



## **BREAKOUT SESSIONS WEDNESDAY, JUNE 19, 10:00 A.M.-11:00 A.M.**

### **When Profoundly Gifted Looks Like Something Else**

Profoundly gifted students look very different in the classroom, and may send teachers running to their special education assessment staff. Hear from special education assessors about characteristics of profoundly gifted students, and which characteristics overlap with students with disorders.

Johanna Olson and Leigh Kent, Spring ISD

### **Practical Strategies for Engaging the Gifted ELL: A Hands-On Focused Session**

Engage the EL learner using experiential activities framed around the TAGT award-winning Ancient Egypt: Gift of the Nile unit. This focused session targets gifted EL students in understanding abstract concepts utilizing critical reasoning skills while promoting interdisciplinary connections to support and develop high ability skills via research-based models.

Davia Madariaga, Allen ISD

### **Using Ability Tests to Identify Gifted and Talented English Learners**

Too often, ELL students are given limited screening for gifted/talented needs. However, modifications to common assessments (including verbal reasoning) and simple data processing can allow schools to identify ELL students for G/T needs. This session offers hands-on practice using these methods and a discussion of appropriate services for gifted ELLs.

Joni Lakin, Auburn University

### **Factors for Post-Secondary Success in Twice Exceptional Learners**

Discover key factors for post-secondary success in 2E Learners and investigate early strategies to build the skills and scaffolded experiences that will contribute to academic and vocational success in 2E adults. Explore best practices and potential pitfalls through stories and experiences of professionals with over 20 years combined experience.

Kati Strong, College Living Experience, and Marie Ostermeier, Austin Community College

### **Critical Thinking: The Secret for Classroom Management**

Student learning is the ultimate goal in education, but we also know that learning can't occur without effective classroom management. What if you could foster critical thinking in your approach to classroom management? Walk away from this session with practical tips and strategies to leverage critical thinking within behavior management.

Colin Seale, thinkLaw

*Note. Session times are not final. Additional sessions may be added to conference schedule.*



## **BREAKOUT SESSIONS WEDNESDAY, JUNE 19, 11:15 A.M.-12:15 P.M.**

### **Building Bridges: Adapting the GT Landscape for Gifted ELs to Thrive**

How are current identification structures, misunderstandings about gifted traits, and our own inherent biases creating a landscape preventing gifted ELLs from thriving in our GT programs? Discover the most recent research on gifted ELLs and explore pragmatic ways to create bridges for ELLs while discussing a real case study.

Justin Vawter and Benjamin Koch, NuMinds Enrichment

### **Avoiding the Amygdala Blowout: Real Stories and Strategies**

Gifted children with learning differences often experience slower processing speeds and executive functioning weaknesses impacting home, school, and social interactions. Understanding these processes can alleviate the frustration parents, teachers, and students experience. Participants will be inspired by real life stories and leave with practical strategies to implement with 2E students.

Debbie Ripchick and Christine Chien, Consultants

### **GT/ADHD: If I'm So Smart, Why Do I \_\_\_\_\_?**

Learn how to address the dual needs of those who are twice exceptional (gifted with Attention Deficit Hyperactivity Disorder, ADHD). Addressing the dual needs of both exceptionalities is essential to maximizing the potential of these students. Classroom suggestions will be provided.

Debbie Troxclair, Lamar University

### **Being Gifted, Black, and Female at Predominantly White Schools: Examining the Counter-Narratives of Gifted Black Girls**

In this session, participants will be invited to explore the findings from a narrative inquiry study that examined, through a Critical Race Theory lens, the academic experiences of gifted Black female adolescents attending predominantly White schools. Participants will brainstorm ways to apply recommendations yielded from the study's findings in practice.

Oriana Johnson Leach, Duke University Talent Identification Program

### **Gifted and Talented Through the RtI Framework**

Is building equity a priority in your program? Are you short on space and time to meet student needs? We will discuss the ideas and research behind the RtI model and GT and what works. Come join us as we charter new territory with RtI, equity, and push-in for all!

Annah Stark and Kelly Gendreau, Chapel Hill Academy

### **Having Opportunities Promotes Excellence: The HOPE Scale**

Identifying traditionally underserved populations has long plagued gifted education. Participants will review the HOPE Scale, an 11-item research-based scale that has been found to increase identification of students from all income and ethnic groups for gifted programs and helps to focus teachers on the academic and social aspects of giftedness.

Matthew Fugate, University of Houston-Downtown

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## **BREAKOUT SESSIONS WEDNESDAY, JUNE 19, 3:30 P.M.-4:30 P.M.**

### **Gifted/Talented & LGBTQ: Best Practices for Support**

A 2017 school climate survey shows seven in ten Texas students were harassed based on their sexual orientation and over six in ten because of their gender identity. Explore best practices on supporting GT students who are also LGBTQ and see successful examples implemented in Dallas schools.

Rafael McDonnell, Resource Center, and Shannon Elliott, Fort Worth ISD

### **Raising the Bar: Teaching ELs with Depth and Complexity**

Discover how to increase the rigor of instruction and provide ELs with the opportunity to exhibit in-depth, complex thinking while also increasing achievement and proficiency in English. Using Sandra Kaplan's model of Depth and Complexity enables educators to better identify and serve gifted ELs.

Marcy Voss, Independent Consultant

### **Examining the Social-Emotional Needs of Twice-Exceptional Students**

This session focuses on the understanding of the unique social and emotional needs of twice-exceptional students. Participants will explore characteristics of this gifted population and their needs, developmental traits, and vulnerabilities. Additionally, an introduction to current educational approaches and guidance will be discussed.

Matthew Fugate, University of Houston-Downtown

### **Valuing Diverse Cultural Capital: Strategies for Classroom Community-Building**

Educators will examine the necessity of uncovering, understanding, and valuing the cultural capital that students from diverse backgrounds bring to the classroom. Learn self-reflective strategies for dismantling deficit thinking and for engaging students in authentic content-related explorations of culture.

Jessica Ottwein, University of North Texas

### **Effectively Using the Texas State Plan for Equity**

Walk through the Texas State Plan for equity in gifted/talented education. Participants will use various strategies to find and analyze the data for equity in special populations, gender and ethnicity. Participants will consider strategies to achieve program equity in identification and program services.

Monica Brewer, Texas Education Agency

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## **BREAKOUT SESSIONS THURSDAY, JUNE 20, 8:00 A.M.-9:00 A.M.**

### **Identifying and Serving Gifted English Learners: Research Base and TEA Supports**

English learners may also qualify for GT services. The TEA is committed to supporting equitable identification and servicing of gifted English learners. Come learn what research says regarding these students. Participants will have the opportunity to give input on the development of tools and resources for this underserved population.

Amy Johnson, Texas Education Agency

### **Considerations for Gifted Students With ADHD**

Students may be both gifted and have ADHD. ADHD is characterized by challenges with executive functioning skills such as organization, planning and time management. Also, students with ADHD often have challenges with social interactions. Implications of the disorder will be explored as it relates to programming for gifted students.

Anise Flowers, Pearson Clinical Assessment

### **10 Strategies for Teaching Social and Emotional Skills**

Explore 10 strategies for succeeding in the classroom with gifted plus students. Discover how psychology informs methods for teaching which are integral to the social and emotional growth of students. Dive deep into how changing your approach can impact learning for all students and build trusting relationships.

Jeanette Salinas, The Journey School of Houston

### **Increasing Participation Among Low-SES Students**

Low-SES doesn't mean that students are not G/T! Learn practical strategies that administrators and teachers can use to cultivate student abilities and identify potential. Presented by a principal who increased students identified as G/T at a low-SES campus by 50% over four years, this session focuses on closing the gap.

Cathy White, Leander ISD

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## **BREAKOUT SESSIONS THURSDAY, JUNE 20, 9:30 A.M.-10:30 A.M.**

### **The Military Connected Child and Gifted and Talented Program Services**

Military connected children typically move 6 to 9 times during their K-12th education experience leading to disruptions in education program services. The Interstate Compact for Military Children ensures the continuity of educational program services as students transition in and out of public schools. Abby Rodriguez and Monica Brewer, Texas Education Agency

### **Blended Learning for Diverse Populations in Gifted**

During this session, participants will learn how to incorporate Blended Learning activities for diverse Gifted populations, specifically English Learners and Twice-exceptional students on the elementary and secondary level. We will also include ways to ensure Culturally Responsive teaching practices are reflected within lesson planning for Gifted students through Blended Learning. Javetta Jones-Roberson, Birdville ISD

### **Dyslexia and Giftedness: Making Sense of This Unique Combination**

Dyslexia and giftedness coexist. Gifted identification may never happen, because the dyslexia is seen before giftedness; or the child is identified, but services are delayed since the child is masking a disability. Learn how to identify along with strategies that can be placed in any classroom, including the GT one.

Michelle Vignon, Edgewood Independent School District

### **Creating a Culturally Responsive Gifted Classroom**

With the right tools, creating a culturally responsive gifted classroom is easily within reach. During this interactive time together, we will explore the research-based elements of culturally responsive gifted learning environments, investigate a framework for culturally responsive lessons, and develop concrete next steps for implementation.

Robin Greene, Denver Public Schools

### **Bridging Social-Emotional Learning and G/T Programming with Innovative Application of Tech Resources**

Social/Emotional learning (SEL) is a complicated but necessary component of G/T programming. G/T students have unique SEL needs and students should retain their identity and communicate their vision in curriculum. Come explore tech tools that serve as bridge between the voice of our students and academic goals for students.

Rolando Ruvalcaba and Claudia Vargas-Ramirez, ESC-20

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