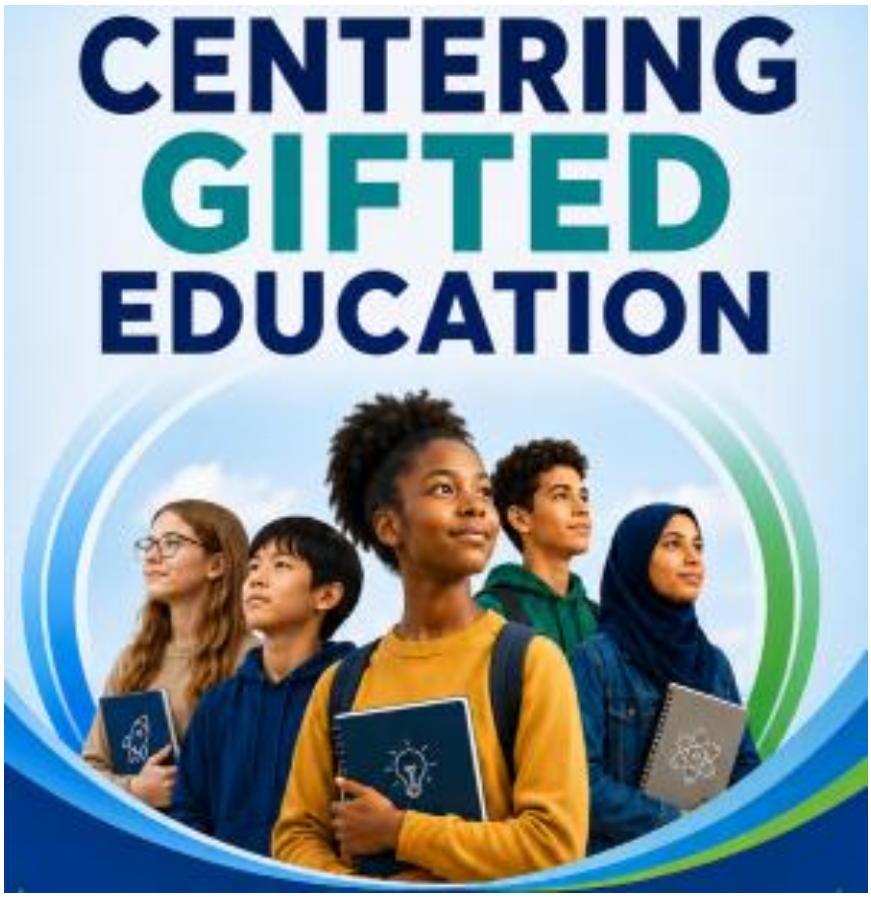
Oregon Association for Talented and Gifted

Fall Conference

Saturday, October 3, 2026



Clackamas Community College

Oregon City

BUILDING CODES and SERVICES

Art Center (AC)

Barlow Hall (B)
- Foundation
- Human Resources
- President's Office

Clairmont Hall (C)
- Connections with Business and Industry

DeJardin Hall (DJ)

Dye Learning Resource Center (D)
- Library

Environmental Learning Center (ELC)

Family Resource Center (F)
- Child Development Center

Gregory Forum (G)

Holden Industrial Technology Center (I)

Lewelling (L)
- Campus Services

McLoughlin Hall (M)
- Bookstore
- College Safety
- Shipping & Receiving

Niemeyer Center (N)
- Alexander Art Gallery
- Osterman Theatre

Pauling Center (P)
- Workforce Services

Randall Hall (R)
- Athletics Center

Roger Rook Hall (RR)

Streeter Hall (S)

Training Center (T)

Wacheno Welcome Center (WC)
- Admissions Center
- Advising
- Career Services
- Cougar Cafe
- Disability Resource Center
- Financial Aid
- Multicultural Center
- Registration/Records
- Student Accounts
- Student Government
- Testing Center
- VET Center

CCC CAMPUS SITES

CCC at Harmony Community Campus
7738 SE Harmony Road
Milwaukie, OR 97222

CCC Oregon City
19600 Molalla Ave.
Oregon City, OR 97045

CCC Wilsonville Campus
29353 SW Town Center Loop E
Wilsonville, OR 97070

CCC OFF-CAMPUS SITES

Canby Applied Technology Center
721 SW Fourth St., Canby, OR 97013

Estacada High School
355 NE 6th, Estacada, OR 97023

Molalla Center
(behind Molalla Public Library)
201 East Fifth, Molalla, OR 97308

Contents:

Schedule in Brief……..1

Keynote Session and Breakout Descriptions……...2

Presenter Biographies……..……..6

Candidates for the OATAG board…….…9

Sponsors……..……10

Schedule in Brief

Time	Room	
8:25	Gregory Foyer	Registration opens
8:55-9:05	Gregory Forum	Welcome, announcements
9:05-10:05	Gregory Forum	Keynote
10:05-10:20	Gregory Foyer	Break
10:20-11:10		Breakout 1 2 choices
11:10-11:25	Gregory Foyer	Break
11:25-12:15		Breakout 2 2 choices
12:15-1:15	Gregory Forum	Lunch
	--OATAG membership meeting--	
1:15-2:05		Breakout 3 2 choices
2:05-2:15	Gregory Foyer	Break
2:15-3:05		Breakout 4 2 choices

Welcome and Keynote Session

8:55-10:05…… Gregory Forum

KEYNOTE ADDRESS

Tamra Stambaugh

Conceptions and Misconceptions in Gifted Education: What Do We Know and Where Do We Go?

Tamra Stambaugh, PhD

What does gifted education look like when viewed through a talent development framework? As the field evolves, we must distinguish between widely held myths and evidence-supported practices. This session explores past research alongside the shifting paradigms that are confirming or redefining how we understand, develop, and nurture talents. We will specifically examine what advanced learners need to thrive and what those who support them need to know to develop or advocate for services that enhance student learning.

10: 05-10:20 **Break, Vendors and Exhibitors** ……..Gregory Foyer

10:20-11:10 **Breakout Session 1**

Tamra Stambaugh ……..Gregory Forum

Three Ways to Differentiate: Add a Concept, Relationship, or Problem

How do we provide meaningful, advanced learning opportunities for students who have already learned grade-level content or require more challenging opportunities to thrive? Meeting the needs of advanced learners requires moving beyond "more work" to *deeper* work. This practical session introduces three ways teachers can apply advanced differentiation and intentionally include abstraction, complexity, and depth into standard curriculum. Models and frameworks to support differentiation will be shared with practice or modeling of strategies as time permits.

Jilene Modlin, Ed D…… McLaughlin Hall, Room M-252

Building Bridges to Adulthood: Alternative Bridges for Academic 2 Support in Oregon

Jilene will discuss hybrid-charter school options, gifted homeschooling, and how to access and traverse dual-credit college and Young Scholar options in the Willamette Valley. She will provide a brief definition of Oregon hybrid and full homeschooling, the options that have become available since COVID, and focus on real, hands-on solutions for families considering, struggling with, or succeeding in non-traditional educational paths for twice-exceptional/gifted students. A huge question that frequently comes up for investigating families circles around the "how-to" of juggling the complexities of gifted and supportive curriculum, balancing traditional and alternative coursework, finding the right match for tutors, developing individualized instruction, seeking therapy, and building social peer/mentor connections. Based on the population attending, Jilene will walk participants through course planning, curriculum, documentation, and transcript expectations, and will flex to support 2e/TAG families seeking how to prepare, apply, and navigate dual/early college paths, as well as college options after high school.

11:10-11:25 **Break, Vendors and Exhibitors** ……..Gregory Foyer

11:25-12:15 Breakout Session 2

Tamra Stambaugh, Ph.D. …… Gregory Forum

"Developing Talent Across the Lifespan"

How does potential transform into expertise, and what factors contribute to this trajectory? Talent development is not a static or fixed, but a dynamic, lifelong journey. Understanding how to develop and nurture talent requires a comprehensive view of how talent evolves from early childhood through adulthood, including the contributing factors that support the development of expertise and creative productivity. In this session we discuss five essential understandings for developing talent and share practical implications for caretakers, educators, and other advocates.

Austina Debonte, Ed.D. …… McLaughlin Hall, Room M-252

"Getting Them Writing: Supporting Twice-Exceptional Students and Other Reluctant Writers

Writing is one of the most challenging academic areas for twice-exceptional students, and for many other students. Using an analogy of a tree wit roots, we will go beyond the broad symptoms of "low written output" and "trouble with mechanics" to identify the root causes of students' writing challenges. In this recently updated presentation, learn the two foundational underlying factors and the five main causes of writing challenges, plus the role of anxiety and executive function. We'll discuss how to figure out what's going on and specific ways to support for each cause. This session synthesizes insights from specialists and writing tutors and is full of practical tips and techniques.

12:00-1:15 **Lunch and OATAG membership meeting**…….Gregory Forum

All OATAG members are encouraged to attend at 12:45 to participate in the membership meeting and board election.

1:15-2:05 **Breakout Session 3**

Todd Stanley…….Gregory Forum

Teaching Our Gifted Students Executive Functioning Skills

Executive functioning skills are the building blocks to a successful person and yet how purposeful are we in teaching these skills? When a student lacks focus, do we give them strategies for being more focused or do we simply tell them to be more focused? If a student is poor at organization, are we explicitly showing them what good organization looks like? As teachers, especially of the gifted, we need to be overt in teaching these strategies and make students aware of their own weaknesses and work arounds for these. These are skills that transcend the classroom because they are skills people will be using for the rest of their lives no matter what line of work they go into.

Diana M. Fisher . …… McLaughlin Hall, Room M-252

Why Our Brightest Kids Need to See the Whole System

Gifted students are natural pattern-seekers. They sense that the world's biggest problems (climate change, disease, economic instability) don't have single causes or simple fixes. What they often lack is a tool for that intuition. System dynamics modeling gives them one: by building simple, icon-based computer models, students make their own mental models visible,

test them, and watch how feedback loops, not straight-line cause and effect, actually drive real world behavior over time. This is the same modeling approach professionals use to study global climate change, environmental degradation, disease spread, and economic systems. In this session, I'll show you how accessible it is: using a free, web-based, icon-driven modeling tool, we'll build a working model together, one that everyone in the room, regardless of background, will understand by the end.
I've taught this approach to high schoolers for 20 years, embedding it in algebra, precalculus, and calculus, and teaching a full year-long systems modeling course at two Portland Public Schools.
My own students, many of whom craved a more holistic, transdisciplinary way of understanding the world, have told me how much it shaped their later learning. And the on-ramp starts far earlier than grade 6: even kindergartners can begin building systems intuition through stories, well before they ever touch a model.

2:05-2:15 Break, Vendors and Exhibitors

2:15-3:05 **Breakout Session 4**

Candice Guertin: ……..Gregory Forum

Tuning In: Somatic Practices to Harmonize Body and Mind for Gifted Kids

Gifted individuals often experience life with heightened intensity. This natural intensity is frequently misunderstood, both by the individuals themselves and the world around them. Many gifted children and adults attempt to suppress or hide their intense emotions, typically with little success. Instead of attempting to change or deny these intensities, we can embrace them. By channeling their extreme emotions into embodied movement, gifted children can express and connect with themselves in a powerful and authentic way, fully embracing all that it means to be gifted.

Participate Experience:
This is an experiential presentation designed to engage participants through reflection exercises and small group discussions. Participants will explore and learn somatic practices that can be directly applied to their work with gifted children. By the end of the session, participants will feel equipped with practical tools to help children integrate their mind and body, fostering greater emotional balance and self-awareness.

Objectives: Through this workshop, participants will:
1. The importance of the mind-body connection.
2. Understand what emotional intensity is and how it impacts gifted children.
3. Understand the role of somatic practices in supporting emotional regulation for gifted children.
4. Learn practical, body-based strategies to help gifted children develop self-awareness and inner balance.
5. Explore ways to integrate somatic techniques into home and educational environments.

Margaret DeLacy, Judy Smith, OATAG board members…… Room M-252

Conversation with OATAG: How can we center gifted learners?
Centering gifted learners means paying attention to their asynchronous development, which doesn't always match the expectations or environment that surrounds them. In this session, OATAG board members will lead a discussion on ways to advocate for these students.

PRESENTER BIOGRAPHIES

Dr. Austina De Bonte (she/her) is a consultant, researcher, and advocate for gifted and twice-exceptional students with Smart is not Easy, LLC (smartisnoteasy.com). She is also President of the WA Coalition for Gifted Education (wacoalition.com), Past President of NW Gifted Child Association (nwgca.org), member of the WA State Highly Capable Advisory, and member of the NAGC Public Policy and Advocacy Committee (nagc.org). A dynamic and engaging presenter, Dr. De Bonte speaks regularly at regional and national conferences, as well as conducts professional development workshops for educators, and provides consulting for individual families. She works with school district teams to develop and fine-tune their highly capable program models, especially concerning equitable identification and service strategies. Her signature style combines synthesized research, current district practices, and cutting-edge neuroscience alongside her experience as a parent and family consultant. She has particular passion for supporting gifted and twice-exceptional students in public schools and helping families get to the root causes of their child's challenges, looking beyond the usual suspects. She received an NAGC Research & Evaluation dissertation Award (2025), NAGC Carolyn Callahan Award (2023), People to Watch by Variations 2e Magazine (2020), WAETAG Advocacy Award (2019), has won three PTA Outstanding Advocate awards, and is a trained SENG facilitator. She has a Masters degree from MIT (1998) and a Doctoral degree in twice exceptional education from Bridges Graduate School of Cognitive Diversity in Education (2024). Contact Dr. De Bonte at austina@smartisnoteasy.com

Margaret DeLacy is the president of the Oregon Association for Talented and Gifted (OATAG) and the mother of three grown children. Before joining the OATAG board, she served as president of the Portland School District Talented and Gifted Advisory Committee. As government relations chair for OATAG, she has successfully advocated for the passage of several bills related to gifted education and for modifications to the Oregon Administrative Rules. She has been a member of more task forces and committees on education than she cares to remember. She has a Ph.D in history and has published several articles on British history and three books including two on ideas about contagion in the eighteenth-century.

Dr. Diana M. Fisher, currently SDS VP K-12 Education, is the recipient of the System Dynamics Society (SDS) Lifetime Achievement award (2011), the Presidential Award for Excellence in Teaching

Mathematics (1995), and first place recipient of Intel's Innovation in Teaching Award (1996). She taught System Dynamics (SD) modeling, both as part of her high school algebra, pre-calculus, and calculus classes, and in a year-long high school SD modeling course for over 20 years. She taught Environmental Math Modeling using System Dynamics in the Environmental Science Department to undergraduates at Portland State University. Dr. Fisher has provided System Dynamics modeling workshops for math and science teachers, sponsored by NASA, as well as designing and directing two National Science Foundation Projects (Cross Curricular Systems Thinking and Dynamics Using STELLA (1993-1996) and Cross Curricular Systems Using STELLA: Training and Inservice (1997-2001)) where she (and colleagues) taught SD modeling lessons for math, science, and social science teachers, Fisher serving as the lead Principal Investigator. She completed the design of 3 online courses for math and science instructors who want to learn to create system dynamics models. Her website: ccmodelingsystems.com shows examples of some of the projects completed by her high school students and contains other resources for teachers. Dr. Fisher has published two books in *System Dynamics: Lessons in Mathematics: A Dynamic Approach* (2017, still in print) and *Modeling Dynamic Systems: Lessons for a First Course* 3rd Edition (2017, still in print). She has bachelor's and master's degrees in Mathematics and a Ph.D. in System Science from Portland State University.

Candice Guertin-Carey, LMFT is a Licensed Child and Family Therapist and Gifted/2e Consultant, as well as the founder of Balanced Counseling NW, based in Beaverton, Oregon. She holds a master's degree in counseling and specializes in somatic practices that support emotional regulation. With extensive experience working with gifted children and their families, Candice helps them navigate the unique challenges of intensity, sensitivity, and asynchrony. Drawing on her background in somatic work, she provides practical strategies to foster self-awareness and balance. She is passionate about equipping parents, educators, and administrators with the tools they need to
support the well-being of gifted learners.

Dr. Jilene Modlin (OATAG Member)
For over two decades, Jilene has been a local Oregon resource for twice-exceptional students (2e) in alternative education settings, charter hybrid, or homeschooling, seeking elective schooling options into adulthood, whether through college, career, gap-year journeys, or the pursuit of passions. Through the process of designing and opening one of the first hybrid charter programs (Alliance Charter Academy) in Oregon in 2007, running the Oregon Homeschool Science Program at OMSI, consulting and advising staff or members of a dozen current hybrid charter programs, managing a caseload of 2e/gifted hybrid charter students, and working with the Oregon Department of Education to provide Privately Developed Plans (PDPs) and state testing for Gifted and 2e homeschoolers,
Jilene compiled her experiences and dove deep to uncover what were the most successful components that students and families needed to reach graduation and travel into adulthood. Prior to becoming a parent, Jilene taught at the Washington School for the Deaf for a decade and currently consults and privately works with 2e Deaf students and their families. She maintains connections with the Deaf community, 2e, TAG, and Neurodiverse/autism professionals and families, as she is fluent in ASL. Jilene homeschooled and hybrid-charter

schooled her two children into college, experiencing all the struggles and successes, and now enjoys spending time with these amazing adults as they transition through graduate school. She began attending her first OATAG workshops in the early 2000's to support her own 2e children.

Judy Smith is the parent of three adult children who were identified as gifted and participated in programs in their schools in CA. Her son and older daughter live in the Portland area and are the parents of her four grandchildren. Judy has been active with local, regional, and national gifted organizations for over 40 years. She is a trained SENG discussion group facilitator. She currently volunteers as secretary for OATAG.

Dr. Tamra Stambaugh is Professor and the Margo Long Endowed Chair in Gifted Education at Whitworth University. An internationally recognized scholar and leader in gifted education, her work focuses on talent development, advanced curriculum and instruction, and improving access to gifted services for students from rural and low-income backgrounds.

She is the author, co-author, or editor of numerous articles, book chapters, and award-winning curriculum programs, including the Vanderbilt PTY Curriculum and the Jacob's Ladder Reading Comprehension Program. Her books include *Serving Gifted Children in Rural Settings* and *Unlocking Potential: Identifying and Serving Gifted Students from Low-Income Households*.

Dr. Stambaugh serves in leadership roles across state and national organizations. Current roles include governance secretary for the National Association for Gifted Children, the American Educational Research Association Gifted SIG incoming program chair, *Gifted Child Quarterly* Editorial Board, and the Washington Association of Educators of the Talented and Gifted board (WAETAG). Previously, she was Executive Director of Programs for Talented Youth and Associate Research Professor at Vanderbilt University. She earned her Ph.D. from the College of William & Mary and began her career as a teacher and later a coordinator of gifted education programs, before working in higher education.

Her contributions have been recognized with numerous national awards for leadership, scholarship, and service, including the NAGC Early Leader Award, NAGC Distinguished Service Award, and the Margaret The Lady Thatcher Award from the College of William and Mary. She is a frequent keynote speaker and has led educational initiatives and professional learning throughout the United States and internationally, including ongoing work in the United Arab Emirates.

Todd Stanley (a.k.a. The Gifted Guy) is a dedicated educator, author, and speaker renowned for his nearly 30 years in gifted education. He began his career as a classroom teacher, instructing gifted learners across varying grade levels, using service models like pull-out, push-in, magnet, and cluster settings.
He later advanced to a leadership role as the Gifted Services Coordinator for the Pickerington Local School District, enabling him to advocate effectively for thousands of students.
As an accomplished author, Stanley has written several influential teacher-education books, including A Teacher's Toolbox for Gifted Education, Project-Based Learning for Gifted Students (2nd edition), How the Hell Do We Motivate These Kids, and Promoting Rigor Through Higher Level Questioning.

Beyond writing, he shares his expertise through various mediums including his website thegiftedguy.com. His YouTube channels—like Todd Talks for educators—offer strategies and enrichment materials.
He is also active as a professional development presenter, delivering workshops and keynotes on topics such as Project-Based Learning, Differentiating Up, Executive Functioning Skills, Motivating Gifted Students, and Authentic Learning.
Throughout his career, Todd Stanley has been unwavering in his mission to equip teachers with practical tools and strategies to ensure gifted students receive the challenge, stimulation, and academic rigor they need to thrive.

Candidates for the OATAG Board

Ballot:

Candice Guertin *(Beaverton)*

Ash Friend (Ashland)

Pam Ryan *(Rogue Valley)*

Judy Smith (Secretary) *(Tigard)*

Term continues:

Jonathan Ladniak *(Portland)*

Stephanie Lovdokken (Pleasant Hill, Lane County)

Debra Barnes *(*Vice President*)* *(Siletz)*

Margaret DeLacy *(*President*)* *(Portland)*

The membership meeting will take place during lunch at Gregory Commons. OATAG members are encouraged to attend and vote

This conference was sponsored by:

ican
international children's arts network

POWERED BY ALL CLASSICAL RADIO

ICAN is a free radio station for kids, families, and educators, sharing music, poetry, dance parties, youth-hosted interviews, and more.

LISTEN NOW
- icanradio.org
- 89.9 FM HD2
- ICAN Radio mobile app

The **NORTHWEST INDEPENDENT SCHOLARS' ASSOCIATION** encourages discussion, research, writing, and publication outside of formal institutions of higher education, for people who are actively pursuing serious scholarly research.

www.northwestindependentscholars.org

Starbucks Coffee

O.C. Point