

GIFTED MONTHLY★

The definitive guide to giftedness in the UK

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June 2001

Issue 1

Hot off the press !

Dear Subscriber,

Thank you all for being the first to subscribe to Gifted Monthly, our much anticipated newsletter. It's a wonder no one has thought of this before – a national publication that acts as a medium between the various gifted organizations and the public; that provides information and contacts, as well as advice on issues that are directly relevant to you and your child.

We have also tried to make this a fun and friendly read in order to create a community and support network for all our readers. We hope you will open each issue of Gifted Monthly and be able to connect with another parent or child who has been there and is prepared to share the benefit of their experiences.

I speak to parents on the telephone every day who are in desperate need of help and advice. Bringing up a gifted child should be a rewarding and happy experience, but often this is not the case because of inadequate provision in schools, lack of funds, and a lack of useful information. In this first issue are e-



Playing the child isn't always an easy role

searched articles about parenting and education. We have also begun to put together a bibliography, which we hope to build on with your help, and a section devoted to courses and events that are happening around the country for the coming month.

I hope that in forthcoming issues we can include articles written by readers about their own experiences with gifted children, along with some pieces of work from the children themselves. Don't forget we are always open to suggestions for topics to cover in the newsletter, so get in touch and let us know your ideas. You can also tell us if there is something going on in your area for gifted children.

This is your newsletter, and only you really know the issues most important to you and the information that will really be of help. Let's build it together.

The Editor

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Special points of interest:

- Comprehensive contacts section and bibliography
- Events for June and July all around the country – for more, see our website
- Gifted Community – leave a note on our message board – *please*
- Look out in Issue 2 for more articles on education and on further and higher education



Could music be the key to intelligence?

Music could be the cord that binds all the elements of superior intellectual development, including the artistic and the physical, according to researchers from several disciplines: neurology, education, psychology and linguistics.

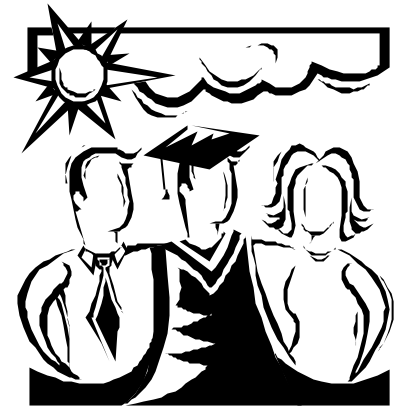
There is increasing evidence that indicates early music training can stimulate superior intellectual development. For example, pre-natal musical stimulation has a positive effect on infants, who produce wide attention spans and can accurately imitate adult sounds.

Also shown was that the quality and quantity of music before the age of three has a huge effect on a

child's understanding of music later on and leads to musical awareness earlier than normal.

The research showed that when music is integrated into the primary curriculum, it can help children to learn to put syllables together and to co-ordinate their bodies, minds and voices at a younger age.

Emily P. Cary, a former gifted and talented resource teacher for the Fairfax County in the USA, says of the research: "learning begins in the womb .. perhaps at the moment of conception .. and the home enriched by music is more likely to produce gifted children than the non-musical home."



High Achievement in children linked to family lifestyle

High achievement depends on lifestyle, according to research. Regardless of demographics, education, and parental factors, "effective families" are the key.

High achieving students come from "effective families," says a leading researcher and consultant on home/school collaboration. The conditions for high achievement cut across family income, education, ethnic background and whether the family is a two-parent or single-parent household, says Reginald Clark, who conducted research in Chicago and Los Angeles.

The overall characteristics of an effective family include members having a feeling of control over their lives and an optimistic outlook; frequent communication of high expectations to children, including praise, admiration and respect; frequent contact with teachers to check on school progress as well as complementing school with home learning and a view of the family as a mutual support system and problem-solving unit.

Perhaps one of our parents might like to suggest to Mr Clark that this American notion of the perfect family unit is a touch idealistic!

£10 million government centre for gifted children in progress

The government is to spend £10 million on a centre for gifted children based at a leading university.

In addition to the main Centre, named the National Centre for Gifted and Talented Youth, there will be summer programmes and specialist tuition out of school hours at local universities around the country.

The extra help will be available to 200,000 youngsters in the top five percent of the ability range, and in addition to sessions at primary and secondary schools and universities, there will also be on-line lessons run by the main

Centre for children who cannot travel to a university or school.

The purpose of the programme, according to Prime Minister Tony Blair, is to modernise the state school system to cater for the needs of children with exceptional abilities. Currently the system fails to offer these pupils adequate help and support.

The lessons will cover areas such as advanced maths, Japanese and even astrophysics. There will also be new 'world class' tests introduced at age 9 and 13 to spot gifted youngsters.

YOUR LETTERS



Thanks to everyone who has written to us for our first issue. We unfortunately cannot reply to all your letters, but hope that you will keep them coming. Don't forget – if you read a letter that rings true and feel you may be able to give some help to the author, you can get in touch with them through us, either by emailing editor@giftedmonthly.com or by logging on to our website and heading for our Gifted Community page at www.giftedmonthly.com

Dear GM,

I was a highly intelligent child and am now in my 30's. If only more information about giftedness had been available at the time, I might have done better in school and been less of a handful for my parents.

I hope that with every new resource such as your newsletter, we can raise awareness about the exceptionally able and in doing do, raise the prospects of gifted children throughout the United Kingdom.

Anon, Notts.

Dear Gifted Monthly,

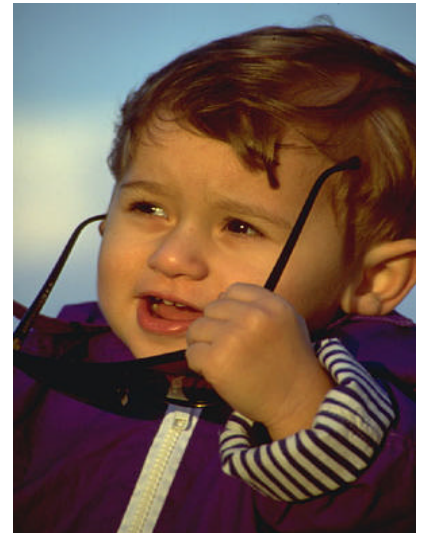
I am at my wit's end. My son is brilliantly gifted and is very well behaved, but we have a huge problem with funding a decent education for him.

We would love for him to attend an independent school where he can get the attention he needs in class and will be given more challenging schoolwork.

As a parent I would be grateful to find information about education funding more readily available.

I will look forward to future issues of this newsletter with anticipation.

S Peake, Kent



Gifted Monthly Q&A

What problems could I encounter with my child's school?

Lack of appropriate teacher training means that gifted children frequently go unrecognised. Teachers who do recognise giftedness may find it difficult to make appropriate provision for a child because of a lack of resources, lack of imagination or the constraints of the National Curriculum. Some may feel threatened or irritated by a gifted child who, because bored, is badly behaved or disruptive. Some may think that other children in the class may need their time and attention more urgently.

Despite recent government efforts, few schools or local education authorities have any form of policy or planning for the needs of very able children and provision is, at best, patchy. Inspection reports from OFSTED indicate that more than half the schools seen have serious deficiencies in catering for such children but do not know how to tackle the problem.

What will happen to my child if the school does not recognise his or her gift?

In her report "Educating the Very Able", Joan Freeman of Middlesex University identifies several ways in which gifted children can be affected by educational neglect:

Switching off – Way ahead of their peers and bored by the constraints of the school curriculum designated for their age group, gifted children may switch off to the lessons and let their concentration wander.

Damage from an early age – Infants in more deprived areas are less likely to have their abilities recognised at an early age. This can lead to frustration, disruptive behaviour or depression even before they start school.

Isolation and poor social relations with peers – Children who are very good all-rounders may seem intimidating to their

peers and out of reach as friends. A child whose intellectual interests are far removed from those of their peers will also lack the companionship of someone with whom to share deeper and more challenging conversation.

Anxiety, low self-esteem and acute sensitivity – A gifted child has a scrutinising and critical mind that can reserve its most penetrating analysis for a consideration of self. This can lead them to conclude that there is something wrong with them in comparison to others.

Poor development of study skills – Some high ability children are obsessive drafters and re-drafters. Nothing but the best will do. When the volume of work is greater, however, or when time is a limiting factor, like in an examination, this may prove a distinct disadvantage.

Gift of the gifted

Be prepared by knowing what to expect when you find that your child is gifted

Now I'm not going to go on about definitions of giftedness. If you are looking at this newsletter then you already know that your child is or might be gifted in some way. This could be in an all-round high intelligence capacity or in an individual talent such as mathematics or music.

So instead of offering meaningless definitions, here are a few defining factors that exceptionally able children display, both general and skills focused. It is important to remember that very rarely does a child display all of these characteristics, so don't feel disappointed if some of them aren't apparent in your son or daughter.

1. S/he shows superior abilities of reasoning and problem solving. You will also notice a marked ability to handle ideas and to spot subtle relationships.

2. S/he shows high levels of curiosity and constantly asks you and other adults questions.

3. S/he has a wide range of interests, but will concentrate his or her efforts on one at a time in great depth. S/he may prefer to work out methods for self rather than read or listen to instructions.

4. S/he learns quickly and easily and retains the information, therefore able to recall details and concepts well.

5. S/he learns speech and vocabulary early in infancy and is consistently ahead of his or her age group. He or she is also likely to be interested in the subtleties of words and

their uses, often surprising parents with this understanding.

6. S/he reads avidly and is able to cope with books well beyond his or her age level.

7. S/he shows high abilities with mathematical problems that involve reasoning and grasps mathematical concepts easily.

8. S/he is exceptionally creative and imaginative in the arts (music, dance and drama and art) and displays good musical and rhythmic sense.

9. S/he is able to sustain concentration for long periods of time and shows outstanding responsibility and independence in the classroom.

10. S/he sets her or his self high standards and is very self-critical, often a perfectionist.

11. S/he shows the ability to communicate with adults in a mature and coherent way.

12. S/he shows strength when faced with a challenge.

13. S/he displays a good sense of humour, often subtle like an adult's would be.

Of course it is wonderful if your child displays any of these abilities, however you should always be mindful of drawbacks that may hold your child back socially and emotionally.

Often, the more negative aspects of giftedness are the flip-side of the positive aspects; for example while your son or daughter may be responsible and a good organiser, he or she may find it difficult to make friends because they are bossy and



A gifted child may display leadership skills, yet be lacking in social awareness in play

create complicated rules for playground games that other children don't understand.

Question asking is another double-edged sword. It feels great that your son or daughter is so interested in the world around them, and that they are able to understand the answers you give. On the other hand, it can be draining as a parent to constantly have to provide comprehensive answers.

Although your son or daughter may be able to concentrate on certain tasks at home for long periods, it may be hard for them in a classroom situation where the time is not available to explore subjects in as great a depth as your child would like. If you discover your child is gifted before they begin school, then it may be difficult to work with teachers who cannot see past the messy handwriting, disruptive behaviour or low marks.

All in all, it is a rewarding experience bringing up a gifted child, but it is by no means easy. If you are new to giftedness and would like to know where to find out more, turn to our contacts and bibliography section.

Parenting a gifted child

An overview of parenting from infants to teenagers

For parents of gifted children, life is full of contradictions. From birth to early adulthood, your son or daughter's intellect will constantly be running well ahead of his or her social and emotional age.

For example, a five-year-old child who already has an advanced reading age or vocabulary on starting school may also be extremely childish and not know how to tie his or her shoelaces or be reluctant to succumb to the routines of school life.

Likewise, a teenager who is highly intelligent may underachieve at school to mask his abilities and, worse, may feel unable to cope well with the emotional complexities of growing up.

While all the parenting techniques for gifted children at various ages can't possibly be covered in one article, we hope to offer here an overview of the sorts of problems to look out for and how to deal with them. In later issues we will cover each age group in detail.

Giftedness is often quite easily spot-



ted in babies by vigilant parents. First signs are early smiles, recognition of primary carers and the early development of language skills.

Problems for parents early on are usually limited to lack of energy as gifted babies have less need for sleep than their peers and are a lot more precocious when awake.

It is therefore important for both your sanity and your sleep pattern to try and instil some sort of routine right from the start. This will get your child used to routines that will later be enforced in school, but at the same time a degree of freedom should be allowed for the child to explore its environment.

As babies grow into toddlers, this is the time when their giftedness will be most prominent as their abilities will be far ahead of the normal expectations of children of the same age. Parents will no doubt find the constant question asking during this period quite a strain, but it is better not to dismiss questions without giving full answers. The children will be smart enough to realize when they are being put off.

It is important to try and communicate with them on their level. If your son or daughter is advanced in vocabulary and speech, then speak to him or her as you would an adult. If he or she is reading 'Lord of the Rings' when their friends are still on 'Janet and John', then provide him or her with the books they want. This isn't spoiling them, rather giving them the opportunity to grow and learn at their own pace.

It is vital to keep up this support throughout school life. It may be that your child will not be getting the opportunity to fully achieve his or her potential at school, so equip him or her with the tools to do this at home. If you start communicating with your child early on and understanding his gift and therefore his or her needs, then this should last for life. Remember that gifted children often find it difficult to make friends or to find kindred spirits among their peers, but they should be able to count on finding an understanding family member at home to confide in.

As children grow into teenagers there is a particular need to keep an eye on progress and on their emotional welfare. Even if your son or daughter is popular and has friends, he or she may not feel completely fulfilled by those

friendships as he or she is likely to feel unable to share their true feelings about their abilities and will miss conversing with someone of the same intellectual



level. Exceptionally able children tend to see the world from a perspective that even adults may fail to understand.

A teenager who is unable to express all the thoughts and ideas in his or her head may find other more destructive ways of using his or her mind. It will help if your child has the opportunity to make other friends with similar talents or intellectual level and while this is often difficult when they are young, it gets easier as they get older. Every

family member should encourage a loving, supportive environment where creativity is allowed to flourish.

You will also be thinking about college and university in their teenage years, however they should be allowed to choose their own direction, even if this isn't a top university. In this and most instances throughout your child's life, choice is one of

the most important factors. Your son or daughter must be allowed to make informed choices in their life to expand their minds, if this be whether or not to tidy their room or which friends they have in school.

"Choice is one of the most important factors in bringing up your child"

COURSES



The National Association for Gifted Children – runs Explorers' Clubs nationally during the holidays.
For details contact: The NAGC, Elder House, Milton Keynes, Buckinghamshire MK9 1LR, telephone 01908 673677 or email nagc@rmplc.co.uk

The Irish Centre for Talented Youth – runs residential and day summer schools in Dublin for 12-16 year olds.
For details contact: The Irish Centre for Talented Youth, Dublin City University, Dublin 9, County Dublin, Ireland or telephone 00353 1 7045693

Wirral Able Children's Centre – runs a few day schools and some three-day schools for infants up to top primary age group.
For details contact: WACC, Calday Grange Grammar School, Grammar School Lane, West Kirby, Cheshire L48 8GG or telephone 0151 625 3726

British Association for the Advancement of Science – runs activity-packed science days for children aged 6 and over.
For details contact: Dawn Stewart, British Association Youth Section, 23 Savile Row, London W1X 2NB,

GIFT – run residential and day weekend and week-long summer schools at centres around the country for children between 4 and 18.
For details contact: Julian Whybra, GIFT Ltd, 24 Martin-gale Rd, Billericay, Essex CM11 1SG or call 01277 654228

Support Society for Children of High Intelligence – runs a summer school in a Gloucestershire boarding school and masterclasses in London and Gloucestershire.
For details contact: CHI, PO Box 4222, London SE22 8XG

The British Museum – runs Sunday Club lectures and events/practical activities through its Young Friends of the British Museum organisation.
For details contact: Sarah Carthew, Young Friends of the British Museum, The British Museum, Great Russell Street, London WC1B 3DG or telephone 020 7323 8614

Gabbitas Truman & Thring Educational Trust – runs masterclasses in various locations in the UK, and can offer grants.
For details contact: Gabbitas, 26-30 Regent Street, London W1B 5EE or telephone 020 7734 0161

EVENTS

June/July



If you know of an event or day out happening in your area in the coming months, why not get in touch and let us know.

Buckinghamshire

Until 30th September

Stone, Paper Scissors – A hands on exhibition where you can make a Roman mosaic or join in word games and riddles

Until 9th September

The Great Garden Show – A growing garden mural, a chance to discover wildlife and design your own 3D garden.

Both at: Buckinghamshire County Museum, Aylesbury Tel: 01296 331441

Hampshire

24 June

Sun-day – Find out about energy saving with displays, talks and crafts

At: Marwell Zoological Park, Winchester Tel: 01962 777407

London

23-24 June

Egyptian Night – Sleepover at the museum and find out about the ancient Egyptians.

At: The British Museum, Great Russell Street Tel: 020 7636 1555

15 July

Save the Children Strollerthon – A sponsored event in Regent's Park. To join in call the below number or register at www.savethechildren.org.uk/strollerthon

Regent's Park Tel: 020 7252 4141

EVENTS – June/July cont'd

Suffolk

7th-8th July

Plays, Pleasures & Pastimes – History recreated with theatrical fun for all the family

At: Framlingham Castle, Framlingham Tel: 01728 724189

Surrey

14 June

Tales of Maths and Legends – A one man show where Johnny Ball brings maths to life

23 June

First Steps in the Art of Listening – Listen to the great works of classical artists such as Beethoven and Shumann

Both at: Guildford Civic, Guildford Tel: 01483 444555

Tyne and Wear

Until 9 September

Star Trek: Federation Science – Interactive exhibits revealing how closely the Star Trek series is based on real science

At: Hancock Museum, Newcastle upon Tyne Tel: 0191 222 6865

Wiltshire

30th June & 1st July

Victorian Steam Fair – Learn about steam organs and traction engines and see them come alive

At: Museum of the Great Western Railway, Swindon Tel: 01793 466655

Warwickshire

9 June

Britflicks – A celebration of contemporary British animation

At: Warwick Arts Centre, University of Warwick Tel: 024 7652 4524

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In need of legal advice?

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to find do-it-yourself

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Want to know about ...

Excellence in Cities



Excellence in Cities is a government initiative to make provision for gifted and talented pupils in inner city secondary schools. There is a three-year implementation scheme that started in 2000 that will ensure that trained co-ordinators will be running the teaching and learning programmes in over 450 schools in cities around the country. Targeted areas are inner London, Manchester, Liverpool, Birmingham, Leeds and Sheffield.

Each school will have a special programme of learning as well as an extensive out of hours study support programme for the most able 5-10% of pupils. There are also summer schools for 10-17 year-olds in schools across England.

Clearly there are benefits and drawbacks to the scheme, although any progression by the government towards more support for gifted children is a positive step.

Excellence in Cities will help improve the ability of inner city schools to provide for their most able pupils, and it draws on a wide support network of primary and independent schools, higher education institutions and businesses. Another benefit is that there will be more teachers who are trained to teach gifted pupils and these will eventually filter to schools outside the initiative.

Possible drawbacks are the

constraints that the scheme imposes. The programme is only to be set up in secondary schools, so those parents who need help for their primary age children have to wait. Equally, with the programme being a city initiative, this means that schools throughout the rest of the country miss out on this particular funding and opportunity.

Despite this, there are guidelines being issued to primary and secondary schools throughout the country to help cater effectively for gifted and talented children.

For more information about Excellence in Cities and updates on progress you can log on to the government website at:

www.standards.dfes.gov.uk
or email Chris Drury from the Gifted and Talented Team at:
chris.drury@dfes.gov.uk



Acknowledgements

This newsletter was compiled with the help of the following:

Excellence in Cities programme

ERIC Clearinghouse for disability and giftedness

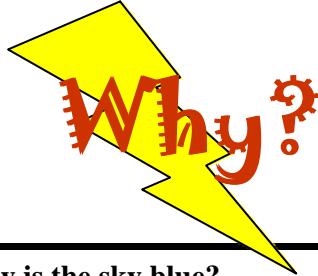
MSN Encarta encyclopaedia

BBC Online

Support Society for Children of High Intelligence

Plus many kind thanks to our advertisers and subscribers

Fun Stuff



Why is the sky blue?

Good question. The sky is blue because of a process called Rayleigh scattering. When light from the Sun reaches the atmosphere, it strikes the molecules in the air and is scattered in all directions. The extent to which light is scattered depends on its frequency. Blue light, which has a high frequency, is scattered many times more than other colours. As more blue light is scattered, it becomes the dominant colour, causing bright blue skies on clear days.

What causes tides?

Have you ever wondered what causes the rise and fall of the tide? When the Moon is directly over a given point on the surface of the Earth, its gravity exerts a powerful pull on the water of the oceans below, causing them to rise above their normal level. Water covering the parts of the Earth furthest from the Moon is also subject to this pull, and forms another axis of high water. At both crests, the condition known as high water prevails, while along the circumference of the Earth perpendicular to the direct-opposite tidal axis, phases of low water occur.

Courtesy of MSN Encarta encyclopaedia

Quick Quiz

Answer these three questions instantly and without thinking about them to see how logically your mind thinks:

1. You are participating in a race. You overtake the second. What position do you finish?
2. If you overtake the last then you arrive...?
3. Note: This riddle must be done IN YOUR HEAD ONLY and NOT using paper and a pen.
You start with 1000 and add 40 to it.
Now add another 1000.
Now add 30.
Another 1000.
Now add 20.
Now add another 1000.
Now add 10.

What is the total?

4. Count the number of 'F's in the following text:
FINISHED FILES ARE THE
RESULT OF YEARS OF SCIENTIFIC
STUDY COMBINED WITH THE
EXPERIENCE OF YEARS

Managed it? How Many?

Answers are upside down at the bottom of the page.

Got any jokes or clever puzzles?

Send them in to us by email at community@giftedmonthly.com. Or you can leave them directly on our website, www.giftedmonthly.com.



Answers:
1. If you answer that you arrived first, then you are absolutely wrong!!! Because you overtake the second and you take his place so you arrived second!!!!
2. If you answer that you arrived second last then you are wrong again. Tell me, how can you overtake the LAST?
3. Did you get 5000? The correct answer is actually 4100. Don't believe it? Check with your calculator! The decimal sequence confuses our brain, which always jumps to the highest decimal (100 instead of 10).
4. Did you come up with three? Wrong, there are six. The reasoning behind this is that the brain cannot process the word OF. If you counted six then you must be a genius!



This is the section of our newsletter where you can get in touch with other parents by leaving messages for each other and answering each other's questions.

We hope to fill this page and others with letters, articles by parents and pieces of work by children. Why not send in one of their paintings, a poem or a short story? Remember, you will get the issue it is published in completely free.

Please leave a note to put on the message-board either by emailing Gifted Monthly on community@giftedmonthly.com, or sending it by post to our usual address. We would love to hear from you. If you would like to get in touch with other parents via email, we can act as a medium, forwarding on your mail so that you only need reveal your email address when you feel secure.

You can also now log on to our website where there is a special Gifted Community section. You can use our guestbook to leave public messages, email us with your suggestions, questions or problems, and chat in our chat room to other parents. We will also post up some of your contributions to the newsletter with your approval.

Message Board

I recently discovered my young son was gifted in mathematics. Although I am very proud, my husband and I are feeling under pressure and rather alone. We would love to hear from parents in a similar situation.


Suzanne F, Wiltshire

I am hoping to contact the Collins' family whom we met at a CHI masterclass in London in February. Our son kept asking when he was going to see his new friend Keely again! If you are reading this, get in touch!

J Lowe, London

Can anyone help? My daughter has been diagnosed with ADHD, which is setting her back at school. Her teacher feels she is disruptive and is reluctant to give her the academic support she needs. Where can I go for advice?

M Burgess, Plymouth



This is not enough!
We want this message board full to bursting please!
Even if you only have a joke to share with us – send it in!

Contact Gifted Monthly:

**232 Wandsworth Bridge Road
Fulham, London SW6 2UD**

Telephone: 0778 792 3165

**Email: community@giftedmonthly.com
subscribers@giftedmonthly.com**

Website: www.giftedmonthly.com

CONTACTS



NAGC – National Association for Gifted Children

Elder House, Milton Keynes MK9 1LR
Tel: 01908 692 660 Email: nagc@rmpc.co.uk

NAGC Youth Agency

Tel: 01908 698498 Youth Line: 01908 692660
Email: youthagency@rmpc.co.uk

GCIC – Gifted Children’s Information Centre

Hampton Grange, 21 Hampton Lane, Solihull, West Midlands B91 2QJ Tel: 0121 705 4547

Institute for High Ability

149 Battersea Park Road, London SW8 4BH
Tel: 020 7622 1091
13 Station Road, Knebworth, Herts SG3 6AP
Tel: 01483 814316

DfEE – Department for Education

Sanctuary Buildings, Great Smith Street, London SW1P 3BT Tel: 020 7925 5000

The British Psychological Society

Telephone 0116 254 9568 for a list of registered

Some useful websites:

ERIC – Educational Resources Information Centre
www.accesseric.org

School Psychology Resources Online
www.bcpl.lib.md.us/~sandyste/school_psych.html

NAGC Youth Agency
www.Youthagency.org.uk/index.html

Wizard Books (publish titles on gifted children)
[Http://wizardbooks.ballarat.net.au](http://wizardbooks.ballarat.net.au)

Hollingworth Center for Highly Gifted Children
www.hollingworth.org

ScienceWeb – Gifted Students’ Resources
www.scienceweb.org/subject/gifted.htm

The Baby Directory – An A-Z of everything for pregnant women, babies and children
www.babydirectory.com

BIBLIOGRAPHY

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By Peter Young and Colin Tyre
Oxford University Press
ISBN 0 335099963
£10.99

‘Challenge of the Able Child’

By David George
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ISBN 1 853463469
£12.99

‘Gifted Young Children’

By Louise Porter 1999
Open University Press
ISBN 0 335205526
£16.99

‘Bringing out the best – A resource guide for parents of gifted children’

By Jacquelyn Saunders 1991
Free Spirit Publishing
ISBN 0 91579330X
£10.50

‘Effective resources for able and talented children’

By Barry Teare 1999
Network Educational Press
ISBN 1 855390507
£24.95

TIP: Try logging on to www.amazon.co.uk to find books on giftedness and education for gifted children at discount prices.

If you have any books on giftedness that you no longer use, why not sell them through [gifted monthly](http://www.giftedmonthly.com)?



Little Angels

Preparing for a Christening or wedding?

Looking for the perfect party dress?

Something for a special occasion?

*Dress your **Little Angels**
in a **Julie Loh** creation*

- ♥ **Little Angels** is a dressmaking service that creates classic, handmade boys' and girls' clothes for children aged 0 - 6 years.
- ♥ Whether you want a tailor-made party dress for your daughter, a smart outfit for your son or that once-in-a-lifetime bridesmaid or Holy Communion dress, you can be sure we will have something special.
- ♥ Tell us your ideas and we can make an outfit to order.
- ♥ We have a range of practical day-wear and accessories to choose from.
- ♥ We also provide a fast and affordable personal clothes alterations service for the London area.



Little Angels is now online at www.julieloh.com

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call us on 07941 057257
or email: littleangels@julieloh.com**