

Books and Other Resources for Parents of Highly Capable Children

- Adderholt-Elliott, M. (1999). *Perfectionism: What's bad about being too good. Rev.* Minneapolis, MN: Free Spirit Publishing. Thought-provoking, encouraging, and practical guide for students ages 11-18 who have crossed the fine line between healthy ambition and unhealthy perfectionism.
- Ames, L.B., & Ilg, F. (1976-). *Your one-year-old... Your ten-to-fourteen-year-old.* New York: Dell Publishing. A series of books about children of specific ages, full of practical advice and psychological insights, with appendices on toys and books for children and books for parents.
- Arnold, K. D. (1995). *Lives of promise: What becomes of high school valedictorians.* San Francisco: Jossey Bass. Of interest to parents who wonder what might become of their gifted youngsters.
- Arnold, K. D., Noble, K. D., & Subotnik, R. F. (1996). *Remarkable women: Perspectives on female talent development.* Cresskill, NJ: Hampton. Reports of numerous studies of gifted girls grown into gifted women, and the issues each group has had to face.
- Assouline, S., Colangelo, N., Lupkowski-Shoplik, A., Lipscomb, J., & Forstadt, L. (2003). *Iowa Acceleration Scale, 2nd Ed.* Scottsdale, AZ: Great Potential Press. This scale provides a comprehensive and objective way to consider and collate the factors contributing to acceleration decisions for individual children.
- Baldwin, A. Y., & Vialle, W. (1999). *The many faces of giftedness: Lifting the masks.* Belmont, CA: Wadsworth. A book written by Australian and U.S. authors, sensitively exploring groups in whom giftedness is likely to be masked: those with social and cultural challenges, those with various disabilities, and those with emotional disturbance.
- Baum, S. M., Owen, C. V., & Dixon, J. (1991). *To be gifted and learning disabled.* Mansfield Center, CT: Creative Learning Press. Addressed primarily to teachers, this book describes identification of gifted/learning disabled students, learning styles, and strategies for intervention. Better on dealing with social-emotional issues and building on strengths than understanding the specific learning problems one should look for.
- Baum, S. M., Reis, S. M., & Maxfield, L. D. (Eds.) (1998). *Nurturing the gifts and talents of primary grade students.* Mansfield Center, CT: Creative Learning Press. Compiled by experts in primary education, this book (addressed mainly to teachers) describes identification of gifts, interests, and learning styles and a rich array of curricular and classroom management tips for meeting the needs of gifted children in the regular classroom setting.
- Birely, M. (1995). *Crossover children: A sourcebook for helping children who are gifted and learning disabled.* Reston, VA: Council for Exceptional Children. A practical guide for teachers and parents in developing strategies to deal with the academic, social-behavioral, and enrichment needs of children who are both gifted and learning-disabled.

- Bloom, B. S. (Ed.) (1985). *Developing talent in young people*. New York: Ballantine Books. An engaging report of the formative years of world-class athletes, pianists, sculptors, mathematicians, and neurologists.
- Borland, J. (1989). *Planning and implementing programs for the gifted*. New York: Teachers College Press. A must-read for parents involved with school districts around issues of bright children.
- Clark, B. (1997). *Growing up gifted: Developing the potential of children at home and at school. (4th ed.)*. Columbus, OH: Charles Merrill. A textbook intended for teachers, focused on educational issues, but with much of interest for parents as well.
- Cohen, L. M. & Frydenberg, E. (2003). *Coping for capable kids* Waco, TX: Prufrock. Separate sections for gifted kids and for parents and teachers. Coping strategies for the special situations gifted kids encounter.
- Colangelo, N., & Davis, G.A. (Eds.) (2003). *Handbook of gifted education (third edition)*. Needham Heights, MA: Allyn and Bacon. This is a comprehensive textbook but serves as a good introduction for someone who wants to become acquainted with the components of the field of gifted research and practice.
- Colangelo, N., Assouline, S. G., & Gross, M. U. M. (2004). *A nation deceived: How schools hold back America's brightest students, Vols. 1 and 2. (The Templeton National Report on Acceleration.)* Iowa City, IA: Belin Blank Center of the University of Iowa. This landmark book summarizes the research on accelerative options for gifted students, concluding that these options are far too often rejected for such students. The evidence is overwhelmingly positive about the academic effects of such alternatives, and concludes that acceleration is clearly not harmful to most gifted students and may indeed lead to greater confidence and strength. You can download this book indefinitely at www.nationdeceived.org, or, until at least 2007, request a free copy.
- Cross, T. (2004). *On the social and emotional lives of gifted children*. Waco, TX: Prufrock. How gifted students live their lives and manage their way through school and home. Written for teachers and parents.
- Csikszentmihalyi, M., Rathunde, K., & Whalen, S. (1993). *Talented teenagers: The roots of success and failure*. Cambridge, UK: Cambridge University Press. This volume reports a study of talented high school students, exploring the factors in their own experience with their talent, and family factors that helped to determine whether they maintained their momentum with their talent.
- Davidson, J., & Davidson, B., with Vanderkam, L. (2004). *Genius denied: How to stop wasting our brightest young minds*. New York: Simon & Schuster.
- Delisle, J. R., & Galbraith, J. (2001). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Minneapolis: Free Spirit. Directed mainly at teachers, but useful for parents as well.
- DeLong, M. R., & Howell, W. C. (1993). *What's a parent to do?* Durham, NC: Journalistic. This engaging book of ideas and options for parents of bright teenagers (and some younger children as well) was prepared by the staff of the Duke University Talent Identification Program. A very practical approach to educational, travel, and work decisions and parenting issues.

- Dweck, C. S. (2000). *Self-theories: Their role in motivation, personality, and development*. Philadelphia: Taylor & Francis. This slender book summarizes a lifetime of research by an eminent psychologist and her colleagues and students, delineating the consequences for behavior and achievement of one's theory of ability as fixed or malleable.
- Feldman, D. H., with Goldsmith, L. (1986). *Nature's gambit: Child prodigies and the development of human potential*. New York: Basic Books. A "good read" about six real prodigies, their families, their choices, and their careers.
- Fisher, R., & Ury, W. (1991). *Getting to Yes: Negotiating agreement without giving in*. (rev). New York: Viking Penguin. This tiny book should be the bible for all parents seeking to negotiate something out of the ordinary to meet their children's needs in school. (A second edition is a little less focused for this purpose.)
- Friedman, R. C., & Rogers, K. B. (Eds.) (1998). *Talent in context: Historical and social perspectives on giftedness*. Washington, DC: American Psychological Association. Heterogeneous professional papers given at the Esther Katz Rosen symposia at the University of Kansas, dealing with the social context of giftedness.
- Friedman, R. C., & Shore, B. M. (Eds.). (2000). *Talents unfolding: Cognition and development*. Washington, DC: American Psychological Association. Second collection of papers given at the Rosen symposia at the University of Kansas, this one dealing with developmental and cognitive issues of giftedness.
- Galbraith, J. (1999). *The gifted kids' survival guide for ages 10 and under, rev.* Minneapolis: Free Spirit. Written for gifted children ages about 6 to 10, this sympathetic book resonates with the kids themselves.
- Galbraith, J. (2000). *You know your child is gifted when...: A beginner's guide to life on the bright side*. Minneapolis, MN: Free Spirit Press. A brief, seemingly light-hearted (but serious) collection of strategies for parents to recognize gifted children's special abilities and to promote their positive trajectories.
- Galbraith, J., & Delisle, J. (1996). *The gifted kids' survival guide: A teen handbook*. Minneapolis, MN: Free Spirit. Written by adults and gifted teenagers for gifted teens themselves. Full of practical strategies about how to understand your giftedness and make it work for you.
- Giddan, N., & Vallongo, S. (1988). *Parenting through the college years*. A good one to read as your child approaches college age to help you parent effectively as your child makes this important transition to greater independence.
- Goertzel, V., Goertzel, M., Goertzel, T., & Hansen, A. (2003). *Cradles of Eminence: Childhoods of more than 700 famous men and women*. Scottsdale, AZ: Great Potential Press. Common childhood experiences: Dislike of school, strong moms, families that valued education, feeling different.
- Greene, R. (2000). *The teenagers' guide to school outside the box*. Minneapolis: Free Spirit. A guide to a broad array of enrichment and accelerative alternatives to the lockstep high-school pathway.
- Gross, M.U.M. (2004). *Exceptionally gifted children, 2nd edition*. London: RoutledgeFalmer. Case histories of 18 young people in Australia, identified during childhood as exceptionally gifted, by a leader in this field who advocates for radical acceleration when it is appropriate.

- Howe, M. J. A. (1990). *The origins of exceptional abilities*. Cambridge, MA: Blackwell. Written about people with outstanding talents, this book explores factors that influence the development of intellectual abilities.
- Karnes, F. A., & Marquardt, R. G. (1994). *Gifted children and the law: Mediation, due process, and court cases*. A summary of where things stood in the early 1990's. If you're interested in the issues, be sure to read this [and](#) the following book for a more comprehensive picture.
- Karnes, F. A., & Marquardt, R. G. (2000). *Gifted children and legal issues: An update*. Scottsdale, AZ: Gifted Psychology Press. Summary of where things stand concerning legal issues in educating gifted children.
- Kerr, B. A. (1997). *Smart girls: A new psychology of girls, women, and giftedness (3rd revised ed.)*. Scottsdale, AZ: Gifted Psychology Press. As the author says, "It is not enough simply to raise the aspirations of gifted girls; it is necessary also to help them become more deeply committed to their dreams."
- Kerr, B. A., & Cohn, S. J. (2001). *Smart boys: Talent, manhood, and the search for meaning*. Scottsdale, AZ: Great Potential Press.
- Neihart, M., Reis, S. M., Robinson, N. M., & Moon, S. M. (Eds.) (2002). *The social and emotional development of gifted children: What do we know?* Waco, TX: Prufrock. A highly informative summary of research on this topic, created by a task force of the National Association for Gifted Children. Waco, TX: Prufrock Press.
- Reis, S. M. (1998). *Work left undone: Choices and compromises of talented females*. Mansfield Center, CT: Creative Learning Press. A highly readable book summarizing what we know about the effects of giftedness on females, including generous listing of resources.
- Rimm, S. B. (1996). *How to parent so children will learn*. Waterton, WI: Apple Publishing. A coherent approach to avoiding underachievement in gifted students.
- Rivero, L. (2002). *Creative home schooling for gifted children: A resource guide*. Scottsdale, AZ: Great Potential Press. A thoughtful guide to a number of coherent approaches to home schooling for gifted children, written by an experienced home-schooler who knows what parents need.
- Robinson, N. M., & Harsin, C. (2001). *Early college entrance guidebook*. Reno, NV: Davidson Institute for Talent Development. In-depth look at the issues to consider when contemplating radical acceleration to college. (Access on www.ditd.org.)
- Rogers, K. B. (2001). *Re-forming gifted education: Matching the program to the child*. Scottsdale, AZ: Great Potential Press. A highly informative book for parents about the various models available and the process of matching an education to a child's needs. A must read!
- Ruf, D. L. (2005). *Losing our minds: Gifted children left behind*. Scottsdale, AZ: Great Potential Press. A careful description of the characteristics and needs of children at various levels of giftedness - something too often ignored. Largely told through cases.

- Sher, B.T. (1993). *Notes from a scientist. Resources and activities for gifted children: Some suggestions for parents*. Williamsburg, VA: Center for Gifted Education, The College of William and Mary. Valuable suggestions and resources for encouraging gifted children in their explorations of science.
- Silverman, L. K. (1993). *Counseling the gifted and talented*. Denver, CO: Love Publishing. Directed more at counselors and educators than parents, the authors are sensitive to emotional and intellectual concerns as well as the means to prevent and ameliorate them
- Silverman, L. K. (2002). *Upside-down Brilliance: The visual-spatial learner*. Denver: DeLeon Publishing. A unique book for parents and professionals whose concern is children with predominantly high visual-spatial abilities. Author is a superb clinician with many years of commitment to gifted children.
- Simonton, D. K. (1994). *Greatness: Who makes history and why*. New York: Guilford Press. One of the books by a very prolific writer that helps to distinguish between giftedness (the promise of childhood) and greatness (or eminence). Simonton approaches matters from the context of society and history, putting a whole new perspective on many issues. This is only one of numerous books this author has written.
- Smutney, J. F. (2001). *How to stand up for your gifted child: Making the most of kids' strengths at school and at home*. Minneapolis: Free Spirit. For parents and educators, K-6, this book addresses ways to identify gifts and issues, to explore your district's policies and options, communicate effectively with the school, and provide enrichment at home.
- Starko, A. J., & Schack, G. D. (1992). *Looking for data in all the right places: A guidebook for conducting original research with young investigators*. Mansfield Center, CT: Creative Learning Press. A guide intended for teachers, but full of interesting ideas about investigations that parents and children can conduct at home.
- Sternberg, R. J., & Davidson, J. E. (in press). *Conceptions of giftedness*. Cambridge, UK: Cambridge University Press. A professional-level series of essays by academicians who present diverse views of unsettled issues. Explains why there is no simple answer to "what does it mean to be gifted?"
- Strip, C. A., with Hirsch, G. (2000). *Helping gifted children soar: A practical guide for parents and teachers*. Scottsdale, AZ: Gifted psychology Press. Useful, user-friendly recommendations to promote collaboration among parents, teachers, and academically gifted students, together with in-home parenting practices. Caveat: Authors describe questionable qualitative differences between "gifted" and "smart" students.
- Walker, S.Y. (2002). *The survival guide for parents of gifted kids, rev.* Minneapolis, MN: Free Spirit. Like other publications from Free Spirit, this is a lively and helpful handbook that addresses issues within the family as much as those intersecting with schools.
- Webb, J. T., Amend, E. R., Webb, N. E., Goerss, J., Beljan, P., & Olenchak, F. R. (2005). *Misdiagnosis and dual diagnoses of gifted children and adults*. Scottsdale, AZ: Great Potential Press. A valuable resource for parents and professionals who are trying to distinguish behaviors concomitant with giftedness and those concomitant with various psychological disorders. Since gifted children are not immune from the latter but sometimes yield confusing pictures, this book is welcome because it walks the middle road effectively.

Webb, J. T., Gore, J. L., Karnes, F. A., & McDaniel, A. S. (2004). *Grandparents' Guide to Gifted Children*. Scottsdale, AZ: Great Potential Press. Grandparents are a great resource! This book makes valuable suggestions about their roles and contributions to the welfare of their gifted grandchildren.

Winebrenner, S. (2000). *Teaching gifted kids in the regular classroom: Strategies and techniques every teacher can use to meet the academic needs of the gifted and talented (rev. ed.)*. Minneapolis, MN: Free Spirit. This book is invaluable. It helps teachers see how to compact the curriculum so that children do not have to spend time re-learning what they already know well, and how to extend and deepen the curriculum -- without driving themselves crazy in the process. It is also a good introduction for parents seeking to understand how differentiated efforts in the classroom can help their children. (See also our reading list for teachers.)

Winner, E. (1996). *Gifted children: Myths and realities*. New York: Basic Books. This book is readable, charming, and at the same time controversial. Winner's chapters on prodigious development in talents such as art and music are extremely interesting, but her treatment of the more general field of giftedness is rife with errors. Furthermore, her position that we should reserve all our resources for extremely gifted children, at the expense of moderately gifted children is, we feel, ill advised. Critical reading of this book is essential!