

NSW ASSOCIATION FOR GIFTED & TALENTED CHILDREN

ABN 88 312 413 677

ARTICLE SETS ORDER FORM / TAX INVOICE

<i>The following article sets present a wide range of views regarding each topic although the Association does not necessarily endorse all the ideas expressed.</i>		Total Pages	Qty Required
Set 1: Ability Grouping		26	
- To Group or Not To Group: Is that the Question?	<i>M. Gross</i>		
- Ability Grouping: An examination of the Debate	<i>S. Vasilevska</i>		
- OC Classes/Selective Schools: Yes or No?	<i>D. Wood</i>		
- Selective Schools: How can you decide?	<i>A. Flood</i>		
- To OC or not to OC	<i>D. Farmer</i>		
- Addressing Underachievement in OC Classes and Selective High Schools	<i>S. Vasilevska</i>		
- Establishing a Gifted Unit	<i>L. McIntosh & R. Delaney</i>		
- Academically talented children in a comprehensive high school	<i>M. Anderson & J. Ferris</i>		
Set 2: Acceleration		24	
- Early Admission to Elementary School - barriers versus benefits	<i>T. Proctor, K. Black & J. Feldhusen</i>		
- Guidelines for Grade Advancement of Precocious Children	<i>T. Proctor, K. Black & J. Feldhusen</i>		
- Research Based Answers to Five Commonly Asked Questions about Acceleration	<i>K. Hannon</i>		
- Acceleration: Policy in Practice	<i>S. Bailey</i>		
- Education of Gifted and Talented Students: Putting the Theory into Practice	<i>W. Chaffey</i>		
- Tertiary Access while at School	<i>M. Irwin</i>		
- Who's Afraid of Acceleration?	<i>W. Christie</i>		
- Acceleration - with hindsight...	<i>B. Shannon</i>		
Set 3: Advocating at School		18	
- A Differentiated Model of Giftedness and Talent	<i>F. Gagne</i>		
- Guidelines for Parents and Teachers of Gifted Children	<i>J. Taylor</i>		
- Child Protection	<i>Dudeney, Farmer & Stilwell</i>		
- Dealing with Schools	<i>D. Farmer</i>		
- Dear School People	<i>Center for Creative Learning</i>		
- Parent-School Interaction: a parent perspective	<i>J. Allen</i>		
Set 4: Early Childhood (0-5 years)		24	
- Characteristics of Very Young Gifted Children	<i>K. Tegel</i>		
- Supersensitivity and Gifted Individuals	<i>S. Lind</i>		
- Some Ideas on Parenting Gifted Preschoolers	<i>D. Farmer</i>		
- How Parents can Support Gifted Children	<i>L. Silverman</i>		
- A Differentiated Model of Giftedness and Talent	<i>F. Gagne</i>		
- Play	<i>K. Tegel</i>		
- Surviving a Creative Child's Early Years	<i>K. Meador</i>		
- Learning... Not an Exact Science	<i>M. Turner & C. Gordon</i>		
- Playing to a Different Tune	<i>L. Fisher</i>		
- Finding a Pre-School for Your 2-5 Year Old	<i>J. Rowley</i>		

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Set 5: Starting School		14	
- Guidelines for Parents	<i>L. Silverman</i>		
- Starting Kindergarten	<i>J. Baker</i>		
- Choosing a School	<i>D. Whitton</i>		
- Dear School People	<i>Center for Creative Learning</i>		
- Early Entry in Kindergarten: Issues for Parents and Teachers	<i>K. de Cean</i>		
- Early Entry to School	<i>S. Bishop</i>		
- Early Entry - a happy story	<i>Y. Sale</i>		
Set 6: Middle Childhood (6-12 years)		28	
- Rage to Master: Ellen Winner Model (1996)	<i>H. Dudeney</i>		
- A Differentiated Model of Giftedness and Talent	<i>F. Gagne</i>		
- Giftedness: The view from within	<i>M. Morelock</i>		
- Social Development of Gifted Children	<i>F. Southern</i>		
- Coping With Stress	<i>L. Silverman</i>		
- From Play Partner to Sure Shelter: What do gifted children seek from friendship?	<i>M. Gross</i>		
- On Introversion	<i>L. Silverman</i>		
- Giftedness and Vagueness	<i>L. Binks</i>		
- Perfectionism	<i>L. Silverman</i>		
- The Walking Argument	<i>L. Silverman</i>		
- When you wish upon a star... Changes in life-goals of gifted girls in Years 5-8	<i>M. Eggersdorf & J. Geake</i>		
- Underachieving Gifted Boys: The dilemma of the hooked fish	<i>M. Elliott</i>		
- Motivating Children who are Gifted and Talented	<i>A. Martin</i>		
Set 7: Gifted Adolescents		26	
- Workshop: The Gifted Adolescent	<i>A. Flood</i>		
- Understanding the Emotional, Intellectual and Social Uniqueness of Growing up Gifted	<i>L. Sword</i>		
- The Social Experiences of the Gifted Adolescent	<i>M. Swiatek</i>		
- Gifted Kids have Feelings Too	<i>S. Rimm</i>		
- Perfectionism: Blight or Blessing?	<i>L. Reynolds</i>		
- A Letter to the High HSC Achiever	<i>A. Flood</i>		
- Gifted Adolescent Boys: Signs of Neglect	<i>M. Elliott</i>		
- Career Counselling: Special Problems of Gifted Girls	<i>L. Silverman</i>		
- Young Australian of the Year	<i>B. Gaensler</i>		
Set 8: Secondary School		16	
- Primary to Secondary: The Chasm Between	<i>B. Forbes</i>		
- Choosing a High School	<i>J. Stephens</i>		
- The High (HSC) Achiever: Telling the Story	<i>A. Flood</i>		
- Standing Up, Speaking Out	<i>K. Spira</i>		
- The Benefits of the International Baccalaureate: A Student's Perspective	<i>R. Hart</i>		
- Why Choose the International Baccalaureate? A Parent's Perspective	<i>F. Hollier</i>		
- When High School isn't Working	<i>D. Farmer</i>		
- How to Succeed in the HSC: Advice from students who did!			
- Start Career Counselling Now for the Gifted	<i>C. Eales</i>		

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Set 9: Gifted Students: A Guide for Teachers		32	
- Rage to Master: Ellen Winner Model (1996)	<i>H. Dudeney</i>		
- Gifted Children: Emotionally Immature or Emotionally Intense?	<i>L. Sword</i>		
- A Curriculum Expedition into Human Survival	<i>E. Drew</i>		
- Social Skills of Gifted Children	<i>L. Porter</i>		
- Affective Needs in the Classroom	<i>Z. Yellin</i>		
- Teaching G&T Children using the Affective Domain and Good Learning Experiences	<i>R. Smee</i>		
- Is Your Classroom a Garden?	<i>D. Wood</i>		
- Differentiation Models and Approaches	<i>L. Lloyd & S. Bailey</i>		
- The Teacher as Facilitator for Independent Learning	<i>K. Hoekman</i>		
- Special Needs (Gifted) in the Mainstream Primary Classroom	<i>C. Coote</i>		
- Alternatives to the Cardboard Projects	<i>D. Wood</i>		
- Gifted Underachievers	<i>L. Porter</i>		
Set 10: Gifted and Learning Disabled		34	
- Gifted Children with Learning Disabilities	<i>L. Silverman</i>		
- Invisible Gifts, Invisible Handicaps	<i>L. Silverman</i>		
- Out of sight but not out of mind	<i>S. Bailey & R. Sinclair</i>		
- Gifted and Learning Disabled... A Paradox?	<i>T. Ellston</i>		
- Auditory-Sequential Learner vs Visual-Spatial Learner			
- I Think in Pictures, You Teach in Words: The Gifted Visual-Spatial Learner	<i>L. Sword</i>		
- Vision and Learning	<i>ACBO</i>		
- ADHD and Children who are Gifted	<i>J. Webb & D. Latimer</i>		
- CAPD and the Gifted Child: The relevance of central auditory processing deficit to gifted education	<i>K. Pittelkow</i>		
- Gifted Children with Asperger's Syndrome	<i>M. Niehart</i>		
Set 11: Home Education		18	
- Homeschooling Gifted Children	<i>K. Kearney</i>		
- Learning to Fly: A homeschooling retrospective	<i>E. Alexander</i>		
- Homeschooling Gifted Children in NSW	<i>K. Wadwell</i>		
- Homeschooling on the Road	<i>D. Farmer</i>		
- Homeschooling - One experience	<i>Parent Member</i>		
- My experience of homeschooling	<i>Phillip</i>		
- Interview with a Homeschooling Mum	<i>S. Cordes</i>		
- Home Schooling, Emotional Intensity and the Return to Public Education	<i>B. Mann</i>		
- Homeschooling - an overview	<i>R. Williams</i>		
- Homeschooling: a response	<i>B. Forbes</i>		

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ARTICLE SETS ORDER FORM / TAX INVOICE

ORDER:	QTY REQUIRED	COST	TOTAL
Set 1: Ability Grouping		\$ 2.00	
Set 2: Acceleration		\$ 2.00	
Set 3: Advocating at School		\$ 2.00	
Set 4: Early Childhood (0-5 years)		\$ 2.00	
Set 5: Starting School		\$ 2.00	
Set 6: Middle Childhood (6-12 years)		\$ 2.00	
Set 7: Gifted Adolescents		\$ 2.00	
Set 8: Secondary School		\$ 2.00	
Set 9: Gifted Students: A Guide for Teachers		\$ 2.00	
Set 10: Gifted and Learning Disabled		\$ 2.00	
Set 11: Home Education		\$ 2.00	
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