

Resources

Book Resources

Adderholt, M., & Goldberg, K. (1999). *Perfectionism: What's bad about being too good* (Rev. ed.). Minneapolis, MN: Free Spirit.

Written for teens and adults. Topics such as procrastination, under-achievement, and family and peer relationships are discussed, along with useful strategies on how to take control of your life.

Berger, S.L. (2006). *College planning for gifted students: Choosing and getting into the right college*. Waco, TX: Prufrock Press.

This book leads students through the college planning process, from self-exploration to college matching, to the application process. It contains helpful timelines, checklists, and practical advice for writing college application essays, requesting recommendation letters, visiting colleges, and the college entrance interview.

Colangelo, N. & Davis, G.A. (Eds.). (2003). *Handbook of gifted education* (3rd ed.). Boston: Allyn & Bacon.

This book has chapters by eminent authors and represents the latest thinking on topics such as intelligence, ability grouping, counseling, and diverse gifted.

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

A comprehensive resource for teachers and parents. Topics include identification, sensitivity, self-esteem, perfectionism, and underachievement. Strategies, activities, and first-person stories are included.

Dreikurs, R., & Eide, F.F. (1991). *Children: The challenge*. New York: Plume.

A classic and practical book which describes how to avoid power struggles and help youngsters develop self-respect and self-management skills. Emphasizes how to let natural and logical consequences occur.

Eide, B.L., & Eide, F.F. (2006). *The mislabeled child: How understanding your child's unique learning style can open the door to success*. New York: Hyperion.

This book is extremely helpful for parents of children who have learning issues. It provides a comprehensive overview of causes and behaviors associated with many learning problems, along with specific activities that can be done at home and school to overcome the learning difficulties.

Ford, D.Y., & Harris, J.J. (1999). *Multicultural gifted education*. New York: Teachers College Press.

A comprehensive look at many issues surrounding the identification and instruction of minority gifted children, including assessment, characteristics of minority families, and a selected bibliography of multicultural and gifted resources.

Galbraith, J., & Delisle, J.R. (1999). *The gifted kids' survival guide: For ages 10 and under* (Rev. ed.). Minneapolis, MN: Free Spirit.

Written for younger children to help them understand the six great gripes of gifted children, what giftedness really means, how to handle expectations, how to cope with teasing, and how to make and keep friends.

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

Written with help from hundreds of teenagers, this book contains practical advice regarding giftedness, IQ testing, ways to deal with depression and loneliness, and how to handle stress and perfectionism.

Gross, M.U.M. (1993). *Exceptionally gifted children*. London: Routledge.

This 20-year longitudinal study of exceptionally gifted children provides data, as well as anecdotes.

Halsted, J.W. (2002). *Some of my best friends are books: Guiding gifted readers from preschool to high school* (2nd ed.). Scottsdale, AZ: Great Potential Press.

Recommended books for gifted readers indexed by reading level, author, title, and topic. Questions are included to promote discussion and understanding.

Hipp, E. (1995). *Fighting invisible tigers: A stress management guide for teens* (Rev. ed.). Minneapolis, MN: Free Spirit.

This stress management guide for teens includes building relationships, taking risks, making decisions, dealing with fears, and using positive self-talk.

Kay, K. (2000). *Uniquely gifted: Identifying and meeting the needs of the twice-exceptional student*. Gilsum, NH: Avocus.

This collection of over 40 articles by parents, teachers, and twice-exceptional children provides numerous examples of ways that bright children with disabilities can also have their intellectual needs met.

Kerr, B.A. (1997). *Smart girls: A new psychology of girls, women, and giftedness* (Rev. ed.). Scottsdale, AZ: Great Potential Press.

Bright girls often have different needs because they face unique challenges. This book provides guidance for parents and teachers. Brief biographies of eminent women are inspiring and insightful.

Kerr, B.A., & Cohn, S.J. (2001). *Smart boys: Talent, manhood, and the search for meaning*. Scottsdale, AZ: Great Potential Press.

The unique concerns- including anger, depression, and underachievement- that confront gifted males in our society from preschool through adulthood are discussed. Suggestions are given in understanding the "Boy Code" and the labels of "sissies, fat boys, and nerds." Included are interviews with men who have experienced crises and failures.

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

Instigated by a task force of the National Association for Gifted Children, this book includes chapters written by scholars in the field on peer pressure, social acceptance, resilience, delinquency, underachievement, and special populations.

Rogers, K.B. (2001). *Re-forming gifted education: How parents and teachers can match the program to the child*. Scottsdale, AZ: Great Potential Press.

The various options and benefits of educational programs are described. Tips are given on creating an educational plan that fits your gifted child's academic and social needs.

Ruf, D.L. (2005). *Losing our minds: Gifted children left behind*. Scottsdale, AZ: Great Potential Press.

Using 78 gifted and highly gifted children as examples, five levels of giftedness are illustrated, their needs are explained, and advice is given for educational planning.

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

Covers counseling issues as they apply to this special population of students. Helps those working in the field of counseling work with gifted students, as well as those working in the field of gifted education better understand the social and emotional needs of gifted students.

Strip, C., & Hirsch, G. (2000). *Helping gifted children soar*. Scottsdale, AZ: Great Potential Press.

The authors give specific suggestions on evaluating classroom programs, forming parent support groups, helping parents and teachers work together, and meeting social and emotional needs.

Webb, J.T., Meckstroth, E.A., & Tolan, S.S. (1982). *Guiding the gifted child: A practical source for parents and teachers*. Scottsdale, AZ: Great Potential Press.

A time-proven primer on gifted children that addresses concerns about discipline, motivation, peer relations, sibling rivalry, and stress and depression.

Winner, E. (1996). *Gifted children: Myths and realities*. New York: Basic Books.

This book addresses nine major myths about gifted children, summarizes the research, and supplies numerous fascinating case studies.

Website Resources

Supporting Emotional Needs of the Gifted <http://www.sengifted.org/>

Hoagie's Gifted Education <http://www.hoagiesgifted.org/>

Davidson Institute for Talent Development <http://www.davidsongifted.org/>