

## Letter from \_\_\_\_\_ the President

Dear Friends of KAGE,

This issue focuses on creativity. Creativity or divergent thinking ability is one of the five areas of gifted identification in the Commonwealth of Kentucky. Please do not confuse creativity with singing, painting, writing, etc. Although these are creative acts (and some of their producers may be identified as gifted in visual and/or performing arts), creativity itself deals with thinking. The Kentucky Regulation (704 KAR 3:285) describes it as "divergent approaches to conventional tasks as evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways."



Although Kentucky views it as a distinct category, many scholars include creativity in their concept of giftedness. For example, Dr. Joe Renzulli proposes a Three-Ring Conception of Giftedness including above average intelligence, task commitment, and creativity while Dr. Robert J. Sternberg has a Triarchic Theory of Human Intelligence that comprises analytical thinking, practical thinking, and creative thinking. Regardless of the approach to creativity, we must realize the importance

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## Unleashing Creativity AMONG GIFTED STUDENTS

by Manoj Chandra Handa



**Creativity** is a basic human need to make something new. Creativity is the ability to generate ideas, products, or solutions that are considered novel and useful for a given problem, situation or context (Amabile, 1996; Beghetto, 2008; Plucker et al, 2004; Runco, 2004). Evidence indicates that highly productive creative thinking is generated by *thinking productively*, not reproductively.

With *productive thinking*, the aim is to generate many different approaches. The least obvious must be considered as well as the most likely approaches. With each new approach or perspective, understanding deepens and one begins to understand the essence of the problem. In order to find creative solutions, one may have to abandon the initial approach that stems from past experience and reconceptualise the problem. By adopting more than one perspective, highly productive creative thinkers solve existing problems and even identify new ones.

*Reproductive thinking*, on the other hand, can produce too rigid thinking. This can produce an inability to solve a problem that resembles past experiences only in superficial ways. Interpreting such a problem through past experience will not be productive. Reproductive thinking produces solutions which we have employed before and not original ones.

The ability to tolerate ambivalence between opposites or two incompatible subjects is thought to characterise highly productive creative thinking. Edison's invention of a practical system of lighting involved combining wiring in parallel circuits with high-resistance filaments in his bulbs, two things that were not considered possible by conventional thinkers at the time. As Edison could tolerate the ambivalence between two incompatible things, he could see the relationship that led to the breakthrough.

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# KAGE CALENDAR

opportunities for  
anyone interested in  
gifted education

## AUGUST 22, 2015

UPDATE FOR EDUCATORS  
IN GIFTED EDUCATION  
Bowling Green, KY

## SEPTEMBER 28, 2015

ISSUES FOR LEADERS  
Lexington, KY

## SEPTEMBER 28, 2015

PARENT NIGHT  
Lexington, KY

## SEPTEMBER 29, 2015

KAGE FALL WORKSHOP  
LEXINGTON, KY

## DECEMBER 18, 2015

KAGE Service & Advocacy and  
Distinguished Student  
nominations due

## FEBRUARY 3, 2016

PROCLAMATION SIGNING  
FRANKFORT, KY

## FEBRUARY 2016

GIFTED EDUCATION  
MONTH IN KENTUCKY

## FEBRUARY 22-23, 2016

KAGE 36th ANNUAL  
CONFERENCE  
Lexington, KY

# WHAT'S HAPPENING

## ›Update for Educators in Gifted Education

KAGE and The Center for Gifted Studies, WKU, co-sponsor the Gifted Education Update. Come to WKU on August 22 to learn up-to-date information on what's happening in gifted education in Kentucky (see page 10).

## ›Spotlight on Janet Meeks, Breckinridge County Superintendent

Janet Meeks, Superintendent of Breckinridge County Schools, was featured in the June 25 online issue of *Kentucky Teacher*. Janet is a KAGE Service and Advocacy award recipient, and is an active KAGE member and supporter of appropriate educational opportunities for gifted students. The article highlighted the focus, "Every Child, Every Day," taken by Breckinridge County to ensure all students receive the best education possible. For instance, students earned 682 college hours through dual credit and Advanced Placement courses, which is up from 356 the previous year. To read the article go to <http://www.kentuckyteacher.org/leadership-letter/2015/06/superintendents-spotlight-janet-meeks-breckinridge-county>.

## ›KAGE represented at World Conference

Several KAGE Board members will be presenting at the World Council for Gifted and Talented Children's conference in Odense, Denmark this August. Lynette Baldwin (Executive Director), Tracy Inman (President), and Julia Roberts (Legislative Liaison) were all accepted as presenters. What a great representation of Kentucky gifted and talented educators!

## › Stay Curious! IdeaFestival Louisville

Dataseam and the KY Advisory Council for Gifted and Talented Education will be partnering to sponsor student tickets for IdeaFestival 2015. IdeaFestival 2015 will take place in Louisville September 29-October 2 at the Kentucky Center in Louisville. IdeaFestival is a "celebration of curiosity and new ideas," bringing together cutting-edge speakers from diverse disciplines to share their forward-thinking ideas. For more information on IdeaFestival see <http://www.ideafestival.com/> Watch for information on how to apply for student tickets.

## ›KAGE welcomes new NAGC Executive Director

The National Association for Gifted Children (NAGC) has announced M. René Islas as the new NAGC executive director following a national search. KAGE, a state affiliate of NAGC, welcomes Mr. Islas. For more information about Mr. Islas and NAGC, see [www.nagc.org](http://www.nagc.org).

**Are  
You  
a  
Follower?**

## DO YOU FOLLOW KAGE ON FACEBOOK, TWITTER, AND THE KAGE LISTSERV?

You don't know what you are missing until you do! (HINT: helpful parent tips, professional development news for educators and administrators, award and scholarship opportunities for educators and students, links to interesting articles, legislative action, conference and workshop updates, and more.)

To subscribe to KAGE-L (the KAGE listserv), go to: [kagegifted.org/for-educators/resources/email-listserves/](http://kagegifted.org/for-educators/resources/email-listserves/) (or send your email address to [kage@wku.edu](mailto:kage@wku.edu), with a note that you want to subscribe to KAGE-L.)

ISSUES FOR  
LEADERS  
IN GIFTED  
EDUCATION

Monday,  
September 28,  
2015

8:30 am-3:30 pm (EDT)

Speakers from  
different fields will  
examine current  
information on  
several major issues  
in education and their  
impact on KY's gifted  
students.

KENTUCKY ASSOCIATION  
FOR GIFTED EDUCATION

FALL WORKSHOP 2014

TUESDAY, SEPTEMBER 29, 2015

8:30 AM - 3:30 PM (EDT)

FROM A NATION DECEIVED TO A  
NATION EMPOWERED: USING  
ACCELERATION IN KENTUCKY'S SCHOOLS

with SUSAN ASSOULINE, Ph.D.

Director of the University of Iowa Belin-Blank Center, lead editor/author of *A Nation Empowered: Evidence Trumps Excuses Holding Back America's Brightest Students*. Read more about Dr. Assouline on page 4.

PARENT  
NIGHT

Monday,

September 28,  
2015

7:00 - 8:00 pm (EDT)

Academic Acceleration  
101: What do Parents

Need to Know

with Susan Assouline

co-sponsored

by LexKAGE

see page 4

**About the Fall Workshop:** Kentucky will be the first state to host a workshop featuring an update to the watershed work initiated by *A Nation Deceived: How Schools Hold Back America's Brightest Students*. *A Nation Deceived* informed us of research-based practices for challenging academically talented youth. *A Nation Empowered* tells the story of how well we have applied what we have learned. Learn the current research on acceleration, how that information can be applied to educational policy, and how you can use the findings to make decisions for your brightest students. **Fall Workshop attendees will receive a copy of *A Nation Empowered* and interact with the lead editor.**

Register online at [www.kagegifted.org/fall2015](http://www.kagegifted.org/fall2015)

ALL EVENTS ARE AT THE EMBASSY SUITES - LEXINGTON

Name \_\_\_\_\_

Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Work Phone \_\_\_\_\_ Home Phone \_\_\_\_\_

Email \_\_\_\_\_

School District \_\_\_\_\_ County of Residence \_\_\_\_\_

Your role: ☐ Gifted Coordinator ☐ Teacher ☐ Resource Teacher ☐ Counselor ☐ Administrator ☐ Parent

Your focus: ☐ Elementary ☐ Middle School ☐ High School ☐ University ☐ Other: \_\_\_\_\_

☐ Attending the Issues for Leaders workshop September 28 **AND** the KAGE Fall Workshop September 29

☐ \$175, current KAGE member

☐ \$205, not a current member (complimentary membership included) or renewing membership

☐ Attending **ONLY** the KAGE Fall workshop on September 29

☐ \$165, current KAGE member

☐ \$195, not a current member (complimentary membership included) or renewing membership

**Registration to the above includes breakfast and lunch each day, and a copy of *A Nation Empowered: Evidence Trumps the Excuses Holding Back America's Brightest Students*.**

☐ \$30, Attending just the Issues for Leaders workshop on September 28.

Registration includes just breakfast and lunch; does not include a copy of the book.

Total \$ \_\_\_\_\_ PO # \_\_\_\_\_ Check # \_\_\_\_\_

- Credit card payment is available for online registrations - [kagegifted.org/fall2015](http://kagegifted.org/fall2015)
- Send registration and check or PO, payable to KAGE, P.O. Box 9610, Bowling Green, KY 42102-9610, or fax 270.745.6279.
- No refunds - substitutes will be accepted. We regret there can be no refunds in the event of inclement weather.
- Continental breakfast and lunch are included. Let us know of any dietary concerns.
- **CONFIRMATION EMAILS ARE SENT TO ALL REGISTRANTS.** If you do not receive a confirmation email, please contact the KAGE office before you come to the workshop!

**HOTEL INFORMATION:** Contact the Embassy Suites, 1801 Newtown Pike, Lexington, KY at 859.455.5000. Ask for the Kentucky Association for Gifted Education rate when making your reservation. **CUT-OFF DATE FOR KAGE RATE IS SEPTEMBER 13, 2015.**

**EILA  
CREDIT  
AVAILABLE**

[www.kagegifted.org/fall2015](http://www.kagegifted.org/fall2015)

[www.kagegifted.org/fall2015](http://www.kagegifted.org/fall2015) for more information, including online registration & updates  
KAGE • [kage@wku.edu](mailto:kage@wku.edu) • [kagegifted.org](http://kagegifted.org) • 270.745.4301 • fax: 270.745.6279



# Fall Workshop Information for Parents

## AN EVENING FOR PARENTS

**MONDAY, SEPTEMBER 28, 2015**

7:00 - 8:30 pm (EDT)

EMBASSY SUITES,

1801 Newtown Pike, Lexington, KY

### ACADEMIC ACCELERATION 101:

What do Parents Need to Know  
with  
Susan Assouline, Ph.D.

co-sponsored by LexKAGE

*Join Dr. Susan Assouline in a special evening for parents of gifted children. Dr. Assouline will address the "Top 10" reasons to advocate for acceleration in your child's school. She will discuss the role of parents, and highlight, through vignettes, some of the topics that arise when discussing the prospect of acceleration.*

#### PARENT NIGHT REGISTRATION IS:

**FREE** for current KAGE members! (KAGE is the state advocacy organization for gifted children.)  
**\$30** for non-members (includes a complimentary yearly KAGE membership). Membership allows you to also attend the 2016 KAGE Annual Conference Evening for Parents for free and to receive UPDATE, the KAGE newsletter.)

If you have questions about your KAGE membership, contact the KAGE office at [kage@wku.edu](mailto:kage@wku.edu) or 270.745.6301.

*Also...*

**Reduced Fees for Parents** at the KAGE Fall Workshop 2015 on Tuesday, September 29, 2015. See page three for more information about the Fall Workshop program with Dr. Assouline.

**IF YOU WOULD LIKE TO ATTEND THE FALL WORKSHOP ON SEPTEMBER 29**, KAGE is offering a special opportunity. Fees for the KAGE 2015 Fall Workshop on Tuesday, September 29 will be cut in half for parents and guardians of gifted children! Two people can attend for the price of one! (Please note: you may not be a certified employee of any educational system to take advantage of this offer.) For more information, **contact the KAGE office at [kage@wku.edu](mailto:kage@wku.edu) or 270.745.4301.**



### Meet the Speaker:

Susan Assouline is the director of the University of Iowa Belin-Blank Center and a professor of school psychology at the University of Iowa. She is especially interested in academically talented elementary students and is a leading expert on the decision-making process for acceleration, having consulted on several hundred acceleration cases. She is the lead editor/author (with Nicholas Colangelo, Joyce VanTassel-Baska, and Ann Lupkowski Shoplik) of *A Nation Empowered: Evidence Trumps Excuses Holding Back America's Brightest Students*, which is the recently released update to the 2004 watershed publication, *A Nation Deceived: How Schools Hold Back America's Brightest Students*.

# Creative Underachievers:

## CHILDREN WHO ARE TOO OUT-OF-THE-BOX

By Sylvia Rimm



Educators in the field of gifted education attempt to not only accelerate curriculum for their students, but also to encourage and expand their critical and creative thinking. They often explain this creative approach to students as out of the box thinking. The box is an effective analogy to help children understand how to shift their thinking and learning styles toward taking initiative and becoming more original, questioning and imaginative.

As a psychologist who specializes in gifted children, I sometimes work with students who do indeed enjoy learning and working out of the box, but struggle with in the box assignments, even when they are at appropriate challenge levels. They say things like, "I would enjoy math if 6 plus 4 could equal something different each time, but we always have to put down the same exact answer. It's boring." These children often have uneven abilities (2008), so that while they may enjoy talking, they prefer to write little, and specifically find repetitive study unpleasant, even when it is helpful for their mastery of information. Many children underachieve in school.

Underachieving children are not always creative, and creative children are not always underachievers. However, an alarming number of highly creative children do not achieve to their abilities in school. Parents of those highly creative children frequently conclude with a certain amount of pride that "their children have always seemed to march to the beat of different drummers." Here's a case example [pseudonym used]:

Jack's parents brought him to me in first grade after his teacher referred him for Special Education. She could not motivate him to even attempt his reading workbook assignments, although she recognized that he was an excellent reader. He repeatedly explained that "workbooks were too boring" for him and refused to do them. He had also explained his boredom problem to his father, who had told him he should do his work but also added that, "School hadn't been creative enough for him, either." Unfortunately, Jack heard his father's message as support for his wish not to do "boring" workbooks and continued to defy his teacher.

Jack's IQ score was 138 and his GIFT (Group Inventory for Finding Creative Talent) (Rimm, 1976) creativity score was 99th percentile. Reading and math scores were also 99th percentile. Jack loved reading, talking, and computers, but did not like writing and hated repetitious work.

A combination of parent support for teacher direction, explanations to Jack of the rationale of importance for the work, curriculum changes that provided more challenge, and teacher rewards for accomplishment of the more arduous and boring tasks of writing quickly reversed Jack's primary grade underachievement. Jack continued to see me in therapy occasionally throughout his school years. His creative needs were always crucial to him, but he also learned to work "within-the-box" when required. He became an excellent student and adjusted well socially.

In college, Jack first majored in physics and then changed his major to computer science, but adventure and creativity were always important in identifying his career goals. He completed a nature-video photography Master's degree program specifically based on his science undergraduate major. Today, Jack is an Emmy Award winning nature photographer who works both in and out-of-the-box to make video productions available on the Discovery Channel, National Geographic, and other media formats. He continues to "march to the beat of a different drummer," earns a good living, and makes a positive contribution to society.

Both creative achievers and underachievers have been given early messages about the importance of creativity by at least one parent. The messages come most simply from the praise given to them for their creative ideas, talk, actions and/or products. They learn that when they do something unusual or if they have a funny or different idea, it brings them positive attention. Creative thinking becomes a personal motivational goal, which won't necessarily lead to underachievement if home and school environments cooperate to foster the creative process. They identify themselves as creative people, and they feel creativity as a crucial part of their persona.

An early indicator of a potential problem will appear in the differential valuing of the child's creativity or escape behavior by two parents. If one parent defends the child's behaviors as creative, and the other parent views the creativity as opposition or avoidance of responsibility, the seeds of underachievement can be planted.

### Early Telltale Signs

At the elementary school level, these creative children may be seen as achievers, although the telltale signs of creative opposition are sometimes already visible as they were with

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Jack. They often voice complaints about boring math facts or workbooks, teachers who don't like them or arguments they win with teachers! Sometimes, caring parents ally with them against a teacher, ask for less busywork, or request unnecessary extensions or assignments. Parent conversations with other adults that take place within children's hearing (referential speaking) about the lack of creativity in schools, the inadequacy of teachers, or the invidious comparison of routine schoolwork with the more creative, out-of-school activities in sports, drama, or music add to the opposition problem. One parent typically blames the school, teacher, or other parent for the child's occasional (at first) irresponsibility.

**There is a precarious balance between creativity and oppositionality. Creative children often feel so internally pressured to be creative that they define their personal creativity only as nonconformity.**

this struggle are the seeds of the pattern of determined and oppositional nonconformity. The child has begun the march to the beat of an ever different drummer.

#### **Pressures Creative Adolescents Face**

Creative young people are faced with paradoxical pressures. Their now internalized value system says to "be creative." They translate that to mean "don't conform." Achievement in school requires considerable conformity. Peers also demand conformity for acceptance. Conforming to teachers or friends seems antithetical to these children's wishes to be creative or different. During the early adolescent years, creative underachievers can become quite unhappy and often feel unappreciated by parents, teachers, and peers alike.

By high school, opposition is firmly entrenched and has become a way of life. While the parents refer to the problem as adolescent rebellion, the teen considers him or herself as only independent and different. The opposition that began as an alliance between parents or one parent against a teacher, has expanded to become opposition against one or both parents and any number of teachers. Sometimes, the adolescent will be successful in getting Mom on his/her side against Dad or vice versa. Either

or both parents may share in their protest against the school. The most likely alliance group of all, however, will be an oppositional peer group, preferably one that identifies itself as "different." The creative underachiever can finally find acceptance by friends who value, most of all, nonconformity and opposition. Even within that peer group, Creative Chris both struggles with and revels in being "the most different." Grades are often poor, assignments are missing, and disorganization plagues the creative underachiever. Mood swings are common, as they feel intense successes and failures. Some search out drugs, which enhance their excitement about feeling different.

#### **What Parents and Teachers can do to Help Creative Underachievers**

Ideal home and school environments that foster both creativity and achievement include parents and teachers who value creativity within the limits of reasonable conformity. Children are praised and encouraged to work hard, but also for their unusual and critical thinking and production. The creative thinking does not become a device or a manipulation for avoidance of academic or home responsibilities, even when they are not as exciting. If, in any way, creativity takes on a ritualized position of regularly avoiding parents' requirements or the school's expectations, creativity becomes used as "an easy way out" for avoidance of responsibility and achievement. Here are some recommendations for parents and teachers for the prevention and reversal of underachievement in creative children:

- ***As a parent, don't, if at all possible, ally with children against a parent or teacher in the name of creativity.*** Parents should communicate their concerns to the other parent or the teacher, but it must be done respectfully so the children are not overempowered to avoid home or school expectations.
- ***Encourage creative children to be productively engaged in at least one area of creative expression, and help them to find audiences for their performances.*** Children that are happily and productively involved in creative areas are less likely to use their energy to fight authority. Whether their choice of creative expression is art, drama, music, or science, a creative outlet frees them of some of their internalized pressures to be nonconformists in other areas.
- ***Be sure not to permit children to use their creative outlet as a means of evading academic assignments.*** Demanding music practice or impending art show deadlines are reasons for flexibility in academic requirements but not excuses for avoidance of responsibility.
- ***Don't label one child in the family "the creative child."*** It causes that child to feel pressured to be most creative and causes other siblings to believe that creativity is not possible for them at all.

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- **Find appropriate models and mentors in areas of children's creativity.** Creative children, particularly in adolescence, too easily discover inappropriate models that may also be creative underachievers. Appropriate models should share their creative talent area, but must also give messages of responsibility, self-discipline, hard work and reasonable conformity. Mentors should be achieving, creative people that work both "in-and-out-of-the-box."
- **Find a peer environment that combines creativity and achievement.** Creative children need to feel comfortably accepted by other achieving and creative young people. Gifted resource programs frequently provide a haven for creative underachievers. Many summer opportunities provide excellent creative outlets.
- **Encourage intrinsic motivation while also teaching competition.** Children should learn to enjoy the creative process for the joy and satisfaction of their personal involvement. However, they should not be permitted to entirely avoid the competitive arena. They should experience a balance of winning and losing to build confidence and resilience.
- **Use creative strengths to build up weaknesses.** Children don't have to be equally strong in all areas, but they do have to accomplish, at least minimally, in school-required subjects so that they don't close educational doors for themselves. Artists who don't like math or creative writers who don't like memory work can use their creative strengths as a means of adjusting to their weaknesses. Artistic or unique folders, assignment notebooks, or technology may help the non-mathematician remember to do assignments, particularly if the artist is encouraged to share these artistic creations with peers. Creative children can often find their own solutions to dealing with their weaknesses, and some flexibility and encouragement on the part of teachers will foster creative solutions for creative children.
- **Avoid confrontations, particularly if you can't control the outcomes.** This is not an excuse to avoid firmness and reasonable consequences, but it is a warning to prevent overreaction, overpunishments, and the continuous struggles and battles that often plague creative adolescents' environments. Modeling and sharing positive work and play experiences can keep parents, teachers and children in an alliance.
- **Help creative adolescents to plan a creative future.** Though they are underachievers at this time, it's most critical that they understand that most creative careers are open only to achievers. If they're unwilling to compromise and conform to reasonable requirements, they're likely to close doors to future creative opportunities.

There is a precarious balance between creativity and oppositionality. Creative children often feel so internally pressured to be creative that they define their personal creativity only as nonconformity. If they're unwilling to conform at least minimally, they risk losing the opportunities to develop their unique talents. If parents and teachers don't encourage avoidance of responsibility in the name of creativity, creative children can channel their important talent toward productive contributions, feel better about themselves, and share their creative contributions with society.

**Creative thinking becomes a personal motivational goal, which won't necessarily lead to underachievement if home and school environments cooperate to foster the creative process.**

#### References:

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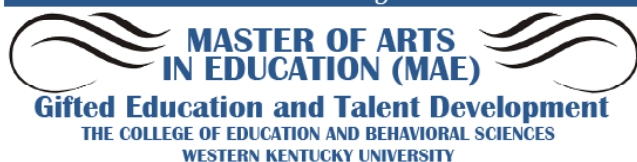
#### About the Author:

Sylvia Rimm, PhD, is a psychologist who directs the Family Achievement Clinic in Ohio and specializes in working with gifted children. She is also a clinical professor at Case School of Medicine. Dr. Rimm speaks and publishes internationally on parenting, giftedness, creativity, and underachievement. Among her many books are *Education of the Gifted and Talented*, *How to Parent So Children Will Learn*, *Keys to Parenting the Gifted Child*, and *Jane Wins Again*. Dr. Rimm was a longtime contributor to *The Today Show*, hosted *Family Talk* on public radio nationally, and served on the Board of Directors of the National Association for Gifted Children. She has received many awards for her lifetime contributions to gifted children.

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# NEW MASTER'S DEGREE IN GIFTED EDUCATION at WKU

Announcing



There are two pathways for the MAE

pathway 1

leads to certification and includes advanced coursework (18 graduate hours) in gifted education and talent development

pathway 2

leads to a research focus and includes advanced coursework (21 graduate hours) in gifted education and talent development.

The MAE in Gifted Education and Talent Development is offered primarily online. Exceptions include the practicum and requests for face-to-face instruction for cohort groups.

Western Kentucky University is home to The Center for Gifted Studies and The Carol Martin Gatton Academy of Mathematics and Science in Kentucky. WKU hosts the headquarters of the World Council for Gifted and Talented Children and the Kentucky Association for Gifted Education.

**GETTING  
STARTED**

Contact the WKU Graduate School at

- [graduate.school@wku.edu](mailto:graduate.school@wku.edu)
- <https://www.wku.edu/graduate/>
- 270.745.6950

**FOR  
INFORMATION  
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DR. JULIA LINK ROBERTS

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270.745.6323

or go to <http://www.wku.edu/ste/>



The College of Education and Behavioral Sciences at Western Kentucky University now offers the MAE in Gifted Education and Talent Development. The MAE has two pathways – one leading to certification and the other with a research focus. The pathway leading to certification (Rank II and Gifted Endorsement) includes 18 graduate hours in gifted education and talent development. The pathway with a research focus has 21 graduate hours in gifted education and talent development. If an individual already has earned a master's degree, the second pathway can be taken to earn a Rank I.

Dr. Julia Roberts, Dr. Janet Tassell, and Dr. Toni Syzmanski will teach the courses leading to the MAE in Gifted Education and Talent Development. Courses will be online with the exception of the practicum. Schools or school districts can request that face-to-face teaching be offered for cohorts. WKU has offered the 12 graduate hours leading to the gifted endorsement annually since 1984.

For more information contact Dr. Julia Link Roberts at [julia.roberts@wku.edu](mailto:julia.roberts@wku.edu), 270.745.6323 or <http://www.wku.edu/ste>.

## Resources on the Creatively Gifted - a sampling

### Books

- *Fostering Creativity in Gifted Students* (The Practical Strategies in Gifted Education Series), by Bonnie Cramond, Ph.D., Frances Karnes, Ph.D., and Kristen Stephens, Ph.D. [www.prufrock.com/](http://www.prufrock.com/)
- *Raising Creative Kids*, Susan Daniels, Ph.D. and Daniel Peters, Ph.D. 2013. Great Potential Press

### Articles

- *Creating Creative Children*, Lisa Van Gemerts <http://www.giftedguru.com/wp-content/uploads/2014/05/August-Bulletin-creativity.pdf>
- *High Achiever, Gifted Learner, Creative Thinker*, by Dr. Bertie Kingore: [www.bertiekingore.com/high-gt-create.htm](http://www.bertiekingore.com/high-gt-create.htm)

### Journals

- Creativity issue (March/ April 2015), *Parenting for High Potential* (limited time access to non-members) [www.nagc.org/nurturing-creativity](http://www.nagc.org/nurturing-creativity)
- *Creative Kids Magazine: The National Voice for Kids* - Prufrock Press [www.prufrock.com](http://www.prufrock.com)

### Center

- Paul E. Torrance Center on Creativity - [coe.uga.edu/directory/units/torrance-center](http://coe.uga.edu/directory/units/torrance-center)

### Websites

- *The Creativity Post*: Quality content on creativity, innovation and imagination - [www.creativitypost.com/about](http://www.creativitypost.com/about)
- National Association for Gifted Children (NAGC) Creativity Network Special Interest Group: [www.nagc.org/get-involved/nagc-networks-and-special-interest-groups/networks-creativity](http://www.nagc.org/get-involved/nagc-networks-and-special-interest-groups/networks-creativity)

SEE THE KAGE WEBPAGE MEMBERS ONLY SECTION FOR ADDITIONAL  
RESOURCES ON CREATIVITY - [WWW.KAGEGIFTED.ORG](http://WWW.KAGEGIFTED.ORG)



Teachers play an important role as facilitators of their students' creativity (Cropley, 1994; Fishkin, Cramond & Olszewski-Kubilius, 1999; Runco, 1990; Sak, 2004; Sternberg, 1999). Cropley's model of teachers' behaviours, that are necessary to foster students' creativity in the classroom, includes three aspects: teacher as role model, a class atmosphere that fosters positive risk taking, and instructional activities that foster and reward creativity.

Can creativity be enhanced? The best answer is yes. Runco and Plucker (1999) conclude that "efforts to enhance creativity will not expand one's inborn potential but can ensure that potential is maximized" (p. 670). According to Sternberg (1999), teachers can use the following methods to foster creativity in gifted students:

- Serve as a role model for creativity.
- Encourage questioning of assumptions.
- Allow mistakes.
- Encourage sensible risk taking.
- Design creative assignments and assessments.
- Let students define problems themselves.
- Reward creative ideas and products.
- Allow time to think creatively.
- Encourage tolerance of ambiguity.
- Point out that creative thinkers do face obstacles.
- Be willing to grow.
- Recognise that creative thinkers need to find nurturing environments.



There are many **instructional strategies** that teachers can use to address some or all of the aspects on Sternberg's list such as SCAMPER, Creative Problem Solving (CPS), Object Analogy, Attribute Listing, Brainstorming and Synectics.

### Concluding Thoughts

Creativity can be used as a means of enriching any content area. Given its ability to empower gifted learners to tap into new realms of thinking, creativity needs to be given a front row seat in the classroom, rather than relegated to a dark spot in the back corner.

So, what else can be done in the classroom to encourage **the use of the creative processes in any content area?**

- First, teach the content as action. We learn new knowledge by doing rather than by passively listening. In the content areas, use real-world problems and have students work as a practicing professional would in that field.

- Outcomes, content, process, product and learning environment must all interact. One cannot be missing or be taught in isolation.
- Ditch the cookbook activities. Have students read essays, biographies, and autobiographies of prominent people in the field, paying close attention to the process by which they sought solutions, not just who they were and what they discovered.
- Invite professionals to talk about the processes they use to solve real problems.
- Help students with high ability and interest in content areas to find mentors in their areas of interest.

Given its ability to empower gifted learners to tap into new realms of thinking, creativity needs to be given a front row seat in the classroom, rather than relegated to a dark spot in the back corner.

In order to foster creativity students need to deal with complexity, ambiguity, puzzling experiences, uncertainty and imperfection (Runco & Albert, 1986).

Creativity needs to be infused in all content areas and educational experiences. Dixon and Moon (2006) offer the following 10 ideas to infuse creativity into the curriculum:

1. Look for places in the curriculum to encourage flexibility, fluency, originality and elaboration.
2. Teach conceptually.
3. Use open-ended activities and assignments.
4. Help students be tolerant of ambiguity.
5. Allow and encourage out-of-the-box thinking.
6. Include a design assignment in every subject.
7. Teach creative strategies such as SCAMPER.
8. Include the study of creative individuals in all content areas.
9. Value creativity as a teacher and encourage students to value it also.
10. Understand that creativity is a continuum and there are varying degrees of creativity.

**Please remember:  
Mistakes equal learning  
and each "no" brings you  
closer to a "yes".  
Creativity isn't a single  
light bulb;  
it is a lot of little flashes!**

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continued on page 10

**If you are a new G/T teacher –  
If you are an experienced G/T teacher –  
If you are an educator interested in learning more about gifted students –**

## **THE UPDATE ON GIFTED EDUCATION WORKSHOP is for you!**

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*Unleashing Creativity continued from page 9*

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of developing creative thinking in our children. Lisa Van Gemert (2014) in her article *Creating Creative Children* argues: "For those parenting children of high intelligence, encouraging originality may be just as important as nurturing cognitive growth because creativity is not a fixed commodity. It can be taught, and it can be learned" (p. 19). (The article is available here: [www.giftedguru.com/wp-content/uploads/2014/05/August-Bulletin-creativity.pdf](http://www.giftedguru.com/wp-content/uploads/2014/05/August-Bulletin-creativity.pdf)).

We have included several thought-provoking articles on creativity in this issue. Mr. Manoj Chandra Handa explores the difference between productive and reproductive thinking in his *Unleashing Creativity Among Gifted Students*. He also describes ways for parents and educators to foster creativity in their students. Dr. Sylvia Rimm's article *Creative Underachievers: Children Who Are Too Out-of-the-Box* provides information on how to determine if your child is a creative underachiever and discusses specific ways help your child. Also included is a sampling of resources on the creatively gifted with a more extensive list included on our website. I hope this encourages you to get creative about creativity!

Be sure to go to our web page ([www.kagegifted.org/](http://www.kagegifted.org/)) and join us on Facebook ([www.facebook.com/KAGEgifted](http://www.facebook.com/KAGEgifted)) to get the latest information about gifted education in Kentucky.

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