichment and what is the role of the student and teacher?



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## Future Submission dates are:

March 31, 2012 for the Spring Issue  
July 31, 2012 for the Summer / Fall issue  
November 30, 2012 for the Winter 2012-13 issue

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## THE MISSION STATEMENT

The mission of the Iowa Talented and Gifted Association is to recognize, support, and respect the unique and diverse needs of talented and gifted learners through advocacy, education, and networking.

## THE ASSOCIATION

ITAG, an affiliate of the National Association for Gifted Children, is a tax exempt, 501C3 organization which was organized more than 25 years ago with a vision that gifted and talented children in the State of Iowa should receive an education commensurate with their abilities and needs. It promotes advocacy at the state and local level, pre-service and in-service training in gifted education, and parent/community awareness, education and involvement. ITAG is comprised of parents, educators, other professionals, and community leaders who share an interest in the growth and development of gifted and talented individuals in Iowa. ITAG annual membership dues are: Member - \$50; Institution - \$150; Friend - \$100-\$999; Sponsor - \$1000 or more; Affiliates Parent Groups - \$30; Affiliates Teacher Groups - \$35.

## THE BOARD

meets during the months of November, January, March, May, August, and during the Annual Conference in October. Interested persons are welcome to attend meetings. Please contact a Board Member for the date, time, and location of a meeting if you plan to attend.

## THE ITAG NEWS

is published in January, May, and September by the Iowa Talented and Gifted Association, 5619 NW 86th St., Ste. 600, Johnston, Iowa 50131-2955. Please send mailing address corrections to this Johnston address. For information regarding content of ITAG NEWS and/or submission of articles and announcements, please contact: Matt Robie, ITAG NEWS Editor, 3116 SW Timberline Drive, Ankeny, Iowa 50023. e-mail: [matt.robie@ankeny schools.org](mailto:matt.robie@ankeny schools.org) or [itag@assoc-serv.com](mailto:itag@assoc-serv.com).

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ITAG Website - [www.iowatag.org](http://www.iowatag.org)

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Teamwork. It is how NASA has sent men and women to space and back, how medical experts coordinate for complicated surgeries, how The Red Cross directs emergency work, and how teachers take ownership for serving and meeting the needs of students. Your ITAG Board is a team of highly motivated professionals working together to better serve the educators of gifted across the state, gifted students and parents, and classroom teachers and administrators.

I have been so fortunate to work on a team lead by three different ITAG presidents during my time on the board: Chris Schultz, Mary Schmidt, and most recently Diane Pratt. Each of these skillful leaders continued to move this organization forward through leadership skills that were specific to their strengths. Each one left an impact on the lives of the children we serve and the teachers who support them. It is with a humble heart that I step into the role of ITAG President, knowing this legacy of great leadership.

As our new board comes together, internally we will have a slight shift of responsibilities, making sure that everyone on this dedicated team is best matched to the skills needed for the tasks at hand, or as Jim Collins states in his book, *Good to Great*, that everyone is on the right bus and in the right seat.

Your ITAG Board has the following committees, of which several members sit on multiple committees: Executive Officers, Parent Outreach, Educator Outreach, Legislative, Newsletter/Spotlight, and Membership Nominations. Each of these committees serves an important role and each are an extension of the work that you do. Did you know that board members:

1. support parent groups through sharing legislative work and support schools in the development of parent groups.
2. are on Capitol Hill every spring speaking to Senators and Members of Congress. This committee is also busy with legislative communications throughout the year.
3. communicate to the members every month through the Spotlight e-mail, and three times a year through the ITAG Newsletter.
4. work closely with Rosanne Malek, our DE Consultant for Gifted Education to stay abreast of state and national decisions which impact our work.
5. support gifted students and work closely with colleges across the state to set up Young Scholars opportunities several times a year.
6. work in partnership with the Belin & Blank International Center for Gifted Education and Talent Development at the University of Iowa.
7. support and recognize educator and administrator leadership in gifted education.
8. plan, support, and hold the state ITAG conference each fall.
9. and much, much more...

As your ITAG Board, we want to make sure that we are as informed as possible. Our keynote speakers at the 2011 ITAG State Conference, Dr. Sally Reis, Dr. Clar Baldus, and David Williamson, each shared the importance of creativity, and its critical role in helping our country stay ahead in a global economy. With the conference as our catalyst, our board will add an additional item to upcoming meetings. We will be embarking on a book study of Thomas Friedman and Michael Mandelbaum's book, *That Used to Be Us, How America Fell Behind in the World it Invented*

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- a. We read and discussed articles by Renzulli and Reis and others.
- b. Students summarized key points from the articles.
2. What are the characteristics of a creative producer?
  - a. Students researched and presented on an individual who represented the "three-ring model" of creative production and gifted behavior.
  - b. Students investigated their own talents and abilities through talent tests.
3. What are examples of creative products?
  - a. We looked at professional examples (this could serve as an opportunity for teachers to invite guest speakers into the classroom).
  - b. I also shared student examples from the internet and from past students, viewing newspaper and internet articles.

Following this initial exploration of what Type III is and what their interests were, I asked students to complete an "Action Information Message" from *Pathways to Investigative Skills* and put their proposed idea up on our class bulletin board to show their commitment to their selected task. In the selection of their topics, I encouraged students to pick a topic and project that was "New, True, and Important." In other words, the project must be original, related to current issues and experiences, involve real world concerns, relevant, and meaningful.

Once this project was proposed, students could not change their topic of investigation, although their final product and audience may change.

Here are some of my past students' "Action Information Messages":

Student 1 (Sarah Murray) — "I plan to improve Abraham Lincoln's music department through a student-run benefit show. This benefit show will have a Beatles theme. All profits will be divided equally between the choir, band, and orchestra program. I will be handling the business portion of the project, while my partner, Perry Burkum, will handle the music portion."

Student 2 — "My goal is to create a website about the country of South Korea. I'm from South Korea, and over the years, I've seen that few people have knowledge

about the country. The website will not only give you entertaining information but will hopefully allow students to talk with Korean citizens. My target audience is my family, friends, and the general public."

Student 3 (Hannah Zimmerman) — "I would like to plan and organize a run/walk to benefit Cystic Fibrosis. I am going through the Great Strides program. It will be held on May 15, 2010 at 8:00. It will be at the Lake Manawa State Park. I will have a 1 mile fun run, 5k, and 10k. I plan to have Dave Davison speak at the beginning of the race. I will have to get sponsors to help pay for the race. I also need to contact CB Parks and Rec to get permission to hold the race at Lake Manawa."

Student 4 (Anna Jo Cowan) — "I would like to give a presentation to the Nebraska Commissioners meeting in November about getting the full Dram Shop Law on the ballot for Nebraska. My overall goal would be to get it passed and actually have it as a law. I would also like to give a presentation at the school someday to raise awareness about drunk driving."

Student 5 — "AL only offers French and Spanish as foreign languages. I wanted to take Latin. I will be working from Whielock's Latin workbook and textbook, supplementing resources from online resources. For my final project, I will translate a passage from a Roman story."

Student 6 — "We would like to create an experiment in order to gather evidence for support to have a yoga/tai-chi and meditation class integrated into the school curriculum as an alternative for regular P.E. This alternative would be relaxation centered and would hopefully promote greater well-being and cognitive health."

Student 7 (Courtney Olson) — "My basic plan is to promote the use of headgear in soccer because it is one of the most dangerous sports and has the least amount of protection. No one should ever have to go through a concussion like I did, especially when there is a way to prevent it. I want to do presentations and demonstrations and possibly make headgear a requirement for our school soccer team."

These statements only represent some of the projects done in seminar. Other students did projects on ADD, school safety, creating a Green Week at the school, city clean-up, a food-drive, rain water conservation, creating a school future educators club, organizing a school talent show, creating a school fashion show, starting a pen-pal writing program with elementary students, advocating for a town dog park, promoting the high school baseball and lacrosse teams, creating a PR campaign for our school district, researching and creating a tesla coil to transmit

electrostatic particles through the air...As you can see, the possibilities are pretty endless. The importance is that the student, not the teacher, chooses the project they want to do.

In my first year of teaching the course, I sat and thought about my students and how scary it was for some of them to do such a large project that they had never done before. I decided that I too would do a project. I modeled my process to the kids, talked openly with them about my successes and set-backs, and the steps along the way, etc.

Realizing that many of our gifted students traveled all the way to Iowa City to take part in gifted programs, I saw the need for offering more services in SW Iowa. I contacted Catherine Blando of the Belin-Blank Talent Center and asked if I could bring WINGS: Weekend Institute for Gifted Students to Council Bluffs and if I could talk to her about other programs as well. I observed the program, spoke with Catherine, and made a plan for WINGS to be held for the first time.

I stapled my "Action Information Message" up on the bulletin board:

"I plan to bring WINGS: Weekend Institute for Gifted Students to Council Bluffs for Spring 2010. I will create a menu of class offerings for grades 4-6 and locate teachers for the classes. All planning and organizing for this project must be completed by December 2009."

I explained to the class that a project could be something that already exists if you make it your own. WINGS already existed at University of Iowa, but this gifted opportunity would be new to Council Bluffs and new challenges would present themselves with starting up the program, publicizing the event, and making sure the event was a success in a new setting.

Part of our in class investigation also involved looking at creative producers and projects and thinking about how we could modify and change existing programs and projects as well. We learned about stages in the inventing process. We also used brainstorming and focusing tools from the "Creative Problem Solving Tool Kit", such as Alou, SCAMPER, and SML.

After we had all nailed our project descriptions on the board, I stood back, took a deep breath and said, "Well, now what? These are outstanding ideas, but what is our first step? Everyone's process will be different but it will include similar components of selecting an audience, doing research, developing a product, etc. I'd like each of

you to write a proposal of 3-5 pages in length explaining the components of your project, outlining our resources, your target audience, and your initial "to do list", who you will contact, what materials you will use, what you will do first. Get the initial structure of your project and the key ideas down on paper. These may change along the way, but this plan will serve as your starting point."

Students submitted proposals for feedback. I worked with kids daily and we did individual and group conferences to set goals and daily "to do lists" to accomplish the project, to think about what resources were needed, and what research still had to be done.

During research, I recall a student coming to me saying "I have to call this important person and don't know what to say or how to do it. Can you call them for me Mrs. Duitsman?" I let the student know that I would help them think about what to say and how to make a professional phone call, but that the project was ultimately hers and she had to call the person.

It occurred to me that in the process of their project investigations students were acquiring so many new skills so I helped them address these. We talked about what the proper etiquette was for interviewing someone over the phone, about writing thank you cards and notes to those individuals who help you along the way, about how to ask for something in the right way to gain support, how to prepare for a newspaper interview, how to publicize your event, etc. I was there to support them when they needed help and had a question, to encourage them when they were frustrated or were worried about the success of their project. Some students needed support more than others or more support during different phases of their project. The biggest hurdle we all had to learn together was to be okay with the unknown and to be willing to face a challenge and learn how to accomplish something we had never done before.

But, succeed or fail, the student still learns a great deal and I reminded students that their project was meaningful regardless of the outcome. Their grade would not depend on this but rather the energy and time they invested in their project. To help students overcome the fear of failure, students could also take the course for pass/fail credit, for a letter grade, and students that needed more time on their projects could take an incomplete or pass grade and once the project was complete they could receive a letter grade at a later date. This was important, since some projects continued on past the semester offering. In seminar, students were also encouraged to self-evaluate their progress and to write reflec-

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tions or journal entries on how they thought they were doing along the way, and what grade they believed they deserved for their efforts. In the heart of the messy problem solving, I did not post grades. Instead, I gave students a lot of feedback on how they were doing through writing and through conferencing, checking in on progress toward their goals.

Students would do research (Type II Enrichment), and locating resources in the community. As part of this research, students would be expected to document their research and "Discovery Logs". These logs indicated the goal or purpose of their research or involvement, the source, the number of hours spent with that source, what they had learned, what new questions were raised during their investigation, and what connections the research had to their project idea.

In class, I stressed the importance of working as a team and supporting each other in our research. Whenever students needed volunteers to pull off the success of their project, it was required that other students step up and help. Students also helped me with WINGS with registration and check in at the event, helping to document the day, etc. We were a team and it was nice to know that we were all in the messy project business together. We had different topics and projects but we all faced the same tasks of research and planning, gathering resources, finding an authentic audience, etc.

Another important part of teaching Type III projects and offering a class such as TAG Seminar should also involve documenting the process. I regret that I did not take more pictures of my students in action during this amazing work. I would recommend that anyone teaching Type III be sure to do this. Save those newspaper clippings of your students and take photographs and videos so you have those examples of great projects to show other students and inspire them. Get those great things students do on the school website and in the local newspaper so that others can see the amazing work of your students. Use this documentation to show administrators that even a class that appears to be unstructured at times is just what creative kids need. They need the freedom and opportunity to explore their passions, the chance to investigate something that means a lot to them personally.

Here are some stories of some of my past students and their projects. (Articles published on the Abraham Lincoln High School website in 2010.)

### **AL STUDENT ANNA JO COWAN FIGHTS TO MAKE A POSITIVE DIFFERENCE IN THE LIVES OF OTHERS**

The 16-year-old Council Bluffs junior chose to undertake a project for a Talented and Gifted Seminar at Abraham Lincoln High School to research and draft a law to present to Nebraska state lawmakers after her father was tragically killed by a drunk driver in the spring of her sophomore year in high school. Anna Jo took up this cause to save the lives of others and to help families like hers that suffer under the hands of drunk drivers.



**AL Junior Anna Jo Cowan with TAG Strategist Lorraine Duitsmann**

It would "require all liquor and retail establishments to be civilly liable when the establishment over serves a patron to the point of intoxication and that patron is then involved in an alcohol-related accident killing or injuring an innocent third party."

It's called a Dram Shop Law, and she hopes to see the Nebraska Legislature take up the issue when it convenes in January.

Anna Jo presented in front of Project Extra Mile on November 11th, has lobbied senators for support, has been an active force in the media, and is currently taking up a letter writing campaign to urge Nebraska senators to support the bill.

Nebraska might get that law. Former Nebraska State Sen. Lowen Kruse has spoken with the Cowan women and said Anna Jo "has a solid plan, and she presents it well."

For a KETV Channel 7 News Coverage, visit the following website to see a video: <http://www.ketv.com/news/21589318/detail.html>

(Update on Anna Jo: Anna Jo worked on her Dram Shop Law again in her senior year and testified in front of the Nebraska Judiciary Committee with her mother and other city officials in hopes of passing the Dram Shop Law in Nebraska. The law did not pass, but Anna Jo made a notable difference in the surrounding community, raising awareness about drunk driving and encouraging establishments to serve responsibly. This year, she is attending Creighton University in Omaha, NE, where her father

attended college. She is pre-med, majoring in biology with a business minor. She is involved in biology club, pre-med society, the freshman leadership program, CU Stars, a tour guide program for students, and is in Italian club. For her efforts on the Dram Shop Law, Anna Jo not only made an impact on those around her, she also won numerous scholarships and honors for her dedication to a substantial project and worthy cause. She was named the Nonpareil's Person of the Year, received The Coca-Cola Leadership Scholarship and was flown to Atlanta, GA to be recognized for her outstanding achievements.)



## **AL SENIOR COURTNEY OLSON PROMOTES ATHLETIC SAFETY**

On March 8th, Courtney Olson presented to soccer girls and parents on the dangers of concussions incurred

while playing soccer and the need for protective head-gear. During her presentation, Courtney shared shocking statistics that revealed that soccer concussions occur frequently with 36 injuries per 100,000 players and fall second only to American football with 47 injuries. Recently, Courtney suffered a concussion, having experienced a prior concussion in her sophomore year that created vision difficulties, headaches, dizziness, nausea, and learning struggles. This second concussion could mean being out the rest of the season in soccer. However, the message she gave stressed not only of short term struggles and health problems that a concussion could cause but also more serious problems resulting in long term brain impairment, personality changes, and most serious of all, death. In her speech, Courtney said, "In a sport where such terrible injury can occur, and we protect our shins with shin guards, why not protect something that is far more precious: our brain?"

Courtney presented her research to soccer students and coaches at our school and also at the Brain Injury Association of Kansas City Seminar as a guest speaker with a panel with medical professionals speaking on the importance of protective head gear and the dangers of concussions. She shared her experiences with concussions with doctors, nurses, and athletic trainers.

(Update on Courtney Olson: Courtney is currently in college majoring in kinesiology, having switched her major from engineering. Courtney says, "my passion is soccer and I want to pursue a career related to what I did in that class" (TAG Seminar!). She is on the Antioch retreat

planning team at Saint Thomas Aquinas, has participated in TEAM (The Engineering Ambassadors and Mentors program) and she helped create a group called Civil Ladies.

## **AL STUDENT RALLIES PARTICIPATION IN CYSTIC FIBROSIS WALK**

AL student Hannah Zimmerman is working hard to promote the Council Bluffs "Great Strides" walk organized nationally by the Cystic Fibrosis Foundation. She is devoting her time to supporting this event aimed at raising awareness and support for a cure of this life-threatening disease. The cause is dear to Hannah's heart, having a close family friend struggling with CF for many years.



The walk event will be held at North Shore Park in Lake Manawa on May 15th, 2010. Check in will start at 8:00 AM and the run/walk will start at 9:00 AM. Registration for a 5K and 10K course around Lake Manawa can be completed online. Strollers and dogs are welcome. The race is free, but each participant is encouraged to collect donations from friends and family. All proceeds go directly to the Cystic Fibrosis Foundation for researching a cure. If you would like to donate, send money to Abraham Lincoln High School, Attn: Hannah Zimmerman. Make checks payable to "CB's Great Strides for CF".

(Update on Hannah Zimmerman: Hannah held the CB Great Strides race her junior year of high school and helped to raise over \$1,000 for CF research. She held the race again in the subsequent year during her senior year of high school located at Iowa Western Community College. She is currently attending Northwest Missouri State University majoring in elementary education and minoring in public relations with a concentration in organizational communications. She is also thinking about getting her coaching license so she will be able to coach high school cross country in the future. She is involved in leadership team at the Christian Campus House, is on the Hall Council in her residence hall, and in the college Honors Program.)

## **THE SECOND ANNUAL FLYING BEATLES BENEFIT**

The 2nd Annual Beatles Benefit Show will be held on Friday, May 6th at 7 p.m.

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Co-Creators and managers, Sarah Murray and Perry Burkum are organizing this event to be held in the ALHS Auditorium. Free will donations for admittance into the program will be given to the ALHS music department. Come and enjoy this completely run student show and our school music program.



Picture from the event: At Center, Front Row, Sarah Murray, self, Perry Burkum.



(Update on Perry Burkum and Sarah Murray: Perry and Sarah raised \$700 in the first year of the event and nearly the same amount in the following year. Currently, Sarah is a high school senior interested in pursuing a career in music business and has applied to Belmont University. She recently obtained an internship with Saddle Creek Records, a record label based out of Omaha, NE. Perry Burkum performs frequently with his band The Kanesville Boys and is attending Iowa Western Community College majoring in Music. He also teaches music lessons.)

## WINGS Event Spring 2010 Council Bluffs, IA

The first offering was in 2010, consisting of 8 courses offered and 80 participants at Wilson Jr. High. Class menu included the following courses: Musical Theatre Hits the Midlands!, Endangered Species, Theatrical Make-up, Fractal Patterns, Under Pressure, Lego My Robot!, Art: Plaster Casting, and Card Games for the Brain.

(Update: WINGS is now an annual spring event in Council Bluffs, IA with growing enrollments and course offerings. It was held in 2011, and will be held again



Saturday, April 21st at Lewis Central High School in Council Bluffs, IA. Offerings for students to be posted to the Belin-Blank website soon!)

Looking back over these photos and projects of my past students, I am so impressed with their achievements. These students completed projects that were on par with many practicing professionals that get paid to do this kind of work. These projects take a great deal of time and effort on the part of the student. I know that having a setting in school during the day which allowed the students the time to work on their projects was immensely valuable, since these kids were already so involved in school already.

However, if a TAG Seminar or an Independent Study course option is not possible in a school setting, these projects could still be facilitated working with students through pull-out from class or after school. Type III projects could also be done within regular classroom units, although these projects often tend to be teacher selected topics to relate to class learning. These are still valuable since they include real-world investigation and problem-solving and the creation of original projects. Type III projects can be done by elementary and secondary level students. I encourage teachers to find a way for students to do creative projects like Type III enrichment in whatever format they can in their school and serve as mentors to help support kids as needed to pursue their talents.

By, Lorraine Duitsman,  
Talented and Gifted Teacher  
Lewis Central Secondary Schools



## Thank You

THANK YOU for your membership and continued support of ITAG. Iowa's gifted students are counting on our leadership, our instruction, our advocacy, and our guidance. Your attendance at the annual conference renewed your membership for another year. If you missed the October conference, and you haven't otherwise renewed your membership, this is the LAST NEWS MAGAZINE that you'll receive! No matter your position, you probably still have gifted kids that will benefit from your ITAG connection. Please see the back page of this newsletter for a membership form.

## ITAG Partners

PLEASE HELP!!! We are in need of experienced TAG/ELP educators who could serve as a mentor/partner with a less experienced colleague. This connection may be based on e-mail correspondence, but could develop into whatever relationship the two teachers decide.

We currently need experience at all instructional levels. Please consider guiding a new colleague in uncharted territory! E-mail Kenn Wathen, Educator Outreach, [kwathen@hamburg.k12.ia.us](mailto:kwathen@hamburg.k12.ia.us) if you would be willing to help.

## Your "Kudos" are Needed!

ITAG would like to communicate the success of gifted students and their teachers in our next newsletter. Do you have an accomplishment you'd like to share?

Please send your "kudos" our way at [matt.robie@ankenyschools.org](mailto:matt.robie@ankenyschools.org)

## Monthly ITAG Spotlight

Are you receiving the ITAG Spotlight on Gifted Education e-mail? If not, please e-mail your current contact information to the ITAG office at [itag@assoc-serv.com](mailto:itag@assoc-serv.com).

In addition, please make sure that you add ITAG's e-mail address as an approved contact in your e-mail program's address book.

## Attention Website News!

Does your district have a Gifted and Talented teacher/coordinator position you would like to advertise? Simply send us the link to the website on which that position is posted. We will then post your link on the new career opportunities page on our site.

When the position is filled, just remove it from your site as you normally would. The link to your human resources or career page will remain active on our site for 60 days from the date of the first posting.

A link to the career opportunities page can be found on the resources page of the ITAG website.

The job posting is a free membership benefit to ITAG Institutional Members.

**E-mail any announcements for the website to [itag@assoc-serv.com](mailto:itag@assoc-serv.com), subject line: website news.**

## SENG

### Supporting Emotional Needs of the Gifted.

***SENG is dedicated to fostering environments in which gifted adults and children, in all their diversity, understand and accept themselves and are understood, valued, nurtured, and supported by their families, schools, workplaces and communities.***

***Please visit their website at <http://www.sengifted.org/>***



**Board Member Barbara Butler** has been teaching gifted students in Sioux City for the past 19 years. Most of her experience has been at the middle school level; however, she has worked with students from kindergarten through eighth grade. Throughout the years with the Sioux City TAG Department, she has been involved with writing curriculum, developing Standards and Benchmarks, mentoring new TAG teachers, testing students, and designing TAG informational materials. In addition, she served on the State Accreditation Review Panel and the district TAG Review Committee. She received her B.S. from Iowa State University and her MA/Reading Specialist from Morningside College and has taken TAG classes from Drake University.



**Board Member Claudia Koch** has been involved in the field of gifted education for more than 25 years. She received a B.S. from Southern Illinois University in 1970 and an M.A. in Gifted Education from Western Illinois University in 1990. Claudia recently retired after serving for 18 years as the PreK-12 Gifted Coordinator at the West Bend-Mallard Community School District. She also served as the High School Gifted Coordinator for the Twin River Valley High School. Claudia is a member of NAGC, ITAG and Lakeland TAG, an ITAG Affiliate serving both gifted professionals and gifted children in North Central Iowa. She has held several offices in that organization. Claudia has also taught several gifted endorsement classes.



**Board Member Linda Telleen-Martens** currently serves as the Talented and Gifted Coordinator for the Ames Community School District and is an Ames High School ELP instructor. In the last 12 years Linda has helped develop and implement a new ELP program for the Ames Community School District. Linda has been involved in the field of gifted education for the past 25 years. She facilitates gifted education staff development locally and for other school districts. Linda began the TAG program at Paton-Churdan and developed the secondary TAG program at Prairie Valley. While at Prairie Valley, Linda's students started one of the first student-based internet businesses serving several state organizations as well as local businesses. Linda has presented at numerous state conferences and serves on committees at the district and state level. Linda holds a Master's degree from Iowa State University with an emphasis in gifted education.



**Board Member Matt Robie** is a middle school talented and gifted teacher for the Ankeny Community School District, teaching gifted sixth and seventh graders at Prairie Ridge Middle School. He received his B.A. in Elementary Education from the University of Northern Iowa, and his Masters Degree in Education from Michigan State University. Matt holds endorsements in K-12 TAG, K-8 Reading, K-8 Science, and Coaching. Professional areas of interest include problem-based learning, academic acceleration, and the promotion of science and technology in elementary and middle school gifted education. Matt has served as an ITAG Board Member since 2007, and currently serves as editor of the ITAG News Magazine.



**Board Member Felicia Twit** has been a K-6 Extended Learning Program teacher in West Des Moines for the past 15 years. She currently facilitates gifted and talented programming at two elementary schools. She holds a Master's in Effective Teaching from Drake University and an Administrative Endorsement from Iowa State along with a TAG endorsement from University of Iowa. She participated in developing the framework for Heartland AEA's Gifted and Talented Academy. She is a consultant for Kendall Hunt Publishing and provides training to teachers around the U.S. on their gifted math curriculum: Project M3 and Project M2. She has presented at several ITAG conferences on Resources that Work and her Mentoring Program: Gifted Kids Mentoring Gifted Kids. Her focus is advocating for parents of gifted and gifted students. Felicia is a trained facilitator for the SENG model, teaching parenting classes in her area.



**Board Member Doreen Underwood** has been a Talented and Gifted (TAG) Facilitator in both elementary and intermediate schools in the Davenport Community School District and the Anamosa Community School District in her 17 year teaching career. This summer her family relocated to Keokuk, Iowa where she teaches fifth grade in the Central Lee Community Schools. Doreen received her Bachelor of Arts degree in Elementary Education from the University of Northern Iowa and received her TAG Endorsement from the University of Iowa. She received her Master of Arts degree in School Counseling with a gifted emphasis from the University of Iowa in 2010. In the last 3 years on the ITAG board she has served as the assistant editor of the ITAG Newsletter and been responsible for compiling the monthly Spotlight.

## Annual Report to the Members of ITAG

Your association is composed of 14 elected board members, two ex-officio members, and an Executive Director. Board Members serve for a three-year term and can be re-elected for up to two additional terms. Board Members for the 2010-2011 school year were: Diane Pratt, Fort Dodge, President; Linda Moehring, Carlisle, President-Elect; Sue Chartier, Sioux City; Christine Comito, Des Moines; Ashley Delaney, Waukee; Claudia Koch, Fort Dodge; Gail Kenkel, Council Bluffs; Rodney Martinez, Norwalk; Linda Moehring, Carlisle; LeAnn Oldenburger, Des Moines; Matt Robie, Ankeny; Sally Thorson, Waverly; Doreen Underwood, Davenport; Kenn Wathen, Hamburg and Susan Wouters, Waukee.

Ex-Officio members are Rosanne Malek, representing the Department of Education and Maureen Marron, representing the Belin Blank International Center for Talent Development. Alda Helvey is the Executive Director.

**Board Meetings:** During the 2010-2011 school year, five meetings and one retreat was held. The meeting dates were August 3, 2010 and November 6, 2010 and January 11, June 10, and August 2, 2011. The retreat was held in April 2, 2011.

**Standing Committees:** The ITAG Standing Committees are: Conference, Parent Outreach, Educator Outreach, Legislative, Communications, and Membership/Nominations. Each committee reported at the board meetings and met/communicated with members as needed throughout they year.

**Focus Group Retreat:** A goal development workshop was held in April 24, 2011 at Heartland AEA, Johnston, IA. Four goals had been identified to provide direction for our work: assisting districts in understanding and filling endorsement needs; connecting with teacher preparation programs; supporting the practitioner; and developing and maintaining a speakers' bureau.

**ITAG Website:** The Association's website is located at [www.iowatag.org](http://www.iowatag.org). In addition to information about the organization, there are many links to related resources on giftedness.

**Communications:** Newsletters are quite informative and feature articles by national as well as state authors. An attempt to address current issues in gifted education as well as offer practical solutions is behind each issue. A monthly Spotlight e-mail provides a quick tip or friendly reminder for issues of interest to gifted educators. A Facebook page was a

new addition to our communication efforts last fall.

**Legislative Representation:** Our legislative committee is charged with following issues of gifted education of both state and national interest. ITAG is an affiliate of National Association for Gifted Children. The state association sent representatives, Gail Kenkel, Linda Moehring, and Maureen Marron to the national affiliate conference in March, 2011. Our association also maintains state lobbyists who regularly communicate the status of issues of interest to our association.

**State Department of Education:** Rosanne Malek, Director for Talented and Gifted for the state of Iowa is an Ex-Officio representative of our board. Her regular attendance at meetings as well as access during the year provides a valuable service to our association.

**ITAG Annual Conference:** This year the annual conference was held at the Airport Holiday Inn on October 17-18, 2011. The theme was Cutting Beyond the Edge: New Realities in Gifted Education. Over 400 people attended. Results of the fall elections were announced. In 2010 our theme was The Winds of Change: Generate Challenge, Promise, and Possibilities. This conference was held on October 18 and 19, 2010.

**Awards:** At the 2010 state conference, ITAG awarded its first Administrator of the Year award to Jill Ulrich, Principal at Waukee Middle School (now principal at Ankeny's Northview Middle School). This fall, our 2011 recipient was Dr. Tim Taylor, Superintendent of Ames Community School District. The 2011 Distinguished Service Award was presented to Jean Johnson of Sioux City.

**Young Scholars Conferences:** 137 students attended the Young Scholars Conference held at Wartburg College on April 12, 2011. The purpose of the Young Scholars Conference is to provide a forum for high school students to share common interests with distinguished lowans and opportunities to visit Iowa campuses.

**Other State Conferences:** We regularly have a vendor booth at the School Administrators of Iowa in August and at the Iowa Association of School Boards conference in November. There was a drawing for a one day administrator registration to the fall ITAG conference. For the IASB conference, we will again have a "gifted knowledge" quiz with a

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**Dr. Laurie Croft and board member Sally Thorson are excited for the 2011 ITAG Conference to begin.**



**Keynote speaker David Williamson discusses *Talent at the Speed of Light*.**



**President Diane Pratt passes the gavel to ITAG's new board president, Linda Moehring.**



**Keynote speaker Dr. Clar Baldus encourages attendees to *Imagine and Play with the Possibilities* of incorporating creativity into gifted education.**



**Students, teachers, business partners, and administrators relax after their keynote presentation, *Stepping into the Future of Teaching and Learning with Virtual Reality Education Pathfinders*.**



**Dr. Tim Taylor of Ames CSD receives the Administrator of the Year Award from board member Sally Thorson.**

# 2011 ITAG Conference Highlights



**Keynote speaker Dr. Sally Reis speaks about *Creative Productivity in Gifted Programs*.**



**Dr. Kris Meyer displays the art of storytelling in a breakout session.**



**Jean Johnson of Sioux City CSD receives the ITAG Distinguished Service Award from board member Sally Thorson. At right, is nominator Jean Peters.**



**Parents of gifted students convene with board members over lunch.**



**Some of over 400 conference attendees listen to a panel discussion.**



**Attendees are all smiles as they prepare for Tuesday's keynote presentation.**

## Understanding Asperger's Through Cinematherapy: Part 1 - Parenthood

*Max insists upon dressing as a pirate every day at school. He doesn't have friends and struggles to approach other children socially. Yet Max loves discussing insects and studying them in-depth. He refuses to eat his dinner if the peas and macaroni collide. Max doesn't just like his routines, he seems to need them. Overloaded by sensory stimuli, one day Max threw a tantrum, breaking a large aquarium in his classroom. Now his behavior isn't just disrupting his life — it's affecting the routines of his parents and peers.*

The character above is Max from the television show *Parenthood*. This show revolves around one family, the Bravermans, including several adult siblings and their respective families. Two parents, Adam and Kristina, have a son named Max. The show follows them as they notice Max's curious behavior and his diagnosis with Asperger's syndrome (AS) early in Season 1. This article details relevant episodes from *Parenthood* Seasons 1 and 2 that address the process prior to Max's diagnosis, to the problems that arise, to the course his therapy takes. *Parenthood* celebrates everyday successes which are a big deal for parents and their children with AS. Whether alone, with a spouse, child, or parent support group, the viewing experience can be intriguing and even cathartic.

### A Sensitive and Honest Portrayal

Media portrayals of individuals on the autism spectrum are not always informed or sensitive. However, Jason Katims, writer and producer of *Parenthood*, was inspired to include Max in the story after his son was diagnosed with AS. Katims commented on the inclusion of Max's story line on the show, "My hope would be that it normalizes it . . . So there's no stigma to it, no mystery to it" (Sepinwall, 2010, para. 19).

### What Is Cinematherapy's Purpose?

Cinematherapy is recommended for gifted students for many reasons, including: to alleviate feelings of isolation and alienation, and to "reach self-understanding" (Hébert & Speirs Neumeister, 2002, p. 17). Cinematherapy has developed as an offshoot of the older method, bibliotherapy, which has four important stages: identification, catharsis, gaining insight, and application. Hébert and

Speirs Neumeister (2002) recommended cinematherapy and bibliotherapy, noting "the therapeutic value of the experience happens when children identify with a literary character, reflect on that identification and experience emotional growth as a result" (p. 18). Discussing television and film clips can help you relate to the characters in a TV show or film, just like readers do in books. After a communal viewing experience, you can discuss issues and feel less alone as you share experiences with your child or parent support group. As a parent, you will likely relate to Max's parents, Kristina and Adam Braverman on *Parenthood* and may recognize similarities between your child and Max. Later, we'll suggest episodes to watch and share a focus for each, but you can decide how to approach the topic according to your needs. You may want to develop your own questions for discussion, depending on the purpose of viewing and whether you are working with children or other parents.

### More About Max, a Twice-Exceptional Child: Gifted and Asperger's

Many gifted students are highly engaged in their intellectual passions, researching for hours, anything from baseball stats to dinosaurs, extra-solar planets to the history of the Civil War. In *Gifted Children: Myths and Realities*, Ellen Winner (1996) called this intense interest "a rage to master" content in a domain, often noted as a quality commonly used to identify gifted children (p. 4). Max's passion for studying insects echoes this quality of gifted children. He might regale you with facts about the stinkbug at dinnertime, and his interest plays into the reward systems created by his behavioral therapist later in the show. Addressing a gifted child's need for challenge is just as important to learning and well-being as accommodating for autistic behaviors in the classroom (Hughes-Lynch, 2010).

### Seeking an Expert Opinion: Diagnosis

Gifted children tend to be creative, and this can manifest in their clothing, when they dress up like everything from an overgrown puppy to a fairy princess to a knight in shining armor, so at first Max's parents were not too concerned about his pirate costume. However, on the pilot episode of *Parenthood*, Max's problems intensify as he

begins to be bullied at school about his pirate outfit. This built upon other problems, until Max breaks down and bites another student. The principal recommends that the Bravermans take Max to an educational therapist. At first Adam doesn't want to admit that anything is wrong with Max, but after watching him closely, as Max ignores other children socially, plays alone on the playground, and avoids places due to his fear of candles, Adam realizes that he and Kristina need to seek additional help for Max. The events in Episode 1 lead to a psychologist, Dr. Pelican, officially diagnosing Max with Asperger's syndrome in Episode 2. Adam wants to know if there is a cure. Dr. Pelican offers sound advice: Although there's no cure for Asperger's, their job as parents is to help Max uncover his gifts and figure out how Max learns, so they can get him the support he needs.

## Conclusion

*Parenthood* writer and creator Jason Katims shared his inspiration in an interview with the Autism Speaks Blog:

- When I set out to write the pilot for *Parenthood* I wanted to tap into themes and stories that I would connect to. With a television show, you're hoping for something that's going to live for years, so you need characters and material that you have a lot to talk about.
- We hope that you will connect to the themes of *Parenthood*. Hopefully these characters will help you relax and find inspiration as you reflect on their stories.

## Suggested Online Resources

- Autism Speaks Official Blog (a good parent community): <http://blog.autismspeaks.org>
- Autism Speaks blog interview with Jason Katims, writer and executive producer of *Parenthood*: <http://blog.autismspeaks.org/tag/parenthood/page/2>
- **About.com**: Will *Parenthood* Get Asperger's Right?: <http://specialchildren.about.com/b/2010/03/02/will-parenthood-get-aspergers-right.htm>
- *Parenthood's* The Expert's Speak Blog: <http://www.nbc.com/parenthood/the-experts-speak>
- *2e: Twice-Exceptional Newsletter's* booklet on Asperger's syndrome:

<http://www.2enewsletter.com/booklet-asperger-toc.pdf>

- Hoagies' Gifted Education Page Asperger's and High-Functioning Autism links: <http://www.hoagiesgifted.org/aspergers.htm>
- SENG (Supporting Emotional Needs of Gifted Model Parent Support Groups): <http://www.sengifted.org/smpg-parent-groups.shtml>

## A quick summary of other relevant episodes in season 1

Episodes 2 and 3 continue to explore the effects of Max's diagnosis on the family, as they try to figure out what AS means for their son. In Episode 3, they are forced to find a new school after his behavior was declared too disruptive. Watching Kristina and Adam plead with a private school to give their son a chance might just bring tears to your eyes. They continue to see the impact of autism in Max's life in Episode 5, "The Situation" where Adam shares what baseball means to him and his family and Max decides whether or not he really wants to play baseball. A behavioral therapist, Gaby, enters the scene in Episodes 6 and 7. In Episode 8, Adam and Kristina have mixed feelings when Adam's sister Julia suspects that her daughter Sydney may be autistic. They admit to each other their true feelings, including a guilty sense of happiness that someone else in the family could be going through a situation like theirs. These episodes are honest portrayals of Adam and Kristina's journey; humor and realism are combined to follow the conflicts of parenting a child diagnosed on the autism spectrum.

## Self-Awareness and Conflict: Season 1, Episode 12: "Team Braverman"

In this episode, Max is so excited to join the Walk for Autism that he shouts, "We have to help these kids with autism!" Max is not aware that he has been diagnosed with high-functioning autism. His parents feel conflicted and guilty, because they don't want to ruin his happiness, but they also don't want to withhold information or feel like they are lying. However, Adam and Kristina are not sure how to share this information with Max, so they consult their psychologist, who notes that each child will be developmentally ready to deal with a diagnosis and

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full self-awareness at different times, depending on the individual. Maybe this episode will help as you ponder when and how to discuss AS with your young child.

## **Stress Relief: Joining a Parent Support Group: Season 2, Episode 4: "Date Night" and Episode 5 "The Booth Job"**

In "Date Night," Max's mother Kristina becomes worried about her relationship with Adam, after she hears from a friend that there is an 80% divorce rate among parents whose children have AS. You may relate to the impact your child's diagnosis has on your relationships; however, although I found this statistic to be widespread (yet without valid citation) on the Internet, it is not accurate. Recent research published by Dr. Brian Freedman, the clinical director at the Center for Autism and Related Disorders at Kennedy Krieger Institute, found that 65% of autistic children have biological or adoptive parents who are married, not divorced (Kennedy Krieger Institute, 2010). The research used data from the 2007 National Survey of Children's Health. Dr. Freedman noted that:

*"While there are indeed stressors in parenting a child with autism, it doesn't necessarily result in the family breaking up more often than would occur in another family ... it's important for us to make sure our patients' parents know that, and for our fellow clinicians to provide reliable, evidence-based information about the divorce rate among this population as well (Kennedy Krieger Institute, 2010, para. 7)."*

In the next episode, Kristina urges Adam to attend a parent support group with her. At first, her husband did not want to attend the group with her, but he later realizes that as individuals, they need to share the daily setbacks and victories of parenting a twice-exceptional child. Becoming part of a larger, empathetic community will benefit both you and your child and go a long way toward normalizing the experience of raising a child with Asperger's. A parent support group is an important tool as parents process the initial diagnosis, as it serves to alleviate stress and the sense of isolation that many parents may feel. If you are interested in forming a parent support group, check out the links included at the end of this article.

## **Making Connections: Season 1, Episode 7: "What's Going on Down There?"**

This episode addresses the question: How can you make connections with your child? On the Autism Speaks Official Blog (<http://blog.autismspeaks.org>), one parent and autism activist, Phillip Hain, the Executive Director of Autism Speaks' Los Angeles Chapter, commented: "I really enjoyed a recent episode that dealt with the theme of parents trying to relate to their children, but found themselves thwarted by external forces" (2010, para. 1). On the show, Max's father, Adam, wants his son to pay attention, show interest, and ask questions about his day. For parents, engaging in small talk with your child and connecting in an everyday way can feel forced and frustrating, especially right after your child is diagnosed.

During this episode, Adam realizes the ramifications of Max's diagnosis — he's not like other children. Adam observes that he'll relate to his son differently than many other parents and children. For example, at an extended family gathering, Max plays a video game, in his own world, while his cousins are more actively engaging and playing with their parents. Hain wrote about this scene: "No words were necessary to express the sense of emptiness Adam felt as he painfully wished his son played with him... It was a powerful moment that parents of children with autism can easily relate to" (2010, para. 3-4). As you watch your child at family gatherings or around the dinner table, you may have complex feelings and a need to build a positive emotional relationship with your child. Like Adam, you might feel guilty, selfish, determined, frustrated, and eventually rewarded as you initiate emotionally resonant moments with your child.

If you enjoyed the episodes in Season 1, then you will appreciate following Max's progress in Season 2, especially Episode 6, "Orange Alert," where Max faces his fear of candles and sensory overload on Halloween. Kristina and Adam have to decide how far out of his comfort zone to let Max grow and deal with their fears.

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## Authors' Note

Leighann Pennington, M.Ed., teaches middle school English in California. She received her master's degree in educational psychology with a concentration in gifted education from the University of Virginia. She has worked for John's Hopkins University's Center for Talented Youth (CTY) for several years and currently teaches CTYOnline reading and writing courses. She edits NAGC's SCOPE, the Curriculum Studies Network newsletter. Brianna Pennington, M.Ed., earned her master's degree in school counseling at the University of Cincinnati and B.A. in psychology at Miami University. Brianna gains insight from co-facilitating Connect, a fourth- through sixth-grade friendship program and a children's Tourette's support group. She is layout editor for NAGC's SCOPE.

By Leighann Pennington  
and Brianna Pennington

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## Continued from page 3 - President's Message

*and How We Can Come Back*. We need to be prepared to proactively advocate for the needs of our students and position ourselves to be invited to conversations that impact our students' and our country's future.

I am excited about what lies before us. The synergy that comes from this compassionate team of people, your ITAG Board, is contagious. We are the extension of your everyday work, here to support YOU in the important work that you do. I have the privilege of experiencing this energy. Together we can make a difference through **TEAMWORK**.

By Linda Moehring,  
ITAG President

## Continued from page 14 - Annual Report

\$50 gift card going to the lucky winner. Plans for attending/presenting at other state professional conference during the 2011-2012 school year are being pursued.

President Diane Pratt represented ITAG at the 2011 Wallace International Symposium. Pratt and Susan Wouters advocated on behalf of gifted learners during an Iowa Public Radio session on diverse learners in Iowa.

**Mentorships/Partnerships:** The opportunity for novice teachers to partner with experienced teachers has been available for five years. Again this year, fliers were put in 2011 conference folders to assist in this connection.

**2011-2012 Board Meetings:** All meeting locations are at the Heartland AEA office, Johnston, IA except for the January meeting which is held over the ICN after school.

November 12, 2011	10:00-2:00
January 19, 2012	4:00-6:00
April	
June	Locations and times TBD
August	

Respectfully Submitted,  
Diane Pratt, Past President



*We are hoping that Ask ITAG will become a recurring component of the ITAG News Magazine. Please send your questions to editor Matt Robie at [matt.robie@ankenyschools.org](mailto:matt.robie@ankenyschools.org). As a board, we will do our best to obtain answers from knowledgeable sources from around the state, and publish them in each newsletter. We hope this component proves helpful!*

**I am a K-12 TAG teacher in a small district, and my salary is paid completely out of GT funds. Is it an appropriate use of GT funding for me to co-teach in a high school science classroom? I do have identified students in the class.**

Since you are fully funded by gifted programming categorical funds, your work needs to be for the purpose of identified students or identifying students with potential for consideration of appropriate placement to meet their cognitive and affective needs. If you are teaching science to all participants (and provided the licensure requirement is met), according to the definition of categorical funding, your time in the science class would need to be funded from general funds.

It should also be noted that if the gifted teacher is providing secondary science curriculum, and is not licensed for secondary science, then the gifted teacher is not authorized to teach or co-teach secondary science.

It would be suggested for this district to contact the Iowa Board of Educational Examiners to determine if licensure requirements are being met. Then the district needs to make the determination if the teacher is teaching all students (general fund) or is present to support high school gifted programming for identified students. At the high school level of advanced math and science students, it would most likely take the expertise of secondary high school math and science teachers, and contacts at colleges/universities to provide the resources and mentor the projects for identified high school students.

*The above question was answered by Rosanne Malek, Gifted and Talented Consultant, Iowa Department of Education*

**I am a first-year TAG teacher, and I've been asked to plan a parent night that coincides with spring conferences. I'd like to leave the parents with a handout that includes helpful resources. Do you have any suggestions about what to include?**

[www.hoagiesgifted.org/](http://www.hoagiesgifted.org/) This is the mother lode of all things gifted! You can spend hours, if not days, reading through the information on this site. It includes information for educators, parents, and kids.

[www.sengifted.org/](http://www.sengifted.org/) Supporting Emotional Needs of the Gifted. This organization provides resources and parent groups.

[www.iowatag.org/](http://www.iowatag.org/) In addition to legislative support, conferences, and newsletters, the Iowa Talented and Gifted Association's website provides resources and links for parents, students, and educators.

E-Mail lists offer a variety of support groups via email messages from parents of gifted children around the US and the world. Check out [gtworld.org/](http://gtworld.org/) and [www.tagfam.org/](http://www.tagfam.org/)

[www.nagc.org/](http://www.nagc.org/) The National Association for Gifted Children keeps track of gifted issues from the national level.

[www.education.uiowa.edu/belinblank/](http://www.education.uiowa.edu/belinblank/) The Belin Blank Center at the University of Iowa offers summer and school-year opportunities for students as well as talent search tests. Also provided the research for A Nation Deceived: [www.accelerationinstitute.org/](http://www.accelerationinstitute.org/)

Other regional university gifted programs include the Center for Talented Youth at Johns Hopkins University [cty.jhu.edu/](http://cty.jhu.edu/), Duke TIP (Talent Identification Program) [www.tip.duke.edu/index.html](http://www.tip.duke.edu/index.html), Northwestern University Center for Talented Development [www.ctd.northwestern.edu/](http://www.ctd.northwestern.edu/), and Stanford University's Education Program for Gifted Youth (EPGY) [epgy.stanford.edu/](http://epgy.stanford.edu/)

[www.davidsongifted.org/](http://www.davidsongifted.org/) The Davidson Institute for Talent Development provides services for talented youth, particularly profoundly talented. Also includes a link to the book *Genius Denied*.

Finally, the Iowa Department of Education offers some FAQs as to gifted education pertinent to Iowa. [www.iowa.gov/educate/support/index.php?m=knowledgebase&a=view&parentcategoryid=31](http://www.iowa.gov/educate/support/index.php?m=knowledgebase&a=view&parentcategoryid=31)

*The above question was answered by former ITAG Board Member Christine Comito, and originally appeared in the February 2011 Spotlight e-mail.*

# Distinguished Service Award



**Please submit your nominations to [itag@assoc-serv.com](mailto:itag@assoc-serv.com) or by fax to 866-442-6751.**

**If you have questions, please contact Kenn Wathen at [kwathen@hamburg.k12.ia.us](mailto:kwathen@hamburg.k12.ia.us)**

**Nominations must be received by June 30.**

The Iowa Talented and Gifted Association Distinguished Service Award is presented in recognition of an individual's exemplary service, contribution, and commitment to Iowa's talented and gifted students. This includes parents, teachers, administrators, or others who have demonstrated effort to positively impact services and opportunities for gifted learners.

Anyone may make a nomination for the award. Affiliate chapters are especially encouraged to submit nominations. Since only one award is usually given each year, many exceptional nominees are yet to be recognized. Current ITAG Board Members are not eligible for this award.

Please use the nomination form on the ITAG website: <http://www.iowatag.org> (resources page) or duplicate this form. Additionally, please include a statement (500 word limit) explaining your reasons for nomination. You may attach other supporting documents and letters of support from administrators, teachers, parents, or students.

**No materials will be returned.**

Nominee name \_\_\_\_\_

School district \_\_\_\_\_

Street address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Number of years of service to gifted and talented \_\_\_\_\_

Nominated by \_\_\_\_\_

Daytime phone number \_\_\_\_\_

Evening phone number \_\_\_\_\_

Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Relationship to nominee \_\_\_\_\_



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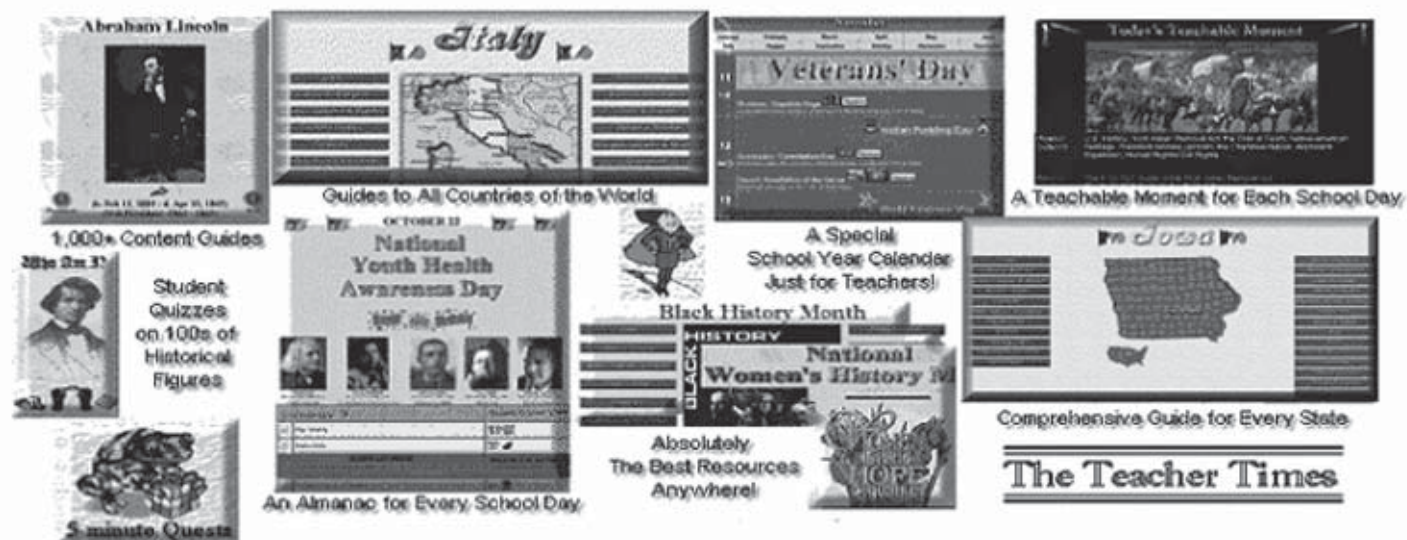
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National Association for Gifted Children  
 1331 H Street, NW Suite 1001  
 Washington, DC 20005  
 www.nagc.org  
 202/785-4268

# Membership Application

Join Online at [www.nagc.org](http://www.nagc.org)

Name \_\_\_\_\_  
 Position \_\_\_\_\_  
 Institution/Organization \_\_\_\_\_  
 Home or  Work  
 Address \_\_\_\_\_  
 City/State/Zip \_\_\_\_\_  
 Phone \_\_\_\_\_ (h) \_\_\_\_\_ (w)  
 E-mail \_\_\_\_\_

New  Renewal (# \_\_\_\_\_)

What is your primary role in gifted education?

Select two:

- |   |   |
|---|---|
| <input type="checkbox"/> Classroom Teacher            | <input type="checkbox"/> Superintendent           |
| <input type="checkbox"/> Gifted Education Coordinator | <input type="checkbox"/> Assistant Superintendent |
| <input type="checkbox"/> Principal                    | <input type="checkbox"/> Faculty                  |
| <input type="checkbox"/> Psychologist                 | <input type="checkbox"/> Consultant               |
| <input type="checkbox"/> Counselor                    | <input type="checkbox"/> Student                  |
| <input type="checkbox"/> Administrator                | <input type="checkbox"/> Parent                   |
|   | <input type="checkbox"/> Resource Partner         |

Referred by \_\_\_\_\_

## 1. Membership Category/Annual Dues

- Individual One-Year Membership** \$99 U.S.  
 Choose \*  Gifted Child Quarterly **OR**  Parenting for High Potential  
 Add \$10 for Canadian or Foreign Membership

\* If no box is checked indicating publication preference, you will receive GCQ only.

- Individual One-Year Membership** \$119 U.S. (2 publications)  
 Gifted Child Quarterly **AND** Parenting for High Potential  
 Add \$15 for Canadian or Foreign Membership

- Individual Two-Year Membership** \$193 U.S.  
 Choose \*  Gifted Child Quarterly **OR**  Parenting for High Potential  
 Add \$20 for Canadian or Foreign Membership

- Individual Two-Year Membership** \$213 U.S. (2 publications)  
 Gifted Child Quarterly **AND** Parenting for High Potential  
 Add \$27 for Canadian or Foreign Membership

- Graduate Student Membership** \$59 U.S. Name of School \_\_\_\_\_  
 includes Gifted Child Quarterly only - Non-voting member Graduate Advisors Signature \_\_\_\_\_

- Associate Parent Membership** \$30 U.S.  
 includes Parenting for High Potential only - Non-voting member - Restricted to parents and grandparents  
 includes Parent & Community Network Membership

- Lifetime Membership** \$1000 U.S.  
 includes Gifted Child Quarterly and Parenting for High Potential

**Details on Membership Categories and Benefits at [www.nagc.org/membershipcategories.aspx](http://www.nagc.org/membershipcategories.aspx)**

If you wish to join for a three-year term, please apply online, or call NAGC.

**Subtotal** \_\_\_\_\_

## 2. Network Selection

### Individual, Graduate, or Lifetime Members - Choose 3

NETWORKS: Effective September 2010, each Individual, Graduate Student, and Lifetime Member may select up to three (3) NAGC Networks as part of their annual membership. **Want to join more than three? There is an additional \$25 annual fee for all-Network access.**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Arts                   | <input type="checkbox"/> Curriculum Studies | <input type="checkbox"/> Professional Development |
| <input type="checkbox"/> Computers & Technology | <input type="checkbox"/> Early Childhood    | <input type="checkbox"/> Research & Evaluation    |
| <input type="checkbox"/> Conceptual Foundations | <input type="checkbox"/> Global Awareness   | <input type="checkbox"/> Special Populations      |
| <input type="checkbox"/> Counseling & Guidance  | <input type="checkbox"/> Middle Grades      | <input type="checkbox"/> Special Schools/Programs |
| <input type="checkbox"/> Creativity             | <input type="checkbox"/> Parent & Community |   |

Need more info on NAGC Networks? Visit [www.nagc.org/networks.aspx](http://www.nagc.org/networks.aspx)

**All Networks \$25** \_\_\_\_\_

## 3. Donation

Please consider a donation to assist in our efforts to increase awareness of the needs of high-ability learners. As a 501(c) (3) non-profit organization, your donation to NAGC is tax deductible to the extent the law allows.

**Donation (optional)** \_\_\_\_\_

## Payment

Payment Method:

- Check  Mastercard  Visa  AMEX  Discover  
 Made payable to NAGC

Signature \_\_\_\_\_

Name on Card \_\_\_\_\_

Card Number \_\_\_\_\_

Exp \_\_\_\_\_ CID \_\_\_\_\_ Billing Zip Code \_\_\_\_\_

- I do not wish to have my name used for other mailing lists. NAGC never shares phone or e-mail information.

## Payment Calculation

1) Membership \$ \_\_\_\_\_

2) Network Total \$ \_\_\_\_\_

3) Donation \$ \_\_\_\_\_

**Total** \_\_\_\_\_



# Parent Membership Application

The National Association for Gifted Children (NAGC) is pleased to offer all PARENT members of Iowa Talented and Gifted Association, a Parent Affiliate Membership for \$15.

This one-year membership provides you with four (4) issues of *Parenting for High Potential* magazine, access to all resources on the NAGC website (www.nagc.org), discounts on NAGC WOW events (Webinars on Wednesday), the NAGC Annual Convention registration fee and books purchased from the NAGC Online Bookstore, and the monthly member e-newsletter, *Compass Points*. After one-year you may renew your membership as an NAGC Associate Member.

I would like to support high-ability learners by joining NAGC today

## Contact Information

First Name \_\_\_\_\_ Last Name \_\_\_\_\_ M.I. \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_  
Phone \_\_\_\_\_ E-mail \_\_\_\_\_

## Membership Category/Annual Dues

Affiliate Membership \$15.00

TOTAL DUE \_\_\_\_\_

## Payment

Payment Method:  Check  Mastercard  Visa  AMEX  Discover  
Made payable to NAGC

Name on Card \_\_\_\_\_

Card Number \_\_\_\_\_

Exp \_\_\_\_\_ Card Verification # \_\_\_\_\_ Billing Zip Code \_\_\_\_\_

Signature \_\_\_\_\_

Please mail completed application with payment to:  
National Association for Gifted Children  
1331 H Street NW - Suite 1001  
Washington, DC 20005

OR

Fax completed form with credit card information to:  
202/785-4248

Questions? Call 202/785-4268

# AEA Contact Information



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Burlington, Iowa 52601  
Ph: 319-753-6561  
E-mail: sandy.morrison@gpaea.k12.ia.us

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Please check as many as apply:

<input type="checkbox"/>	Classroom Teacher	<input type="checkbox"/>	Other
<input type="checkbox"/>	TAG Teacher	(Please Specify)	
<input type="checkbox"/>	TAG Coordinator	_____	
<input type="checkbox"/>	Counselor	_____	
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NAME: \_\_\_\_\_

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ITAG- Furthering the Education of Iowa's  
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In our NEWS magazine, we include: legislative updates; national and state conference information; news about programs and events of interest to gifted students, their parents, and teachers; articles for educators and parents about issues in gifted education; as well as reprints of material from state and national journals that may be of specific interest to gifted education advocates.

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