

Help! Now What?!

Information and Resources Available through the Public Libraries of New Zealand for Parents of Gifted Children.

By Robyn Wilson

A Personal Perspective

I joined the Auckland Branch of the NZAGC (Explorers) in 1990, and became a life member in 2003. Their support was invaluable in bringing up my son, whom others perceived to be a rather eccentric child. At a national level I ran the N.Z.A.G.C. library for many years. Part of the librarian role involved advising parents on which books to read, which organisations would suit their needs, and how to interact with schools in a positive and beneficial manner. I see this selective annotated bibliography (originally submitted to meet the requirements of a Masters in Library and Information Studies) as an extension to, and formal statement of, my many years of work helping parents to understand and raise their gifted children.

Introduction

The purpose of this annotated bibliography is to identify readings which parents of gifted children can utilise in raising their children. In my experience parents need help to define their information requirements regarding their gifted children, and to find out which resources are available to them. There is a raft of information available in book form and online. The problem is not so much access; rather it is in navigating through the seemingly limitless information available in order to determine what is reputable, practical, and appropriate for a specific child at a particular stage of development. In light of this, provided here is a range of books, websites and journals available through the various public libraries of New Zealand for parents of gifted children to consult.

Education

Cathcart, R. (1994). *They're Not Bringing My Brain Out: Introducing the Reach Model for Working with Children with Exceptional Abilities*. Reach Publications, Auckland, New Zealand. 289pgs. ISBN 047-303-154-x.

Rosemary Cathcart presents her REACH model for teaching children with exceptional abilities. While books for teachers of gifted children are outside of the scope of this work, '*They're Not Bringing My Brain Out*' is included because of its specific New Zealand model and references. Parents should read Section I for a good overall picture of what giftedness is, its history, enrichment and acceleration. Information contained in Section V is useful for parents from minority cultures and parents of children with learning difficulties. Reading the entire book is encouraged as it gives parents who are new to the schooling system an idea of the range of issues and procedures which gifted children encounter and a general overview of how the New Zealand classroom is intended to work.

Use of cartoons, photographs and different formats make this book easy to digest. The appendix contains many useful items which parents might find useful to share with their child's teachers. The selective bibliography and index are also useful. Rosemary Cathcart is the Director of the George Parkyn Centre for Gifted Education, NZ and an education advisor for the New Zealand Association for Gifted Children.

Hames, M. (2002). *The Crisis in New Zealand Schools* (1st edition of book, ed.): Dunmore Printing Company: Palmerston North, New Zealand. 204pgs. ISBN 086-469-410-5.

With a mixture of humor and critical analysis, Hames discusses the crisis in our schools regarding falling standards, production of non-thinking students and the impact of N.C.E.A (National Certificate in Educational Achievement). Hame draws attention to issues surrounding the new N.C.E.A. system and discusses the problems which arise from implementation, such as:

- teachers as mere facilitators of learning
- children discuss to learn but are not corrected if wrong
- the knowledge which students are expected to know and acquire is not stated in the curriculum
- a retreat from knowledge seriously affects low socio-economic groups whose parents are not always able to help with homework

- the "dumbing down" of the curriculum
- the utilisation of ideas from overseas which are proven not to work.

Good use is made of bullet points and subheadings to make information easily accessible to the reader. Extensive notes to chapters are supplied along with a bibliography and an index, while the conclusion sends a clear message to the Minister of Education. Hames has degrees in economics and philosophy, this, combined with his experience as economic advisor to Ruth Richardson and three years with parliamentary staff, makes him feel well qualified to discuss the crisis in our schools.

Henderson, P. (2003). *Vying for Our Children; the Ideological Struggle for Hearts and Minds*. Maxim Institute, Auckland, New Zealand. 221pgs. ISBN 047-309-580-7.

For parents interested in educational issues and how school curricula is developed, this is a must read. Paul Henderson critically analyses the curricula and their underlying philosophies. He claims that traditional values in schooling have been replaced by economic reduction, transient fashions, social engineering and neo-Marxism. Henderson concludes this book with a set of six recommendations whilst also acknowledging the thought and labour that has gone into the current curricula. He believes 'they are too ideologically constrained to benefit our children'. This weighty philosophical academic text is extremely thought provoking.

Good use is made of white space, diagrams and quotes indented with references in italics incorporated within the text. A full bibliography is included along with an index and detailed notes regarding references in chapters. Currently employed by the Maxim Institute as a writer and researcher, Paul Henderson holds degrees from Aberdeen and Cambridge universities, England.

Hendy-Harris, J. (1983). *Putting the Joy Back into Egypt: An Experiment in Education*: Hodder and Stoughton, Auckland, New Zealand. 277pgs ISBN 034-034-813-5.

The Hendy-Harris family would appear to be one of an early group of families who chose to homeschool their children, not for religious or isolation factors, but rather because the state schooling system was failing their children. Jean Hendy-Harris takes us through ten years of home schooling, starting from the time she realized that her children were being psychologically affected by the state system of education. There follows a thoroughly absorbing tale of struggle, gradual relaxing into home schooling and some alternative methods which have worked rather well. Jean tells of failures, gaps in the children's general knowledge and having to cope constantly with the awful question, "Yes, but how will the children socialise?". This appears to be the main sticking point for 'outsiders'. The book goes on to explain how she overcame all issues and brought up happy, successful children. Overall, this is a well written and informative text, giving potential and current home schooling parents a positive, practical insight on her 'experiment in education'.

As this text is not a piece of academic writing, but a factual report of an educational experience, there are no bibliographic references or index provided for the reader. There is a contents page and photographs of the children at work and play. Examples of the children's work and illustrations of the author's methods and ideas regarding teaching children different subjects such as music and reading are also included.

Hood, D. (1998). *Our Secondary Schools Don't Work Anymore: Why and How New Zealand Schooling Must Change for the 21st Century*: Profile Books, Auckland, New Zealand. 154pgs. ISBN 095-833-416-1.

David Hood argues that state school design is fifty years out of date, full of outdated traditions which do not keep up with modern requirements. Discussion centres on the three false premises for which he asserts schools were originally convened:

- education is to serve an elite of fast learners
- education is only necessary once in each lifetime
- education and training are different in kind

Questions raised in this text articulate students often repeated statements;

- Why do I have to learn this?
- Why do teachers teach?
- Why is 50% good enough?

Hood goes on to point out the many good things about our educational system and ways to improve the negatives.

Each chapter has a bibliography in the form of references as well as a section entitled "Other References". An index is also supplied. The appendix is a North American report to Congress dated 2000, which addresses the issue of 'What work requires of school'. This text is a weighty read supplying possible answers to how schools 'work' and raises issues related to the current introduction of the NCEA programme. N.Z.Q.A.'s first executive, 1990 - 1996, David Hood initially worked at Fairfield College, Hamilton, before taking a position with the Education Review Office. In recent years, David manages a small Wairarapa farm between educational consultancy contracts.

James, A. (2004). *Home Educating in New Zealand: Choosing to Teach Your Children At Home, One Family's View*. Zenith Publishing, New Zealand. 132 pgs. ISBN 187-736-500-9.

While this book is not aimed at gifted children and their schooling, many parents of gifted children do find themselves considering this option. James carefully guides the reader through exactly how to start home schooling in New Zealand. Section One outlines James's philosophy and expectations regarding home schooling. Section Two explains how to gain an exemption, the dreaded E.R.O. (Education Review Office) interviews and expectations, Supervisor's Allowance, Resources and Support groups, as well as some of the most useful things to learn for parents new to home schooling. Section Three discusses routines, the curriculum, and the official documents. Discussion in Section Three also explores tertiary education and professional opinions of home schooling.

While there are no bibliographic details formally given, references to curriculum documents are within the text. No index is supplied; however the contents page is fairly detailed. Section Four supplies a very useful 'Suggested Readings' list. A comprehensive website list details sites regarding the main curriculum areas, alongside those of teacher's resources, sites for home education, gardening, foreign languages, and a virtual tour site. Antoinette James and her husband have six children, all of whom are home schooled. Antoinette has a Diploma in Primary Teaching and experience within the kindergarten setting. A small religious bias is noted within this

text, but this should not interfere with the reader's ability to gain useful information and guidance from the book.

Jones, G. (2002). *Killing Monsters; Why Children Need Fantasy, Super Heroes, and Make-believe Violence*: Basic Books, Perseus Book Group, U.S.A. 261 pgs. ISBN 046-503-695-3.

Are you concerned about the amount of violence shown on television and available through CD Rom games, comics and the music industry? Gerard Jones discusses examples from his own life to discover why children like violence and how it can have a positive effect on their development. Jones discusses how and why 'imagination' violence, when harnessed in the right way, can be beneficial. He claims that violent television shows and games can aid children in developing a sense of self and overcoming fears. Discussion also centres on often-quoted facts which regularly appear in the media, putting them into proportion with actual statistics of violent offending. The results may surprise you.

A very plain text with comic/ film/ book titles in italics, a notes section provides bibliographic detail to references in each chapter, and an index is supplied. Gerard Jones is a former comic-book and screen writer. This text has evolved out of his workshops 'Art & Story' for children and adolescents. There is a strong American bias, however parallels can be drawn with New Zealand society.

Kirshbaum, R. D. & Dellabough, R. (1998). *Parent Power: 9 Winning Ways to be Involved and Help Your Child Get the Most Out of School*: Hyperion, New York, U.S.A. 248pgs. ISBN 078-688-329-4.

Chapter One reinforces the idea that parents are their child's first teacher and can render significant help through out a child's education through positive support. Chapter Two provides twenty-five things you can do at home to help your child, from reading (a list of books is provided), to a conversation starter ideas list, to homework help and the value of encouraging your child, to help around home. Chapter Three has a discussion list of forty-three things you could do around school to help in whatever area you feel most comfortable. Chapter Four has a suggestion list of twenty-two things for parents to do outside the home or school, such as applying to join the school board, writing a grant proposal or hosting a field trip to your place of employment. All the ideas suggested work to help your own children and others. Some ideas are simple, others complex, but none require large financial investment.

This text is visually interesting with bullet points and boxed sections and good use of white space. The glossary defines, in plain English, the edu-speak jargon which parents are likely to encounter; words written in italics are included within the glossary. Chapter Five is a list of resources which are only applicable in the United States of America, although the websites would be worth following up for links to New Zealand. An index is provided and the appendix provides several pertinent resources. Initially defining maths, social studies and other areas of the curriculum, it moves on to a specific list of goals to be gained in the 4th grade.

Roberta Kirshbaum is currently a principal of an elementary school in New York. She has a proven record of turning near non-functioning schools around. From zero parental participation, she has helped parents become involved in their children's education in practical ways, resulting in academic success for students and enthusing teachers who were formally demoralized

Martin, A. (2003). *How to Motivate Your Child; for School and Beyond*: Bantam, Random House, New Zealand. 328pgs. ISBN 186-325-391-2.

This text explores how to boost your child's motivation, whether he or she is underachieving, or achieving with moderate success. It is split into three parts: introduction to motivation, strategies to boost child motivation, and special issues in motivation. Chapter Fifteen is devoted entirely to motivating the gifted and talented. A mixture of bullet points and real life examples concerning how to view negative statements as positive make this book very readable. Each chapter has it's top five points highlighted in box form at the end of each chapter. An index and bibliography along with further reading for students is provided.

Andrew Martin specialises in student motivation. Currently attached to the Self-Concept Enhancement and Learning Facilitation Research Centre of the University of Western Sydney as a research fellow, Dr Martin also teaches child and educational psychology between research and speaking commitments. Upon gaining his PhD in 2002, Dr Martin gained the American Psychological Association award for most out-standing doctorate in educational psychology.

McAlpine, D. & Moltzen, R. (Eds). (1996). *Gifted and Talented: New Zealand Perspectives*: ERDC Press, Massey University, Palmerston North, New Zealand. 478pgs. ISBN 095-980-258-4.

Gifted and Talented: New Zealand Perspectives evolved out of McAlpine and Moltzen's concerns with the lack of any specifically written gifted educational texts in the New Zealand context. McAlpine and Moltzen advocate the notion that the regular classroom teacher, with appropriate support and knowledge, can teach the gifted and talented effectively. To support this notion, Chapter Two of the book discusses issues which relate to the development of the gifted and talented in specific curriculum areas. Bringing together a wide variety of New Zealand experts, this text tackles the subject of gifted and talented education from three broad perspectives; firstly a discussion of the gifted and talented characteristics from a historical viewpoint, including a Maori perspective, schooling, where discussion revolves around educational provisions from early childhood to high school, including an overview. Other issues tackled in this second section are core curriculum models, alternative ideas, creativity and the enrichment/acceleration debate. Socio-emotional needs including development, underachievement, parenting, home schooling and gifted females are all examined.

While this text is aimed at teaching teachers, parents may benefit from reading the educational material supplied, which could give them some understanding of a teachers perspective, including New Zealand historical issues. Good use is made of diagrams, bullet points and italics by many of the contributors to this text, and all have provided short succinct conclusions. While the index is comprehensive, nearly every chapter provides a recommended reading list and all have a bibliographic reference list except for the home schooling chapter. Contributors to this text give a brief professional history immediately after the preface pages; editors McAlpine and Moltzen are included in this section. Don McAlpine was Professor of Gifted Education at Massey University, while Professor Roger Moltzen is a Professor of Gifted education with Waikato University, New Zealand.

Moore, D. R. & Moore, D. (1994). *The Successful Homeschool Family Handbook: A Creative and Stress-Free Approach to Homeschooling*. Thomas Nelson, Inc. Publishers, Nashville, U.S.A. 300 pgs. ISBN 0-7852-8175-4.

This text covers home schooling American style, including religious references. Divided into five related parts, this handbook discusses

issues such as successful teaching, prevention of and remedies for stress, wisdom from effective home scholars, and a section to encourage parents. The main theme is reinforcing the notion that any parents can homeschool if they believe in themselves. Examples cover children from pre-school to University entrance. Promotion is of the three-step Moore formula to excellent learning; study, work, service, in equal amounts each day. This formula focuses on the children's needs and interests, while adults are encouraged to set standards by being good role models. This text does have a Christian slant to it, but practicality and ease of use over-ride any religious bias.

Dr Raymond Moore, teacher and researcher, and his wife, Dorothy, are world renowned reading and curriculum specialists who developed this low-cost, high-achievement, low-stress formula over fifty years. Notes to most chapters include bibliographic detail and an index is given.

Oldfield, L. (2001). *Free to Learn: Introducing Steiner Waldorf Early Childhood Education*: Hawthorne Press, U.K. 213 pgs. ISBN 190-345-806-4.

'Free to Learn' advocates that a child's early years should be enjoyed and not rushed through; something which tends to happen in our busy, technologically driven lives. Issues covered in this text include how exactly a Steiner school is managed, when is a child ready for school, how children learn through imitation and rhythm, and why creative joy is so important. Lynne Oldfield is writing from her experience in the field of education where she is the Director of the London Waldorf Early Childhood Teacher Training Centre. Rudolf Steiner felt it was the 'practical application and implementation' of his ideas that constituted the real test of their value and appropriateness. See Chapter Eleven which relates the history and philosophy of Rudolf Steiner.

Good use is made of glossy white paper and clear font with bold type subject headings, also colour photographs and drawings combined with bullet-points and boxed sections make this a clear readable text. Four Appendices are provided; "A" being a description of the Waldorf day-care concept, "B" discusses Waldorf parent and child groups, "C" examines the allowance for childhood which is allowed for in this schooling system. Lastly, there is appendix entitled "Contacts" which contains resources including New Zealand contacts and websites.

Reid, M. & McAlpine, D. (1987). 'The gifted and talented' chapter. In D. R. & S. Mitchell, N.N. (Eds.), *Exceptional Children in New Zealand*. Dunmore Press, Palmerston North New Zealand. 434 pgs. ISBN

Only one chapter, entitled "Gifted and Talented", is concerned with exceptional children in New Zealand. All other chapters refer to physically or mentally challenged children. McAlpine and Reid, through this chapter, discuss concepts of giftedness, identification and appropriate academic programs for gifted children. The authors then go on to discuss teacher training, social and emotional needs of the gifted and talented (including N.Z.A.G.C. and Auckland Explorers Unlimited), parental concerns, and research undertaken in New Zealand. As the book was printed in 1987, it is now only useful for a basic grounding in historical aspects regarding the gifted and talented in New Zealand.

A full bibliography is supplied along with an index, list of authors and their professional position at time of printing. Professor Don McAlpine was for many years Professor of Gifted Education at Massey University and is the immediate past Patron of the New Zealand Association for Gifted Children, whilst Neil Reid, an education professional originally produced the journal 'Apex' and represented New Zealand on the World Council of Giftedness.

Trussell-Cullen, A. (1994). *Whatever Happened to Times Tables? : Every Parent's Guide to New Zealand Education*. Reed Publishing, Birkenhead, Auckland, New Zealand. 149pgs. ISBN 079-000-344-9.

Trussell-Cullen discusses many education related issues from pre-school and home schooling to high school and beyond. Included is a guide to the workings of the school system, your rights and expectations as a parent, and an anti-boredom guide. Trussell-Cullen covers commonly asked question such as:

- How to choose the right school for your child
- How children learn to read
- Learning difficulties
- Open plan classroom vs. closed space
- How to approach teachers
- What to pack for lunch.

The last chapter is an A through to Z of concerns parents have and where to get help, from Adolescent to Gifted Children, to Truancy and Unhappy children. Common sense, factual information is supplied. No bibliography or index is offered; however this is compensated by a detailed list of contents. Cartoons illustrate issues and diagrams abound, with checklists for every milestone in a child's life. An edu-speak glossary and contact details for organisations mentioned in this text are listed at the back of the book. Alan Trussell-Cullen has been involved in education circles as a teacher and parent, and this shows in his ability to write a reassuring text which assumes that the reader has little knowledge of the schooling system and related issues.

General

Carroll, L. T., J. (1999). *The Indigo Children: The New Kids Have Arrived*. Hay-house Australia, New South Wales. 249pgs. ISBN 156-170-608-6.

Indigo children are often described as old souls by those interested in alternative medicines and lifestyles. According to Tober and Carroll, indigo children do exist and are identified by the following characteristics;

- come in to the world feeling and acting like royalty
- possess a feeling of 'deserving to be here'
- often tell parents 'who they are', heightened sense of self-worth.
- difficulty with absolute authority - when given without explanation or choice

- simply will not do certain things
- frustration with systems that are ritual-oriented and don't require creative thought
- see better ways of doing things - appear nonconformist or as system busters
- anti-social unless with their own kind
- school often extremely difficult for them socially
- do not respond to guilt discipline
- not shy in letting you know what they need

The authors propose that these children are born with an instinctive ability to utilise technology and will have a massive influence on the way our world develops. Many of the contributing authors cite real life examples of children tested in the gifted range, some report misdiagnosis of children (e.g. A.D.D.), and discuss how they helped them. Chapter Two provides practical ways in which you can help these children.

Within chapters, references to further readings, including audio books, games and practical techniques, are included where applicable. The appendix gives biographical information regarding contributing authors. Jan Tober and Lee Carroll, authors of many self help books, lecture in human enablement and empowerment and have often been invited to speak at the United Nations.

Cathcart, R. & Meikle, P. (Eds.). (1995). *To the Aesthetic Road: Neglected Areas of Giftedness*: New Zealand Council for Educational Research. 65pgs. ISBN 090-891-679-5.

Cathcart and Meikle have brought together five papers presented by Professor George Parkyn over the years 1975 - 1984. Each of these papers elaborates on the theme of giftedness and the importance of aesthetic and empathetic knowledge which should be enhanced through our schooling system alongside that of scientific knowledge. This series of papers by Parkyn, the first commentator on giftedness in New Zealand, are thought provoking even today and require a long gestation period to fully process everything he has commented on. His concerns have borne fruit and give parents much to think about in the way to bring up gifted children. His last paragraph (pg 61) of "To the Aesthetic Road: Neglected Areas of Giftedness" succinctly states, in his opinion, how we should aim to raise our children.

Each essay has a list of footnotes and bibliographical references. As this book reproduces previously published papers there is an absence of diagrams, photographs and bullet-pointed issues. When George Parkyn was invited to be the first patron of the N.Z.A.G.C. (New Zealand Associations for Gifted Children) he accepted on the proviso that the association would try to increase co-operation between regional groups, and the association would be concerned with all areas of giftedness, not just that of measurable cognitive powers. The section entitled 'A biographical note' gives a list of his awards and a life history, along with a selection of books, papers published in journals, encyclopaedias, yearbooks and co-authored publications. George Parkyn was New Zealand's first leading writer and researcher of gifted children.

Cox, M. (2004). *Growing Tall Poppies: Excellence in Top New Zealanders*. Exisle Publishing Limited. Auckland. New Zealand. 216pgs. ISBN 090-898-846-x.

A behaviour which is so prevalent in New Zealand today - commonly known as the 'tall poppy' syndrome - often causes damage to gifted children. The message here is to stop negative criticism of those who do well. Another aim is to provide a linking theme of strategies and behaviours to be utilised in all New Zealanders' lives, and which are intended to promote a positive culture of pride in successful endeavours, whether they be sporting or academic. Michelle Cox reports interviews of twenty one well known New Zealanders in their pursuit of excellence. These interviews report personal approaches to targeted achievement and the resulting successes, what drives them, their family foundations, and answers to a set of questions asked of each participant. Each high profile person interviewed also supplies a 'Key Message on Excellence' in boxed bullet point form at the end of each interview.

Michele Cox, a good example of a high achiever herself, is currently Senior Sponsorship Manager with the ASB and is also involved with Sport Auckland and the Y.M.C.A. She has in the past managed a soccer academy, represented NZ in soccer and played competitively in Germany for several years. Cox utilises her M.A. in Psychology and Business Diploma in paid and voluntary work. A bibliography of references, including books, journals, websites and newspaper articles, is included.

Delisle, J. (1991). *Kid Stories*: Free Spirit Publishing, Minneapolis, U.S.A. 168pgs. ISBN 091-579-334-2.

The aim of Jim Delisle's book is to give gifted teenagers the chance to read about similar teens, giving them an insight into other gifted teenager's lives as they grow to adulthood. Each story is divided into five sections: "Family and Background", "Making A Difference", "Lessons Learned", "Personal Goals", and "Global Concerns", headings which are noted in the margins of the story. At the conclusion of each story are several questions which should stimulate discussion amongst groups of teenagers. These questions would be useful in philosophical/ethics discussions with parents, home scholars and teachers. Although this book was written with a noticeable American bias, many teenage experiences and home life are quite similar to those New Zealand, providing yet more areas for discussion and thought among teenagers and interested parties.

Delisle provides an index, but no bibliographic references are supplied. Each chapter has a photograph of the author, which does much to dispel stereotypes of gifted children. Each chapter has a page or two of resources specific to the author's theme. These resources include books (with encouragement to visit the local library and speak to a librarian), websites, and relevant organisations

Evidence: Magazine of the Maxim Institute: (2003). Maxim Institute, New Zealand. 65pgs. ISBN 117-584-22.

'Evidence' is the magazine of the Maxim institute. This magazine contains discussion regarding education and teaching of our children which is useful for parents of gifted children trying to locate schools or a learning style which will be appropriate for their child. Maxim is an independent charitable institute founded in 2001 by New Zealanders who are concerned with the future of New Zealand society. Maxim philosophies include lifelong families, freedom with responsibility, limited government, and what concerns this bibliography: choice and excellence in education. Taking the Summer 2003 issue as an example, an excellent article on the rise of Onehunga High School is provided. Discussion centres on its dramatic rise in school roll since the option of bulk funding was introduced by "Tomorrow's Schools". This has enabled the school to put money into specific projects such as their Business School and 'Te Hereanga', a meeting house, which meets specific needs of the community. Articles such as these and other well written political

pieces explain the issues surrounding education today. As parents it gives us another means by which we can research the best educational facilities for our gifted children.

'Evidence' provides book reviews, world view points and in-depth articles, all of which supply end notes or references. The 'About us' page explains by whom, why and how the Maxim Institute was established and outlines their past and current philosophies.

Faber, A. M. (2003). *How to Talk So Kids Can Learn: At Home and in School*. Piccadilly Publishers, London, U.K. 272pgs. ISBN 185-340-704-6

Faber and Mazlish have written this book to show how honest and respectful communication can make a difference to a child's life at home and school. Guide lines are set, giving concrete examples of attitude and language which the authors believe lie at the heart of learning. Faber and Mazlish show how to create a safe emotional environment for children to advance through new and unfamiliar territory, gaining responsibility and learning self-discipline along the way. These methods help to encourage children to become life-long learners and cope with problems of everyday learning.

Frequent use is made of sample dialogues and cartoons to vividly portray the messages this book advocates. An additional reading section is provided (many of the mentioned books are also included in this annotated bibliography) with relevant entries. Finally an index completes the book. Adele Faber and Elaine Mazlish have co-authored several other books including *Siblings without Rivalry*, and *How to Talk So Kids Will Listen & Listen So Kids Will Talk*.

Gardner, H. (1999). *Intelligence Reframed: Multiple Intelligences for the 21st Century*. Basic Books, Perseus Books Group, U.S.A. 292 pgs. ISBN 046-502-611-7.

Howard Gardner and his theory of multiple intelligences are referred to in many books concerning gifted and talented children. This text discussing his latest thinking refutes many criticisms of his work and questions some of its applications made by organisations who have not consulted with him when trying to implement his theories.

Chapters of particular interest to parents of gifted children are five, seven, and eleven. Chapter Five discusses the idea of moral intelligence. Chapter Seven is where one finds the issues and answers to twenty frequently asked questions. Chapter Eleven is a fascinating account of multiple Intelligences in the wider world. Gardner's basic idea is that standard intelligence tests only examine for verbal, mathematical and logical intelligence. Gardner's theory postulates seven types of intelligence and those occupations most frequently associated with them.

- Linguistic: interpreters, editors, language teachers
- Logical: mathematical - accountants, scientists, computer experts
- Spatial: engineers painters, surgeons
- Musical: Singers, songwriters
- Body/Kinaesthetic: athletes, dancers
- Interpersonal: salespeople, politicians, teachers
- Intrapersonal: actors, inventors, authors

While effective use is made of bullet-points and subheadings, there is a dearth of illustrations and diagrams. Gardner is a prolific author on the subject of mind/intelligence and is in demand as a speaker at conferences. Currently (1999) Gardner is Hobbs Professor of Cognition and Education at the Harvard Graduate School of Education and adjunct Professor of Neurology at Boston University School of Medicine. He has been awarded the MacArthur "Genius" award and fourteen honorary doctorates. Appendix A is a list of books published by Howard Gardner and others co-authored by him. Appendix B is a list of items broken down into section headings regarding the theory of multiple intelligences; it also includes selected books and monographs, relevant articles and reviews and finally these dissertation papers. Bibliographic detail is listed in the notes section under chapter headings and the index is supplied at the end of the book.

Goldberg, J. (2001). *Careers for Geniuses & Other Gifted Types*: VGM Career books, NTC Contemporary Publishing Group, Inc. Illinois. U.S.A. 164 pgs. ISBN 065-800-465-4.

Goldberg presents a very practical book for 'geniuses and other gifted types', which can be used by parents and youth to gain an insight on where their areas of interest could lead them. If they have a distinct leaning towards say mechanical engineering, this text outlines the educational requirements necessary alongside potential earnings, short essays by those qualified in the field and references to more information.

Each chapter follows the same format, firstly an imaginary job description, then a 'welcome to the world of ...'. This briefly describes the field being discussed, e.g. biological sciences or careers in aeronautics. A break down of the different fields follows. For instance, engineering starts with acoustical engineers and what they do, through to civil engineers, ending with software engineers. Educational requirements and available training is along with employment outlook and expected earnings and discussed. 'Parade of professionals' sees one to four short essays from professionals in the field stating how and why they chose this area and what they do. 'For more information' ends each chapter with relevant professional bodies in America, also includes web addresses.

Jan Goldberg specialises in writing books for specific career paths such as Great Jobs for Music Majors and jobs which suit particular personality traits, for example *Careers for Colour Connoisseurs and Other Visual Types*. She has also contributed to many publications at Free Spirit Publishing.

Greene, R. W. (2001). *The Explosive Child: A New Approach for Understanding and Parenting Easily Frustrated Chronically Inflexible Children*: HarperCollins New York. U.S.A. 336pgs ISBN 006-093-102-7.

The explosive child is described as attention seeking, verbally confrontational or physically aggressive. Often these children are diagnosed with ODD (Oppositional Defiant Disorder), A.D.H.D., O.C.D. (Obsessive-Compulsive Disorder), depression, bipolar disorder, Asperger, and non-verbal learning disability. Greene advocates an open mind to alternative ways of helping these children. For example, normal guilt/separation punishments simply do not work. These children have difficulties with executive skills, language or

nonverbal impairments, deficits in social skills, and are inflicted with depression or hyperactivity or anxiety. Greene discusses two approaches to helping these children, one of which is to create a user friendly environment. This is where parents try to identify in advance specific situations which routinely lead to inflexible or explosive behaviours, then look at ways of modifying the situation or teaching the child more acceptable ways to cope. He also suggests appropriate responses and adjustments in parental expectations. Secondly, Greene advocates the use of three imaginary baskets (A, B and C) which is a way of prioritising available behaviour options.

Important points are emphasised in the margins and many examples of real life stories and experiences are included in this text. Mini scripts of conversations are included to show parents how to improve communication. The "Additional resources" section provides a list of a wide range of interesting and informative books under relevant subheadings and websites regarding learning difficulties and medical syndromes. Ross W. Greene has discussed these issues on American television and contributes to several psychological Journals. His area of research is A.D.D./A.D.H.D., attention deficit behaviour with or without hyperactivity.

Greenspan, S. I. & Salmon, J. (1996). *The Challenging Child: Understanding, Raising and Enjoying the Five Difficult Types of Children*: Millennium books, E.J. Dwyer (Australia) Pty Ltd. 318pgs. ISBN 186-429-063-3.

Professor Greenspan makes the point that you are not the cause of your child's personality but you can be the solution. Early discussion in this text looks at stages of childhood and new ways of thinking about your child. The author offers a new mind-set for parents of challenging children. Chapters Three through to Seven each discuss a particular type of child; highly sensitive, self-absorbed, defiant, inattentive, active/aggressive. Professor Greenspan accurately describes personalities of children and adults such as those who are bossy, yet tearful and clingy, or who have trouble with overactive imaginations. Each chapter provides real life examples and descriptions. The aim of each chapter is to illustrate ways in which parents can help the child deal with the world around them. Chapter Eight discusses environmental and dietary influences on children's behaviours, issues about which parents today are becoming increasingly aware. The last chapters look at identifying your child's personality type and finally meeting the challenges of raising these children.

While no bibliographic detail is provided, an index is included. Each chapter has the photograph of a child and makes use of bold subheadings and many real life descriptions of scenarios with which parents can identify. Stanley Greenspan, M.D. is currently (1995) Clinical Professor of Psychiatry, Behavioural Sciences, and Paediatrics at the George Washington University Medical School. He has been awarded a number of prizes including one recognising 'Outstanding contributions to child psychiatric research' from the American Psychiatric Association.

Gross, M. U. M. (1993). *Exceptionally Gifted Children*: Routledge, New York, U.S.A. 343pgs. ISBN 041-506-416-3.

While special programmes and extension classes are acceptable for the 'average gifted child', children at the higher level of ability require a different teaching experience. Miraca Gross delivers case studies of fifteen exceptionally and profoundly gifted Australian children (exceptionally gifted = I.Q.160-179), profoundly gifted (I.Q. = 180 or over). Initial chapters correspond to the interview questions given in appendices, with the final chapters discussing psychosocial development, recognition and response to these children's needs. The three areas which schools need to address are; recognising and tackling the problem of an 'unjust' education system; identifying the characteristics of the gifted child; and a willingness to provide interventionist procedures which enhance the child's learning. This text contains many comments and histories from well known individuals and opinions from authorities recognised in gifted education circles.

An index and a comprehensive bibliography are supplied. A whole chapter is devoted to methodology and procedures of this study. Appendices provide sample interviews covering a child's early development, health, family and reading issues. Appendices E - F are interviews for parents, H - J provide child interviews and finally K covers relevant education-related history and gives a comprehensive picture of the child and its surrounding influences. Miraca Gross is senior lecturer of Gifted Education in the University of New South Wales at publication date.

Lawrence, G. (1993). *People Types and Tiger Stripes (3rd ed.)*: Centre for applications of psychological type, Inc. Florida. USA. 243pgs. ISBN 093-565-216-7.

People Types and Tiger Stripes is the culmination of long years of research undertaken by Dr. Gordon Lawrence. Utilising Carl G. Jung's psychological theories and the practical applications of Isabel Briggs-Meyers, Dr. Lawrence provides practical explanations of sixteen different personality types. He also shows how to understand these types, recognise your own and others' learning styles, how to improve teaching and learning opportunities for each type, and discusses how to make the most of each learning style and type.

No index is provided; however, the contents pages are most informative. The epilogue forms a basic bibliography and reading guide, while the appendix entitled "Introduction to Type" uses a mixture of topic headings to explain in some detail each type of indicator-associated traits related to the work place which can easily be translated to a child's school and the curriculum. Dr Gordon Lawrence was Professor of Educational Leadership for nineteen years at the University of Florida until 1988 when he became a consultant and researcher in his field of educational leadership. He conducts seminars on psychological types for teachers and gives training programs to large civilian organisations.

Palladino, L. J. & P. D. (1997). *The Edison Trait: Saving the Spirit of your Non-conforming Child*. Times Books, New York, U.S.A. 310pgs. (nz NZBN) 100-087-77.

Thomas Edison is used as an example of divergently thinking children who struggle with the conventional convergent expectations of state schools. The three traits of Edison children are discussed: Dreamers, Discoverers and Dynamos. Palladino recommends eight guidelines for parents of Edison-trait children to utilise as part of their coping strategies. Inclusion of bullet-pointed ideas, small illustrative stories in italics, and useful diagrams convey lots of useful information. Palladino coaches the parent or caregiver on how to turn seemingly negative traits into positives, thereby turning negative situations into reinforcement of positive behaviours and situations by the parents.

Lucy Jo Palladino, PhD., clinical psychologist has over twenty years experience treating these children and their families. An index is included along with an extensive notes section which includes bibliographic detail. See also *Dreamers, Discoverers and Dynamos*

which is exactly the same publication under a different title:

Palladino, L. J. P. D. (1999). *Dreamers, Discoverers and Dynamos: How to Help the Child Who is Bright, Bored, and Having Problems in School*. (1st ed.): Random House: New York. 310 pgs ISBN 034-540-573-0.

Perry, S. K. (1991). *Playing Smart: A Parent's Guide to Enriching, Offbeat Learning Activities for Ages 4-14*: Hawker Brownlow Education, Cheltenham, Victoria, Australia. 211pgs. ISBN 186-299-612-1.

An absolute must for parents who love to extend their children. Through chapters with such engaging titles as 'Instant Fun' or 'Find Adventure in Ordinary Places', Susan Perry provides a wealth of ideas to stimulate children and interest parents as well. Offbeat ideas for learning from 'Dirt, Worms, Bugs and Mud' or 'Junior Psychologist' to 'Cultural Diversity' are bound to catch and enthral children. The chapter entitled ' Learning Comes Alive at the Cemetery' was particularly eye catching for this author. Questions abound: are there any locally famous people buried there? Which locally famous people, if any, might have links with the people buried here? What changes can you see? What family relationships can you find? Why are the headstones made of this material, do you think? Extra resources are listed at the end of each chapter. This book is all about brainstorming and open-ended questions which encourage children in problem solving and creative thinking. Perry offers a wide range of subject headings and options from which you and your child can choose.

Lively sketches illustrate every page in this text, adding to the visual appeal provided by bold headings, bullet points, and wise use of italics. "Introducing Famous Authors through their Books for Children" is a useful section where some of the books are annotated, and some useful tips in sourcing authors are included. Susan Perry gained an M.A. in the Administration of Human Development Programs from Pacific Oaks College, USA. This particular degree emphasizes how children and adults learn. Perry went on to develop many programs for the Gifted Children's Association in Los Angeles. At the time of this text's publication Perry was contributing editor to L.A. Parent magazine and other publications such as Seventeen, L.A. Times and USA Today.

Rimm, S. (1996). *Dr Sylvia Rimm's Smart Parenting: How to Raise a Happy, Achieving Child*: Crown Publishing, New York. U.S.A. 330pgs. ISBN 051-770-063-8.

Dr Sylvia Rimm is a well respected American author, educator and expert on the subject of gifted children. This very practical book covers a myriad of issues relating to raising children in general. What makes it useful to the parents of gifted children is specific information related directly to gifted children in particular. Case scenarios help to give parents clear indications of when and where they can change their own behaviour in order to enhance their child's development. There are question and answer sections at the end of each chapter which consist of letters written to Dr Rimm by concerned parents. The author offers useful strategies and solutions to these commonplace yet vexing situations.

This self help book was previously published as *How to Parent So Children Will Learn*. A combination of bullet-points, boxed sections, humorous cartoons, diagrams and real life stories well illustrate this book. 'Parent Pointers' appear in the page margins highlighting particularly important pieces of information. The appendices are relevant for American readers as there is a strong bias towards African-American culture and American literature, which does not appear to be so relevant to New Zealand children. Bibliographic references are provided in the notes section which is followed by the index.

Saunders, J. W. & Espland, P. (1991). *Bringing out the Best: A Resource Guide for Parents of Young Gifted Children*: Free Spirit Publishing Inc. Minneapolis, U.S.A. 234pgs. ISBN 091-579-30x.

Specifically aimed at parents of two to seven year old gifted children, *Bringing out the Best* gives practical advice from many experts and parents and includes many illustrative real life examples. Section One concentrates on issues of how to test your child's IQ, and some of the implications of being gifted. Discussion moves onto helping your child fit into society, perfectionist syndrome, parenting a gifted child, and most importantly, how to avoid parental burnout. Section Two offers practical activities to share with and stimulate your child, explains scientific theories and lists resources available to parents. Section Three tackles the issue of school, starting with choosing a pre-school. It provides an excellent checklist of things to look for and ask. Early entrance dilemma pros and cons are given in equal measure before moving into a discussion on how to be your child's advocate.

Photographs, cartoons and bullet-pointed lists abound throughout this book, making it a joy to read. Each chapter has a list of relevant recommendations or ideas on where to buy equipment. In 'Part (IV) Four: Resources', nothing relates to New Zealand. Regarding the further reading section, it would be best to speak to your local library about the list provided as some are quite dated. A full index is provided. Jacquelyn Saunders has a M.A. in gifted education and is self-employed in private practice in Minnesota, North America. Pamela Espeland writes books for children and has been an editor for Free Spirit Publishing Inc.

Sowell, T. (2001). *The Einstein Syndrome: Bright Children Who Talk Late*: Basic Books, New York, USA. 217pgs. ISBN 046-508-141-x.

Albert Einstein and Richard Feynman are famous examples of bright children who began to speak later than might normally be expected. Following on from his previous book 'Late-talking Children', Thomas Sowell incorporates research conducted by Prof. S. Camartat, speech-linguist pathologist at Vanderbilt University Medical Centre. Sowell emphasises that correct diagnosis of late-talkers requires a special set of characteristics to be present, including indicators such as highly analytical close relatives (grandparents, uncles, aunts) who are musicians, scientists or engineers , and close relatives who themselves spoke late. Interestingly, the majority of children in both studies were boys.

An index is provided alongside notes of bibliographic detail relating to each chapter. Appendices provide statistical details, part one covering numerical data and part two, methodology. Thomas Sowell is a worldwide and often quoted commentator on sociology and education topics. At the time of publishing, Sowell was a Senior Fellow at the Hoover Institution of Stanford University.

Tynan, B. (2004). *Your Child can Think like a Genius; How to Unlock the Gifts in Every Child*: Thorsons Publishers, London. U.K. 222pgs. ISBN 000-716-073-9.

Twenty-four practical fun activities are provided to show parents how to interact with their children and indicate in which areas their children excel. Guides and discussion within this text show how to teach children to problem solve, how 'why' and 'what if' questions

stimulate children's thinking and learning, and, most importantly, that learning is fun. Split into four sections, the book firstly explodes myths related to genius, then explains how to unlock your child's gifts. Section Three discusses what helps to make great thinkers, problem solvers and creative adults. Lastly, Tynan looks at our magic minds, the influence of food and diet and thumbprint learning - another way of consolidating learning.

Clean bright white pages enhance the readability of this text. Cartoons and diagrams illustrate points effectively. A variety of bullet-point styles and use of bold headings add interest to the book. An index is provided along with a section entitled 'Where can I get information on ...?' which lists a range of resources regarding gifted and related contact sites throughout the world. Each chapter ends with a 'Brainbox' section, a bullet-point list of main points and some have a brief discussion included as well. No bibliographic detail is available.

Tynan is a former Senior Lecturer at the Research Centre for Able Children in Oxford, and has obtained plenty of practical experience in working with children, parents and schools. 'Beautiful' is a charity founded by the author and dedicated to funding research into developing natural gifts in all children. Bernadette Tynan is the current president.

Weeks, D. & Jamie, J. (1995). *Eccentrics*: Weidenfeld & Nicholson, Orion Publishing Group. London, U.K. 198 pgs. ISBN: 029-781-447-8.

Dr. Weeks's research began in 1984 after he discovered that there had been no scientific research undertaken on what is or what makes an 'eccentric' - and he subsequently interviewed eccentric people over the course of ten years. In considering the question "What is eccentricity?" care was taken to distinguish it from neurosis. Neurotics suffer from panic attacks, phobias and high levels of anxiety, whereas eccentrics freely engage in their behaviours, and in fact think every one should be like them. Eccentrics are often highly intelligent and frequently experience mental images which are extremely vivid, although having control over these images means they are not suffering from a mental illness such as schizophrenia. Dr. Weeks's interviews included 309 men and 480 women with such diverse employment as self-made millionaire to house wife, cave-dwelling hermit to senior judge. Makes fascinating reading for parents of the gifted child who might be labelled eccentric.

Bullet points are used to list ideas, and a black and white photograph section illustrates eccentrics in 'full flight'. Extracts of famous people's thoughts and published work are employed to good effect. A full bibliography and an index are provided at the rear of the book. James Weeks is a clinical neuro-psychologist attached to the Royal Edinburgh Hospital. Jamie James is a journalist with the New York Times and an independent author.

Learning Difficulties

Adderholdt-Elliott, M. (1987). *Perfectionism: What's Bad About Being Too Good?* Free Spirit Publishing, Minneapolis, U.S.A. 121pgs. ISBN: 091-579-307-5.

Perfectionism: what's bad about being too good? Well, plenty according to Adderholdt-Elliott. Issues abound including the underachieving student, suicide, eating disorders, impostor syndrome and burnout. The first chapters in this book concern themselves with how and why people become perfectionist and the resulting effects on your body. This is well illustrated with the example of Confucian Work Ethic, where students in Japan feel extreme pressure to succeed, provoking behaviours which for many result in disaster. A chapter discusses learning to fail and to laugh, turning negative experiences into positive opportunities. Discussion then moves on to setting reasonable standards and accepting praise from others. These ten easily read chapters take you through many of these issues, concluding with how parents or children can be realistic and responsible, thereby relieving pressure from others and how to tell it's time to seek help.

This is a text suitable for both children and parents. Written in the casual style of survival guides for gifted children, 'Perfectionism' abounds with quotes, bold headings, cartoons, boxed questions lists and examples of children's writing, making this an approachable easily read text. While an index is provided, there is no reference list to bibliographic detail, although references at the end of each chapter encourage further reading. Miriam Adderholdt-Elliott gained her PhD. from the University of Georgia, USA.

Frank, R. & Livingston., K.E. (2002). *The Secret Life of the Dyslexic Child*: Rodale Ltd, Basingstoke, U. K. 272pgs. ISBN140-500-675-7.

Dr Robert Frank explains how the dyslexic child feels from his own childhood and adult dyslexic experiences. Split into five parts, this book discusses how and why dyslexic children behave in particular ways. Within Part One, Dr Frank shows the inner feelings of these children and how they react to social and scholastic problems. Part Two concentrates on teaching parents how to bridge the gap between the child and others. Diagnosis and parental reaction is the focus of Part Three. Part Four centres on strategies and steps to help your child succeed at school and in life, including establishing realistic goals and boosting self-esteem. Part Five relates to life in the future beyond the school years.

Throughout the text, many true life examples from children or parents with dyslexia are given in italics. Boxed sections discuss important points within a chapter and provide practical solutions to many problems. A clear layout with suitable use of bold headings, bullet points and italics make the text easy to read. The resources section provides websites, books with brief annotations, and organisations including SPELD in New Zealand. Immediately following this section is an index. Dr Frank is an educational psychologist and family therapist, who remained an undiagnosed dyslexic until near the end of his post-graduate study. Dr Frank has written this book in conjunction with Kathryn E Livingston, an author with seventeen years experience publishing parenting articles.

Heacox, D. 1991 *Up from Underachievement; How Teachers, Students, and Parents Can Work Together to Promote Student Success*. Free Spirit Publishing Inc, Minneapolis, U.S.A. 134pgs. ISBN 091-579-335-0.

Heacox believes that all parties are responsible for a student's success; themselves, teachers and parents. Five main sections make up this book, the first of which is 'The Players' which discusses the eight characteristics of achievers and describes nine different types of underachievers. 'The Coach' describes six ways of promoting and supporting student motivation. A strategy session provides discussion time, followed by the academic profile, the student's progress, and the problem checklist. Success boosters examine

breaking the failure cycle and personal issues. This is followed by a contract for parents, students, and teachers to adhere to. Teachers, students, and parents need to concentrate on sections relevant to themselves, although reading other sections can give ideas or different points of view not normally considered. Students learn specific ways to improve their performance from this text and parents/teachers learn what a supportive environment is, and how to put one in place. The text also makes clear that each participant has clearly defined responsibilities in the process.

Large clear print combined with explicit labelling showing to whom the section applies - student, teacher or parent - makes this text easily read. Using a variety of bullet points, tick boxes and numbered lists enables information to be easily assimilated. The resources sections provide several pages which enable you to rate your classroom/ home environment and a section which discusses school problems. These problems relate back to surveys given earlier in the book and show where in the text relevant information to improve performance is located. Samples of teacher and student work plans are included along with bibliographic references, followed by an index.

Diane Heacox started her career as a regular classroom teacher moving onto resource teaching for gifted and talented students, eventually becoming Director of Gifted Education Services. By 1991 she was employed by the Universities of St. Thomas and Hamline in Minnesota to teach post graduate courses in gifted education. Concurrent to these positions she also directed the Edina Public School Gifted Education Services, coming into contact with many gifted yet underachieving students.

Hurford, D. M. (1998). *To Read or Not to Read: Answers To All Your Questions About Dyslexia*. Scribner, New York, U.S.A. 239pgs. ISBN 068-483-950-4.

Two particular chapters of *To Read or Not to Read* are particularly practical from a parental viewpoint, firstly 'Remediating Dyslexia: the joy of discovery'. Here Hurford discusses ideas and theories which she has used to help many types of dyslexic children. Hurford explains that while early intervention is the best, appropriate intervention is the key to alleviating dyslexia. Flash cards, decoding and encoding, games (verbal or card based), sequencing, the importance of introducing non-fiction to explore geography, reading comprehension, and writing issues, are all areas discussed by Hurford, with real-life examples given. The second chapter of interest to parents of the gifted is 'Technology and the Dyslexic; computers can help'. Here, Hurford argues that computers are one of the dyslexic child's closest allies. Issues such as messy handwriting and small written output can be enhanced and increased by use of a computer. Organisation of thoughts into well-formed essays, and achieving correct sentence structure, are both easier with the aid of a computer. In many cases an immense improvement in communication skills is achieved with computer use. Hurford echoes Negroonte (1995) in saying that the computer, combined with Internet access, gives dyslexic children a range of learning environments which cater for a wide range of learning styles, whereas earlier information was presented in a fashion aimed at intellectual bookworms.

The "Resources, School and Publisher's" chapter has some organisations and dyslexia-specific publishers which could be useful to New Zealand parents. Address and contact phone numbers are provided but not URLs. The brief annotated school section is North American specific. A bibliography and index are included. Daphne Hurford has fifteen years experience as a journalist before gaining her M.A. in educational psychology. She works as a reading and learning specialist.

Irlen, H. (1991). *Reading by the Colors: Overcoming Dyslexia and other Reading Disabilities through the Irlen Method*. Avery Publishing, New York, U.S.A. 195pgs. ISBN 089-529-476-1.

Helen Irlen discovered, while working as a school psychologist, that many of the children she tried to help had unknown learning differences which had nothing to do with their intelligence or motivation. In 1981, Irlen became the director of a research group examining learning problems not responding to remediation or maturity. Working initially with adults, she discovered one subset which possessed adequate sight vocabulary, decoding and phonetic skills, yet were unable or unwilling to read. Subsequent investigation revealed problems with depth perception - or Scotopic Sensitivity Syndrome - and the discovery that colour overlays helped significantly with the ability to read. This led to the realisation that coloured lenses in glasses while needing to be different from the overlays, improved about eight-five percent of students who tried this method. Irlen warns that Scotopic Sensitivity Syndrome is often present in conjunction with other learning difficulties, rarely is it found on its own.

Plain visual format, printed on cream paper with a selection of coloured paper is intended to demonstrate Irlen's theory. There are lots of real-life examples from students who describe the condition; blurry print, words cascading off the page like a waterfall, neon lights flashing around words, white paper so bright it hurts the eyes and makes the student physically ill, and the amazing results of colour therapy. While an index is provided there are no bibliographic references. "Clinics: where to turn to for help" does not actually supply New Zealand addresses although we are listed as a country with practitioners. Helen Irlen worked for ten years as a school psychologist, becoming in 1981 Director of a Learning Differences project attached to the California State University.

Mooney, J. & Cole, D. (2000). *Learning Outside the Lines: Two Ivy League Students with Learning Disabilities and ADHD Give You the Tools for Academic Success and Educational Revolution*. Simon & Schuster, New York, U.S.A. 286pgs. ISBN 068-486-598x.

This unusual book written in a casual humorous style is often irreverent, particularly ideal for older -late teenage to early twenties - recently diagnosed sufferers of dyslexia, ADHD or ADD. Split into three parts, the text firstly backgrounds the author's lives, and discusses beliefs held in society regarding dyslexia. Part Two discusses how to cope in the schooling system, giving many practical coping skills. Part Three is about life, how to live it, your mental health and being yourself. Within each chapter, use is made of boxed information - many of these boxes recommend a particular resource. Bullet-points and bold subheadings, each chapter has a summary of the main points at its end. An index and bibliography is provided.

Jonathan Mooney suffers from dyslexia. Unable to read until twelve years of age, he eventually graduated from Brown University with honours in English, and was also awarded the Truman Fellowship for graduate study in learning disabilities and special education. David Cole has ADHD, dropped out of high school aged fifteen; a new start enabled him to learn. He also graduated from Brown University - with an honours degree in visual arts. Mooney and Cole have gone on to create a project 'eye to eye' which teaches and empowers student who are like themselves.

Rimm, S. (1995). *Why Bright Kids Get Poor Grades and What You Can Do About It (2nd ed.)*: Three Rivers Press, Crown Publishing Group, New York, U.S.A. 330pgs. ISBN 051-788-687-1.

This book tackles underachievement syndrome. In Chapter Seven Dr Sylvia Rimm discusses her "Trifocal Model", a theory developed from her clinical research and years of counselling families, to be used by parents and teachers of underachieving children. Chapters Eight to Eleven of this text are split into sections of 'what you can do as parents' and 'what you can do as a teacher', as parents and teachers working in conjunction will have the best overall impact on the child. Part One of the text discusses and informs parents, through case studies, about dependency and dominance, what an underachiever looks like, positive and negative models, and finally how schools fail children.

Sample conversations, boxed diagrams, and parent tips in the margin make this a very readable text. Chapter Twelve is labelled 'an overview'. It wraps up discussion from earlier chapters and states the twelve Rimm Laws of Achievement, a must read section. Full references are provided to chapters before a comprehensive index. Appendix A is a model which can be installed in schools - note American bias. Appendices B-G contains examples of group and individual achievement identification measures. Appendix H lists resources which are American specific and irrelevant to New Zealanders. Dr Sylvia Rimm is a leading educator and writer of books regarding gifted children. Note : earlier editions of this book are entitled 'Underachievement Syndrome: Causes and Cures'.

West, T. C. (1991). *In the Minds Eye: Visual thinkers, Gifted People with Learning Difficulties, Computer Images, and Ironies of Creativity*: Prometheus Books, New York, U.S.A. 395pgs. ISBN 087-975-646-2.

In the Minds Eye is a foundation book dealing with dyslexia, as many books printed at a later date refer to this text in their bibliographic detail. It provides an extensive list of indicators to dyslexia—a term widely used in earlier years, before more specific terms and conditions became known and understood in the last decade or so-, as well as a history of theories and discoveries relating to dyslexia. 'Constellations of Traits: Dyslexia as Diversity', (pp 90-93) provides interesting observations in relation to dyslexic traits. 'Profiles', split into three parts, describes eleven famous scientists, leaders, poets and politicians who were dyslexic, from Faraday to Edison, Churchill to Yeats. West has written an eminently readable text with practical examples and illustrations of dyslexia in its many different forms and manifestations. This is an excellent book for parents just starting to get to grips with dyslexia.

In the Minds Eye uses a small font and even smaller font for long indented quotes and real-life examples. Black and white photographs are provided of the personages in case studies, as well as brain scans and historic background. Appendix A entitled 'Symptomatology' gives an often currently used list of indicators of dyslexia. Extensive notes for each chapter follow this section, followed by an equally extensive reference section and index. Thomas West is a writer living in North America; many books tackling the subject of dyslexia refer to this text, and he would appear to be the first influential writer on the subject.

Reading

Adams, P. & Ryan., H. Eds. (2002). *Learning to Read in Aotearoa New Zealand: Collaboration Between Early Childhood Educators, Families and Schools*. Dunmore Press Ltd, Palmerston North NZ. 350pgs. ISBN 086-469-402-4.

Learning to Read in Aotearoa New Zealand describes itself as a collaboration between early childhood educators, families and schools. Editors Paul Adams and Heather Ryan have brought together a raft of well known and influential New Zealand professionals to discuss reading; how it is taught, why failure occurs, and the importance of parental help. The text's main focus is the relationship between how parents encourage reading, practice in early childhood centres and in our schooling system. This is rather a weighty text full of current theory and practice in New Zealand, ideal for the parent who might be a trained teacher wanting to get to grips with the issue of reading to give their child/ren every chance of success in the future. Also this book may aid parents who wish to understand literacy issues in our schools and where literacy education is heading in the future.

Split into four parts, this book has an introduction to each section, explains the aims of each chapter and links it to previous sections. An overarching conclusion is also provided. Occasional boxed diagrams combined with bullet-points and italics give some interest and flow to this text. Full bibliographic details and index are provided. A section listing each author gives brief professional autobiographies and is useful in locating the authors' professional interests, capabilities and viewpoints.

Halsted, J. W. (1988). *Guiding Gifted Readers: From Preschool to High School (1st ed.)*: Ohio Psychology Publishing Company, Ohio, U.S.A. 306pgs. ISBN 091-070-711-1.

Halsted postulates her theory that books, combined with knowledge regarding gifted children along with carefully selected children's literature can be used to help children build coping skills and develop as gifted people. Divided into four parts, this text leads parents and teachers through Halsted's ideas on how to choose appropriate books for the gifted child from pre-school/ kindergarten to high school level. Part One discusses emotional and intellectual developmental needs of gifted children, and explains the categories of the annotated bibliography. Part Two discusses reading patterns, enhancing emotional development through bibliotherapy and ideas of children as independent seekers of information. Part Three describes the criteria for selection of texts and a brief discussion of children's literature.

Chapter Eight consists of an annotated bibliography of over one hundred and sixty books with particular attention given to intellectual and emotional development of gifted youth for parents and teachers of gifted children to utilise in guiding children's reading. Each annotation gives the author, title, and illustrator, publisher details, and a brief outline of the story and ideas of which type of child it would suit. Also included are ideas on how to discuss effectively issues within the text. Subject and Author indexes are provided. Judith Wynn Halstead works jointly as the director of Halsted Academic Advisors in Michigan, U.S.A. and as an independent educational consultant

Leonhardt, M. (1995). *Parents Who Love Reading and Kids Who Don't: How It Happens and What You Can Do About It*: Crown Trade Paperbacks, New York, U.S.A. 258pgs. ISBN 051-788-222-1.

Mary Leonhardt's aim in writing this book is to encourage children to love reading with help from their parents. Leonhardt coaches parents on how to develop strategies to create avid readers. Chapters discuss issues such as why your child hates reading, what to do about it, and a game plan. Chapter Five includes seven reading stages children go through to be active readers, which parents could

well find to be fascinating and practical reading. Ideas regarding setting up a reading-friendly house are discussed, as are issues surrounding television and reading. How to choose a reading friendly school leads onto a discussion regarding common school problems and how to help the poor reader to cope in school. Pages 53-57 will set parents' minds at rest who have an issue with children reading trashy novels or literature, thinking it will ultimately affect their behaviours. Leonhardt puts forward a theory that ADD children are assumed to be incapable of becoming good readers because they cannot concentrate, therefore no one bothers to encourage them to try. She has proven that reading actually develops the ability to concentrate and feels it is an important avenue to try.

Font is of good readable size and bold subject headings enable the reader to quickly locate relevant information. An index provided. A list of reading suggestions on pages 165-246 gives ideas on worthy reading material for ages eight to high school students, all of which Leonhardt states have been recommended to her by students, niece's nephews, her own children or other young friends. Books are listed by author within categories; comics, magazines, pre-high school readers, growing up books, historical/ political, mystery and horror, war and espionage, science fiction and fantasy, non-fiction and finally classics. Bibliographic detail to the brief annotations is not supplied.

Currently a high school teacher in Massachusetts, this inspiring and practical teacher of English shares her knowledge of how to inspire children to read. Mary Leonhardt received a M.A. in English from Brown University and a degree in learning disabilities from Old Dominion University. U.S.A.

Linksman, R. (1998). *You Can Be a Great Reader: Improving Skills and Developing a Lifetime Love of Books*: Citadel Press Book, Carol Publishing Group, Secaucus, N.J., U.S.A. 344pgs. ISBN 080-652-009-4.

Written in a simple step-by-step style, this book sets out to teach parents how to help children with difficulties in reading. The text is split into two sections. Progressing through the book, it starts with a balanced approach to making great readers. Differences in learning styles are explained to parents. Linksman also discusses problems arising from learning difficulties and the link between self-esteem and success at school. Section Two focuses on exactly how you can help your child, the skills needed to diagnose your child's reading style, vocabulary, comprehension abilities and how to accelerate them to a level commensurate with the child's mental development. Strategies for independent reading and reading for pleasure are also examined. An easy writing style combined with practical fun examples makes this an easily accessible book for parents to teach the joy of reading for learning or pleasure.

Bold print with underlined headings, check lists, short word lists add visual yet practical interest to the flow of this book. Occasional sections explaining scientific details, for example how the brain works or brain function in A.D.D. sufferers, are included within chapters in a lighter font of the same size, as are many practical examples of children's behaviours. Included in this text are guides to vowels and consonants set in parts a-r. These guides give the fine detail of word makeup, useful for the very dedicated parent or as a teacher's guide. While noting the absence of bibliographic detail and a further reading guide, it is noted that an index is provided. Ricki Linksman, M.Ed., is Director of the National Reading Diagnostics Institute in Illinois, U.S.A. Linksman has written at least ten other books on the subject of reading and regularly convenes seminars on improving children's reading skills for parents and teachers.

Maloney, J. (2002). *Boys and Books: Building a Culture of Books Around Boys* (2nd edition ed.): ABC Books, Sydney, Australia. 236pgs. ISBN 073-331-156-3.

James Maloney believes boys struggle with literacy because they are not raised in a culture of reading. Split into three parts, this text initially concentrates on why boys need books and why they don't read. Part Two focuses on developmental stages of reading from birth to the teenage years. Stage Three aims to reach out to boys by discussing reading material available for them, a note to fathers, and a note to mothers with no male role model in the house. Written in an easily readable style Maloney gives a good mixture of theory and practical advice for helping boys to read. He advocates that improving boys reading will not work overnight; rather an improvement in many areas will be seen over succeeding years.

Good use is made of the book logo and cartoons interspersed throughout out this text. No reference list of books or articles consulted is provided. One appendix is provided for parents, 'Books for boys'. This appendix is made up of 16 lists of graduated books, audio titles, series, non-fiction and poetry for boys, a very useful addition for parents. James Maloney was for fifteen years a teacher-librarian in a boys' school.

Syndromes with Social Implications

Attwood, T. (2001). *Asperger's Syndrome: A Guide for Parents and Professionals* (10th ed.): Atheneum Press, London, United Kingdom. 223pgs. ISBN 185-302-577-1.

Tony Attwood provides practical advice and strategies on how to cope with Asperger's Syndrome or High Functioning Autism. It is written in a jargon-free fashion which is interspersed with real life examples provided by Asperger's Syndrome people themselves. These enable the reader to fully understand the confusion and fear encountered daily by Asperger sufferers. Starting with diagnosis of the condition, Attwood, chapter by chapter, explains social behaviour, language, interests and routines, motor clumsiness, cognition, sensory sensitivity and finally includes a chapter on frequently asked questions in full detail. Most reassuring. The final chapter gives guidelines on how to manage anxiety and depression - extreme anxiety, if not treated, can evolve into obsessive compulsive disorder, or phobia and sufferers may be unable to express their fears without professional help. This chapter also includes information on employment prospects and long-term outcomes.

Bibliographic references and an index are provided. Each chapter has a boxed diagram entitled 'Brief summary of strategies' which outlines the main points discussed within. Appendix 1 contains resource materials on emotions and friendships, including thirty-seven brief annotations on books covering topics such as feelings, social conflicts and how to make friends, and includes world-wide websites. Appendix 2 provides cartoon-like facial charts of emotions for teaching Asperger's children how to read facial emotions. Appendix 3 provides four tables of diagnostic criteria used by the World Health Organisation, DSM IV (1994) the American

Physiological Association which is used as a standard reference world wide. Tony Attwood writes from twenty five years' experience as a Clinical Psychologist specialising in Asperger's Syndrome.

Bashe, P. R. & Kirby, B.L. (2001). *The Oasis Guide to Asperger Syndrome: Advice, Support, Insights, and Inspiration*. Crown Publishers, New York, U.S.A. 468pgs. ISBN: 060-960-811-8.

If you need to research Asperger's syndrome, this text - and another by Tony Attwood - would give the most encompassing information. This well presented book offers advice, support, insight and inspiration in the face of this challenging syndrome. Patricia Bashe and Barbara Kirby speak from personal experience of each raising a child with Asperger's syndrome. Children with this condition are often present with high intelligence, obsessive behaviours, intense interests, difficulties in everyday social situations and a variety of learning difficulties.

An index and references to each chapter are provided, along with a list of commonly used abbreviations and websites. There is also an interesting and useful list of medications by generic name alongside their brand names. "Fifty-four Ways to Make the World a Better Place" have been collated by the authors. This list was accomplished with the assistance of parents from "O.A.S.I.S.", a charitable organisation which supports children with any of the varied forms of autism, including Asperger's. Patricia Bashe is a founding member of OASIS and Barbara Kirby is another of its founders and its current webmaster.

Block, M. (1996). *No More Ritalin Treating: ADHD Without Drugs*: Kensington Publishing Corp, New York, U.S.A. 144pgs. ISBN: 1587-566-126-8.

A.D.D. (attention deficit disorder) as outlined in the DSM-IV (Influential American standard psychiatric manual) is considered to be a psychiatric problem, with doctors routinely dispense drugs such as Ritalin or Prozac to combat the condition, predicting the patient will outgrow the condition. Dr Brock refutes this belief and shows how problems such as Hypoglycemia, Allergies, Sensitivities, Candida Albicans, hyperthyroidism, all or some of these combined with a range of mild or hidden learning difficulties describe the child diagnosed with ADD/ADHD. Mild learning disabilities can include irlen syndrome, dyslexia or mild damage to the automatic nervous system. The text mainly concentrates on diet and overcoming sensitivities and recommends ways to deal with these problems. Other issues which are described are discussed in small detail and you are advised how to approach the doctor regarding further tests.

Small font size could make it difficult to read, however, Dr Blocks' interesting style of writing makes it nearly impossible to put the book down. An index and bibliography are provided along with a resources section, which provides a starting point for locating similar books and information. Dr Block studied medicine at the age of forty-five becoming an Osteopathic M.D. and developing her philosophy on illness and drug, which concentrates on identifying the problem, not prescribing drugs initially. Dr Mary Ann Block has founded a medical facility for adults and children with chronic health problems as a direct result of nursing her own child and her medical experiences.

Chansky, T. E. (2001). *Freeing Your Child from Obsessive-Compulsive Disorder: A Powerful, Practical Program for Parents of Children and Adolescents*. Random House, New York, U.S.A. 354pgs. ISBN: 081-293-117-3.

OCD or Obsessive Compulsive Disorder is a collection of confusing and potentially frightening disorders which manifest themselves in several ways. The most recognisable is excessive hand washing, extreme anxiety and bizarre rituals which dominate family life. A little known form of O.C.D. is PANDAS, which basically manifests as a normal child suddenly exhibiting extreme unusual behaviours - often overnight requiring psychiatric intervention. The hard part is convincing doctors to test for the possibility. Diagnosing through a throat swab is an easy procedure; its knowing to test for the condition which is the tricky part, as I understand it. A throat swab can reveal a form of strep throat which causes these symptoms and can be easily cured with antibiotics. Chansky calmly leads us through various disorders under the OCD umbrella and explains how to deal with them, when medication is appropriate and how to decide on choosing an appropriate and receptive medical doctor for diagnosis should parents suspect the condition.

Boxed sections, bullet points, diagrams, numbered lists, cartoons and reproductions of clinical brain scans along with real-life examples from parents and children all contribute towards making this a fascinating text. Part Four - Appendices -is a useful list of books and organisations relating to O.C.D. Sample questions from an assessment instrument used by professionals is given in Appendix Two, so parents have some ideas of what obsessions and medical problems the professional is looking for. Appendix C discusses ways of encouraging children to sleep and finally an index is provided. Tamar E. Chansky. PhD. lives in Philadelphia, USA and is a member of the American Psychological Association and Anxiety Disorder Association of America. Chansky founded and now directs the Children's Centre for OCD and Anxiety.

Green, C., & Chee, K. (1994). *Understanding ADD*: Doubleday, Sydney, Australia. 254pgs. ISBN 086-824-587-9.

This is a very readable text and should be one of the first books you read on the subject of Attention Deficit Disorders (A.D.D.). Drs. Green and Chee combine a user friendly style of writing to discuss a wide range of issues surrounding A.D.D. Although this book was originally published in 1994, and medical research has advanced since that time, it is still a relevant and foundational book. The authors take the reader through the likely behaviour and the forming of an ADD diagnosis. The 'Practical help' section for parents, teachers and children reveals medical facts and information about the effects of diet, self-esteem and choosing the right sport or hobby. Discussion is included on the subjects of 'Oppositional Defiant Disorder' and 'Conduct Disorder', which is often found in conjunction with A.D.D.

A third section of the book is made up of twenty-one appendices, ranging in topic from diagnostic criteria for diagnosing ADD/ODD/CD to descriptions of commonly used drugs to diet controversy to coordination ideas. Appendice Nineteen, which discusses latest research literature, is now a little dated but provides a good starting point for further research. Relevant contact details for 'Tough Love' ADD associations are included, finally an index is given. Use of cartoons humorously illustrates the often difficult life parents experience with an ADD child. Dr. Christopher Green is the author of 'Toddler Taming' and 'Babies!' and with Dr. Kit Chee works for the Royal Alexandra Hospital, Sydney.

Heller, S. (2002). *Too Loud, Too Bright, Too fast, Too Tight: What to do if You are Sensory Defensive in an Over Stimulating World*: HarperCollins Publishers Inc, New York, U.S.A. 370pgs. ISBN: 006-019-520-7.

Does your child suffer from super sensitivities or over excitabilities? This text discusses what to do if you are sensory defensive in an over stimulating world. Common indicators of sensory defensiveness include:

- starting too loud, sudden or piercing sounds
- inability to tune out noise
- sensitivity to odours which others don't notice
- light-headedness from chemicals
- avoidance of foods with certain tastes or textures
- anxiety when experiencing sudden or fast moment
- crowd avoidance
- annoyance when certain textures touch skin - e.g. sock seams, grass, label tags
- automatic recoil from a stranger's unexpected touch

This is yet another of those often-misdiagnosed conditions as it can mimic or exaggerate psychiatric conditions such as anxiety and obsessive-compulsive disorders.

An index, which also lists bibliographical details, along with a glossary of terms and notes to each chapter, are provided. Appendices in this book are most fascinating. The 'Sensory Defensiveness Survival Kit' talks about deep breathing, diet and ways to cope with our artificial world, while Appendice B discusses 'Defensive Reactions to Sensation', such as to touch, pain, vibrations, and temperature and how to cope. The resource guide is expansive and includes references to every therapy or product discussed. Nearly every listing has a web address, and although North American biased, links from sites should help with finding contacts in the southern hemisphere. Sharon Heller, Ph.D. writes about sensory defensiveness from her own experience as a sufferer of this syndrome and from her extensive work in the field.

Jackson, L. (2002). *Freaks, Geeks & Asperger Syndrome: A User Guide to Adolescents*: Jessica Kingsley Publishers Ltd, Philadelphia, USA. 215pgs. ISBN 184-310-098-3 .

This text by an adolescent Asperger sufferer could be entitled the 'Asperger Adolescent Survival Guide!'. Luke Jackson starts his book by locating himself and family in time and space. He then goes on to describe in a positive style, exactly how it is to living with Asperger's as a teenager. Luke discusses issues such as; to tell or not to tell, different sensory perceptions, dietary differences, sleep issues, fascinations and fixations (classic autistic signposts) and language problems. Practical advice by Luke on how to deal with school and bullying are valuable, as is his explanation on the value of Taekwondo. The thorny issue of friendships and dating is tackled at a parental level including advice for teenagers. Luke concludes his writing with a chapter on morals and principles, stating he wanted to write this book to dispel misconceptions about people on the autistic spectrum, it is not a '[Rain Man](#)', and issues come up such as sex and drinking just like any other teenager.

Writing in a pedantic yet humorous style, Luke utilises personal photographs of his family and cartoons provided by a sister to illustrate and reinforce points he wishes to make. A 'further reading' guide lists pertinent reading for parents and suffers of Asperger. A list of idioms with explanations, something people with Asperger have a great deal comprehending, is given. Lastly a comprehensive index concludes this fascinating text. Luke Jackson is a thirteen year old writing about his experiences with Asperger syndrome.

Klass, P. & Costello. E. (2003). *Quirky Kids: Understanding and Helping Your Child Who Doesn't Fit In - When to Worry and When Not to Worry*. Ballantine, New York, U.S.A. 384 pgs. ISBN: 034-545-142-2.

Klass and Costello describe 'quirky kids' as ones who do things differently. They are perhaps a little out of step, have nuclear meltdowns, rigid regimes, don't talk on time, although able to speak, unable to get a point across or are socially difficult. This book does not deal with classic autism or mentally ill children; rather it deals with those who are operating within a grey area of overlapping difficulties. Sometimes several conditions are present at one time, while later one condition can disappear and another will present. These include Asperger syndrome, pervasive developmental delay, nonverbal learning disability, ADD, sensory integration dysfunction, social phobia or pragmatic language disorder. A previous generation would have termed these children 'eccentric' and they would have received no help in overcoming their difficulties. It is a different situation today where a wide range of therapies, drugs and counselling have the potential to remedy these conditions. This book aims to show you how and when to seek help, discusses problems and includes many examples from real life.

Each chapter has its own list of references to books or resources. The text also has notes to several chapters included before the bibliography and a well organised index. Fictional and real characters that appear to be quirky or have Asperger are listed on p343. Perri Klass, M.D. and Eileen Costello, M.D. have much in common as both work in paediatrics at Boston University School of Medicine, have graduated from Harvard and are each mothers to three children.

Kranowitz, C. S. (1998). *The Out-of-Sync Child: Recognizing and Coping with Sensory Integration Dysfunction. (1st Ed)*. Pedigree Books. New York, U.S.A. 323pgs. ISBN 0-399-52386-3.

Kransowitz pin-points sensory integration dysfunction as the condition many children suffer from; however, it is hard to define. Many of these children have exhibited behavioral traits similar in presentation to dyslexia, dyspraxia, ADD, ADHD. The test is broken down into two parts, firstly teaching you how to recognise sensory integration dysfunction and narrowing the problem to tactile, vestibular or a eye sense problem. Secondly, discussing diagnosis and treatment, how to cope with your child at home and school, coping with emotions, and finally, positive ways of looking at your child as changes are happening.

Kranowitz provides comparison tables detailing where a 'normal child's' milestones would be and contrasts it with a child suffering from sensory integration dysfunction. The section on how to read this book is most useful and should be studied. Included is a set of; sample sensorimotor questions for parents and teachers which are provided in order to help the expert diagnosing a child particular area of need. An appendix explaining the function of the central nervous system in plain English, followed by an extensive glossary is a 'must read'. The resources section lists catalogs, clinics, organisations of which almost all have Internet details and a list of Internet resources is provided. A recommended reading list is most comprehensive and the selected bibliography contains references to some weighty academic information

Carol Stock Kransowitz, gained her M.A at the George Washington University, followed by many years practical experience interacting with children and their families. Teaching in pre-school since 1976, her observations have lead her to researching and developing programmes to help these out-of-sync children.

Kurcinka, M. S. (1998). *Raising Your Spirited Child: A Guide for Parents Whose Child is more Intense, Sensitive, Perceptive, Persistent, Energetic (2nd Ed)*. Harper Collins Publishers, New York, U.S.A. 320pgs ISBN 006-016-361-5

Spirited children are often referred to as difficult or strong-willed offspring who overwhelm their parents, and leave them feeling anguish, frustration and exhaustion on a day-to-day basis. The beauty of this practical book is in its clear approach to utilising simple strategies for dealing with these oversensitive children with many real life examples illustrating her points. Spirited children are described as intense, sensitive, perceptive, persistent and energetic - more so than the normal child.

In this text, Kurcinka firstly discusses how to understand these children, what makes them different. Part Two discusses 'working with the spirit', highlighting the differences between extravert or introvert children, and describes the five temperament types. Part Three moves into practical living issues such as mealtime, getting dressed, bedtime wars and how to plan for success. 'Socialising with the spirit' focuses on success in school and how to plan memorable holidays. Lastly, part five is a brief positive epilogue from the author.

Good use has been made of bullet-points, bold headings and sliding scales enabling parents to define where their child fits in to the discussion. A noticeably small font size has been used in this text, making it harder for some readers to use. Most chapters have a summary list at its conclusion. While an index and a recommended reading list are provided, no bibliographic sources are given to details within the text. Mary Sheedy Kurcinka, M.A. is a licensed teacher and parent educator with over twenty years experience working in Minnesota, U.S.A. She has won awards for her work with Early Childhood Family Education.

Mental Health Foundation of New Zealand, (2002). *Conduct Disorder (2nd Ed)*. Auckland, New Zealand. 24pgs. ISBN 187-731-824.

Produced by the Mental Health Foundation of New Zealand, this booklet discusses a range of issues relating to Conduct Disorders, specifically C.D and O.D.D. Written in plain, easy to follow English this text outlines the diagnostic signs and outlook of O.D.D. and C.D. sufferers. Each condition is defined as is how mental health professionals can make a reliable diagnosis, as causes of behaviours mentioned above could actually be depression, A.D.D, schizophrenia, abuse or an undiagnosed head injury. Children or adolescents diagnosed with Conduct Disorder often have broken a law, have poor academic achievement learning difficulties or have substance abuse issues. O.D.D (oppositional defiant disorder) has characteristics of aggressive behaviours and a tendency to bother and irritate others deliberately.

Very useful sections regarding causes of conduct disorders, living with conduct disorder and important strategies to support recovery, would be invaluable to the parent or caregiver. 'Treatment of Conduct Disorders' goes into some detail regarding treatment options for example Psychosocial treatment, non-medical treatments such as cultural issues, relationships and the environment.. Complimentary therapies which are non western medicines/treatments, often referred to as a holistic approach, include yoga, medication, massage and herbal treatments. Different types of medications, including stimulants, anti-psychotic drugs and antidepressants are carefully explained along with their resulting side effects. The legislation section covers laws which have implications for mental health sufferers in New Zealand. Also included with each act are details of governmental agencies which can supply advice, information and publications relating to particular mental issues and the law. Acts include Health and Disability Commissioners Act 1994, The Children, Young Persons and Their Families Act 1986 and The Criminal Justice Act 1985. Further information regarding useful websites, groups and organisations, books - most of which are in the public library system and Mental Health Foundation contact details are supplied. This text is designed as a starting point for those wishing to explore O.D.D and C.D in more depth.

O'Dell, N., & Cook, P. (1997). *Stopping Hyperactivity: A New Solution*: Avery Publishing Group, Inc, New York, U.S.A.. 186pgs. ISBN 089-529-789-2.

'Stopping hyperactivity' presents practical ways in which parents can overcome everyday hyperactive behaviours. Professors O'Dell and Cook state that 10% of the population of the U.S.A. has learning difficulties and 75% of that population also experience immature S.N.R.T. (Symmetric Tonic Neck Reflex) in conjunction with, for example, another learning challenge such as dyslexia. Through a set of physical exercises, O'Dell and Cook demonstrate in a six month period, the difficulty of an immature S.T.N.R. S.T.N.R. is a natural reflex which everyone possesses; however an immature neck reflex results in the top half of children sitting up straight and the bottom half twisting around. This causes pain and the children are unable to sit still, sit properly or concentrate for long periods in the classroom or in public, because they are in pain and fidget or are disruptive when trying to alleviate pain. One indicator of immature STNR is hyperactivity or the child who did not crawl or crawled for a brief period before walking, and does not sit in an appropriate fashion.

Black and white photographs illustrate the exercises recommended within this book. Boxed sections highlight particularly useful points and good use is made of italics and bullet points to keep readers engaged. A glossary of terms is most useful. References and an index are provided. Nancy O'Dell and Patricia Cook both earned doctorates in Learning Disabilities from Purdue University and co-direct the Miriam Bener Diagnostic Centre.

Papolos, Demetri E. & Papolos, J. (2002). *The Bipolar Child: The Definitive and Reassuring Guide to Childhood's Most Misunderstood Disorder*. Broadway Books, Random House, New York, U.S.A. 452pgs. ISBN 076-791-285-3.

A fascinating yet practical guide to this condition, which thoroughly dispels the myth that young children do not suffer from mental illness as well as depression; also that it manifests itself only in the teenage years. According to the authors many children suffering from bipolar disorder have been wrongly diagnosed with A.D.D./A.D.H.D. and prescribed appropriate medicine for the former but the drugs involved precipitate a severe reaction in children suffering bipolar disorder, so much so that many children are actually hospitalised. Another warning is the drug 'Roaccutane', commonly dispensed for severe acne but which can contribute towards or bring on clinical depression.

Combining the feedback from thousands of parents of bipolar children and the latest scientific research from many fields, the authors have published a comprehensive text discussing relevant issues. The book consists of four sections. Section one tackles the issue of accurate diagnosis and treatment. Included are a drug avoidance chart and another aid which outlines the course of the disorder.

Section two describes the two main causes of the disorder; genetic aspects and psychological dimensions. Section three, centres on living and coping with bipolar disorder, and covers such issues as family impact, school, adolescence and hospitalization. Be aware of the North American bias in this section. Neuro-psychological testing of the bipolar child includes an easily understood explanation of I.Q. tests and what they reveal. Lastly, section four focuses on parents' needs expressed through the bipolar listservs discussion groups.

Full bibliographic details are listed under the chapters they appear in and a comprehensive index is supplied. A bipolar child questionnaire for parent's use is supplied on p417, and symptom checklist appears in chapter three. 'Resources' includes ten organisations, all American, although each one has a website attached, and are therefore useful to parents in New Zealand. The resource section then goes on to list nine websites specific to bipolar from angles such as teaching aids, relatives of bipolar sufferers and Medline (National Library of Medicine USA) and suggests how to search this database. The last section, on websites, includes links to catalogues for products aimed at achieving life and mood changes, and also suggests practical products which help children with sensory integration difficulties to cope with clothing and educational issues.

Stevens, L. J. (2000). *12 Effective Ways to Help Your ADD/ADHD Child: Drug-free Alternatives for Attention-Deficit Disorders*: Penguin Putnam Inc, New York, U.S.A. 264pgs. ISBN: 158-333-039-9.

Linda Stevens struggled to bring up her two hyperactive sons and was amazed at how simple changes in their diet resulted in behaviour improvement. Stevens likens discovering foods or allergies which affect your child as finding lost pieces of a jigsaw puzzle and while she doesn't guarantee these ideas will work, they do for seventy-five percent of parents who try them. Split into three parts, this text firstly tackles what ADD/ADHD is, how it is diagnosed and some possible underlying causes. Part Two deals with a range of ways to track your child's triggers, whether they may be diet, allergies to yeast and lead as well as aluminium poisoning. Irlen syndrome and modes of locomotion and their effect on development are discussed. Biofeedback is where, with the aide of a scientific display, children are taught to recognise their own brainwaves. These children are then encouraged to produce particular brain waves e.g. beta waves for optimum learning. In other words, the children are taught to control their movements and behaviour, a strategy which can be effective in cases where medication does not succeed. Lastly, Part Three discusses diet adjustments, interpreting food labels and how to plan happy holidays. It also contains a selection of recipes which provide alternatives to sugar/fat treats and emphasise good nutrition. The text does not state whether items are available in New Zealand. Stevens concludes her book by saying she has offered twelve suggestions for you to help your hyperactive child without drugs and wishes parents good luck with their efforts!

Good use is made of bullet points and bold headings, while italics and easy to understand diagrams convey a wealth of information. Appendix A provides a list of scientific papers for you and your doctor to read and discuss. Appendix B is an elimination diet and diary based on an individual child, showing how to identify and remove possibly harmful foods from your child's diet. Diagrams provided are easy to understand. Appendix C is a list of books, websites and newsgroups with brief annotations showing their usefulness. The notes section provides full references to books, journals and articles discussed in the book and an index concludes the text.

Sutton, J. (2003). *What Parents Need to Know about ODD: up-to-date insights and ideas for managing Oppositional Defiant Disorder and other defiant Behaviours*. Friendly Oaks Publications, Texas, U.S.A. 64pgs. ISBN 187-887-863-8.

A novel presentation, this text, although short, has two audio compact disks containing a series of mini lectures by Dr. Sutton on the subject of O.D.D.(Oppositional Defiant Disorder) included. Broken into chapter talks, Dr. Sutton's speech can be appreciated more easily in short blocks of ten to twenty minutes and then reflected upon by reading the accompanying text. While no one book provides all the answers, Dr Sutton offers practical down-to-earth advice in dealing with issues of defiance, procrastination, non-compliance and manipulation, which can be shown by the O.D.D. child or adolescent. Two particular behaviours, Dr. Sutton suggests, indicate that the child/adolescent has moved into C.D. - conduct disorder. The first of these is unprovoked, intentional behaviours which have the potential to do serious harm to others. Secondly, behaviours which seriously affect third parties i.e. siblings or perhaps school colleagues. Some gifted children present with ODD in conjunction with other syndromes e.g. A.D.D./A.D.H.D.

The text is broken into thirteen parts with accompanying speeches by Dr. Sutton. Bold headings with C.D.(conduct disorder) diagrams and a "worth repeating statement" reinforce key ideas postulated by Dr. Sutton. Each page has main points listed with extra, short italicized explanations in a boxed form on the outside edge of the page. Plenty of boxed statements, diagrams and the occasional photograph to convey body language, along with cartoons for humour, make this an eminently readable text. Sutton provides references used in his work and knowledge quiz testing parents on what they have learnt from this book and the compact disks it is also possible to obtain a completion certificate. Dr Sutton has had thirty years experience in working with young people, initially as a teacher and more recently specialising in teaching teachers.

Waltz, M. (1999) *Pervasive Developmental Disorders: Finding a Diagnosis and Getting Help*. O'Reilly & Associates, California. USA. 567 pgs. ISBN 1 565-925-300.

The purpose of this text is to present all the information required by parents or sufferers of PDD-NOS, pervasive developmental disorder not otherwise specified. P.D.D.-N.O.S .usually presents in conjunction with chronic tic disorder (Tourette syndrome), A.D.D. or A.D.H.D. and or obsessive-compulsive disorder. Autistic Spectrum Disorder (A.S.D.) is another name which refers to symptoms under the PDD-NOS umbrella.

A child who is 'not quite right' with a hard to define problem might fall into this bracket, not autism as people recognise it but a 'shadow' of autistic traits. Firstly the author provides a overview of the pervasive developmental disorder range with in-depth discussion on PDD-NOS. Secondly individual chapters concentrate on diagnosis, a range treatment options, school, family issues and building support systems. A final chapter has contributions from children and adults with pervasive developmental disorders.

Appendix A is a list of books relating to autistic spectrum disorders, including a wide range of websites. Appendix B is a list of support and advocacy agencies, Appendix C offers a range of research and testing facilities specialising in autistic range syndromes. Appendix D is an extensive description of prescribed medications, appendix E carries a discussion of herbal and nutritional supplements. Appendix F provides diagnostic tools for symptoms of autistic disorders. Following on the author provides reference notes to chapters 1, 3, 5, 7 13 and appendix D - medication. Finally a glossary of acronyms and a substantial index concludes this rather in-depth book.

Mitz Waltz - a professional journalist - has written this book from many years of research she undertook, in order to understand the diagnosis P.D.D-N.O.S .given in relation to her seven year old son.

Survival Guides

Delisle, J. & Galbraith., J. (1987). *The Gifted Kids Survival Guide II: A Sequel to the Original Gifted Kids Survival Guide (for Ages 11-18)*: Free Spirit Publishers, Minneapolis, U.S.A. 152pgs. ISBN 091-579-301-9 1.

Upon receiving many letters and personal communications from students regarding the earlier gifted survival book, Delisle and Galbraith decided to combine their new discoveries, requests for information and answers to questions into this text. In essence, this text continues from where the earlier books concluded. It goes over similar ground, in some cases in more depth, and tackles areas not previously discussed in the earlier edition. This is a text written in a casual yet informative style, utilising cartoon depictions and an effective variety of bold and italic print styles. This text would most likely be effective in gaining the visual attention of those aged eleven to eighteen years.

Judy Galbraith has a M.A. in guidance and counselling of the gifted, utilised in teaching gifted youth, their parents and teachers. She is the creator of Free Spirit Publishing - specialists in self-help books for children/ teenagers and is the author and co-author of many books for the gifted. Jim Delisle is a well known author of gifted literature and has taught both handicapped and gifted students. Judy Galbraith was an assistant professor of gifted education at Kent State University.

Fisher, G. L. & Cummings, R.W. (1991). *The School Survival Guide for Kids with LD, Learning Differences*: Free Spirit Publishing, Minneapolis, U.S.A. 164pgs. ISBN 091-579-332-6.

Fisher and Cummings wrote this book as a direct result of feedback from children who had read their earlier survival guide; many of their ideas have been incorporated within this guide. Split into three parts this text firstly tackles ways to make school easier and fun. Ideas include organisation techniques, computer use, test techniques and how to seek help from adults. Some children with learning difficulties, including those with dyslexia, find it virtually impossible to read the time from an analogue clock, preferring a digital watch or clock, or to understand how long a unit of time actually is e.g. five minutes. Practical examples show the student how to overcome such difficulties Part Two examines school tools for learning, ways and steps to help the child improve at core curriculum subjects. Part Three shows ways to keep school cool, how to socialise, resolve conflict issues and how to succeed.

This survival guide is ably illustrated with many humorous cartoons; new or difficult words are spelt and have pronunciation details, diagrams and boxed sections, very child friendly. References to chapters 7 -12 are included, as is an index. The recommended learning and teaching materials section would appear to be somewhat dated and applicable to American students, however, books recommended in the organizational skills and school skills sections provide a basis for searching library catalogues for practical books to help your child/ ren.

This is the second book written by Gary Fisher and Rhoda Cummings in a series of self-help books for gifted children. Gary Fisher is employed by the University of Nevada where he teaches school counsellors and psychologists how to help children with problems including learning differences. Rhoda Cummings is also employed by the University of Nevada and teaches special education. Her background includes practical experience teaching English and successfully raising a gifted son with learning differences.

Fisher, G. L. & Cummings, R.W. (1993). *The Survival Guide for Teenagers with LD [Learning differences]*: Free Spirit Publishing, Minneapolis, U.S.A. 190pgs. ISBN 091-579-332-6.

This text contains discussion of such issues such as dating, driving, getting a job and the future. Fisher and Cummings reiterate that learning different does not mean that you are dumb. In fact they describe five kinds of learning difficulties; academic, language learning disability, ADD, perceptual motor disability and social perceptual disability. Examining one chapter 'Making and Keeping Friends' the discussion initially settles on two illustrative real-life examples. It then moves onto facts about keeping friends including the fact that having learning differences does not have to get in the way of making friends. Discussion then moves onto ten tips for making and keeping friends. All points are written in casual, easy to understand English.

Use of cartoons within funky borders and bold headings make for eye catching reading in this text. While a formal bibliography is not given, an index is provided. Published in 1993 this survival guide is the third in a series of collaborative texts by Gary Fisher and Rhoda Cummings, specifically aimed at helping and guiding gifted teenagers. At the date of publication Gary Fisher was teaching at the University of Nevada with a background in psychology. Rhoda Cummings worked is a colleague of Gary Fisher at the University of Nevada, specialising in teaching special education.

Fisher, G. L. & Cummings, R. W. (1995). *When Your Child has LD (Learning Differences): A Survival Guide for Parents*: Free Spirit Publishing, Minneapolis, U.S.A. 151pgs. ISBN 091-579-387-3.

Like other survival guides this text provides a reassuring handbook answering many of the questions commonly posed by parents, starting with gripes and concerns faced by all parents of LD children. Initial chapters discuss definitions and types of learning difficulties and why Fisher and Cummings do not use the term dyslexia. Discussion moves onto genetic and environmental causes of learning difficulties and describes early signs of LD including a section on child development and prominent theories. Later chapters offer advice on facing issues of how Learning Difficulties can affect your child and family, and in particular provide coping strategies for dealing with those nosy yet well meaning relatives and friends. Chapter Nine lists do's and don'ts of helping your child, ways to work in with school, and being an advocate for your child. 'Looking forward to the future' provides positive ways to affect your child's destiny. Included where relevant are many comments from parents who are already dealing with the issues under discussion.

The authors' use of sections from their previous books, which the child is likely to have already come across, entices the child to a deeper reading of this text. The list of books in Resources was adapted from *Understanding LD*, by S McMurchie. While plainer in visual effects than other efforts published for the child/ adolescent market, it is easy to read and has a cartoon at the start of each

chapter. The resources section provides an example of a comprehensive and detailed individualised education program (IEP). It goes on to list a wide range of books for children and an index. Sections regarding organisations and books about career and college planning are rather American oriented. At the time of printing (1995) Gary Fisher was the director of the Addiction Training Centre and Professor with the University of Nevada. Rhoda Cummings is also employed by the University of Nevada as a Professor of special education.

Galbraith, J. (1984). *The Gifted Kids Survival Guide: for Ages 10 & Under*. Free Spirit Publishing, Minneapolis, U.S.A. 70pgs. ISBN 091-579-301-6.

This book is written specifically for gifted children from seven to ten years of age to help them understand giftedness and why others tease them. Chapters explain IQ, designer genes coping with teasing, and making and keeping friends. Other chapters discuss ways to keep cool at school, what to do when you are bored silly, tips to handle high expectations and perfectionism. Judy Galbraith also explains the six great gripes of gifted children, which is bound to hit a note with the intended reader. Specific sections explode myths about gifted girls and old-fashioned ideas we can kiss goodbye.

A visually stimulating book for children under ten years of age with an appendix supplying a list of 'Mind Expanding Magazines' many of which are available in public libraries. The recommended reading list and gifted organisations sections are somewhat limited and do not provide websites. Judy Galbraith is a well known author of books regarding gifted children including another survival guide for teenagers.

Galbraith, J. & Deisle, J. (1996). *The Gifted Kid's Survival Guide: A Teen Handbook*. Free Spirit Publishing, Minneapolis, U.S.A. 295pgs. ISBN 157-542-003-1.

Authors Galbraith and Deisle state the aim of this book is to write for gifted teenagers, not about them. They emphasise that in order for teenagers to take charge of their schooling and life, they must be prepared to work hard to effect positive change. The authors then proceed to show how to implement these changes, by re-educating their parents and teachers. Also the text aims to help parents and teachers understand gifted teenagers and to respect their points of view. Set out in seven main sections, discussion initially centres around being gifted, what it means, myths, the learning disabled and what this means to the teenager. "Intelligence" explains intelligence theories and includes a section on frequently asked questions about intelligence and giftedness. "IQ Test and testing" discusses exactly what testing does and doesn't reveal and what happens when tests fail. "Taking charge of your life" discusses important questions of perfectionism, the value of mistakes, goal setting, stress, and gender and ethical issues. This chapter is quite comprehensive and starts with 'Who is school for?', ending in 'The benefits of taking a break'. 'Relationships' begins with friends, moves on to teasing and concludes with 'How to talk to parents'. "On being a teenager" tackles subjects such as teenage angst, lies, suicide, sex and death.

A stimulating gifted children's survival guide which will appeal to the teen market. This book abounds with cartoons, quotes and bold-printed headings, bullet pointed sections and many real-life examples. Galbraith and Deisle include a survey for teenagers to complete and send in to help with newer editions of this text. "Additional resources" supplies names of relevant children's magazines and websites. Finally a section entitled 'Additional permissions and credits' would appear to refer to articles within the book. It then goes on to provide a comprehensive index. Judy Galbraith and Jim Deisle have written many books about and for gifted children publishing through Free Spirit Publishing.

Walker, Sally Yankee. (1991). *The Survival Guide for Parents of Gifted Kids: How to Understand, Live With, and Stick Up for Your Gifted Child*. Free Spirit Publishing, Minneapolis, USA. 137pgs. ISBN 091-579-328-8.

Publisher Judy Galbraith states this survival guide, written by Sally Walker, has evolved out of requests by parents wanting their own definitive survival guide for raising gifted children. This text is written in a non-scholarly fashion with lots of plain English explanations about such subjects as the bell curve, perfectionism, underachieving and the origins and application of 'giftedness' as a concept. Chapters One and Two discuss 'giftedness then and now', and 'what makes gifted kids so special?'. Chapters Three and Four discuss many issues of living and bringing up these children including ways of coping and staying in touch. Chapters Five and Six relate to schooling and advocacy. While this book is aimed at the American market many of the ideas can be incorporated into the New Zealand environment. Finally a section of frequently-asked questions entitled '15 questions parents ask - and 14 and a half answers' gives practical, reassuring advice to parents.

This is another visually appealing book from Free Spirit publishing, which utilises bullet-points, semi-boxed information and bold headings. An index is provided and the bibliography listed on page 127 onwards is organised under chapter headings. Many of the books in the recommended reading section have been entered into this annotated bibliography. Sally Walker understands a parent's viewpoint, being the mother of three gifted teenagers herself. 'The eight great gripes of parents with gifted kids' needs to be photocopied and placed on the fridge door! Walker has gained an M.A. in Guidance and Counselling, also going on to do post-graduate work in the areas of gifted education, parent education and early childhood education. Sally Yankee Walker has utilised this knowledge as co-ordinator of Gifted Services in Illinois, helping to implement gifted programs and teacher training in the Rockford area.

Websites

I have tried to focus on New Zealand specific websites which are highly relevant to parents of New Zealand gifted children. Also included are links to substantial overseas websites which deal with syndromes, and learning difficulties. Lastly is an American website which contains experiences written by parents and links to sites of use to parents.

Web addresses are located within the reference list.

[Autism New Zealand](#)

Autism New Zealand's mission is to 'improve the quality of life for people with Autism, Asperger Syndrome, those with associated

conditions and their caregivers' [viewed 10 Jan 2005]. A well organised site, Autism New Zealand offers a plain English explanation of Autism, online parental forum, latest autism related contacts and access to 'Autism Spectrum Quarterly'. The comprehensive library includes audio and visual material as well as an impressive range of books for hire. Library resources also include material on dysbraxia and sensory integration dysfunction. Their 'Shop' includes books, audio and visual materials. Links page has sites to access for further information, including one which covers Tourette syndrome, OCD, ADHD, 'rage attacks', mood disorders and autistic/Asperger's disorders.

[George Parkyn/One Day School](#)

George Parkyn Centre for Gifted Education is a non-profit charitable trust created in 1995; their mission, as stated on the website is 'to promote professional support services for gifted children and all those living and working with them'. To achieve this the centre has an informative website, lobbies the government to improve gifted education and support within New Zealand, interacts with individual schools, teaching professionals from pre-school to university, parent groups, individual parents and runs conferences for parents and teachers.

Two useful books are available through Reach publications owned and operated by the center are, "they're not bringing my brain out" (see annotations-education for an overview) and 'Choosing A School: A Guide to finding The Right School for Your Gifted Child', both written by Rosemary Cathcart.

One Day School is run through out New Zealand where children from the age of six up to form 2 can be withdrawn into special classes of like minded individuals to concentrate on learning. Each class approaches one subject per lesson using reading, writing, art, researching skills, and discussion as a whole rather than in individual teaching plans as in a state school. While there is a cost involved it is within the reach of most parents and scholarships are available. COOL, an abbreviation for "Community Of Online Learners", is an interactive version of oneday school for children in rural areas, whom are unable to attend in person.

Gifted Education links, New Zealand and International

[The Mass-E-Gifted Education Resource](#)

The purpose of this site (maintained by Dr Tracy Riley of Massey University) is to help education professionals locate information regarding giftedness with in New Zealand and worldwide [viewed at 12 Jan 2005]. However, many sections provided by Dr Riley are helpful to parents of gifted children. Of specific value are the following;

- Listserv's
- Major Associations
- Resources for Gifted Education
- Health Camps

[Te Puna Whaiora: Children's Health Camps](#)

Health camps provide a healthy environment where children aged five to twelve can enjoy time out from stressful lives and also learn social skills, enhance peer relationships, receive help with issues such as anger management and grief or loss. For the gifted child, health camps can be useful in that the children are approached holistically, issues surrounding family life, schooling and social emotional behaviour are all taken into consideration and appropriate interventions are put in place. Camps are chosen with a particular mix of children in mind to enhance children's interactions with each other and professionals in appropriate fields assess children where needed. Reinforcement of regular routines, such as sleep patterns and eating/ table manners, self-esteem and social skills make a huge difference in many children's lives. School work, independent learning programmes are set for each child at an appropriate level. The Ministry of Education expects the following out comes;

- feel positive about learning
- feel positive about themselves
- improve their work habits
- learn skills to modify behaviour
- evaluate their own performance in terms of quality
- learn skills that will help them socialise more effectively

At the end of each camp a report is sent home with each child, explaining the progress the child has gained and recommendations for the future. Regular follow ups on the children and families are arranged.

These seven unique New Zealand health camps, are financed by the Ministry of Education as 'special schools', each school has a board of trustees consisting of the principal, a staff representative, five ministerial appointees and two representatives from the Children's Health Camp Committee. Children's Health Camps work within the philosophy of holistic early intervention in the child's life, along with professionals and agencies were necessary with the involvement and co-operation of family and whanau.

[New Zealand Association for Gifted Children](#)

The New Zealand Association for Gifted Children (NZAGC) exists to promote the needs of gifted children at national level and to support and foster initiatives at local levels which meet those needs' [viewed 10 Jan 2005]. NZAGC publishes two magazines, firstly Tall Poppies –which has family and association articles and events and secondly Apex – publishes New Zealand research into the area of giftedness. Note: neither of these journals is available through the public library interloan system or by electronic database. NZAGC site provides links to many worthy organisations, information on how to set up an association, a library and links to branches throughout New Zealand.

[Support for Parents and Whanau](#)

Te Kete Ipurangi (T.K.I.) this online learning centre is an initiative by the Ministry of Education to help and support student learning, schools, teachers and parents in an electronic format. This particular section of T.K.I is specifically aimed the 'Gifted and Talented: Support for Parents and Whanau' [viewed 10 Jan 2005]. Ministry of Education initiatives in the area of Gifted and Talented education are outlined with hyperlinks to relevant research, points of contact and regulations, parent associations. Useful links is split into two sections, firstly 'parents and whanau' which includes information on learning disabilities and Maori perspectives of giftedness, and

secondly interesting links for students. The 'Frequently asked questions' hyperlink has been provided by Dr T Riley, Professor of Gifted Education, Massey University to address questions commonly asked by parents and teachers. 'Ask the experts forum' gives parents access to a range of experts who will answer questions in their area of expertise. An on-line questionnaire for parents to complete is included; this feedback enables the ministry to provide relevant materials for parents.

Parents Information

[Hoagies](#)

Hoagies' Gifted Education Page, welcomes parents to its site by stating "You'll find people "just like you" with children "just like yours." An exciting discovery! And you'll find ideas, things to try, solutions you may not have thought of. So join us, visit for a while, stay as long as you like. Follow our pathways to read and learn, and meet our friends and families along the way. And Welcome Home!". A balm to parents who are battling to help, educate and understand their children. Hoagies gifted education links to the latest research, internet sites, parenting information and books, videos, reading lists. Several pages are a must read for parents of gifted children:

1. F.A.Q. (Frequently Asked Questions) page. Here Stephanie Tolan answers many commonly posed questions by parents of gifted children including;

- Shall we tell her/ him they are gifted
- Acceleration vs. enrichment
- Home schooling
- I.Q. tests
- Dabrowski's Overexcitabilities Theory in plain English

2. The Ridiculous Things I Heard Today collected by Carolyn K.'

The humor in this page provides excellent therapeutic reading regarding some of the difficult times faced by parents of these children.

3. 'What's New' page.

This page appears to be updated every day. Fascinating sites ranging from kids pages, latest research to brain teasers.

4. Parents' page is a must, note link to gifted 101 which has a subheading entitled books, here you can access annotated lists of books to buy and specific reading lists for a wide variety of children re: ages/ reading levels or special interests such as girls looking for strong role models. A specific page for children and teenagers is available at. www.hoagieskids.org.

5. Link to ERIC Clearinghouse for Disabilities and Gifted Education.

The material presented here- 500 pages - is an archive of material, created by Hoagies, of information that was previous available on E.R.I.C. before it was disbanded by the United States government in 2003.

This site is maintained by' Carolyn K', web mistress of [Hollingsworth Center for Highly Gifted Children](#) , and other gifted sites and a previous board member of , [SENG](#) (Supporting Emotional Needs of the Gifted).

Syndromes with Social impacts

[Asperger Syndrome](#)

OASIS (Online Asperger Syndrome Information and Support) website is maintained by Barb Kirby in conjunction with the University of Delaware, who donated the web space. Barbara Kirby and Patty Bashe are co-authors of the text entitled OASIS. This site is specifically aimed at individuals diagnosed with Aspergers syndrome and related disorders, who are looking for support and information.

Hyperlinks to 'other autism sites' are useful and also includes links to hyperlexia, split into American and International sites, are lists of asperger and autism sites.

Also found are

- message boards
- research articles
- related disorders including PDD-NOS.-
- print and e-mail newsletters
- conferences

Under 'non-traditional sites' are;

- Allergies and Dietary Interventions- including gluten intolerance and intolerance to wheat, cow's milk, corn and sugar
- Auditory Integration
- Alternative Programs

[Autism](#)

Australia site is maintained by Dr Tony Attwood a world wide recognised expert regarding autism and its related conditions. An easy to navigate website, providing many links to information from tabs on the main page, these tabs include hyperlinks to articles explaining every facet of behavior from speech to sexuality, including the latest research results. 'Resource material on Emotions and Friendships' has lists of books, videos and DVD's available for purchase. Note, books on friendship, are listed by stage equivalents to the child's age e.g. stage 2 = 6 – 9 year olds.

An enlightening interview between Dr T Attwood and Temple Grandin -one of the first sufferers of asperger syndrome to write about it from a personal perspective- is included within the site.

[Bipolar](#)

The child and adolescent bipolar foundation was created in America five years ago. This is a web-based community of parents who are

raising formally diagnosed bipolar children or those at risk of developing bipolar early in life. Their membership includes teachers, social workers, medical professionals, researchers and neuroscientists.

Bipolar, which is also known as manic-depression is a disorder of the brain, which presents as:

- Extreme changes in mood, energy
- Extreme changes in thinking and behaviour
- Persistent elation or agitation in conjunction with high energy levels in referred to as mania.
- While depression presents as extreme sadness/ irritability and low energy levels.

Bipolar illness' is different in children than adults – adults mood cycles are measured in days- a child will have rapid chronic cycling of moods with a day.

'Resource section' links to medical research, books and agencies dealing with bipolar issues. The 'learning Center' page has a plain English explanation of "pediatric bipolar disorder" which is very comprehensive. 'International links' provides a hyperlink to CABF On-Line Support groups; here you will discover over twenty on line e-mail groups for parents raising bipolar children.

[Dysbraxia](#)

The dyspraxia foundation is English based charity existing to help educate people understand and cope with dyspraxia. As stated on the site 'You can use this site to find out what dyspraxia is; how joining the Dyspraxia Foundation could help you; to get practical information about coping with daily life and what you can do as a parent; and to find links to other useful sites.'. The dyspraxia foundation defines dyspraxia as 'an impairment or immaturity of the organisation of movement'. Problems of thought, language and perception are often presented in conjunction with this problem. A comprehensive set of dyspraxia indicators, in all age groups is provided, along with information regarding handwriting issues, spelling and physical difficulties many children face. From the links page, many excellent hyperlinks are provided including one to a ten year old home schooled male in England

[Exceptionally gifted, learning-disabled and visual-spatial learners](#)

Linda Silverman presents clearly written information on 'whom and what gifted people are about', smashing many stereotypical viewpoints. Gifted facts eliminate many long held beliefs of giftedness with research and statistics to back up theories.

The gifted development centre which covers most aspects of giftedness' is located in Denver, U.S.A. This centre specialises in 'visual-spatial learners (individuals who think in images), twice-exceptional learners (gifted and learning-disabled), the highly gifted (who score above the 99th percentile), and gifted adults'.

The Gifted resource links section of this website contains a myriad of interesting and useful sites, broken down into sections for children, professionals, parents and others regarding gifted schools, home schooling, highly gifted individuals and visual spatial learners. In particular the following are worth investigating:

- Gifted education resources
- Home schooling – provides hyperlinks to curriculum ideas and message boards
- 'Why we use the Stanford-Binet' includes fascinating links to related articles
- Listservs, message boards, & E-mail conference archives
- Websites and electronic magazines
- Characteristics checklists

Linda Silverman is a psychologist with forty-four years experience in counseling and helping gifted children. She is the director of the gifted development centre and has recently published a book entitled *Upside-Down Brilliance: The Visual-Spatial Learner*. Note: gifted visual spatial learner is a difficult subject to access through the interloan system, as books are currently heavily reserved at many libraries.

[Hyperlexia](#)

The A.H.A. (American Hyperlexia Association) was created as a not-for-profit organisation to help parents dealing with Hyperlexia. While currently in recess, the site is maintained by the parent who originally created it to serve parents worldwide.

The A.H.A. provides the following characteristics of hyperlexia in children;

- A precocious ability to read words, far above what would be expected at their chronological age or an intense fascination with letters or numbers.
- Significant difficulty in understanding verbal language
- Abnormal social skills, difficulty in socializing and interacting appropriately with people'

Some hyperlexic children also present with other characteristics involving auditory or olfactory issues or the opposite where they possess strong auditory and visual memories. Yet other children have had normal development till approximately eighteen months to two years of age when they start to regress. Other children use language in strange ways e.g. echo words or reverse pronouns, while some need to keep to routines and have difficulty changing from one task to another.

Links and sister sites should be investigated by parents as they are most comprehensive and useful.

Journals

The following journals are available to you through your local library. Contact your local library to be shown the access to many databases which have been subscribed to in collaboration with public libraries though out New Zealand to provide the public of new Zealand access to sound informative databases.

Exceptional Children

Publisher: Council for Exceptional Children

Issues/Year: 4

Format: Magazine/Journal, Refereed

Full-text coverage: 1 Jan 1988 – current

'Exceptional Children' magazine has been in publication for over sixty five years, priding itself as a respected journal in special education. Produced by 'The Council for Exceptional Children', it publishes original research regarding the educational and developmental needs of exceptional children, and youth with exceptionalities.

'Exceptional Children' also offers a broad selection of articles by leaders in gifted education for parents and professionals alike. Articles aimed specifically at professionals in the area of special education and developments are also provided.

Focus on Autism and Other Developmental Disabilities

Publisher: Pro-Ed

Issues/Year: 4

Format: Magazine/Journal, Refereed

Full-text coverage: 22 Jun 2000 – current

The purpose of "Focus on Autism and Other Developmental Disabilities is to provide parents, teachers and trainers the answers to challenging questions by the behaviours of these challenging children. The latest techniques for breaking through the communication barriers to autistic children are discussed along with issues associated with pervasive developmental disorders.

The aims of these is to cover aspects of a person's lifetime – home, school, work, community – in a range of settings and offer

- effective intervention procedures
- review current books and other publications
- describe successful programs
- enhance communication skills
- review workplace supports, managed care research reports and practical educational and treatment suggestions

Focus on Exceptional Children

Publisher: Love Publishing Co.

Issues/Year: 9

Format: Refereed

Full-text coverage: 1 Jan 2000 – current

Focus on Exceptional Children is a newsletter specifically for teachers, parents and those concerned with the needs of special education. It offers fresh teaching ideas and translates theory into practical strategies. Many topics would be of interest to parents of gifted students and home scholars.

Each issue focuses in-depth on a single topic, for example

- memory training
- regular education initiative
- teacher assistance teams
- developing thinking skills
- attention deficit disorders
- cooperative learning
- assessment

Gifted Child Today

Publisher: Prufrock Press

Issues/Year: 6

Format: Magazine/Journal

Full-text coverage: 1 Jul 2000 – current Gifted Child Today is a leading professional magazine published in America for parents and teachers involved in gifted education. Regular columns are supplied by leading American experts in gifted education and research.

Ideas and articles are offered regarding:

- How to motivate learners
- The encouragement independent study
- The development of student portfolios

Gifted Child Quarterly

Publisher: National Association for Gifted Children

Issues/Year: 4

Format: Magazine/Journal, Refereed

Full-text coverage: Spring 1987

Gifted Child Quarterly is published by the National Association for Gifted Children (America). This is a non-profit organisation run for the benefit of gifted children by parents, teachers and educators across the country.

The aim of Gifted Child Quarterly is to 'address the unique needs of children and youth with demonstrated gifts and talents as well as those children who may be able to develop their talent potential with appropriate educational experiences'. In order to do this Gifted Child Quarterly publishes

- new and creative insights into giftedness, with regards to the home, school or wider community.
- quantitative or qualitative research
- papers discussing policy and policy implications

High Ability Studies Journal

Publisher: Carfax Publishing Company

Issues/Year: 2

Format: Magazine/ journal Peer reviewed

Full-text coverage: 12/1/98 to present

This referred journal is the official publication of the European Council for High Ability.

While the journal is academic in style, it is relevant to parents of gifted children as the subjects discussed include the following;

Identification of hidden potential and how to nurture said potential

Reflections concerning development from childhood to adulthood

Discussions concerning all areas of human interest including sport, technology, arts business and social relations in regard to high intelligence

Discussions of issues regarding high ability in the areas of development, personality, cognition, cultural and social behaviours

Journal of Secondary Gifted Education

Publisher: Prufrock Press

Issues/Year: 4

Format: Magazine/Journal, Refereed

Full-text coverage: 22 Sep2000 – current

The Journal of Secondary Gifted Education aims to provide the latest research and critical theory available concerning gifted adolescents. While designed primarily for secondary and post-secondary programs for gifted and talented children, much information is off use to New Zealand parents. Previous issues have covered topics such as;

- Adolescent gifted girls

- Gifted learners with learning disabilities

- Adolescent suicide

- Effective acceleration options.

Learning Disability Quarterly

Publisher: Council for Learning Disabilities

Issues/Year: 4

Format: Magazine/Journal, Refereed

Full-text coverage: 1 Jan 2000 – current

The council for learning disabilities (C.L.D.) is based in America, although it describes itself as an international organization. C.L.D aim is to build a better future for students with learning difficulties, by encouraging the professional growth of its members, advocacy, publishing information related to intervention practices and current issues that are shaping policy and reform practices. C.L.D. helps members stay currently informed on issues that affect the lives of students and influence professional careers.

Phi Delta Kappan

Publisher: Phi Delta Kappa, Inc.

Issues/Year: 10

Format: Magazine/Journal, Refereed

Full-text coverage: 1 Dec 1992 – current

This professional journal of education has been in existence since 1915. The aim of Phi Delta Kappan is to advocate research-based school reform.

Articles included in this journal cover topics such as:

- Policy issues

- Controversial educational ideas

- Educational reform

- Research into gifted children

Roeper Review

Publisher: The Roeper School

Issues/Year: 4

Format: Magazine/Journal, Refereed

Full-text coverage: 1 Sep 1997 – current

The Roeper Review is published by The Roeper School in Michigan, a highly respected school of the gifted. It aims to cover a wide range of issues -often controversial – the Roper review for teachers, psychologists and the families of gifted and talented children is an interesting and readable magazine. Roeper Review sees itself as a 'forum for discussion, striving to present all views and perspectives on any given matter'.

Topics typically covered include the following:

- policy issues

- Applied research

- Cognitive and the emotional issues

- Gender issues

- At risk students

- Learning disabled

- Creativity

- Problems solving

- School reform and its impact.

Appendix

Databases

E.P.I.C databases supply a wide range of useful databases to the patrons of New Zealand's public libraries, including InfoTrac and Master File Premier.

InfoTrac

InfoTrac database is supplied by Thompson Gale, which has included a wide range of business, computer, educational, literature, and social science magazines amongst others to provide a 'one-stop source for news and periodical articles'.

Master File Premier

Master file premier is supplied by Ebsco as a research database, holding over 2,000 full-texts periodicals and journals covering topics such as education, general science, business, health and multicultural issues. InfoTrac and Master File Premier both offer basic and advanced search options. Specific journal searching can be performed by entering a journal title and clicking on the relevant title which becomes displayed.

Journal List

InfoTrac and Master file premier contain the following journals;

- Exceptional children
- Focus on autism and other developmental issues
- Focus on exceptional children
- Gifted child today
- Gifted child quarterly
- High Ability studies *Note: this journal is only found in Master File Premier
- Journal of secondary gifted education
- Learning disability quarterly
- Phi delta kappa
- Roeper review

Appendix 2

This appendix discusses the relevance and use of three particular databases available through the E.P.I.C. consortium from New Zealand public libraries.

Australia & New Zealand Newsstand

This is an online full text newspaper service utilising national titles from Fairfax, News Ltd and ABC, including all the leading regional and local papers of Australia and New Zealand. Fifty papers in all make up this database, and while not supplying specific gifted information, many articles of interest can be accessed.

A basic search utilising key words such as;

- Gifted
- Talented
- Gifted education
- Learning disabilities
- Autism

retrieves articles recently published in the newspapers mentioned above.

Australia/New Zealand Reference Centre

This organization does not actually have journals and magazines aimed at gifted child in its database. However a basic search using key words such as

- Gifted
- Talented
- Gifted education
- Learning disabilities
- Autism

results in a wide range of hits with references coming from reputable newspapers, magazines, library journals, environmental and psychology magazines, all presented in most recent date order.

Health and Wellness Resource Centre and Alternative Health Module

Supplied by Thompson Gale, this is a very inclusive database providing information through journals, magazines newspapers, medical dictionaries and encyclopaedias. Topics covered include learning disabilities, giftedness, Western medicine, herbal medicines, drug information and alternative or complementary treatments. All the sources have been carefully vetted by Thompson Gale, according to HON (Health on the Net) principles of 'Safety on the Internet', a voluntary code of practice adhered to by reputable medical sites.

A basic keyword search brings a wealth of information to the fore.

Medical Dictionary

Selecting this option is most suitable for researching the meanings of terms.

Drug and Herbal finder

By clicking on drug and herbal finder, then inserting a drug name into the search box, the following information is displayed:

- Drug name
- Brand names

Answers to a range of frequently asked questions, useful for parents whose children have been prescribed drugs such as Ritalin,

Prozac or other 'serious' medication.

Health News

This appears to be a list of articles which are the latest published in newspapers. Scroll through the list and look for topics of interest.

Alternative Health encyclopaedia

Information on specific medical conditions is available by searching preset topics.

Health Assessment tools

None of the websites appear to relate to gifted children and corresponding issues.

Health Organisations

Somewhat American biased, however some sites will have links helping the patron to locate southern hemisphere sites.

Medical Encyclopaedia

This helps you to access specific medical information – conditions or disease by choosing a preset list of terms in alphabetical order.

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