

Oregon Association for Talented and Gifted

Fall Conference



**Surviving to Thriving: Supporting Gifted  
Students in Stressful Times**

Saturday, October 8, 2022  
Clackamas Community College  
Oregon City



# Clackamas Community College Map



**Contents:**

**Schedule in Brief.....1**  
**Keynote Session and Breakout Descriptions.....2**  
**Presenter Biographies.....7**  
**Candidates for the OATAG board.....10**  
**Exhibitors and Vendors.....10**  
**Sponsors.....10**  
**OATAG’s 5 year vision statement .....11**

## **Schedule in Brief**

<u>Time</u>	<u>Room</u>	
8:30	Gregory Foyer	Registration opens
9:15-9:20	Gregory Forum	Welcome, announcements
9:20-10:45	Gregory Forum	Keynote
10:45-11:00	Gregory Foyer	Break, vendors, and exhibitors
11:00-11:50		Breakout 1
11:50-1:00	Gregory Forum	Lunch/OATAG Membership meeting and vote
1:00-1:50		Breakout 2
1:50-2:00	Gregory Foyer	Break, Vendors and Exhibitors
2:00-2:50		Breakout 3
2:50-3:00	Gregory Foyer	Break
3:00-4:00	Gregory Forum	Student Forum

## Welcome and Keynote Session

9:15-10:45..... Gregory Forum

### KEYNOTE ADDRESS

Christine Fonseca: ***Redefining Normal: Harness the Power of Emotional Intensity and Passion***

Gifted individuals live naturally intense lives. Often misunderstood both by themselves and by the world, many high-ability children and adults try to hide their intensities—usually with little success. Rather than trying to change or deny your children's intensities, embrace them. Turn their extreme emotions into the “superpower” you have all been yearning for, the passion needed to embody everything it means to be gifted.

10: 45-11:00 **Break, Vendors and Exhibitors** ... Gregory Forum

11:00-11:50

### Breakout Session 1

**“Raising Resilience and Learning to Thrive: Teaching Gifted Students to Manage Stress and Overwhelm”**

Christine Fonseca .....Gregory Forum

Gifted children are prone to intense emotions which can often leading to emotional distress. In this workshop, the presenter offers specific strategies to teach gifted children how to develop resiliency skills, balance emotional intensity and manage stress and overwhelm leading to improved mental health outcomes.

*[Intended Audience –Educators and parents with an emphasis on student resilience]*

**Partnering with Parents for Student Success**

Judy Smith.....McLoughlin Hall, Room M-252

Educators and parents have different perspectives about the education of TAG students. These differences can lead to misunderstanding, miscommunication, and frustration on both sides and can interfere with the goal of student learning. This session will focus on understanding the parent perspective and ways educators can cultivate productive relationships and partnerships with parents.

*[Intended Audience: educators]*

**Reflections from the Other Side: Gifted Students Look Back on What Worked**

Stacy Hawthorne.....McLoughlin Hall, Room M-253

Do you want to help students get from thriving to surviving? *Reflections from the Otherside* is an engaging talk featuring vignettes from several successful gifted young adults. The presentation shares snippets from former gifted students of the speaker as they reflect on the experiences they had in middle and high school that helped propel them to their successes today. You'll hear short video segments from multiple young people, including an aerospace engineer, microbiologist, and medical school student. The "other side" refers to their life as happy and successful young adults. All of the young adults featured in this session received gifted programming services in their local public schools as middle and high school students. The speaker will tie the comments from the young adults back to actions that parents, teachers, and administrators can undertake to help the gifted students in their lives achieve success on the other side of middle and high school.

*[Intended Audience: Parents, Counselors, Administrators, TAG coordinators, Students]*

11:50-1:00 **Lunch and OATAG membership meeting**

.....Gregory Forum

All OATAG members are encouraged to attend at 12:30 to participate in the membership meeting and board election

1:00-1:50

**Breakout Session 2**

**You Can't Pour From An Empty Cup: Managing Stress and Overwhelm through Resiliency Development**

Christine Fonseca.....Gregory Forum

Resilience is a crucial attribute for both educators and parents in today's world. However, the stressful global events of the past few years have reduced our abilities to tap into optimism, flexibility, and adaptive thinking –a few of the essential skills necessary for resilience. In this dynamic presentation, author and psychologist Christine Fonseca pulls together the research on trauma, positive psychology, and resilience to provide participants with specific tools to help manage overwhelm and reduce work-related stress.

*[Intended Audience –parents and educators with an emphasis on adult resilience]*

**Inquiry-based Activities to Foster Global Citizenship**

June Morris .....McLoughlin Hall, Room M-252

Discover hands-on activities to help ignite the spark of gifted students to think creatively about global challenges to the planet and human well-being, and their roles as global citizens. Engage in activities that build skills in social studies, science and mathematics while introducing concepts of sustainability, resource use and living conditions around the globe. Skill-building that cuts across the curriculum –critical thinking, problem solving, articulating ideas and using new technology for research and modeling –

will be addressed in the presented activities. Receive activities and readings linked to the latest state and national standards.

*[Intended audience: Educators]*

**Considerations for Gifted and 2E Assessment**

Aurora Remember Holtzman.....McLoughlin Hall, Room M-253

Getting an assessment for giftedness and/or twice-exceptionality can offer great information and insights into your or your child’s needs but can also be a big investment. There are many things to consider in pursuing the right fit for an evaluator and type(s) of evaluation. Having educationally evaluated, and reviewed evaluations as a school psychologist for nearly 20 years, I have had the opportunity to see a variety of reports and learned a lot about what to look out for in an evaluation with gifted and 2E individuals. In this talk, I will discuss:

- Questions to ask before pursuing an evaluation.
- Types of gifted and 2E Assessments.
- Considerations for student and adult evaluations.

1. *[Intended Audience: parents, counselors]*

1:50-2:00     **Break**.....Gregory Foyer

2:00-3:00                     **Breakout Session 3**

**How to Help the Perfectly Imperfect Student Regulate Their Nervous System**

Candice Guertin.....Gregory Forum

Over the past month I’ve connected with a psychologist, naturopath, dietitian, chiropractor, counselor, and psychiatrist, and noticed a common thread. The clients and patients we see are chronically stressed and overscheduled.

Our gifted individuals have a fast neuro-processing speed on top of all of this, which makes their nervous systems highly reactive. Additionally, they



have high expectations of themselves and oftentimes from their family systems. This leaves little room for imperfections. And yet we all have them, it's simply unfair to assume that this population cannot be imperfect too. We must get to a place where we can handle stress well so that we can respond instead of react. But the first step in all of this is to be able to regulate our nervous system.

I am going to share 3 techniques that can help gifted individuals become more present and connected to the sensations and emotions they are experiencing in their body. This will allow them to effectively regulate their nervous system.

[Intended Audience: Educators, Counselors, Parents, Students]

### **Picking Up Again: New TAG Adventures in Oregon**

Margaret DeLacy..... McLoughlin Hall, Room M-252

After nearly three years of crisis, school closings, and suspended services, will our gifted students receive the programs and services they have been missing? What has happened since our last face-to-face meeting in 2019? Learn about major revisions to our state Administrative Rules and find out more about the big changes in the way Oregon will identify TAG students in the future. Hear about our plans for improving TAG services and discover how you can advocate effectively for your own children and students across the state.

[Intended Audience: Parents]

### **3:00 Student Forum..... Gregory Forum**

Everyone is encouraged to participate in an informal discussion with a group of Oregon students

## PRESENTER BIOGRAPHIES

**Margaret DeLacy** began her own TAG adventure as the parent of three children in Portland Public Schools and has survived countless committees at the district and state level. After serving as a classroom volunteer forever, she joined the Portland (Parent) Talented and Gifted Advisory Committee and served as president from 1999 to 2003. Her boundless appreciation for meetings led her to become the Government Relations Chair for OATAG in 1999. She was elected president in 2017. In her other life, she is a historian of early modern British medicine. She has published three books including *Contagionism Catches On* (2017) and is also president of the Northwest Independent Scholars Association. In her spare time, she hopes to tend her garden and organize her study which explains her flourishing collection of weeds and the tottering assortment of books on her floor.

**Christine Fonseca** is a licensed educational psychologist, critically acclaimed author, and a nationally recognized speaker on topics related to educational psychology, mental health, and giftedness. Using her experience consulting and coaching, Christine brings her expertise to *Psychology Today*, authoring the parenting blog "Parenting for A New Generation." She has written articles for Parents.com, Johnson & Johnson, and *Justine Magazine*. Her most popular titles include *Emotional Intensity in Gifted Students* and *I'm Not Just Gifted*.

**Candice Guertin** is the founder and practicing clinician at Balanced Counseling NW located in Beaverton. She works as a Child and Family Therapist and specializes in somatic therapy and working with gifted children and adults. Candice feels called to work with the gifted population after having success with past clients. She uses evidence-based treatments: CBT, DBT, Sensorimotor, narrative, art, and play therapy to counsel children (5 and up), adolescents, and adults. She strongly believes that the mind and body need to be integrated for healing to occur.

Somatic therapy involves the mind and body. Unlike traditional talk therapy, a somatic therapist often observes a client's breath, movement, and body language to help better understand the client and their experience. The therapy helps individuals better understand the connection between their body and how it holds onto stress, tension, and trauma.

**Stacy Hawthorne**, founder of Hawthorne Education, LLC, and Creative Services Manager for Clarity Innovations has extensive experience as an educational strategist having implemented blended and online learning programs in public, parochial, and independent schools in eight states. Two of the school districts with which she has worked are members of the Digital Promise League of Innovative Schools and one district is being profiled by the U.S. Department of Education as Future Ready. Dr. Hawthorne began her educational consulting career as a member of Evergreen Education Group, authors of *Keeping Pace with Digital Learning*. She has researched and profiled dozens of highly successful blended programs across the United States. She has been the lead author on multiple blended learning strategic plans and authored and supported the Illinois eLo Consortium, three public school districts that created their own online consortium to provide new opportunities for students across all three districts,

Dr. Hawthorne recently served as the Director of Online Learning for the Davidson Academy in Reno, Nevada. She designed the Davidson Academy Online programs which now include *a la carte* middle school courses and a full-time online high school for profoundly gifted students living anywhere in the U.S. Davidson Academy online courses offer students live, synchronous sessions, quality interactions with intellectual peers, small class sizes, responsive, caring instructors, and embedded opportunities for socialization.

Dr. Hawthorne offers inspirational keynote addresses on a variety of topics. She is a regular presenter at ISTE and delivered an opening Ignite session in Atlanta in 2014. She has spoken at conferences across the U.S. Before beginning her research and consulting career, Dr. Hawthorne was a technology coordinator for a public school district in Ohio. She authored one of six approved Ohio Board of Regents (formerly eTech Ohio) Blended Learning Grants and created a transformative rotational blended model in the district high school. That program continues today with the two lead teachers both receiving national recognition over the past year for their work in the field. Dr. Hawthorne also has several years of teaching experience. That led her to her role today in partnering with schools across the United States to create authentic and engaging learning experiences for students.

Dr. Hawthorne holds an Ed.D. in Education Technology. Her dissertation centered on the intersection of online learning and gifted education. She holds an M.Ed. in Educational Administration from Ashland University and a Bachelor of Business Administration (BBA) from the University of Georgia. She has been a licensed educator and administrator in Ohio and Oregon and currently holds licenses in mathematics, social studies, gifted and talented, and school administration in Nevada

**Aurora Remember Holtzman** After years of feeling “too much,” Aurora finally realized that intensity is the source of her greatest power. Now instead of beating herself up about not measuring up to her own self-imposed standards, she is on a mission to help gifted and outside-the-box thinkers befriend their brains and use their fire without getting burned through her *Embracing Intensity Podcast* and community, coaching, and strengths-based educational assessment. Aurora uses her personal experience as a twice exceptional mom, educator and individual to help others to better understand their extreme strengths and challenges.

**June Morris** is a career social studies educator who brings more than 20 years of classroom experience to her current role as Program Assistant for Social Studies for the Greater Albany School District. In addition to her vast K-12 teaching experience, she has also taught foundational Education classes at Linn-Benton Community College during the last 5 years. She is the President and a Board Member of the Oregon Council for the Social Studies and the Director at Large for K-12 for the National Council for the Social Studies (NCSS). She is also a member of the Center for Geography in Oregon and a teacher/advisor for the Classroom Law Project and the Oregon Jewish Museum. She holds her Bachelor of Science in Education and her Master of Science in Education, both from Western Oregon University.

**Judy Smith** is the parent of three adult children who were identified as gifted and participated in programs in their schools in CA. She has been active in local, state, and national gifted organizations for over thirty years. As a trained facilitator for SENG model parent groups, she has worked with parents to better understand the social and emotional needs of all individuals in the gifted family. She was employed in a district support position for the gifted program that gave her experience with the challenges of meeting student needs from the educator’s perspective. Since moving to OR in 2007 she has volunteered on the board of directors of OATAG.

## **OATAG Board Candidates**

Kara Buckley (Bend)  
Lisa Cassidy (Salem)  
Candice Guertin (Beaverton)  
Kristy Hiers (Roseburg)  
Judith Smith (Tigard)

Elections will be held during the OATAG membership meeting from 11:50—1:00 pm. Nominations may be made from the floor. Positions are for two- year terms

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## OATAG's 5-YEAR VISION STATEMENT 2021-2026

- Every highly capable student in Oregon receives an appropriately **challenging** education based on his or her individual needs, recognizing that advanced abilities are found in all socio-economic, racial, and ethnic subgroups.
- **Educators** who have responsibility for programming, instruction and services for TAG and high-potential students have appropriate pre-service and relevant continuing education.
- Comprehensive **assessments** are culturally sensitive and accurately reflect each student's rate and level of learning.
- **Parents** have access to training, networking, and advocacy opportunities.
- **Parents** actively participate in planning the programs and services that will be provided to their children.
- **Students** participate in planning their education.
- **Resources** are consistently available to fully support programs and services for every TAG and high-potential student.
- Appropriate and transparent **accountability** measures provide for the ongoing evaluation and improvement of services.
- All Oregon educators have received **training** about the needs and characteristics of TAG students including how they are expressed in socio-economic, racial, and ethnic subgroups.

..... If you share these goals, join us!



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**k-12**

**OregonDI.org**

With an adult Manager, 2-7 students form a team in the Fall to create a solution to a challenge and present at a tournament in February. Project-based learning with a STEM/STEAM focus since 1981. DI is an international program.

[Handwriting Success Announcement goes here]