

CALIFORNIA ASSOCIATION FOR THE GIFTED GIFTED EDUCATION RESOURCES

Understanding Giftedness

Clark, B. (2008). *Growing up gifted: Developing the potential of children at home and at school* (7th ed.). Saddle River, NJ: Merrill/Prentice Hall/Pearson.

This book provides a comprehensive overview of all aspects of giftedness and creativity from identification to special problem areas. It can be read in segments rather than as a whole when looking for specific areas of interest. Considered a classic in the field, it is appropriate for both parents and educators.

Colangelo, N., & Davis, G. (1997). *Handbook of gifted education* (2nd ed.). Boston: Allyn & Bacon.

This book is a scholarly handbook and a sound resource for both educators and parents. The counseling aspects of gifted education are emphasized.

Davis, G., & Rimm, S. (2004). *Education of the gifted and talented* (5th ed.). Boston: Allyn & Bacon.

This text provides a practical resource for theory and practice in the field of gifted education from planning a program to evaluation and understanding of atypical groups.

Delisle, J. (2000). *Once upon a mind: Stories and scholars of gifted child education*. Orlando, FL: Harcourt, Brace.

The history and curriculum of gifted education are intermingled with interviews and stories highlighting the lives and words of educators and researchers who have devoted their time and energy to gifted children.

Gallagher, J. J., & Gallagher, S. A. (1994). *Teaching the gifted child* (4th ed.). Boston: Allyn & Bacon.

This text continues an exploration of programs, content modification, and classroom strategies for gifted learners through the case study experiences of several gifted students. Emphasis is given to instruction of thinking processes and complex curriculum.

Reis, S. (Ed.) (2004). *Essential Readings in Gifted Education*. Thousand Oaks, CA: Corwin Press.

Sternberg, R. (Ed.). *Definitions and conceptions of gifted*.

Renzulli, J. (Ed.). *Identification of students for gifted and talented programs*.

Brody, L. (Ed.). *Grouping and acceleration practices in gifted education*.

Van Tassel-Baska, J. (Ed.). *Curriculum for gifted and talented students*.

Tomlinson, C. (Ed.). *Differentiation for gifted and talented students*.

Baldwin, A. (Ed.). *Culturally diverse and under-served populations of gifted students*.

Baum, S. (Ed.). *Twice exceptional and special populations of gifted students*.

Moon, S. (Ed.). *Social/emotional issues, underachievement, and counseling of gifted and talented students*.

Zimmerman, E. (Ed.). *Artistically and musically talented students*.

Treffinger, D. (Ed.). *Creativity and giftedness*.

Callahan, C. (Ed.). *Program evaluation in gifted education*.

Gallagher, J. (Ed.). *Public policy in gifted education*.

This series is a joint publication of the National Association for Gifted Children and Corwin Press. It includes 12 paperback collections of readings, each edited by various leaders in the field on topics important to understanding and supporting gifted children.

Roeper, A. (1996). *Selected writings and speeches*. Minneapolis, MN: Free Spirit Publishing. This author has been a leader in the field of gifted education for many years as a teacher, the founder of a well-known private school, and an author. The 22 articles, essays, and speeches in this collection span her distinguished career to date, reveal her evolving philosophy, and express her view of education as the vehicle for self-actualization within the reality of global interdependence.

Rogers, K. (2002) *Re-forming gifted education: Matching the program to the child*. Scottsdale, AZ: Great Potential Press.

The author describes various types of giftedness and the options for school enrichment and acceleration drawn from the research. She reports the effectiveness of each option and suggests ways to design programs that best meet the needs of bright children.

Ross, P. (1993). *National excellence: A case for developing America's talent*. Washington, DC: U.S. Department of Education.

This report discusses the "quiet crisis" that continues in the education of our brightest students. Developed through discussion among a wide representation of leaders in the field, this document set the focus for federal involvement in gifted education for the next decade.

Streznewski, M. K. (1999). *Gifted grownups: The mixed blessings of extraordinary potential*. New York: John Wiley & Sons.

This book addresses the issue of why some gifted individuals realize their potential and others do not. The author uses real people talking about their experiences to explore how being identified as "smart" affects career choices, friendships, and life decisions.

Related Brain Research and Application

Diamond, M., & Hopson, J. (1998). *Magic trees of the mind: How to nurture your child's intelligence, creativity, and healthy emotions from birth through adolescence*. New York: Dutton.

This book, based on years of research, offers ideas designed to nurture any child's potential. Included are descriptions of how the pre-natal to teenage brain develops, and a discussion of the implications of the environment and enrichment on the maturing child.

The book concludes with a 112 page resource guide of books, organizations, and enrichment tools, intended to support the nurturing process.

Hawkins, J., & Blakeslee, S. (2004). *On intelligence*. New York: Henry Holt

In his book, Hawkins develops a new framework for how intelligence develops and operates within the human brain. The understanding of the development of intelligence and the way the brain learns is changed from a focus on the behavioral outcomes of intelligence to the process within the brain itself. The essentials of learning and, therefore, teaching are well documented in a logical and powerful way.

Jensen, E. (1998). *Teaching with the brain in mind*. Alexandria, VA: Association for Supervision & Curriculum Development.

This book presents a primer of research and theory of the brain and introduces classroom strategies based on this information.

Restak, R. (2000). *Mysteries of the mind*. Washington, DC: National Geographic Society.

A part of the National Geographic Society series explaining life sciences, this book discusses the structure and function of the brain, genetics and experience, emotion and memory from the past beliefs to current theories. Extensive graphics and illustrations are included.

Restak, R. (2003). *The new brain: How the modern age is rewiring your mind*. Emmaus, PA.: Rodale.

The author gives evidence that, with the new, sophisticated, computer-driven, imaging techniques, guidelines can be established for the development of expert performance in sports and academic pursuits. He warns that, based on the new information, we must also become aware of the harmful effects on our brain resulting from frequent exposure to the electronic environment and graphic scenes of violence, especially with our children.

Siegel, D. J. (1999). *The developing mind*. New York: Guilford Press.

This book is a presentation of anatomical, neurological research and clinical information that explores infant-parent relationships, emotions, states of mind, and human development with clarity, understanding, and humor.

Sylwester, R. (1995). *A celebration of neurons: An educator's guide to the human brain*.

Alexandria, VA: Association for Supervision and Curriculum Development.

This book reviews the systems of the brain and how they are involved in processing information, and includes understandable explanations of the basics of brain chemistry, anatomy, and processes. This foundation leads to applications of neuroscience and its connection to the learning and teaching process.

Wolfe, P. (2001). *Brain matters: Translating research into classroom practice*.

Alexandria, VA: Association for Supervision and Curriculum Development.

This book is an introduction to how the brain functions, its importance to the classroom as an information-processing model, and the implications of brain research for educational practice. Several chapters are devoted to practical applications and strategies for elementary and high school classrooms.

Parenting

Alvino, J. (1996). *Parents' guide to raising a gifted child: Recognizing and developing your child's potential from preschool to adolescence*. New York: Ballantine.

Although academic abilities have always been important in determining whether your child is gifted, talents, leadership qualities, and curiosity are just as vital.

Berger, S. (1994). *College planning for gifted students* (2nd ed.). Reston, VA: The Council for Exceptional Children.

This work includes a step-by-step guide to defining goals and applying to colleges as well as information regarding test taking and financial aid.

Bodrova, E., & Leong, D. J. (1995). *Tools of the mind: The Vygotskian approach to early childhood education*. New York: Merrill/Prentice Hall.

The authors view mental tools as a cycle in which ideas are (1) learned from others, (2) modified and changed, and (3) passed on to others. The book includes examples and activities that profile the approach of Russian psychologist Lev Vygotsky as used in various schools in the Denver metropolitan area.

California Association for the Gifted. (2003). *The challenge of raising your gifted child: A guidebook for parenting gifted children*. Whittier, CA: Author.

- A guidebook to answer parents' most frequently asked questions concerning gifted children, plus resources, both traditional and electronic, to make parenting easier.
- Campbell, J. (1995). *Raising your child to be gifted: Successful parents speak!* Cambridge, MA: Brookline Books.
- Based on research with parents of more than 10,000 gifted children around the world, this book provides easy-to-follow recipes for working with your child; it contains specific, concrete recommendations and suggestions.
- Center for Gifted Education, College of William and Mary. (2003). *Parent handbook: A guide to your child's emotional and academic success*. Williamsburg, VA: College of William and Mary.
- This handbook focuses on two major aspects of parenting gifted children. The first portion provides in-depth information regarding traits, testing and other useful information for understanding gifted children. The second portion gives concrete examples of how parents can support their children at home in the major disciplines studied at school.
- Galbraith, J., & Vinton, K. (2000). *You know your child is gifted when...: A beginner's guide to life on the bright side*. Minneapolis, MN: Free Spirit Publishing.
- Basic subjects are covered, such as perfectionism and being gifted in some areas and not in others. Galbraith offers suggestions for keeping your child challenged, and coping with boundless energy and other parenting difficulties.
- Lerner, S. (2005). *Kids who think outside the box: Helping your unique child thrive in a cookie-cutter world*. New York: Amacom Books.
- This book would be helpful to parents, teachers, and counselors as it offers strategies for parents and teachers of children who have unique passions. It has inspirational articles personally written by well-known musicians, scientists, and artists describing their values and goals, and includes an extensive resource section divided by interest area.
- Leonhardt, M. (1999). *Keeping kids reading: How to raise avid readers in the video age*. New York: Crown Books.
- This practical guide shows parents how to identify their children's "reading pathways" and find effective ways to encourage their children to become avid readers. The author provides recommended reading lists for children of all ages and addresses common questions often asked by teachers and parents.
- Olenchak, F. R. (1998). *They say my kid's gifted: Now what?* Washington, DC: National Association for Gifted Children.
- This guide provides parents with information and strategies for dealing with the educational bureaucracy after their child has been identified as gifted and talented; it is designed for parents of children ages 5–14.
- Radencich, M., & Schumm, J. (1997). *How to help your child with homework: Every caring parent's guide to encouraging good study habits and ending the homework wars*. Minneapolis, MN: Free Spirit Publishing.
- This guidebook shows parents how to put an end to homework battles and find ways to improve their children's study habits and school performance.
- Rimm, S. (1997). *Dr. Sylvia Rimm's smart parenting: How to parent so children will learn*. New York: Crown.
- Based on her work at the Family Achievement Clinic, the author discusses some basic, common sense themes that can make significant differences in effective parenting.

- Rivero, L. (2002). *Creative home schooling for gifted children: A resource guide*. Scottsdale, AZ: Great Potential Press.
This guide offers advice, information, ideas, and insights on homeschooling, especially for gifted children. It features interviews and tips from many parents who are homeschooling, as well as extensive lists of resources.
- Shore, R. (2002). *Baby teacher: Nurturing neural networks from birth to age five*. Lanham, MD: Scarecrow Press.
The author emphasizes the importance of music to a child's intellectual development and refocuses the discussion of poor educational performance on the possibilities found in the current research in early learning. Activities are offered that can be implemented by both the family and the school.
- Smutny, J. (Ed.). (1998). *The young gifted child: Potential and promise, an anthology*. Cresskill, NJ: Hampton Press.
This book explores the important fields of early childhood and gifted education through a compilation of the ideas and writing of many experts in the fields. Practical and informative, the book presents a wide range of perspectives on this important topic.
- Smutny, J. (2001). *Stand up for your gifted child: How to make the most of kids' strengths at school and at home*. Minneapolis, MN: Free Spirit Publishing.
The author offers parents a practical guide to become a powerful advocate for their gifted child at school and at home. Information is offered on educational options, effective communication with school personnel, parent rights, and how to turn parent concerns into action.
- Strip, C., & Hirsch, G. (2000). *Helping gifted children soar: A practical guide for parents and teachers*. Scottsdale, AZ: Gifted Psychology Press.
This guidebook includes important issues in gifted education such as working together, evaluating classroom programs, forming parent support groups, choosing appropriate curriculum, meeting social and emotional needs, and surviving the ups and downs.
- Strip, C., & Hirsch, G. (2000). *Ayundando a ninos dotados a volar: Una guia practica para padres y maestros*. Scottsdale, AZ: Gifted Psychology Press.
- Walker, S. (2002). *The survival guide for parents of gifted kids*. Minneapolis, MN: Free Spirit Publishing.
In addition to background information regarding the nature of giftedness, this book contains many "how to" guidelines for parenting and advocating for gifted children.
- Webb, J., & Devries, A. (1998). *Gifted parent groups: The SENG model*. Scottsdale, AZ: Great Potential Press (formerly Gifted Psychology Press).
This book describes how to establish a guided support group using the Supporting Emotional Needs of Gifted (SENG) model to help parents better understand and support their gifted children. It serves as the training manual for SENG group facilitators. (For companion text, see the Webb, Gore, & Devries reference in the social and emotional section).
- Webb, J., Gore, J., Karnes, F., & McDaniel, A.S. (2004). *Grandparents' guide to gifted education*. Scottsdale, AZ: Great Potential Press.
Three types of grandparents comprise the target audience of this book: grandparents trying grandparent long distance, grandparents who are caretakers while the parents work, and grandparents who are primary caregivers due to missing or disabled parents.

The authors provide general pertinent information on giftedness, as well as specific information aimed at each of the three types of grandparents.

Creativity

Csikszentmihalyi, M. (1995). *Creativity: Flow and the psychology of discovery and invention*. New York: Harper Collins.

This book is a thoughtful study of creativity focusing on creative individuals and the society in which they are active. The book includes the creative process, the stages of life, and the domains of creativity.

Piirto, J. (2004) *Understanding Creativity*. Scottsdale, AZ: Great Potential Press.

This book describes the nature of creativity and ways to measure it in children, parents, and teachers as well as adults in general. Ways to enhance and nurture creativity are presented, particularly for children. The author has synthesized a wide range of research and approaches to creativity training.

Social And Emotional Needs

Coleman, L., & Cross, T. (2000). *Being gifted in school*. Waco, TX: Prufrock Press.

An introduction to development, guidance, and teaching, the book discusses: definitions and models of giftedness, identification of the gifted, teaching methods and best practices, creativity, counseling and guidance; administrative arrangements, and program prototypes and evaluation.

Delisle, J., & Galbraith, J. (2002). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Minneapolis, MN: Free Spirit.

Creative, fun activities build students' skills in problem solving, decision-making, and other thinking skills while promoting self-awareness, character development, and service to others. This guidebook is useful for both teachers and parents.

Goleman, D. (1997). *Emotional intelligence*. New York: Bantam Books.

Drawing on research on the brain and behavior, Goleman contends that the current view of intelligence is too narrow. He includes self-awareness, impulse control, persistence, self-motivation, empathy and social deftness in the concept that he introduces as "Emotional Intelligence."

Neihart, M., Reis, S., Robinson, N., & Moon, S. (Eds.). (2002). *The social and emotional development of gifted children: What do we know*. Waco, TX: Prufrock Press.

The nineteen authors include chapters on peer pressure and social acceptance, resilience, delinquency, and underachievement. They summarize several decades of research on special populations, including minority, learning-disabled, and gay and lesbian students.

Silverman, L. K. (1993). *Counseling the gifted and talented*. Denver, CO: Love.

The author includes chapters on understanding giftedness, the counseling process, gifted students at risk, multicultural counseling, social development, leadership, and gender issues. Silverman incorporates Dabrowski's asynchrony theories, including the overexcitabilities concept.

Webb, J., Gore, J., & DeVries, A. (2006). *Guiding the Gifted Child, Revised and Updated*. Scottsdale, AZ: Great Potential Press.

This book is a practical resource for parents and teachers as they work to provide experiences and programs to meet the emotional needs of gifted children and their families.

Webb, J. (2005). *Misdiagnosis and dual diagnoses of gifted children and adults: ADHD, Bipolar, OCD, Asperger's, Depression, and other disorders*. Scottsdale, AZ: Great Potential Press.

Our brightest, most creative children and adults are often misdiagnosed with behavioral and emotional disorders such as Attention Deficit Hyperactivity Disorder (ADHD) Oppositional-Defiant Disorder (ODD), Bipolar, Obsessive-Compulsive Disorder (OCD), or Asperger's Syndrome. Six nationally prominent health care professionals describe ways parents and professionals can distinguish between gifted behaviors and pathological behaviors.

Curriculum And Instruction

Baum, S., Reis, S., & Maxfield, L. (Eds.). (1998). *Nurturing the gifts and talents of primary grade students*. Mansfield Center, CT: Creative Learning Press.

The book includes information on: identifying gifts, interests, and learning styles; program and curricular models for talent development; curricular ideas and strategies; and classroom management. Strategies for implementation are suggested.

Betts, G., & Kercher, J. (1999). *Autonomous learner model: Optimizing ability*. Greeley, CO: ALPS.

The book presents a model for learning that is designed to meet the diverse cognitive, social, and emotional needs of gifted and talented students and facilitate their total growth. It incorporates student knowledge and skills so that they can learn independently throughout the scope of their lives. While the model was developed at the high school level, it is appropriate for all ages.

California Association for the Gifted. (2003). *Meeting the challenge: A guidebook for teaching gifted students*. Whittier, CA: Author.

This guidebook answers questions most frequently asked by teachers about gifted education. The book includes lists of available resources, an easy-to-use annotated bibliography, and CAG's comprehensive glossary.

Callahan, C. M., & Caldwell, M. S. (1995). *A practitioner's guide to evaluating programs for the gifted*. Washington, DC: National Association for Gifted Children.

This guide provides concrete, sequential steps to evaluating programs for gifted children.

Colangelo, N., Assouline, S., & Gross, M.U.M. (2004). *A nation deceived: How schools hold back America's brightest students, Vols. I & II*. (The Templeton National Report on Acceleration). Iowa City: IA: The University of Iowa.

This report seeks to dispel misconceptions regarding academic acceleration. In Volume I a synthesis of research findings on the topic is presented; Volume II contains a collection of writings by researchers on specific subtopics.

Gould, B., & Kaplan, S. (2003). *Depth and complexity icon cards*. Calabasas, CA: Educator to Educator.

The authors describe 11 dimensions of depth and complexity, coupled with a matching icon, that can be used to facilitate differentiation of the content by increasing levels of sophistication.

- Halsted, J. W. (2002). *Some of my best friends are books: Guiding gifted readers from pre-school to high school*. (2nd ed.). Scottsdale, AZ: Great Potential Press.
Halsted is a librarian who focuses on bringing gifted children and books together. Her annotated bibliography lists over 160 books recommended for gifted children, organized by age levels and topics of interest and can be used for bibliotherapy.
- Heacox, D. (2002). *Differentiating instruction in the regular classroom*. Minneapolis, MN: Free Spirit Publishing.
Heacox describes differentiation as modifying the pace, level, or kind of instruction in response to the students' learning needs. She presents a menu of strategies that draw on Bloom's Taxonomy, Gardner's theory of multiple intelligences, and more.
- Kaplan, S. (2001) *Lessons from the middle: High end learning for middle school students*. Waco, TX: Prufrock Press.
From writing mysteries to studying the human genome project, these model lessons from the core academic areas will excite your students and save you planning time. These standards-based lessons and units of study will promote high-end learning for gifted students in middle school.
- Kaplan, S. & Cannon, M. (2001) *Curriculum starter cards: Developing differentiated lessons for gifted students*. Waco, TX: Prufrock Press.
This book demonstrates how to develop differentiated learning experiences for gifted learners using a teacher-friendly card format and model lessons. With easy-to-use curriculum cards, creative ideas for the classroom, and accountability based on national standards, developing classroom lessons and schoolwide curriculum just got easier.
- Karnes, F. A., & Bean, S. M. (Eds.). (2001). *Methods and materials for teaching the gifted*. Waco, TX: Prufrock Press.
This book includes topics such as differentiated curricular design, process skills development, and evaluation. Instructional practices such as problem-based learning, creative teaching strategies, independent study, mentorships, and classroom simulations are also discussed.
- Maker, C. J. (1996). *Curriculum development and teaching strategies for gifted learners (2nd ed.)*. Austin, TX: Pro-Ed.
The author explains the principles for differentiating curriculum and suggests teaching strategies to meet the needs of gifted learners. Examples and recommendations for use of the principles in three different contexts are presented.
- Renzulli, J., Hays, T., & Leppien, J. (2000). *The Multiple Menu Model: A practical guide for developing differentiated curriculum*. Mansfield Center, CT: Creative Learning Press.
Based on constructivist learning theory, this model presents six practical menus that bring together an understanding of a discipline, its content and methodologies, and a vast array of instructional techniques for gifted students.
- Renzulli, J. S., & Reis, S. M. (1985). *The schoolwide enrichment model: A comprehensive plan for educational excellence*. Mansfield Center, CT: Creative Learning Press.
This model emphasizes the schoolwide approach to selection and programming for students with talents and incorporates Types I and II enrichment in every classroom. The model is extensively used and has a large variety of support materials and forms to aid its step-by-step delivery of service at the elementary and secondary levels.
- Sheffield, L. J. (Ed.). (1999). *Developing mathematically promising students*. Reston, VA: National Council of Teachers of Mathematics.

This book includes 34 contributing writers who explore the possibilities for the recognition and nurturing of mathematically gifted students in grades K–12. Some topics include definitions, cultural challenges faced by some children, curricular strategies, and connecting parents to the schools.

Smutny, J., & von Fremd, S. E. (2004). *Differentiating for the young child*. Thousand Oaks, CA: Corwin Press.

This book focuses on differentiating in the classroom--beginning with the differences of the child and adjusting the lessons accordingly. The authors approach differentiating as a journey and present a five-step sequence that addresses the elements of traveling and tailors a path with K-3 learners. The book includes forms, charts, samples, and appendices.

Smutny, J., Walker, S., Meckstroth, E. (1997). *Teaching young gifted children in the regular classroom: Identifying, nurturing, and challenging ages 4-9*. Minneapolis, MN: Free Spirit Publishing.

Topics included in this book are: curriculum compacting, social studies, language arts, math and science, cluster grouping, cooperative learning, and finding support for giftedness in diverse populations.

Tomlinson, C. A. (1999). *The differentiated classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

The author presents rationale and strategies for meeting the needs of students with diverse backgrounds, interests, skills, and readiness levels in the classroom. Suggestions for how teachers can divide their time, resources, and efforts to effectively instruct all students are offered.

Tomlinson, C., Ford, D., Reis, S., Briggs, C., & Strickland, C. (2004). *In search of the dream: Designing schools and classrooms that work for high potential students from diverse cultural backgrounds*. Washington, DC: National Association for Gifted Children.

This book shows how to create and foster environments to leverage diversity in the classroom and throughout the school.

Tomlinson, C., Kaplan, S., Renzulli, J. (2001). *The Parallel Curriculum: A design to develop high potential and challenge high ability learners*. Thousand Oaks, CA: Corwin Press.

This curriculum model is appropriate for both heterogeneous and homogeneous classroom settings. This book offers four parallel approaches to curriculum development to ensure a rich curriculum for all learners.

VanTassel-Baska, J. (2003). *Content-based curriculum for high-ability learners*. Waco, TX: Prufrock Press.

This book is an introduction to curriculum development in gifted and talented education that presents appropriate design strategies and offers ways to align core content with national and state standards.

Wiggins, G., & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

The book presents a method for planning learning experiences that ensures appropriate goals, activities, and evaluation experiences to support student understanding of the concepts or skills being learned. Backward design is an alternative to just covering the curriculum. This approach brings more focus, coherence, and success to instruction.

Winebrenner, S., & Espeland, P. (Eds.). (2001). *Teaching gifted kids in the regular classroom: Strategies and techniques every teacher can use to meet the academic needs of the gifted and talented* (Rev. ed.). Minneapolis, MN: Free Spirit Publishing.
This book discusses the concept of differentiated instruction for gifted learners in the regular classroom.

Special Needs

- Bireley, M. (1996). *Crossover children: A sourcebook for helping children who are gifted and learning disabled*. Reston, VA: Council for Exceptional Children.
This book discusses how to select, adapt, and implement appropriate strategies to deal with social, behavioral, and enrichment needs of gifted/LD learners. Also included are suggestions for post-secondary opportunities.
- Castellano, J., & Diaz, E. (Eds.). (2001). *Reaching new horizons: Gifted and talented education for culturally and linguistically diverse students*. Boston: Allyn & Bacon.
This book provides an overview of bilingual/multicultural/English Learners education and gifted education. It includes chapters on program delivery models, bilingualism, identification, and assessment.
- Castellano, J. A. (Ed.). (2003). *Special populations in gifted education: Working with diverse gifted learners*. Boston, MA: Allyn & Bacon.
This text discusses gifted students from all backgrounds. Issues of culture, ethnicity, language, disabilities, sexual orientation, poverty, and geography are included.
- Cline, S., & Schwartz, D. (1999). *Diverse populations of gifted children: Meeting their needs in the regular classroom and beyond*. Upper Saddle River, NJ: Merrill/Prentice Hall.
This book is dedicated to helping teachers identify and plan for gifted children from special populations, including children with disabilities, minorities, the learning disabled, preschoolers, the exceptionally gifted, gifted females, and underachievers.
- Heacox, D. (1991). *Up from underachievement*. Minneapolis, MN: Free Spirit.
This book discusses underachievement with guidelines for teachers, students, and parents. It includes surveys and organizational worksheets.
- Kerr, B., & Cohn, S. (2001). *Smart boys: Talent, manhood, and the search for meaning*. Scottsdale, AZ: Great Potential Press.
From research and clinical practice, the authors describe issues faced by gifted males in our society.
- Kerr, B. (1997). *Smart girls two: A new psychology of girls, women, and giftedness*. Scottsdale, AZ: Gifted Psychology Press.
This book is a 20-year follow-up of the women in *Smart Girls, Gifted Women*, the author's earlier book.
- Reis, S. (1998). *Work left undone: Choices and compromises of talented women*. Mansfield Center, CT: Creative Learning Press.
This book is an exploration of the internal and external barriers facing talented girls and women in today's society.
- Rimm, S. (1995). *Why bright kids get poor grades*. New York: Crown Publishers.
This book includes descriptions of different types of underachievers, causes of underachievement, and a six-step program for reversing underachievement.
- Slocumb, P. D., & Payne, R. K. (2000). *Removing the mask: Giftedness in poverty*. Highlands, TX: RFT Publishing.

This book discusses the relationship between gifted learners and poverty, and provides instruments and processes for identification. The authors suggest behavioral interventions and support systems for the students, once identified, that can help keep them in the program and succeed.

Smutny, J. (2002). *Underserved gifted population*. Cresskill, NJ: Hampton Press.

The editor presents an anthology covering educational issues that involve populations such as minority groups, culturally and linguistically diverse students, and gifted students with disabilities.

Advocacy And Legal Issues

California Association for the Gifted. (2003). *Meeting the standards: A guidebook to developing services for gifted students*. Whittier, CA: Author.

This guidebook gives examples and strategies that can be used by teachers and coordinators of gifted programs to help them meet the California Standards for Gifted and Talented Programs approved by the California State Board of Education.

California Association for the Gifted. (2003). *Advocacy in action: An advocacy handbook for gifted and talented education*. Whittier, CA: Author.

This handbook is designed to support advocacy for appropriate education for gifted students and the establishment and maintenance of quality gifted and talented educational programs.

Karnes, F. (2000). *Gifted children and legal issues: An update*. Scottsdale, AZ: Great Potential Press.

This book contains basic information about advocacy for gifted children and describes 13 legal cases brought by families involved in debates over early admission, proper instruction, and high school credits.

Karnes, F., & Marquardt, R. (1991). *Gifted children and the law: Mediation, due process and court cases*. Scottsdale, AZ: Great Potential Press.

The authors present a comprehensive collection of court cases involving gifted education and provide information about due process and mediation. This resource addresses questions such as, "What are the rights of gifted children?" and "How can parents ensure due process?"

Books For Kids

Adderholdt-Elliott, M. (1999). *Perfectionism: What's bad about being too good?* Minneapolis, MN: Free Spirit Publishing.

This book is intended to be read by students, ages 13 and up, but is also an appropriate resource for parents. It includes built-in activities.

Galbraith, J. (1998) *The gifted kids' survival guide: For ages 10 and under*. Minneapolis, MN: Free Spirit Publishing.

This guide includes tips for making school more challenging and interesting for gifted students.

Galbraith, J., & Delisle, J. (1996). *The gifted kids' survival guide: A teen handbook*. Minneapolis, MN: Free Spirit Publishing.

This is a guide for teens featuring facts, findings, and insights about giftedness, school survival, school success, and planning for the future.

Journals In Gifted Education

- Gifted and Talented International* (GTI), the official publication of the World Council for Gifted and Talented Children, College of William and Mary, P.O. Box 8795, Williamsburg, VA 23187-8795
- Gifted Child Quarterly*, the official publication of the National Association for Gifted Children, 1155 15th Street N.W., Suite 1002, Washington, DC, 20005.
- Gifted Child Today*, published quarterly by Prufrock Press, Waco, TX,
- Gifted Education Communicator*, an official publication of the California Association for the Gifted, 15141 E. Whittier Blvd., Suite 510, Whittier, CA, 90603.
- Imagine*, Johns Hopkins University Press, 1715 North Charles St., Baltimore, MD 21218-4319.
- JSGE: The Journal of Secondary Gifted Education*, published by Prufrock Press, P.O. Box 8813, Waco, TX 76714-8813.
- Journal for the Education of the Gifted*, the official publication of The Association for the Gifted, a division of the Council for Exceptional Children, 1110 N. Glebe Road, Suite 300, Arlington, VA 22201-5704.
- Parenting for High Potential*, an official publication of the National Association for Gifted Children. 1155 15th Street N.W., Suite 1002, Washington, DC, 20005.
- Roeper Review: A Journal on Gifted Education*, published by Roeper City and Country School, P.P.O. Box 329, Bloomfield Hills, MI, 48013.
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