

**Meeting Minutes**

**Tuesday March 10, 2015**

**Fitchburg Public Library, 5530 Lacy Road Fitchburg WI 53711**

8:00 – 8:30 WELCOME, NETWORKING

8:30 – 8:35 Welcome Laura Borsecnik, President

8:35 – 9:50 **Sue Schaar- Supporting Advanced Learners: Addressing Social-Emotional Issues in Pre-School- Adolescence**

* 2 Handouts and presentation are attached to email with the minutes - Development Issues for Quick Learners and Resources on Social Emotional Issues of Adv. Learners
* Things to remember - when a baby is born, we consider the baby has temperament. If mom is easy going and baby is easy going - will work well. If mom is anxious and baby is easy going, baby can become anxious.
* Temperament is inborn
  + sensitivity to environment
  + intensity of emotional response
  + baseline global mood
* Memory is the way past events affect future function(Siegel, 1999, p.24)
* The increased probability of firing a similar pattern is how the neural network “remembers.” (Siegel, 1999, p.25)
* Implicit Memory…
  + Not due to recall, but past events
  + forms without language in very early life
  + shapes our lives when re-activiations occur by “transferring mental models and states of mind” from past to present
  + dramatically affects current relationships and interactions with others
  + Prevention of problems is much more effective and healthy than cleaning up emotional dysfunction

Systems

* Spiritual, Physical, Social, Emotional, Cognitive
* Emotional and Cognitive domains have a greater overlap more than typically developing kids. 2e are at greater risk for significant overlap
* 2e learners can also have the social affected dramatically

A Little About Systems Theory

* We are all part of multiple microsystems
* we have relationships with others in our microsystems on a daily basis
* Relationship can strengthen or weaken
* For a child
  + Friends, Family and School and the microsystems
  + For older kids- Family, Friends, School and work are the microsystems

In order to analyze social and emotional problems and academic problems for Advanced Learners, we must examine the systems as a unit of analysis

The primary stumbling block is Asynchronous development

* Development of children in ways that are out of the norm
  + some kids are out of sync with the norm in any of the following: Physical, Cognitive, Emotional and Social (emotional - intensities)

Group reviewed Yellow Handout - Developmental Issues for Quick Learners Birth through Adolescence

* Handout reviews potential issues and offers suggestions for Teacher/Parent/Caregiver
  + Late talkers - instead of brain working on language developments, the brain is working on reasoning
  + Age 3- Kindergarten - According to Erickson this is the development of Will & Purpose -
    - This is the age where perfectionism may begin
    - Some association with modeling by parents
    - On the back of Resources on Social Emotional Issues handout is a list of Questions to Ask Yourself about Perfectionism
    - Perfectionism is getting it right the First Time (Dweck - performance vs. mastery)
    - Some parents don’t let their child become independent
    - Kindergarten is a time when kids may turn off from education-Teacher may not recognize the child’s skill level
    - Hyperactivity - ADHD
      * Make sure the child has opportunities to move and make sure they have drinks and snacks often (protein important)
      * Misdiagnosis of gifted and ADHD
      * <https://www.youtube.com/watch?v=9XN7IOteagI>
    - Book Recommendation Smart Boys
      * <http://www.amazon.com/Smart-Boys-Talent-Manhood-Meaning/dp/091070743X/ref=sr_1_1?ie=UTF8&qid=1425997134&sr=8-1&keywords=smart+boys>
    - Transgender - there seem to be more students identifying at a younger age
    - Kindergarten boys are at times red-shirted
    - Developing a feeling vocabulary- parents and teachers don’t necessarily model this. Feelings are not good or bad. We need to help kids to describe feelings including anger - it is okay to model anger and feel anger
    - We need to avoid sexual stereotyping

Elementary School- Industry vs. Inferiority; Competence in School, Sports and Friendships

* Career Investigation important in elementary school

Middle School - Identity vs. Role Confusion (ages 13-19)

* Identity issues can happen during this time- persistent pressure to conform
* Bullying can be a problem at this level
* Teach children to use humor in a positive way
* Career investigation - talk to teens about falling in love with an idea to support career development. What is important to you and what would you like to investigate? What would you like to be doing in 10 years and what are the steps you need to take to get there?
* Show kids a life on a time-line to demonstrate how short of a time period is spent in middle school and high school.
* Perfectionism can continue and increase
  + Book - Flett and Hewwitt - Description and Counseling of the Perfectionistic Procrastinator - http://psycnet.apa.org/books/10808/013
* Eating disorders are directly connected to perfectionism -- can use bibliotherapy or videography
* Book - Some of my Best Friends are Books- Halsted

<http://www.amazon.com/Some-Best-Friends-Are-Books/dp/0910707960/ref=sr_1_1?ie=UTF8&qid=1425998464&sr=8-1&keywords=some+of+my+best+friends+are+books>

High School -

* Give assignments that require effort
* Kids like to work hard and solve challenges
* Multipotentiality may confuse vocational preparation
* Body dysmorphia - don’t like nose, teeth
* Substance abuse may begin as a self medication
* Suicide - not a difference between typical and gifted children; there are some situations - males who have been abused; reluctant to seek help; isolated; bi-polar; gay or bisexual; dealing with mood disorders;

Book Recommendation - the Social Emotional Development of Gifted Children <http://www.amazon.com/Social-Emotional-Development-Gifted-Children/dp/1882664779/ref=sr_1_1?ie=UTF8&qid=1425998862&sr=8-1&keywords=social+emotional+development+of+gifted+children>

9:50 – 10:00 ***BREAK***

***Sue Schaar WATG Update***

***Advocacy Day - -Raise your Voice For Gifted Kids Day April 24th 2015***

[***http://www.watg.org/advocacy***](http://www.watg.org/advocacy)

***UW Whitewater Update - Scott Peters***

***Gifted Cohort - GDCALN to start this summer***

* *We are ½ to a cohort - 6-7 committed 25-30 % off tuition*
* *Need 15 to begin the cohort*
* *Cohort flyer attached to email with minutes*

*There is a Parent Group for Parent’s of Transgender student- Sheri Hohs and Sue Schaar*

[*https://studentservices.madison.k12.wi.us/node/333*](https://studentservices.madison.k12.wi.us/node/333)

*Sherie Hohs, LGBTQ+ Social Worker*

*shohs@madison.k12.wi.us*

10:00 – 10:10 **Parent University** - Tuesday evening April 21st

* Two 45 minute breakout sessions - parents can choose from different strands
* Door Prizes - we are requesting door prizes - it would be great if each district could contribute a small door prize. Contact Kathy Enstad if planning to contribute
  + [klensta@sunprairieschools.org](mailto:klensta@sunprairieschools.org)
* Possibly car- pool from districts (using school van)

10:15 – 10:30 Organization Updates: **WCATY AND UW MADISON (UW Madison is now diversity department)**

Changes have occurred at UW -

* WCATY is stable for now
  + Step X is running this summer
* UW - cancelled CFK II; Next year CFK; Saturday Enrichment will not run in 2016; Tech Arts and Moving Minds will not run this summer;
* WCATY would like to discuss in our first meeting in 2015-16 what would best meet the needs of kids going forward
* Nancy Blake’s position/department has been dissolved
* Rebecca shared that in WCATY’s counts, Wisconsin has lost 5 GT positions in 2015-16

Summer Opportunities list - Kitty VerKuilen

<http://www.mcfarland.k12.wi.us/uploads/file/central_office/tag/Summer2015.pdf>

10:30 – 11:00 **NAGC Sharing-** Lucia Rowley, Jane McMahon and Kitty VerKuilen

* PowerPoint is attached to email which is a summary of NAGC workshops attended
* Book Trailers - iMovie has a book trailer template ; librarians can add QR codes to books in library that connect to other students movie trailers.
* Program Evaluation - if you have one coming up, contact [cmc@virginia.edu](mailto:cmc@virginia.edu) or Scott Peters or Pam Clinkenbeard UW Whitewater
* Donna Ford - Multicultural and Rigorous
  + examine school policy
  + ask culturally sensitive questions
  + districts that lack diversity need this the most
  + see matrix in PowerPoint - Blooms and deep in cultural awareness - looking for transformation and social interaction

Capacity Building Coaching

Jim Knight - in presentation article and video clips

Cultural Sensitivity in GT

* Representation matters - what is on your walls; are your staff members color -blind? Panel Member : “SEE ME”
* What stories do you offer to read in your classes? Read on Wisconsin advisory board creates book clubs that are rigorous. At the middle level, Baraboo librarian hosts a Read on WI book club

<http://readon.education.wisc.edu/>

* Do students grasp the concept of privilege?
* Work around socio-emotional protections - ensuring identification

Richard Cash

Instructional Practices for Secondary Gifted Students

<http://www.amazon.com/Differentiation-Gifted-Learners-Beyond-Basics/dp/1575424401/ref=sr_1_1?ie=UTF8&qid=1426002154&sr=8-1&keywords=richard+cash+and+diane+heacox>

Perfectionism and it’s Antidotes- Greenspan

<http://www.amazon.com/Freeing-Families-Perfectionism-Thomas-Greenspon/dp/1575421038/ref=sr_1_1?ie=UTF8&qid=1426002208&sr=8-1&keywords=freeing+our+family+from+perfectionism>

Critical Reflection in Writing - DeGennaro

Students read and respond and teacher and parents read and respond

Spiritually Gifted

Young children who are spiritually gifted are “taught” to conceal their gift. They tend to have gentle nature, depth of empathy, intuitive inner guidance

Watch for a book by: Patricia Gatto-Walden

Greek and Latin Roots - Dr. Van Tassel-Baska College of William and Mary

Integrated Curriculum Model



11:10 – 11:30 **BUSINESS MEETING**

* Call to Order 11:05 am by Laura Borsecnik
* Minutes – Amy Miller
  + Motion to approve minutes - Kitty VerKuilen; Second, Ruth Frawley; approved
* Treasurer’s Report – Kristy Champion
  + We currently have $11,500 ½ in checking; ½ in savings;
  + Budget for Parent University
    - Janell Dorn motioned to move allocated funds from Breakfast to Parent University and to approve treasurer’s report .

STANDING COMMITTEE REPORTS

* GDC Professional Development – Lucia Rowley
  + Planning for 2015-16
  + Danielson Framework
  + Cultural Competency Presentation -
    - Suggestion was to contact UW Platteville which has the Confucius Institute

FUNCTION GROUPS

* Sunshine – Sharon Daly
  + Send a Thank you to Nancy Blake and Laura will share a private email for Nancy so we can send messages
* PD planning – Amy Miller move to may meeting regular agenda where GDCALN will want to present in 2015-16 - examples WASB; Student Services Conference; WI RtI Summit; SLATE; etc.

STUDENT PROGRAM GROUPS

* Yahara River Writers- look at registration process/form in May
* Math 24 - look at registration process/form in May
* Haiku- no update
* Math Meet- Materials are out to hosts; updated medals replaced and given to Pascal Region at March Meeting

* Fine Arts Weekend 2015
  + When: ​Friday, September 18 and Saturday, September 19, 2015

Cost:​$150 for the two day celebration

Questions contact Mary Kennedy [mkenn@poynette.k12.wi.us](mailto:mkenn@poynette.k12.wi.us)

* College Matters- No Update

NEW BUSINESS

* **Next GDC ALN meeting: Thursday May 28, 2015 (same location) *NOTE: DATE CHANGE!!***

***Motion to Adjorn: Janell Dorn; Second Ruth Frawley meeting Adjorned 11:32 am***