



# Center for Talented Youth

## CTY International Newsletter

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Dear Colleagues,

Greetings from CTY and welcome to the first edition of the CTY International quarterly newsletter. Please let me share a few words about the overarching goals of CTY International and explain the design of the newsletter.

Though CTY has been involved internationally for most of its 30+ years, there has been a globally growing interest in academic talent development. For some countries, they see this as the next step toward economic development and a knowledge-based economy. For other countries, this is a way to focus on better serving their brightest young citizens. Many of these countries are turning to CTY and our network members for help in meeting these needs.

CTY's goal, and CTY International's charge, is to establish a robust network through which countries (new and old to academic talent development) can learn from our collective experience—lessons learned not only by CTY but also by you, our international colleagues.

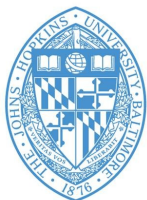
Through our collective efforts, we hope to ensure quality programming for bright young people throughout the world and to connect both students and practitioners to their global peers. Our larger goal is that the bright young people touched by all of our programs will enter adulthood as global citizens excited to work together and primed to tackle the world's most pressing issues.

The first edition is only a starting point that will grow from your suggestions and feedback. It includes updates, research notes, best practices, and recommended books and articles.

For comments, corrections, or to contribute content or ideas, please email. [ctyinternational@jhu.edu](mailto:ctyinternational@jhu.edu)

We hope you enjoy this first issue.

Sincerely,  
Simeon Brodsky  
Director, CTY International



**JOHNS HOPKINS**  
CENTER FOR TALENTED YOUTH



# Who are CTY International Network Members?

**Bermuda**—CTY Bermuda is operated by Bermuda’s Institute for Talented Students in affiliation with CTY. CTY Bermuda offers a range of services including a talent search and after school programs.

**Hong Kong**—CTY and the Hong Kong University of Science and Technology continue their collaboration on services to academically talented students in Hong Kong and the region. Activities include special testing, recognition ceremonies for top-scoring students, and a summer program held on the HKUST campus.



**Ireland**—CTY Ireland was established at Dublin City University in 1992 to meet the needs of high ability students ages 6–17 years from Ireland and abroad. Since the first summer program in 1993 over 35,000 students have attended or participated in programs run by CTY Ireland.

<http://www.dcu.ie/ctyi/>

→ *Students in one of CTY Ireland’s programs*

**Malaysia**—Founded in January 2009 and located on a 22 acre piece of land in the heart of the Universiti Kebangsaan Malaysia main campus, PERMATApintar (gifted gems) conducts a nationwide talent search, offers 3-week school holiday programs for 9–16 year old students, and launched its residential high school for the brightest students in Malaysia. [www.permatapintar.com.my](http://www.permatapintar.com.my)

**Thailand**—TGT (Thailand—the Gifted and Talented Foundation) now offers one-day camps for talented students all across Thailand. The camps are organized year-round, and help to provide opportunities for more children. Since July 2010 when the program began, 1,200 children have enrolled. Based on their testimonies, the courses have been a real success.

*CTY has a number of ongoing relationships with colleagues in countries including Mexico and Spain. The programs in these countries are shifting in response to economic and other concerns.*

*International student enjoying a Summer Programs science activity*



*“CTY and its international network members form a global community of young scholars, parents, educators, and advocates dedicated to advancing humanity by identifying, cultivating, and supporting the world’s most academically talented youth.”*

*–Lea Ybarra  
Executive Director  
Center for Talented Youth*



In just two short years, PERMATApintar has:

- launched a nationwide talent search testing hundreds of thousands of students
- completed two successful school holiday programs (the second just finished with 575 attendees from all over Malaysia as well as Brunei, India, and Singapore)
- designed, constructed, and launched a residential high school for Malaysian gifted students.



The aggressive timeline was helped by significant governmental support, but more importantly by the amazing efforts of the Prime Minister's wife, Datin Seri Rosmah Mansor; UKM Vice Chancellor, Prof. 'Tan Sri Dato' Wira Dr. Sharifah Hapsah Syed Hassan Shahabudin; Director of Malaysian National Gifted Center Association, Prof. Dr. Noriah Mohd Ishak; and her colleagues at UKM.

*Dr. Noriah Mohd Ishak*

*"The CTY International Educators Institute training really helped prepare us for our on-site experience as an associate instructor."*

*–a participant in the 2010 CTY International Educators Institute*

## CTY International Educators Institute

CTY International hosts its third annual CTY International Educators Institute from 12 June–17 July 2011. The Educators Institute provides its global participants with a window into the workings of CTY, with a particular focus on CTY's Summer Programs. Educators attend sessions focusing on topics such as giftedness, gifted education, and academic talent development as related to the CTY model. In addition, attendees interact directly with CTY Summer Programs staff and students through shadow assignments in classes at CTY Summer Programs sites. For additional information about the 2011 CTY International Educators Institute, contact [ctyinternational@jhu.edu](mailto:ctyinternational@jhu.edu)



*Working with CTY Summer Programs students*



Participants in the 2010 Educators Institute included faculty members from University Kebangsaan Malaysia and educators from Saudi Arabia. The educators from Saudi Arabia were sponsored by the King Abdulaziz and his Companions Foundation for Giftedness and Creativity (Mawhiba).



*Several moments of reflection*

# Classroom Connections: Twice Exceptional Students

Some students are not only gifted but also have a disability such as dyslexia, Asperger's Syndrome, ADHD, or vision problems. Such a student is considered to be "twice exceptional." A child who is twice exceptional may have amazing knowledge of everything about airplanes or dinosaurs, but struggles to pass a basic multiplication test or to remember where she has left her homework. Likewise, a student may be years ahead of his peers in mathematics but be years behind in reading. When children have two or more exceptionalities, they have unique social and emotional, as well as academic, needs.

*"Children who are gifted in intelligence account for three to five percent of all children. Of those, however, as many as one-fifth may have some kind of learning difficulty."*

*2e: Twice Exceptional Newsletter*



Consider, for example, gifted students with Asperger's Syndrome. Asperger's syndrome is a pervasive developmental disorder at the higher functioning end of the autism spectrum. It is generally characterized by a qualitative impairment in social interaction and development of restricted, repetitive patterns of behavior, interests, and activities. In contrast to individuals who fall to the more impaired side of the autism spectrum, individuals with Asperger's syndrome have no clinically significant delays in language or cognitive development or in the development of age-appropriate self-help skills.

Gifted students with Asperger's Syndrome exhibit verbal fluency or precocity, excellent memories, a fascination with a particular area of interest, a tendency to ask endless questions, hypersensitivity to some sensory stimuli (e.g., noise, textures, or material), and uneven or asynchronous development.

A student with Asperger's Syndrome may benefit from these actions:

- Provide a predictable environment with consistent daily routines and minimal distractions.
- Give advance notice of any changes to the student's routine.
- Teach appropriate non-verbal behaviors and help with interpreting others' non-verbal communications, such as facial expressions and body language.
- Try to limit discussion of or exposures to topics/places of special interest.
- Help with instruction and interaction in and out of the classroom.
- Allow the student to use a word processor in the classroom as students with Asperger's Syndrome often have fine motor delays.
- Provide both auditory and visual cues when giving directions.
- Keep behavior correction or redirection simple and direct.

Gifted students may also have Attention-Deficit Hyperactivity Disorder (ADHD), a condition in which children struggle with attention and distraction. They may also display hyperactivity. ADHD is often accompanied by a specific learning disability, such as dysgraphia, or an emotional disorder, such as anxiety or depression. Nearly half of all children with ADHD tend to have another condition known as Oppositional Defiant Disorder (ODD). ODD is characterized by disobedient, uncooperative, and defiant behavior towards authority figures.



ADHD students often do not appear to be listening when others speak to them, and they seem to forget information easily. These students will not pay close attention to detail and may make mistakes in their work. They are often very disorganized and will lose materials or forget to bring them to class. Students with ADHD may be overly sensitive to noises or actions in their surroundings. They may be restless sitting in class and talk too much or talk out of turn.

(Continued on page 5)

Here are a few suggestions for working with a gifted student with ADHD:

- Seat the student in the front of the classroom so that it is easier to pay attention.
- Give clear written instructions in lieu of only verbal instructions to help increase the student's ability to accurately follow given directions.
- Post a clear system of rules and rewards for appropriate behavior to alert and remind the student of your behavioral expectations.
- Help the student to be an active listener.
- Provide the student with advance knowledge of the lesson accompanied by visual aids to help focus on the task at hand.
- Help the student to get organized; give reminders to help keep the student on track.
- Help the student to be an active learner; teach the student how to take notes and underline important ideas.
- Assign several short class activities or assignments in place of a single longer one.

For more information, visit:

[Twice Gifted](#)

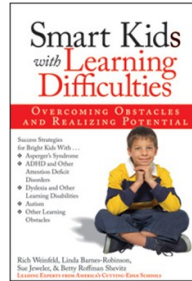
<http://www.twicegifted.net/>

[NAGC-Twice Exceptional](#)

<http://www.nagc.org/index.aspx?id=973>

[Uniquely Gifted](#)

<http://uniquelygifted.org/>



More common characteristics of twice exceptional students can be found in the book *Smart Kids with Learning Difficulties* by Rich Weinfeld, Linda Barnes-Robinson, Sue Jewler, and Betty Roffman Shevitz; Prufrock Press (2006).

## Web Watch: Math and Science Competitions

Academic competitions challenge students to demonstrate their proficiency in academic subjects at a level above that of a typical classroom setting. Here are some international competitions which might be of interest to you and your students:

### Engineering

[Destination ImagiNation](#) is an educational program in which student teams solve open-ended Challenges and present their solutions at Tournaments. <http://www.destinationimagination.org/>

[First Lego League](#), a robotics program for 9–16 year olds, is designed to get children excited about science and technology. <http://www.firstlegoleague.org/>

[Odyssey of the Mind](#) is an international educational program that provides creative problem-solving opportunities for students from kindergarten through college. <http://www.odysseyofthemind.com/>

[RoboCup](#) is a project-oriented educational initiative that sponsors local, regional, and international robotic events for young students. <http://www.robotcup.org/>

### Math

[Purple Comet! Math Meet](#), a free, on-line, international, team mathematics competition, is designed for middle and high school students. <http://purplecomet.org/home/home>

[The International Mathematical Olympiad](#) is the World Championship Mathematics Competition for high school

students. <http://www.imo-official.org/>

[MATLAB Programming Contest](#), a semi-annual online programming contest, is organized by MathWorks. <http://www.mathworks.com/contest/furniture/about.html>

[The International Olympiad in Informatics](#) is one of the most recognized computer science competitions in the world. <http://ioinformatics.org/index.shtml>

### Science

[NASA Space Science Settlement Contest](#) is an annual contest for 11–18 years olds hailing from anywhere in the world. <http://settlement.arc.nasa.gov/Contest/>

[Intel International Science and Engineering Fair](#) is the world's largest international science competition for students in grades 9–12. <http://sciserv.org/isef/>

Secondary students can take part in these international competitions.

[The International Biology Olympiad](#)

<http://www.ibo-info.org/>

[The International Chemistry Olympiad](#)

<http://www.icho.sk/>

[The International Physics Olympiad](#)

<http://www.jyu.fi/tdk/kastdk/olympiads/>

## Conferences

March 2011

[EARCOS Teachers' Conference](#) 23–26 March 2011, Kota Kinabalu, Sabah, Malaysia

The East Asia Regional Council of Overseas Schools, an organization of 115 member schools in East Asia, is holding its 9th annual conference. <http://www.earcos.org/etc2011/>



April 2011

[Spring Educators Conference 2011](#) 2–5 April 2011 Bangkok, Thailand

NESA, Near East South Asia Council of Overseas Schools, has a three-and-a-half-day conference for approximately 700 educators of all grades and disciplines, featuring keynotes, 4-hour institutes, and teacher-presented workshops. <http://www.nesacenter.org/page.cfm?p=371>

[IEEE Global Engineering Education Conference](#) 4–6 April 2011, Amman, Jordan

Princess Sumaya University for Technology hosts “Learning Environments and Ecosystems in Engineering Education.” The aim of the conference is to bridge the gap between pure academic research and real world experiences. <http://www.educon-conference.org/educon2011/index.htm>

Looking Ahead



[19th World Conference for Gifted and Talented Children](#) 8–12 August 2011, Prague, Czech Republic

“Making a World of Difference for Gifted Children” is this year’s theme.

[www.worldconference2011.org](http://www.worldconference2011.org)

[NAGC 58th Annual Convention](#) 3–6 November 2011, New Orleans, Louisiana, USA

The National Association for Gifted Children presents its annual convention devoted to gifted learners. <http://www.nagc.org/>

[The 2<sup>nd</sup> Biennial International Research Association for Talent Development and Excellence](#)

26–29 November 2011, Jubail City, Saudi Arabia

IRATDE hosts this biennial international conference on gifted and talented children, excellence across domains, innovation, and invention. <http://www.iratde.org/conference>

## Webinars

[Supporting Emotional Needs of the Gifted](#)

SENG offers live and recorded webinars on a variety of topics related to gifted children. SENG also has an extensive library of recommended readings. [http://sengifted.org/index\\_orig.shtml](http://sengifted.org/index_orig.shtml)

[National Association for Gifted Children](#)

NAGC offers live Webinars on Wednesdays (WOW!) and also provides access to an extensive list of recorded webinars. <http://www.nagc.org/WOW.aspx>



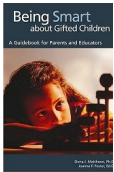
[UC Irvine Extension 3rd Annual GATE Webinar Series](#)

UC Irvine Extension will host a FREE series in February 2011 which addresses topics related to gifted children including underachievement, perfectionism, identifying students’ multiple intelligences, and other topics of interest to teachers, administrators, and parents of gifted children. <http://unex.uci.edu/services/events/>

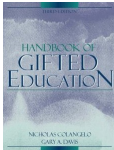
## For Your Consideration

Note: These resources are listed for informational purposes and convenience. They represent only a few of the many resources available on gifted education. No direct or implied endorsement by the Center for Talented Youth should be construed.

### Books



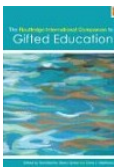
[\*Being Smart about Gifted Children: A Guidebook for Parents and Educators\*](#) by Dona J. Matthews and Joanne F. Foster; Great Potential Press (2004)—Matthews and Foster offer practical strategies for the education of exceptionally gifted children.



[\*Handbook of Gifted Education\*](#) edited by Nicholas Colangelo and Gary A. Davis; Allyn & Bacon (2002)—Articles in this book are written by some of the best known experts in the field of gifted education. Its balance of research and practical applications includes case studies and scenarios.



[\*Diversity in Gifted Education: International Perspectives on Global Issues\*](#) edited by Gillian Eriksson and Belle Wallace; Routledge (2006)—Experts from around the world offer their perspectives on multicultural and gifted education and also share their expertise and best practices for teaching gifted and talented children from different cultures.



[\*The Routledge International Companion to Gifted Education\*](#) edited by Tom Balchin, Barry Hymer, and Dona J. Matthews; Routledge (2008)—World-renowned authorities on gifted education present a range of perspectives on issues such as differentiation strategies, psychosocial development, cultural issues, and the nature of giftedness.

### On the Web

[Council for Exceptional Children](http://www.cec.sped.org//AM/Template.cfm?Section=Home)

<http://www.cec.sped.org//AM/Template.cfm?Section=Home>

[Davidson Institute for Talent Development](http://www.davidsongifted.org/)

<http://www.davidsongifted.org/>

[GiftedKids.ie](http://giftedkids.ie)

<http://giftedkids.ie/>

[Hoagies' Gifted Education Page](http://www.hoagiesgifted.org/organizations.htm)

[www.hoagiesgifted.org/organizations.htm](http://www.hoagiesgifted.org/organizations.htm)

[Johns Hopkins University Center for Talented Youth](http://cty.jhu.edu)

<http://cty.jhu.edu>

[National Association for Gifted Children](http://www.nagc.org/)

<http://www.nagc.org/>

[National Association of Gifted Children, Malaysia](http://www.nagcm.org/links.htm)

<http://www.nagcm.org/links.htm>

[World Council for Gifted and Talented Children](https://world-gifted.org/)

<https://world-gifted.org/>

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Homewood