AMERICAN mensa LTD.

Gifted Children's Program Handbook:

March 2005

The High IQ Society

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1.0 Introduction

The *AML Gifted Children's Program Handbook (GCP Handbook)* is intended as a reference for Gifted Children's Coordinators, and for local groups and others in their Mensa[1] activities and interactions involving minors – whether members or guests. This handbook is not intended to create a contract between American Mensa, Ltd. and its members or guests.

The policies and procedures contained in this edition of the *GCP Handbook* replace and supercede all policies and procedures in *GCP Handbooks* previously issued by AML. It is accurate at the time of publication but is subject to change from time to time as deemed appropriate by the American Mensa Committee. The AMC expressly reserves the right to deviate from the provisions of this Handbook and to add, alter or otherwise make changes at any time in terms and provisions of this Handbook. Any such changes may be implemented without prior notice and, unless specified otherwise, are effective when made. This handbook is provided online and printed copies are available from America Mensa's National Office.

Gifted Children's Coordinators, LocSecs and other Mensans planning and coordinating activities for children are responsible for implementing the information and policies published in this Handbook.

This *AML Gifted Children's Program Handbook* is published in accordance with ASIE 1984-081 10-Nov-1984 "That one copy of the *Handbook for Local Gifted Coordinator* be provided to the Local Coordinator of Gifted Children's Programs in each Local Group. In those groups without a Coordinator, the copy shall be sent to the Local Secretary. ..."

Comments and suggestions for future editions should be sent to **gcchandbook@us.mensa.org**.

2.0 Overview

Highly intelligent adults join Mensa for its stimulating intellectual and social environment, as well as friendship and support. Yet Mensa is not an adults-only organization. Those same needs for friendship and support are present among highly intelligent children. Meeting intellectual peers is more challenging for children due to limited contacts and mobility. This is where the Gifted Children's Program (GCP) comes in. American Mensa can furnish a safe, supportive and stimulating environment for Young Mensans and relatives of adult members and their minor guests. Creative activities for children begin with the interest shown by local groups and are usually led by Gifted Children's Coordinators (GCCs).

This Handbook presents a general introduction to the duties of a GCC including rules and procedures, helpful hints, resources, safety requirements and reproducible documents. This Handbook also includes information necessary for anyone who runs a Mensa event where minors are present.

2.1 About Mensa

Mensa was founded in England in 1946 by Roland Berrill, a barrister, and Lancelot Ware, a scientist and lawyer. They had the idea of forming a society for intelligent people, the only qualification for membership of which was a high IQ. The word *mensa* means "table", "mind" and "month" in Latin. The name stands for a round-table society, where race, color, creed, national origin, age, politics, educational or social background are irrelevant. The society welcomes anyone of any age whose IQ is in the top 2 percent of the population, with the objective of enjoying each other's company and participating in a wide range of social and cultural activities.

Mensa has three stated purposes: to identify and foster human intelligence for the benefit of humanity; to encourage research in the nature, characteristics and uses of intelligence; and to promote stimulating intellectual and social opportunities for its members.

There is no single prevailing characteristic of Mensa members other than high IQ. There are Mensans for whom Mensa provides a sense of family; for others, it is a casual social activity or a stimulating opportunity for the mind. Mensa takes no stand on political, religious or social issues. As of 2004, there were about 100,000 Mensans in 100 countries throughout the world. There are active Mensa organizations on every continent except Antarctica.

The Gifted Children's Program is a growth area in American Mensa. The GCP encourages the recruitment of gifted children and provides stimulating activities for them, as well as providing support and resources for Young Mensans and their families.

2.2 Giftedness Definitions

Mensa's sole criterion for membership is an IQ score in the top 2 percent on an accepted, standardized intelligence test. Many different tests are available to qualify for Mensa even for the youngest members. A person only needs to score within the top 2 percent on one test. Lower scores on other tests do not keep anyone from qualifying for Mensa. The accepted tests all measure reasoning ability. These skills can be generalized to some areas of continued learning and performance. Information on accepted tests is available in the appendix, online at **www.us.mensa.org/joinmensa** and from the National Office.

What is giftedness? One definition is based on the belief that asynchronous development, and the emotional consequences and altered quality of life stemming from it, is at the very heart of giftedness.

> *Giftedness is asynchronous development in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm. This asynchrony increases with higher intellectual capacity. The uniqueness of the gifted renders them particularly vulnerable and requires modifications in parenting, teaching and counseling in order for them to develop optimally.*[1]

Other definitions of gifted and talented children focus more on achievement. Former U.S. Commissioner of Education Sidney P. Marland, Jr., in his August 1971 report to Congress, stated,

> *Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.*[2]

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[1] The Columbus Group 1991, quoted in "Giftedness the View from Within", Martha Morelock, *Understanding Our Gifted: Open Space Communications*, January/February 1992, Vol. 4, No. 3, pp. 1, 11-15.

[2] Marland, S. P. (1972). *Education of the Gifted and Talented.* Report to Congress. Washington, D.C.: U.S. Government Printing Office. (From ED 321 481, ERIC EC Digest #E476, 1990, ERIC Clearinghouse on

"The following abilities and qualities are common among gifted children, and the more of these the child has, the more highly intelligent she or he probably is.

Before age 5:

- Knows letters, numbers and word meanings well ahead of others their age, usually before age 3.
- Advanced vocabulary and conversational skills before age 3.
- Sight-reads familiar words and signs well before actual instruction, before age 4.
- Interested in the meaning of life, philosophical questions of meaning.
- Has surprising memory for events and places.
- Shows ability to do simple math in their heads without prior instruction.
- Long attention span – hours, months – for things that interest them.
- Great curiosity for how things work, why things happen.

Early school years:

- Seems to spontaneously read and move to advanced materials within months of figuring it out, usually before age 6.
- Quickly bored in school and noticeably advanced of the other children and the instructional level.
- Good sense of humor, particularly word play.
- Often competitive, bossy and a stickler for rules.

Later school years:

- Achievement test scores in the 95th and above percentiles, usually higher.
- Achievement test score grade equivalencies two to six or more grade levels higher than actual grade placement.
- Deep interests and difficulty finding classmates who share their interests."[3]

There is no one profile to describe a highly intelligent individual. There is a very wide range of intellectual abilities within the giftedness category, leading to a diversity of abilities, interests and personalities among our highly intelligent membership. Some individuals are both gifted and disabled. Gifted students with disabilities are often called twice exceptional or students with dual exceptionalities. They can exhibit remarkable talents or strengths in some areas and disabling weaknesses in others.

To read more on giftedness, see the articles and links in the appendix.

2.3 Children in Mensa

Young Mensans (Young Ms, YMs) are members of Mensa under the age of 18. These are our primary focus. The GCP also supports the minor relatives and guests of Mensans who are minors.

The Mensa Admission Test is standardized for people age 14 and older. Children under the age of 14 may qualify for Mensa by submitting a qualifying score from any one of more than 200 tests that Mensa accepts as prior evidence. There is a small handling fee for processing prior evidence. In 2005, this was $30. If a child qualifies for Mensa, often at least one parent does also.

Most public and private schools give tests that Mensa accepts for admission such as the Otis-Lennon. Many parents/guardians opt to have their children tested by private psychologists, who may administer tests such as the Stanford Binet (version 5) or the Wechsler scales (WISC, WAIS, WPPSI).

See **www.us.mensa.org/joinmensa** and Section 12.2.3 *Testing and Admission for Gifted Children* in the appendix for gifted children's testing and admissions information. To find out if a particular test is accepted for Mensa membership and the qualifying test scores, parents or guardians may read **www.us.mensa.org/giftedchildren** or call the Testing & Admissions Coordinator at 817/607-0060 ext. 129. A partial list is also in the appendix.

2.4 What does Mensa Offer to Young Ms and their Families?

Each local group plans its own Gifted Children's Program. AML's local groups vary widely. Some are geographically compact and center on urban areas, while others cover hundreds of square miles of territory. Consequently there is a great deal of variance in local GCPs.

Young Mensans are welcome at almost all Mensa activities. In addition, most groups try to hold activities just for Young Mensans and their families. These activities may be for children alone or for entire families. See Section 4.3 for more details on developing activities.

One of the primary roles of every GCC is to serve as a resource to parents. Most Gifted Children's Coordinators are not experts in gifted education or the psychology of gifted children but they have worked to learn about these topics. The GCP can be an invaluable source of information for the families of Young Mensans. Refer to Section 4.0 *What does a GCC Do?*

Handicapped and Gifted Children, Reston, Va., 1990 which is in the appendix.

[3] Excerpted from Losing Our Minds: Gifted Children Left Behind (2005, Great Potential Press), with permission from the author, Deborah L. Ruf, Ph.D.

and Section 5 *Running a Local GCP* for more program details.

3.0 Gifted Children's Program

American Mensa's local groups serve the organization's more than 50,000 members. In 2003, 980 of those members were under the age of 18 and in 2004, there were almost 1,300 minor members. American Mensa's youngest member was 4 years old.

There is no junior category of membership in Mensa, so children are welcome at most Mensa events – unless the activity is limited to adults for some material reason (e.g. an activity in a casino or nightclub) or by the organizer.

American Mensa aspires to build its Gifted Children's Program. The quality of the program and the appropriate care of children members calls for recruitment of high-quality leaders.

3.1 GCP Organizational Structure

The Mensa Gifted Children's Program has an international, national and local structure and volunteers fill all program roles. All national Mensa organizations have the option of developing their own local Gifted Children's Programs; not all countries have them.

3.1.1 National Organization

American Mensa, Ltd. is the name given to Mensa in the United States. It is directed by an elected volunteer body known as the American Mensa Committee. All AMC officers, whether elected or appointed, must be currently active members of Mensa.

The staff are paid employees based at the National Office in Texas.

AML is committed to supporting Young Mensans. This support is shown through the GCP.

National Gifted Children's Program Coordinator

The AMC Chair nominates and the AMC approves the Gifted Children's Program Coordinator annually for a one-year term, running from one Annual Business Meeting to the next. There is currently no limit to the number of terms an appointee may serve.

While there are no set requirements for appointment as GCPC, experience with Mensa activities and programs, especially as a local group officer, is beneficial for the GCPC. Experience or training in the area of gifted children, education and psychology is essential. An advanced degree in a related area is considered beneficial. The candidate for nomination should submit to and successfully pass a GCP Background Check prior to nomination.

The specific responsibilities of the Gifted Children's Program Coordinator are to:

- Maintain and develop the Gifted Children's Program,
- Approve the appointment of local group Gifted Children's Coordinators,
- Support local group Gifted Children's Coordinators,
- Provide information, resources, and referrals,
- Represent AML to members, relatives of members, educators, the press, other gifted children's associations and the public,
- Assist AML in establishing, implementing and revising information issues and policies regarding gifted children,
- Coordinate Kids Trek, Tween and Teen activities at the Annual Gathering with the AG Committee,
- Work with the Mensa Foundation as needed,
- Chair the Gifted Children's Program Committee,
- Act as a co-budgetary officer for GCP funding in the national budget,
- Develop and offer presentations relevant to the GCP at AGs and Leadership Development Workshops,
- Communicate and coordinate with the Mensa International Gifted Children's Coordinator, and
- Submit quarterly reports to the AMC on the GCP.

The GCPC, along with the AMC and staff liaisons, is responsible for reviewing monthly GCP expenditures to ensure they are authorized and within budget.

The GCPC email address is **GCPC@us.mensa.org**. Contact information is available in the appendix and the *Mensa Bulletin.*

Associate GCPC

Upon recommendation of the GCPC, the AMC Chair nominates the Associate GCPC for approval by the AMC. It is a one-year position, running from one Annual Business Meeting to the next. There is currently no limit to the number of terms that an appointee may serve. The candidate for nomination should submit to and successfully pass a GCP Background Check prior to nomination.

The role of the Associate Gifted Children's Program Coordinator varies according to the needs of the GCPC. The Associate GCPC may work on special projects, preside over a meeting of the Gifted Children's Program Committee in the absence of the GCPC, serve as a liaison between the GCP and an Annual Gathering committee, or take on any other role as determined by the GCPC. The AGCPC serves on the GCP Committee.

The AGCPC email address is **AGCPC@us.mensa.org**. Contact information is available in the appendix.

Gifted Children's Program Outreach Coordinator
Upon recommendation of the GCPC, the AMC Chair nominates the Gifted Children's Program Outreach Coordinator for approval by the AMC. It is a one-year position, running from one Annual Business Meeting to the next. There is currently no limit to the number of terms that an appointee may serve. The candidate for nomination should submit to and successfully pass a GCP Background Check prior to nomination.

The Outreach Coordinator's primary duties are to:

- ☐ Answer and direct inquiries received through **giftedchildren@us.mensa.org**,
- ☐ Coordinate communications between and among the GCP Committee and local group GCCs,
- ☐ Build alliances with other groups committed to the support and development of gifted children,
- ☐ Collect local group GCP Web site addresses and URL recommendations and post them on **www.us.mensa.org** and
- ☐ Serve on the GCP Committee.

Kids Trek Coordinator
Upon recommendation of the GCPC, the AMC Chair nominates the Kids Trek Coordinator for approval by the AMC. It is a one-year position, running from one Annual Business Meeting to the next. There is currently no limit to the number of terms that an appointee may serve. The candidate for nomination should submit to and successfully pass a GCP Background Check prior to nomination.

The Kids Trek Coordinator's primary duties are to:

- ☐ Answer and direct inquiries received through **KidsTrek@us.mensa.org**,
- ☐ Organize and run the AG's Kids Trek program and
- ☐ Serve on the GCP Committee.

***GCP Handbook* Editor**
When the Handbook is being updated, the Leadership Development Chair, with AMC Chair approval, appoints a Content Editor or Content Team for the revision or update of any Mensa Handbook. The AGCPC is generally assigned this responsibility.

The *GCP Handbook* Editor's primary duties are to:

- ☐ Collect revisions for the Handbook throughout the year,
- ☐ Revise the *GCP Handbook* annually or as directed by the GCPC,
- ☐ Work with the editors of other Mensa publications as needed,
- ☐ Work with the Outreach Coordinator to maintain the appendix sections on the AML Web site and
- ☐ Serve on the GCP Committee.

The *GCP Handbook* Editor's email address is **gcchandbook@us.mensa.org**.

The GCP Committee
The GCP Committee (also known as the GCP Team or GCPT) is an action committee that advises the AMC and staff on all aspects of Mensa participation by minors. The GCP Committee's primary roles are to support the GCP and GCPC and any GCP action plans; and to provide review and guidance for the AMC or any of its committees on issues related to gifted children.

The GCPC appoints, with the approval of the entire AMC, the following officers: the Associate GCPC, the Gifted Children Outreach Coordinator and the Kids Trek Coordinator. The GCPC appoints, with the approval of the AMC Chair, additional GCP Committee members, as he or she deems necessary and appropriate, including at least two local GCCs.

The Executive Director of the National Office appoints a GCP Committee staff liaison. The AMC Chair appoints three AMC members to the GCP Committee. One of the three shall be the GCP Liaison to the AMC, unless the GCPC is a member of the AMC. In that case, the GCPC is the AMC Liaison.

All adult members of the GCP Committee must pass a GCP Background Check.

As an action committee, the GCP Committee is empowered to grant awards and scholarships under the guidelines established by the AMC. The GCP Committee shall also provide support for GCP, actions and procedures. The GCPC and the GCP Committee may suggest action or make policy proposals, but only the AMC can decide upon them. All actions taken by an action committee are reported to the AMC in the next quarterly report.

3.1.2 LocSec's Role in the GCP

The LocSec works closely with the local GCC to support Young Mensans. The LocSec is also responsible for the information and policy in this handbook and ensuring that it is implemented at any local group non-GCP Mensa events involving minors.

The LocSec is responsible for nominating the local group GCC. The LocSec may serve as the acting GCC if a local group does not have a GCC. If the LocSec serves as acting GCC, the LocSec must pass the background check. Background checks are valid for five years.
The LocSec shares correspondence from the National Office with the GCC as needed and receives all GCC correspondence in the absence of a GCC.

3.1.3 Gifted Children's Coordinator

The Gifted Children's Coordinator is the local group's leader of Young Mensan activities. The GCC plays the key role in building and sustaining Mensa involvement for children at the local level. This is one of the most challenging and yet most satisfying jobs in Mensa.

Appointment Process

Gifted Children's Coordinators are nominated by their local groups. The LocSec can recruit a GCC as they would any other local group officer. A GCC must be an adult Mensa member. If the GCC is a new member of Mensa, an experienced member should be assigned to work closely with GCC.

After the GCC is nominated by their LocSec, the applicant sends a completed and signed GCC Application Form to the National Office. The application must be signed by the applicant. The LocSec can either sign the form before it is completed by the applicant or can email approval of the applicant separately from the form. Copies of the GCC Application Form are available online at **www.us.mensa.org**, from the National Office, or in the appendix.

Once the background check is successfully completed, the nomination goes to the GCPC for final review and approval. This entire process must be completed before the new GCC can begin the job. A background check must be successfully completed every five years.

3.1.4 Community Activities Program

Mensa's Community Activities Program encourages Mensa local group outreach and involvement in their communities. CAP identifies those activities that local members and local chapters have undertaken to improve their community. Specific efforts of the program encourage local groups to assist their communities in areas most frequently identified with Mensa. These include primary and secondary education program support, gifted children's programs, literacy programs and library support programs.

Local groups enter their projects in the CAP Awards Program, the winners of which are announced during American Mensa's Annual Gathering. There are four categories for groups to enter: general community, education, gifted children and Young Mensan. The Young Mensan category is for projects completed by members under the age of 18.

For more information, contact the National Office or visit **www.us.mensa.org**.

Model GCP Program

In 1999, the CAP award for gifted children was given to North Alabama Mensa for its Kids Trek program, chaired by Martha Feld Williams. The group sponsors a series of events for children throughout the group's community, promoting opportunities for children and their parents to find mutual interest areas and to network with others of similar interests. The events draw children and their parents from city schools, county schools, private schools and even home schools. Twenty members of North Alabama Mensa participated in this outstanding program.

Some projects that North Alabama Mensa sponsored as part of its Kids Trek are: Inventor Day, where young inventors from kindergarten through eighth grade are recognized and honored; The Gift of GAB (General Articulate Basics), which recognizes and encourages children's public speaking talents; Chemistry Night, for all children accompanied by adults interested in exploring the mysteries of the universe; Mensa Brain Games, where children are challenged with various games of logical thinking; and Gifted Heart, which celebrates the interpersonal talents of children within the community. Other activities include programs on architecture, creative writing, astronomy and cultural celebrations.

North Alabama Mensa has become a popular and recognized member of the Huntsville community and has gained and retained many members, as well as much good will, for their Kids Trek program. Citizens of the Huntsville area look forward to the Mensa events and speak of North Alabama Mensa with pride. This description, along with other 1999 CAP winners is available online.

3.2 Background Check for GCP Volunteers

A criminal background check is required of the GCPC, AGCPC, Outreach Coordinator, Kids Trek Coordinator, other members of the GCP Committee, every GCC and LocSecs who are acting as GCCs. This is in accordance with ASIE 2002-174 14-Dec-2002. Background checks must be successfully completed every five years. AML may require a GCP background check at any time if there is a particular question or need.

This procedure, necessary for the safety of Young Mensans, is less complicated than it sounds. A company that specializes in working with volunteers and non-profit associations performs the background check. The company only checks the applicant's name against a public-records database of criminals and sex offenders. Credit histories are not checked. The information provided by applicants does not become a part of their Mensa member records and is seen only by the GCPC and National Office staff. Nothing is retained except a record of whether an application was approved or not.

Background checks are also available, at the discretion of the GCPC, for other adult Mensans who wish to be able to supervise GCP events. Local Groups are encouraged to submit requests for background checks

of interested members in order to assure appropriate volunteer staffing of GCP events. It is required that every GCP event that is held on a continuing basis be led by at least one adult who has passed the GCP background check. These background checks will be paid for by the national organization at no cost to the local groups. Generally, any reasonable request will be granted. It is not reasonable, for example, to request checks of members unlikely to fill these supervision roles. For more information see section 5. *Running a Local GCP* and 5.3.1 *Supervision.*

Any adult Mensan may go through the GCP background check process. However, this is not open to the non-Mensan parents of Young Mensans, who are otherwise encouraged to participate in all GCP events with their children.

The GCC Application Form contains authorization for AML to perform a background check. A separate GCP Background Check Authorization Form is used for non-GCCs who need a background check. Copies of these forms are in the appendix and may be obtained from the National Office. They are online at www.us.mensa.org/officerresources as well.

4.0 What Does A GCC Do?

In addition to rules and procedures, resources and safety requirements, this handbook provides many ideas and suggestions. Circumstances in local groups vary widely and not all ideas will work for each group or each GCC. In particular, some suggestions apply mostly to local groups that cover a compressed, city-centered geographic area and may not be practical for local groups serving a larger geographic area.

New GCCs should:

- ☐ Write an article for their local group newsletter introducing themselves and providing contact information,
- ☐ Outline goals or ideas and request input from YMs and their families,
- ☐ Consider sending a newsletter or letter of introduction to YMs and their families by mail,
- ☐ Let the parents/guardians of YMs know what services are provided and how they can assist and
- ☐ Submit an article or short blurb for every issue of the local group's newsletter.

The GCC should hold a seat on the local group's Executive Committee. In most cases, the local group should provide the GCC with a budget for supplies.

4.1 Responsibilities

Most new GCCs have been active local group members for years. A GCC without that knowledge should develop a clear understanding of the local group's expectations and budget, become familiar with the history of gifted children in the local group, learn the group's usual communications methods with members and learn about reporting responsibilities.

A new GCC should contact the local group newsletter editor and discuss the possibilities for a column. Having a regular column is perhaps the best way to raise visibility of the GCP within the group and provide information.

All GCCs should:

- ☐ Become familiar with local, state and national organizations providing support for children,
- ☐ Contact teachers' groups, parent associations (including PTAs/HSAs/PTOs and homeschool support organizations) and other support or advocacy organizations,
- ☐ Get to know the leaders in those organizations and keep abreast of their activities; let them know what Mensa is organizing and
- ☐ Learn what efforts regarding gifted children and gifted education are underway in their local and state governments.

A GCC's job includes sharing this information. Each GCC must find a way to collect and organize the information they need from national, state and local sources. GCCs should not claim to be experts if they are not – most GCCs are not – but they should be prepared to refer people to those who have been identified as experts.

Remember, while Mensa's goal is "to foster human intelligence," it does not advocate any particular agenda. Be cautious in making any representation that might confuse a personal view with an official position of American Mensa. Mensans can be advocates, but Mensa is not an advocacy organization.

4.2 Communication

This is the key to running a successful GCP. It will not matter if you have the best program in the world if no one knows it exists.

Keep copies of correspondence. Most GCCs find that the same or similar questions emerge repeatedly and appreciate having their previous replies on hand.

4.2.1 Contacting Group Members

Every month each GCC receives an information package from the National Office. It includes *AML Today*, the monthly officers' announcement bulletin, and a list of Young Mensans and their addresses. It may also include their phone number and/or email address. To protect Young Mensans, this report may not be copied, reprinted or forwarded.

Parents/guardians can submit their child's email address when they complete the Personal Data Questionnaire, but if that is not initially available, GCCs should include a request for the email address in their introductory letter to the member. Explain that announcements and correspondence will take place via email and that the names and addresses will be kept in confidence.

4.2.2 Use of Email and Internet Sources

If the local group does not already have one, the National Office Information Systems Department can provide GCCs a secure email listserv with a local moderator to announce events and gather volunteers. It can be set up so that if the GCC does not want email addresses to be visible, the local moderator would mark them so they are not shared. For more information on creating listservs, contact Web Services at **WebServices@americanmensa.org**.

Remember: email addresses may not be shared without the express permission of an adult member or the parent/guardian for minors. Do not forget to use the blind carbon copy or list feature on email to safeguard email addresses.

If an email list has been established, do not forget to send out reminders before events.

While the use of any and all appropriate resources is encouraged, special care must be made when using or referring others to Internet resources. GCCs should check any and all links from a recommended Web site.

A disclaimer statement should be included whenever Web sites are distributed or published – even in a local group newsletter or on a group's Web site. Here are examples of two acceptable disclaimers:

> *Information given in this column is current as of the date when the column was submitted to <newsletter name>. Web sites and their contents are always subject to change. Mention of a Web site in this column does not imply endorsement by AML or <local group>.*
>
> *The links below are provided as informational resources and in no way indicate an endorsement of or any particular partnership with any organization. American Mensa is not responsible for the content of any of the linked Web sites; this includes updates to or availability of linked sites and the accuracy, reliability or helpfulness of the information on these sites.*

Notify the Outreach Coordinator when a GCP page is added to the local group Web site. It will be added to the list of local links on the AML GCP Web site and in the appendix.

4.2.3 Newsletter Column

GCCs should have something in each issue of their local group's newsletter. At a minimum, their contact information should be a part of the local officers' list. Talk to the Newsletter Editor and Calendar Coordinator about deadlines and details for submission.

If there is going to be a GCP event, make sure that the calendar listing includes any special instructions about equipment and costs as well as the standard information about date/time/location/contact information and RSVP deadline. If the event is at a large public place, it is especially important to explain how the group is going to be identified, whether by Mensa shirts, yellow balloons or the traditional yellow map pins. That way, a family who forgot to RSVP will still be able to find the GCP group.

It is recommended that every GCC write a regular column for his/her local newsletter. This is generally the best way to raise the visibility of the GCP within the local group. There are many ways to write a newsletter column. It can be aimed at Young Mensans or at their parents. The primary goal of any column is to get the word out about what is going on in Mensa, especially that there is a place for children in Mensa. The secondary goal is to make the column interesting enough so that people will actually read them.

A column can cover almost any topic that pertains to or might be of interest to Young Mensans. An article can be a compilation of resources, upcoming Talent Searches or an announcement of a series of Gifted and Talented conferences. It can be a list of fun Web sites, or an article connected to something that will happen that month. It can also be an essay designed to help Young Ms see another side of an important event. Sample columns are found in the appendix. Reprintable articles may also be found at **www.lists.us.mensa.org/mailman/listinfo/content.**

4.2.4 Publicity

Take pictures at every GCP event and build a GCP photo album to show the local group's activities. Send duplicate photos to parents. Photos cannot be released (outside the local group) without written parental permission.

Talk to the Local Group's PR Coordinator and see how efforts can be coordinated. Some GCCs send information or introductory letters to students whose achievements are mentioned in local newspapers. In conjunction with the Local Group PR Coordinator, arrange to have Mensa materials at other organizations' gifted children's events.

Seek opportunities for representing Mensa with information, publications and personal contacts at local parent group meetings, state education conventions and other opportunities to spread the word. When attending non-Mensan events, take a supply of recruitment cards and appropriate brochures. Always remember that Mensa supports gifted children concerns generally, but not any political platform or educational methodology. Develop a personally comfortable way of telling people about Mensa.

One of the most common remarks heard is that Mensa is an *elite* organization. For many, *elite* is a pejorative word. A good response is that Mensa's testing is not intended to exclude, but rather to help bright individuals find one another, bringing like-minded people together. Another good response is that gifted children are no more important than any other children, but neither are they less important.

A sample slide show on Gifted Children's Program is available at **www.us.mensa.org/officerresources.**

Do not hesitate to contact the local group's LocSec, the PR Coordinator, the staff PR Manager or GCP staff liaison for support and information before granting an interview to speak on behalf of Mensa or any GCP activities. GCCs may also request AML's *Internal Publicity Guide* from the PR Manager at **PRManager@AmericanMensa.org** or 817/607-0060.

4.3 Developing Activities

Activities for local GCPs will vary significantly depending on the GCC and local conditions. Some GCCs prefer activities that will work for any age group. Other GCCs have started their group activities by focusing on one age group and developing that before working with a second age group.

A good way to start is by organizing outings to local attractions and group attendance at events offered by others. GCCs have found the following locations appropriate for their groups:

- ☐ Zoos, arboretums, historical farms, outdoor education centers, aquariums, botanical gardens, weather stations,
- ☐ Children's museums, natural history museums, science museums,
- ☐ Planetariums,
- ☐ Miniature golf courses, bowling alleys, skating rinks,
- ☐ Tours of factories, radio stations, sewage treatment plants,
- ☐ Local orchestra, ballet, theater,
- ☐ Lectures and presentations at local museums, theaters and colleges,
- ☐ Library events: story time and guest speakers.

In addition to such events, GCCs have organized or encouraged group attendance at Mensa general membership events of interest to Young Mensans such as paleontology lectures. Any event may be followed by a picnic or meal at a family friendly restaurant.

Original programming ideas used by GCCs include:

- ☐ Games night, puzzle night,
- ☐ Movie night/afternoon (around a theme),
- ☐ Holiday brunch, picnic,
- ☐ Book group, writer/author workshop,
- ☐ Inventors' day — Young Ms use household items and scraps to build inventions (toilet paper rolls, boxes, aluminum foil, etc.)
- ☐ How things work workshop (bring something mechanical to take apart such as broken toaster, clocks, etc.),
- ☐ Art projects, tangrams, kite making,
- ☐ Kite flying,
- ☐ LAN party for teens (provide snacks and drinks, let participants bring their computers),
- ☐ "Build your own sundae" ice cream social and
- ☐ Pool party. (This is an event where parents/guardians may be required rather than encouraged to stay and more supervision than usual is needed.)

Appropriate space for these events has been found at members' homes, libraries, community centers and parks. Any of these can be done on a one-time, occasional or regular basis.

Icebreakers can be a good idea especially for a new group or when a lot of new people join a group. Something as simple as making introductions a bit more interesting can help make people feel at ease – and increase the chance they will notice someone, or remember more names. A classic icebreaker is to have each person say something that they like or do that starts with the same letter as their name (e.g. "My name is Debbie and I like to dance.") Depending on the age group, participants can also repeat the previous two introductions — or try to say all of them. (e.g. "Her name is Debbie and she likes to dance, his name is Larry and he leaps lots and my name is Susan and I sing.") There are more icebreaker ideas in the *LDW Handbook, Supplement Icebreakers* available from the National Office and at **www.us.mensa.org/officerresources**.

4.3.1 Insurance

As with any position in a volunteer organization, the job of GCC contains some liability issues. GCCs may wish to speak to their insurance agents to determine whether any additional personal coverage is recommended. In many states, this can be obtained from an umbrella policy. However, there is AML insurance coverage for most Mensa activities.

4.4 Supporting Gifted Children's Families

As the local program becomes known, GCCs can expect to receive inquiries from parents/guardians looking for sympathy, validation, help and resources. Sometimes all a GCC will be able to do is listen compassionately. Often, however, GCCs can provide concrete ideas and help.

Most requests for information from parents/guardians are for:

- ☐ Information about giftedness,
- ☐ Information about schools or other academic programs with strong gifted and talented programs and
- ☐ Assistance in working with schools and advocating for a particular child.

Information about giftedness is available via the AML Web site and from national, regional, state and local councils for the gifted and talented. Some specific links are listed in the appendix. The GCPC is also available

to help answer questions and provide information either to GCCs or directly to parents.

4.5 Resources

GCCs need to have resources available to them to support them in answering questions, distributing information and providing guidance. Although GCCs are expected to compile their own list of local resources, general resources on Mensa, giftedness and national organizations are available. Many are in the appendix of this document. Gifted Children's Resources are available online from: **www.us.mensa.org/giftedchildren.**

A current copy of this list is also given in the appendix. The links are provided as informational resources and in no way indicate an endorsement of or any partnership with any organization. American Mensa is not responsible for the content of any of the linked Web sites; this includes updates to or availability of linked sites and the accuracy, reliability or helpfulness of the information on these sites.

Many sample forms are included in the appendix. They can be modified and used as needed. Some of them are also available online.

Links for information that may be useful to GCCs, Young Ms and their parents are also online and in the appendix. GCCs are encouraged to submit additional Web sites to the Outreach Coordinator (at **giftedoutreach@us.mensa.org**) at any time. Information about the Web sites was current as of the date of this document. Web sites and their contents are always subject to change and mention of a Web site in this document does not imply endorsement by AML.

There are many sources of local information for GCCs. Most areas have parenting magazines and newspapers containing information regarding local children's events. They are often available free at libraries, preschools, grocery stores and stores specializing in children. Some GCCs are also on the mailing lists of the state and local tourism offices and parks departments and those of the state and federal departments of education. Contact the state affiliate of the National Association for Gifted Children and other local gifted programs for their convention, seminar and lecture schedules.

4.6 Transitions

Although GCCs may retain their post for many years, no one holds the job forever. The job of GCC is big and unpredictable. It is a lot of fun and very rewarding, but like most volunteer positions it can be fatiguing. While recruiting and training volunteers to help with the GCP, GCCs need to think about who would be a good *next* GCC for their local group. When the GCC is ready to leave the position, they will then be able to effectively help the LocSec recruit a new GCC so that the program that they have worked so hard to establish will continue and prosper.

A GCC's last job is to transfer their responsibilities and files of information to their successor as GCC and to help train them. Talk to them! Introduce the new GCC to key contacts. If a move led to the change in GCCs, make sure to share new addresses, telephone numbers and email addresses. There are many questions to ask and answer.

The appendix includes a copy of the GCC Application Form to support this process.

4.7 Reminders

A GCC's job is challenging and may be larger and more involved than a new GCC expects it to be. Don't fall into the trap of thinking that the GCC must do everything for the GCP. Get assistants. Ask for volunteers. Tell parents/guardians that they must be involved.

Like the GCCs, national Mensa officers and appointees are volunteers. Their time is limited. There are many good ideas and projects that ought to be undertaken. If things seem to happen slowly, or not at all, keep in mind that the main obstacle is probably the factor of time, not lack of interest or bad intent.

Here is something that probably you won't hear enough: Thank you! Thank you for all of the time and effort that you are investing in Young Mensans. Your work really does make a difference in the lives of gifted children and their families.

5.0 Running a Local GCP

Mensa GCP events are those organized for YMs by Mensa local groups, RG/AG coordinators and child protection rules apply. Gatherings of Mensans organized independently (e.g. Mensa families regularly meeting for brunch) are not Mensa events.

The GCC is not required to attend every GCP event; any Mensa member who has been authorized as a GCP volunteer leader may serve as host. Anyone who hosts a formally organized GCP event must pass the GCP background check process to become authorized.

The parent or guardian is at all times responsible for their child at Mensa events. That parent or guardian should assess the level of supervision provided.

Every scheduled GCP event should have at least two unrelated adults present, with at least one being a Mensa member. At least one of these must have passed a GCP background check. It is strongly recommended that parents or guardians be included in all events, especially those for pre-teens. Parents and guardians are always welcome.

It is recommended that every local group have several qualified GCP leaders who have gone through the AML background check for GCP volunteers (for more details see Section 3.2.). This simplifies the process of planning regularly scheduled events for Young Mensans and makes it possible for local groups to hold multiple GCP events every month.

If a local group chooses to authorize Mensans other than the GCC to supervise regularly scheduled GCP events, the National Office will run the background checks at the request of the GCC or LocSec. Since this involves national GCP funds, the GCPC retains discretion in authorizing the process. Generally, any reasonable request will be granted.

Any adult Mensan may go through the background check process. However, this is not open to the non-Mensan parents of Young Mensans, who are otherwise encouraged to participate in all GCP events with their children.

To apply for GCP background checks, use the GCP Background Check Authorization Form found in the appendix. It is available online at **www.us.mensa.org/officerresources.**

5.1 Building Membership

Once the local Gifted Children's Program is established and monthly (or more frequent) events are held for the YMs and families, more effort can be placed on recruiting new members.

Ask members to help identify students who receive special awards from state or national science, math, history, engineering or music associations, chess or essay competitions or from programs such as: Future Problem Solving, Odyssey of the Mind®, INVENT AMERICA® and National History Day. GCCs may want to send letters to some of these students and their families in care of their school's guidance department. In the letter, congratulate them on their accomplishments and tell them that they may qualify for membership in Mensa. Explain what Mensa is and how they can find out if they qualify and how to join. Some of the tests students normally take in school may already qualify them for membership.

Word-of-mouth is another great seller. Pass out Mensa recruitment cards to parents/guardians of YMs and YMs for them to share with their classmates, neighbors and friends. Host at least one event per year that is intended for recruitment such as a "bring-a-friend" event. Invite teachers of the gifted as well. Teachers of the gifted and parents of gifted children are often gifted adults themselves.

Invite and encourage local YMs to contribute to the newsletter. They may also be interested in helping to create a publication for the local GCP.

Provide a reproducible flier with information on Mensa, how to join and the GCP with local contact information. The National Office can provide a reproducible Mensa logo for these purposes. Ask that these be distributed to local schools through the guidance department or the teachers of the gifted. If there are local magnet schools for the gifted or private or charter schools, be sure to send a copy of this information to their principals as well.

For more information on Mensa logos and logo use, contact the National Office or go to **www.us.mensa.org/officerresources**. Logos suitable for use on any local group or national Mensa Web site are also available through that Web site.

5.2 Community Resources and Programs

Whether a program is new or existing, the GCC will need to build contacts and locate resources.

Most GCCs join their local NAGC affiliate and other local advocacy or parent groups for the gifted in order to learn about local policies, legislation, concerns and scholarships and to network. GCCs need to become knowledgeable about community resources and programs in their area. They should collect contact information on local district gifted supervisors, teachers

of the gifted, parents/guardians of the gifted, local experts and leaders in gifted education and advocacy.

GCCs receive many emails and phone calls from members and potential members who are looking for information about schools, gifted programs, resources for their bright children, scholarships, assistance locating a psychologist, information about testing, information about education plans[4] and teacher conferences, advice on educational planning, information on how to join Mensa, summer camps, enrichment programs, acceleration and more. Some of this information is provided in the appendix. GCCs should:

- ☐ Collect information,
- ☐ Regularly update resources,
- ☐ Prepare some standard responses to email requests for information on Mensa and how to join,
- ☐ If possible, create a Web page on the local group's Web site. Discuss this with the local group's Webmaster.
- ☐ Be familiar with what is currently available on AML's Web site, **www.us.mensa.org**, and refer questions directly to that resource too.

GCCs may contribute ideas to the national Web site by making recommendations to the GCPC or Outreach Coordinator (**Giftedoutreach@us.mensa.org**) directly at any time.

5.3 Event Planning and Execution

Every GCC needs to consider his or her goals, available resources and their existing group. While it would be wonderful for every local group to have an active thriving GCP activity program that serves every Young Mensan, such a program cannot happen overnight. In some geographically widespread Mensa groups, it may be particularly challenging.

5.3.1 Supervision

Every scheduled GCP event should have at least two unrelated adults present, at least one of whom is a Mensa member who has successfully completed the background check. Most often, the two adults will be the local GCC and a parent or guardian. It is recommended that parents or guardians be included in all events, especially those for pre-teens. It is required that at least one of the supervising adults at any regularly scheduled recurring GCP event have passed a GCP background check.

The event coordinator is responsible for ensuring that sufficient supervision is provided for all activities. The nature of the activity, the size of the group of participants and the physical limits of the space will dictate the needs of supervision and the number of leaders.

Any GCP event, which does not require the participation of a parent or guardian of each YM present, does require a written permission slip from the parent or guardian. This is true whether the Young Mensan is 3 or 17. It is possible to use an annual permission slip for all GCP events in that year.

The safety of Young Ms must be considered when planning and conducting activities. Proper attire, supervision and awareness of allergies, physical limitations and impairments are necessary at any GCP activity. Always consider the need for supervision, safety gear and other safety measures.

At an overnight event, parents and guardians are always responsible for their children's accommodations.

At Mensa events where both smoking and minors are allowed, there should always be an area where smoking is prohibited. At a minimum, smoke-free entry to and exit from the event and bathrooms should be possible.

5.3.2 Plan YM/Family Events

Start the year with a family-oriented event at which everyone can get to know each other, such as a picnic at a local park, game day at a local library or pool party/barbeque at someone's home. Ask guests to bring a dish or a game to share rather than asking for money at the first few events. Make the parents and guardians feel welcome and let them know in advance they are expected to stay with their young children.

Be sure to ask guests to sign in on an event sheet. Use the occasion to ask for current contact information, schools, ages or birthdates. Plan some fun games and ice breakers to get the Young Ms and parents and guardians to mix and meet each other.

Follow up after the first event with a note, email or phone call thanking everyone for attending. At that time, consider asking for volunteers to help host and plan future events. Try to have a small group of families rotate as event planners so the GCC is not expected to do everything.

Some people do not want to have events in their homes. Local libraries often have free community rooms that can be reserved for events. Many libraries and community centers require the name of a town resident to reserve space.

It is a good idea to rotate locations so that everyone will have an opportunity to attend events close to their homes at some point. In Mensa, "close" is a relative

[4] Individual Education Plans are federally mandated for some students. In some states they are only for students covered under IDEA. In other states, an IEP can be created for gifted students without learning differences.

term. However, many families are willing to drive for over an hour to attend Young M events.

Always have a sign-in sheet at events and have the YMs assist with cleaning up before they leave. Provide nametags, snacks (ask members to bring) and information such as journals and publications from NAGC or local groups for parents/guardians who will be staying with their children.

5.3.3 Discipline

Discipline is not the same as punishment. Discipline is guidance given in the proper setting. It involves teaching right from wrong, how to respect the rights of others, and which behaviors are acceptable and which are not, with a goal of helping develop a child who feels secure and loved, is self-confident, self-disciplined and able to deal with the normal stresses of everyday life as a gifted child.

Any disciplinary actions should be taken in consideration of the need to balance immediacy and privacy. (See Section 7.0 *Child Protection* for more details.)

5.3.4 Drop-off and Pickup Procedures

Most Mensa GCP events require parent/guardian and child participation. Parents and guardians who leave a child for an activity are expected to retrieve their child at the designated time. Written permission is needed in advance for children to leave a Mensa event with anyone other than their parent or guardian or the adult who brought them to the event, and their identification should be established.

If a parent or guardian fails to retrieve their child, and other arrangements were not established, the supervising adult must contact the local police or public safety officers 30 minutes past the pickup deadline. GCCs are not to transport the child on their own without previous permission from the parent or guardian. Families who are chronically late for pickup may be denied access to GCP events at the discretion of the GCC.

5.3.5 Transportation

Families are responsible for transportation to and from activities. If it is determined that group travel is necessary, established public carriers are preferred. Transportation by private vehicle should be considered an exception.

If it is necessary to travel by non-family private vehicle, the following guidelines must be followed:

- ☐ Relevant state law(s) must be followed regarding driving, including the use of cell phones, seatbelts, boosters and car seats.
- ☐ A currently licensed adult Mensan or parent or guardian of a Mensan must drive the vehicle, be in charge of the passengers, and have written permission to transport all minors.
- ☐ Parental permission must be given to the GCC who approves and authorizes all drivers.

5.3.6 Insurance

If an event venue requires special coverage, the local group must supply a copy of any written agreement, application, contract or permit for the certificate of insurance to the National Office. If this agreement is not provided, the certificate cannot be issued.

5.4 GCP Communication Tools

GCCs have several methods of communication available to them. New GCCs who give their email to the National Office are automatically subscribed to gcc-announce and AML Newsflash and receive an invitation to subscribe to gcc-talk and brightkids.

5.4.1 GCC-Announce

GCC-Announce can only be used by the GCPC, but when something of importance to all GCCs arises, GCCs and LocSecs are encouraged to contact the GCPC to make an announcement. GCCs should take care to read any posts from gcc-announce as they will be very infrequent and are reserved for only the most timely and important news. Any GCC with an email account on record at the National Office will automatically be subscribed to gcc-announce.

5.4.2 GCC-Talk

GCC-Talk is an email listserv chat list for Gifted Children's Coordinators to exchange information and discuss issues regarding Mensa's Gifted Children's Program. To subscribe, send an email to gcc-talk-**request@lists.us.mensa.org** with the request SUBSCRIBE in the body of the message.

5.4.3 BrightKids Listserv

On this Mensa listserv, Mensa members and parents and guardians of Mensa members can debate the virtues of various forms of education, ask opinions about raising gifted children, and exchange information and stories about their experiences with gifted children. To subscribe, send an email to **brightkids-request@lists.us.mensa.org** with the request SUBSCRIBE in the body of the message.

5.4.4 AML Web Site

The AML Web site is **www.us.mensa.org**. A variety of information and forms are available on the site. In particular, information on the Gifted Children's Program, testing and prior evidence can be found there.

5.4.5 Web Sites of Other Local GCPs

There are a number of excellent Web sites and Gifted Children's Program pages on local group Web sites. These links are listed on the American Mensa GCP Web site and are updated as local GCCs notify the National Office of the local Web site addresses.

5.4.6 *Mensa Bulletin*

Local group officers' contact information is listed in the *Mensa Bulletin* twice a year. If a local group officer needs to contact an officer from another local group, they should check the directory issue of the *Bulletin* for contact information.

Occasionally GCCs are invited to submit articles on gifted children for publication. There is limited space, but interested authors should send their ideas or articles to the GCPC directly. Submissions will be reviewed and considered and the authors will be notified if their writing has been selected for publication.

5.4.7 *InterLoc*

InterLoc is a channel of communication among the National Office, the AMC, the local officers and other interested members. It is meant to be a vehicle for significant, thought-provoking ideas, suggestions, questions, concerns and discussions relative to Mensa administration and operation. This includes information relevant to the GCP.

GCCs and members of the GCP Committee are automatically subscribed. Current Mensans who are not holding office and who wish to receive the publication must renew their *InterLoc* subscription each April.

5.5 Gifted Education Workshops

State NAGC affiliates hold annual conventions or conferences. These are great places to network and to learn. Many GCCs have found attendance beneficial for them – to publicize the GCP and to learn more about gifted education, as well as collect additional information and resources to support Young Ms and their families.

Keep track of the dates and locations for conferences such as SENG (Supporting the Emotional Needs of Gifted), local gifted conferences, NAGC, etc. Pass along this information to YMs and their families. Post it on the local group Web site and publicize it in the GCC newsletter column.

5.5.1 Publicize the GCP and Mensa

State NAGC affiliates hold annual conventions or conferences. These are great places to network, learn and publicize Mensa. Many GCCs have found attendance beneficial for them – to publicize the GCP and to learn more about gifted education, as well as collect additional information and resources to support Young Ms and their families.

Ask the conference chair if they would like a donation of Mensa pencils, bookmarks or recruitment cards for conference goodie bags. Unless there are an unusual number of requests within any one budget year, quantities of 200 or fewer can be obtained at no cost to the GCC or local group from the National Office PR Manager (817/607-0060, **PRManager@AmericanMensa.org**). Help recruit Mensans to volunteer to assist stuffing the bags at the convention or in any other way.

Establish a line item in the local GCP budget for an exhibitor's booth at a local gifted, educational, or parent conference, or a county or state fair, where Mensans can hand out information on the local Mensa Gifted Children's Program. This need not be just for the gifted children's program, and can include information on joining the local group and the benefits of Mensa membership.

5.5.2 Run a Conference Session

Encourage parents and guardians of Young Ms and other people in the local group to run a session at a gifted children's conference. Speakers do not need to have Ph.D.s and piles of research. Parents can run wonderful, appropriate sessions.

5.6 Special Programs

Gifted Children's Programs can be organized locally, regionally or on a national level.

5.6.1 Kids Trek

Created by Martha Feld Williams, Kids Trek is a feature of AML's yearly convention, the Annual Gathering. Parents and guardians may enroll their children for fun and educational activities and interactions with other gifted children. It has been likened to a summer camp for Mensa kids.

A Mensa adult who has passed the background check must be present at Kids Trek activities at all times. All parents and guardians whose children participate must donate a portion of their own time to helping the director with the program's activities. For further information about this program and how to get involved contact **KidsTrek@us.mensa.org**.

Below is a brief description of the steps the Kids Trek Coordinator takes up to a year before each Kids Trek.

- ☐ Mail letters to the governor and the superintendent of education of the AG state for that year's event, inviting their participation in developing the Kids Trek program.
- ☐ Send emails to any local children's museum, education alliances, state government agencies and departments for the arts or wildlife, (e.g., division of the arts, wildlife and aquatic department), the geographic education alliance, state librarian, president of the state senate, and speaker of the house of the state house of representatives, etc. Any or all of these may send materials and offer tours.
- ☐ Endeavor to secure a Mensan, local to the forthcoming AG, who will provide a location for receiving materials for the Kids Trek program.

The National Office creates a Kids Trek link for the AG Web site when the schedule is received. The Kids Trek program guide is compiled and printed just before the AG so that the schedule will be as up to date as possible. The printing is done and paid for by the national GCP budget.

Forms used for the Kids Trek Program, which can be modified for local and regional group children's activities, are included in the appendix.

5.6.2 Special Interest Groups

Special Interest Groups are groups of Mensa members, and sometimes non-member guests, who join together to pursue common interests. The GCP is just starting to work with SIGs. SIGs must follow a prescribed process and abide by published rules to receive and retain recognition from AML. The variety of interests currently represented by SIGs includes hobbies, professional networking, finance and investing, mutual support for psychological and medical conditions, sports, scientific studies, religion and numerous other topics. There are more than 140 recognized SIGs. Certain SIGs are for adults only and children are restricted from participation.

SIGs are voluntary associations that operate independently, and AML cannot guarantee the information it receives concerning SIGs.

TeenSIG is different from other SIGs in a number of ways. TeenSIG offers a social sphere for teenagers to network with like-minded friends. There is no age requirement to be a member of TeenSIG, and parents, children of Mensans and other interested parties are invited to join. TeenSIG is not monitored or supervised by the GCP. Despite its teen designation, it is not a part of the GCP. If TeenSIG events take place as part of a Regional or Annual Gathering, however, the same requirements for adult supervision or parent permission forms are required as for any other YM event.

Homeschooling Mensan SIG has an online discussion group that is open to Mensans who homeschool their own gifted children, or are interested in homeschooling gifted children. Visit **www.us.mensa.org/sigs** to link to this group's Web site.

As with adult members, Young Mensans can establish or participate in any SIG except SIGs designated as for adults only. Under-18 SIGs are listed on the members-only section of the national Web site in order to ensure some supervision and safety for young members. As of January 2005, there are no SIGs currently available strictly for Young Mensans and moderated by the GCP.

Additional SIGs may be established and interested GCCs or youth members should contact **SIGSOfficer @us.mensa.org** to ask questions and learn what is necessary for starting a new SIG. Information about SIGs is published in the *Mensa Bulletin* and is available online at **www.us.mensa.org/sigs.**

5.6.3 Other Special Programs

Other Special Programs may be arranged. Regional Gatherings often include a children's program.

5.7 GCP Activities for Adults

Eventually, GCCs should know teachers of the gifted, administrators, psychologists, counselors and other local "experts" on issues in the field of gifted education who would be willing to speak to a Mensa group. Possible topics include: perfectionism, twice exceptional, gifted females, gifted males, gender differences in giftedness, parenting gifted children, educational guidance and planning, acceleration, identification, advocacy and underachievement.

The talk could be at a regular meeting of the Mensa local group or a mini-workshop for the local Mensa group and the community. Invite community members and teachers from local schools. Provide information about Mensa for non-members, such as pamphlets and recruitment cards.

Informal support groups are an alternative; invite parents and guardians for brunch at a local restaurant or for "Coffee and Conversation" in someone's home. Focus on positive ways to assist each other and to advocate for the children.

6.0 Funding

The GCC should request funding from the local group to offset most expenses. The GCC can also establish participation fees or request donations to fund activities. Successful Gifted Children's Programs can be expensive or inexpensive. It is not the job of the GCC to fund the entire GCP. However, the GCP should expect some minor out-of-pocket expenses.

Some activities can be potluck or require that families pay their own admission fees, for example: a museum visit. Small materials fees may be required for events such as pumpkin decorating or crafts. Non-members may be charged slightly more than Mensans.

The National Office will provide letterhead, recruitment cards, email aliases and Web site hosting through American Mensa's Web server, Mensa logo imprints for letters and fliers and promotional items such as brochures, bookmarks, Mensa logo pencils and other current promotional materials in quantities up to 200, to donate to local events and conferences that promote Mensa and the GCP. (Unless there are an unusual number of requests within any one budget year which starts on April 1 and ends on March 30 the following year.)

The Mensa Education & Research Foundation offers scholarships to individuals. AML and the Foundation offer mini-grants to local GCPs. GCCs should share this and any other scholarship information they have with interested Young Ms and their parents.

Your RVC may also have discretionary funds available. If you have a special need for your local GCP, contact your RVC for more information.

6.1 GCP Grants

There are two types of $100 mini-grants awarded to local Gifted Children's Programs for innovative programming and events. Both are administered by the GCP, one for AML and one sponsored by the Mensa Education & Research Foundation. Application instructions and materials are in the appendix. Applications are also available through the National Office.

The mini-grants were created to encourage local groups to provide innovative program activities for gifted children through grants of up to $100. These Gifted Children's Program activities might not otherwise be possible.

Applications will be reviewed monthly on a rolling basis. Local groups are informed of their grant status within six weeks of receipt of application. Local groups may receive one mini-grant of up to $100 per fiscal year. No group may receive funds if the report from a previous Gifted Children's Program Mini-Grant is outstanding at the time of application.
Grant money can be used for expenses, including: admissions, speaker and program fees, certain transportation costs, books/publications, copying, equipment and supplies. Grant money may not be used for postage, advertising costs, food or refreshments. A proposed budget form is part of the application. Additional project funding includes cash and in-kind contributions from the local group or other sources and participants' fees.

Once a local group has a proposal, the local Gifted Children's Coordinator and/or LocSec fills out the application form and submits it via the National Office.

A brief summary report is due within 30 days of the activity. Reports will be shared with the Foundation, the AMC, the GCP Committee, other Gifted Children's Coordinators, and may be summarized in *InterLoc* or other Mensa publications.

6.1.1 AML GCP Mini-Grants

The grant decisions are made based on guidelines approved by the AMC.

The majority of book costs must be for consumable books such as workbooks.

Priority will be given to well-designed activities that: increase the visibility of Mensa's Gifted Children Programs, have the potential to increase Young Mensa membership and build ongoing relationships with other groups that conduct activities for children – especially gifted children.

There may be additional competitive monetary awards in future years. For updates, check the American Mensa Web site at **www.us.mensa.org/giftedchildren.**

6.1.2 Mensa Foundation GCP Mini-Grants

The Mensa Education & Research Foundation, as a part of its mission, has designed a mini-grant program to support the needs of gifted children through Mensa Gifted Children's Programs. Grants of up to $100 are awarded by the Foundation Board to increase the potential of the local groups to expand programming and services for gifted children. Mensa's Gifted Children's Program acts as a Foundation action committee and administers the process.

Priority will be given to well-designed projects and activities that will benefit the gifted children participants. Applications are expected to include programs that:

- ☐ can be used as models for other groups to promote excellence in areas of intelligence,
- ☐ provide special opportunities for gifted children to reach their potential (such as sponsoring mentor or problem solving programs), and
- ☐ increase awareness of excellence in intelligence and gifted children's issues in particular.

6.2 Mensa Education & Research Foundation

The Mensa Education & Research Foundation is a philanthropic, non-profit 501(c)(3) organization committed to the pursuit of excellence in the areas of intelligence. The mission and strategic focus are directed at scholarships, education and awards. Funded by American Mensa and charitable donations, the Foundation is governed by a Board of Trustees, volunteers elected by the members of the AMC. They are the voting members of the Foundation.

6.2.1 Mensa Foundation Scholarship Program

The Mensa Education & Research Foundation's most ambitious philanthropic activity is its scholarship program. Each year it awards college scholarships through the volunteer efforts of Mensa local groups.

The Mensa Education & Research Foundation college scholarship program is unique in that its awards are based totally on essays written by the applicants. There is no requirement for applicants to be Mensa members nor is consideration given to grades, academic program or financial need.

Information about Foundation scholarships can be found in the *Mensa Bulletin* and on the Mensa Education & Research Foundation Web site at **www.foundation.us.mensa.org /scholarships**. Both the Foundation and the GCP hope to develop an additional scholarship program for gifted children's special educational needs in the near future.

7.0 Child Protection

A 2003 risk assessment report to AML concluded that, "The most significant and severe exposures are from AML's activities involving children. Children are a vulnerable population requiring an extraordinary level of care and protection that is based upon the children's ages and capabilities." The report went on to detail types of risks, including accidental injuries during events or transportation to events, physical or sexual abuse during events, and exposing children to perpetrators during events or by way of online connections.

Use your best judgment and common sense, and watch your assumptions. Think things through in advance!

7.1 Duty of Care

Children require a higher standard of care than adults. The degree of vulnerability depends upon the child's age and capabilities, both mental and physical. Remember: Gifted children are children first, and they do not possess insight built through experience.

Care must be taken to limit the potential for adult-to-child harm and child-to-child harm. Strategies to protect children from harm also protect volunteer adults from false accusations of abuse.

7.2 Policies to Address Potential Harm

Physical privacy: Adult Mensa leaders must respect the physical privacy of children and intrude only to the extent that health and safety concerns may require. Adults must similarly protect their own physical privacy.

Allergies: While anyone working with children, especially with children and food, should know about allergies and their severity, those who work with gifted children may be more likely to encounter this problem. Food items used in an experiment or a craft project can cause problems. Non-food allergies can also be an issue.

Other sources of liability: Other sources of liability exposure include disclosure of private information, false detention, wrongful entry, trespass and defamation. Privacy invasion and disclosure includes the collection of personal information, public disclosure of private facts, and the use of a child's likeness or name without parental permission.

7.3 Rules for Parents and Guardians

The parent or guardian is at all times responsible for their child at Mensa events.

Parents or guardians who leave children for an activity are expected to retrieve them at the designated time.

All children must be introduced to the activity leader and telephone contact information must be provided.

It is the responsibility of the parent or guardian to share allergy information. It is not the responsibility of the Mensa leader to administer medications. Parents and guardians are expected to behave appropriately with activity leaders and other children and respect the direction of the activity leader. Parent-child discipline must be appropriate for the setting. Inappropriate behavior may result in the loss of attendance privileges at the discretion of the GCC.

7.4 Prohibited Behaviors

American Mensa creates certain policies for the protection and well being of individuals. Prohibited behaviors are violations of the personal conduct expected of ALL participants in Mensa activities. Prohibited behaviors include, but are not limited to, the following list:

- Any activity which breaks the law, including disorderly conduct, unlawful possession of weapons, threats of all types and damaging or destroying property.
- One-on-one contact between adults and minors.
- Failure to comply with the directions of Mensa children's activity leaders acting in the performance of their duties.
- Unauthorized presence at Mensa activities. Children must be accompanied by at least one parent or guardian, or be supervised by another authorized adult with a parent-signed permission form or release. Verbal consent is insufficient.
- Actions that prevent the orderly conduct of Mensa activities.
- Dishonesty, furnishing false information, forgery, or unauthorized use of Mensa documents, records, identification or property.

In addition, prohibited behaviors for minors and supervising adults include:

- Possession or use of alcoholic beverages, tobacco products or weapons at Mensa activities.

The guidance in this document may not be sufficient for an event, particular person, or particular circumstance. For example, a certified teacher or a law enforcement officer may be held to higher standards in certain circumstances. This document does not relieve other professional standards.

7.4.1 Abuse

Abuse is defined by each state and the District of Columbia. Child maltreatment that can or must be reported to legal authorities includes but is not limited to physical abuse, psychological abuse, neglect and sexual abuse. Any adult may be the first to suspect abuse or may be the first to encounter a child making an allegation of abuse. The GCC, LocSec, or RG or AG Chair should be notified immediately. If the alleged abuser is not the parent/guardian, the parent/guardian also should be notified immediately.

An abuser may be an adult or another minor. A victim of child abuse is under great pressure to keep the abuse secret. The abuser will often convince the child that something very bad will happen if the abuse is disclosed. The response of adults when a child discloses information about abuse is important. The adult should remain calm and reassure the child that everything will be okay. Reassure the child that you will get help.

Become familiar with the reporting procedures and child protection contacts in the local area. Every state and the District of Columbia have statutes requiring that child abuse be reported. The laws require reasonable suspicion and that the report be made in good faith, not that there be absolute proof. There is usually a mandated timeframe within which the report must be made. In general, the sooner, the better.

A child victim of abuse is fragile and care must be taken that you do not lie to them. If a child wants you to promise not to tell, stop them at once and say, "You trust me/us enough to listen to you, and therefore you must trust me/us to act responsibly and to deal with it, even if that means that we get someone to help us." Do not make promises that cannot be kept.

Since reports of allegations are required, the child should be told that the proper authorities will be notified, but that no one else will be told. It is important to report allegations immediately, but that confidentiality must be sustained. Any adult who was contacted by the child should be instructed to retain confidentiality.

7.5 Disciplinary Process

The adult Mensa leader charged with supervision may informally handle violations of expected behaviors. Serious or repeated misbehavior should be discussed with the LocSec, Ombudsman, RVC or GCPC. All local groups also have a mediator or ombudsman who may be consulted or asked to help. Serious misconduct must be reported in writing to the LocSec, GCPC and National Office. No action in this section should be substituted for notifying police or other appropriate authorities if the behavior is illegal. (Also see the Child Protection section.)

Any participants or the parent/guardian of minor participants may bring allegations of misconduct to the local group, RG or AG, SIG or AML leadership. Usually the local GCC or responsible activity leader will investigate these allegations. Action against non-Mensa members is at the discretion of the activity leader and sponsoring group. Formal action against a member of Mensa must proceed through the American Mensa disciplinary process. When allegations of misconduct by a Mensa leader are brought, the LocSec, SIG coordinator, RG or AG coordinator must promptly report in writing to the GCPC and Chair of AMC.

7.5.1 Disciplinary Sanctions

Violations of expected behaviors by children at Mensa activities will normally be investigated by the GCC or responsible activity leader in consultation with the LocSec and, if necessary, the GCPC. Official sanctions will only be imposed when informal directives have been insufficient. Do not hesitate to involve authorities if the situation is an emergency.

Issues involving restitution must be reported to the LocSec, GCPC and National Office. Written sanctions must be detailed in a letter if from the local group to parent or guardian and the Mensa member who brought the child as a guest, if not the parent. Review by Mensa officers or legal counsel before sending the letter is recommended. Sanctions may include any of the following, singly or in combination:

Removal from the activity: An informal sanction. The parent or guardian should be notified immediately to retrieve their child. Neither a written report to the GCPC nor one to the parent or guardian is required.

Warning: A written warning notifying the child, parent or guardian, and sponsoring Mensa member (if any) of the failure of verbal warnings and that subsequent infractions must not occur.

Probation: A written request that warns the Young Mensan that any subsequent misconduct during the period of probation will result in suspension from GCP or Mensa activities in the case of a non-member, or pursuing formal action, in the case of a member of Mensa. The period of probation may extend to one year.

Suspension: An official sanction that prohibits a non-member child from attending Mensa activities for a specified period of time.

Any member of Mensa may bring charges against any other member to ask that they be barred from activities or denied membership. Members who bring non-member guests are responsible for their guest's behavior. The American Mensa Disciplinary Process includes Regional Hearings, coordinated by the RVC, and National Hearings, coordinated by the AMC Hearings Committee Chair.

Resolving problems informally or through Ombudsmen is preferred if possible. Except in egregious situations, the national Ombudsman and Hearings Chair will defer to their local or regional counterparts, if they have not been involved. If formal action is necessary, notes of progressive attempts to resolve problems and written warnings are valuable evidence. The Mensa sanction process does not attempt to deal with actions that break the law, which are the purview of civil authorities.

Restitution: An adult who has caused financial loss is expected to pay for the loss. The parent/guardian of a minor (whether member or guest) who has caused financial loss is expected to pay for that loss.

Remember that if a member or guest is doing something dangerous or illegal at Mensa event, the police should be notified immediately. Report any such incidents to the GCPC and National Office.

8.0 Legal

Follow all local laws. Areas that may need to be reviewed as they vary by jurisdiction and change frequently are abuse reporting laws and driving laws. A careful review of driving requirements is especially important for GCP activities within a local group that includes parts of more than one state. Laws on cell phone use while driving, and on car seats and boosters, vary significantly from state to state.

Contact the LocSec or the GCPC with any questions.

9.0 Glossary

AG – AML Annual Gathering, Mensa's annual convention

AGCPC – Associate Gifted Children's Program Coordinator

AMC – American Mensa Committee, governing committee of AML

AML – American Mensa, Ltd., the legal name of Mensa in the United States

ASIE – Actions Still In Effect, the AMC's board actions

CAP – Community Activities Program

ERIC – Educational Resources Information Center

ExCOMM – Executive Committee, local group governing committee

Foundation – *see* Mensa Education & Research Foundation

GCC – Local Gifted Children's Program Coordinator

GCP – Gifted Children's Program

GCPC – Gifted Children's Program Coordinator, the head of the GCP in AML

GCPT – Gifted Children's Program Committee, a Mensa Action committee, often referred to as the Gifted Children's Program Team

HSA – Home & School Association, a parents' group

IG – International Gathering, international Mensa convention

Kids Trek – AG program for Young Ms run by the GCP; also North Alabama Mensa GCP program

LDW – Leadership Development Workshop

LocSec – Local Group president, the head of a Mensa local group. If a group has no GCC, the LocSec assumes the GCC's duties.

Mensa Foundation – *see* Mensa Education & Research Foundation

Mensa Education & Research Foundation – philanthropic organization, funded by AML and other charitable donations, committed to the pursuit of excellence in the areas of intelligence. The mission and strategic focus are directed at scholarships, education, and awards. Formerly also known as MERF.

MERF – *see* Mensa Education & Research Foundation

NAGC – National Association for Gifted Children

National Office – Mensa's National Office, headquarters of AML

Outreach Coordinator – Gifted Children's Program Outreach Coordinator

PDQ – AML Personal Data Questionnaire, a form used by AML to gather information about Mensans

PE – Prior Evidence, evidence of Mensa qualification based on a test that was not administered by Mensa

Public Relations Coordinator – local group PR officer

PR Coordinator – local group PR officer

PR Manager – National Office public relations staff person

PTA – Parent Teachers Association

PTO – Parent Teachers Organization

RG – Regional Gathering, a Mensa convention generally involving people from a single local group or a small geographic region. Some RGs host GCP events.

SIG – AML Special Interest Groups. Note: this is also the acronym for Summer Institute for the Gifted, a non-Mensan organization.

TeenSIG – A non-moderated SIG open to non-Mensans that is a social sphere for people between the ages of 12 and 21. As of January 2005, their Web site invites people of all ages.

Tween Mensans, Tweens – Commonly used to describe pre-adolescent Mensans, the exact age definition varies, no official definition.

Young Mensans (Young Ms, YMs) – Mensa members under the age of 18. This term is often used as an umbrella term including the guests and minor relatives of Mensa members who participate in Mensa events. For practical purposes "Young Mensans" includes high school seniors even if they have reached the age of 18.

10.0 Credits

This *AML Gifted Children's Program Handbook*, 2005 revision recognizes the leadership of Dr. Deborah Ruf, GCPC, Dr. Larry Kuusisto, AGCPC and Editor; and Co-Editors Robin J. Herbison and GCC Kathe Oliver. The content and organization of this Handbook, except where credited separately, is the work of these four GCP Committee members.

We recognize also the contributions of many GCP Committee members, GCCs and others who contributed their time and expertise. Special thanks to Chris Davison, GCC Keri Guibault, GCC Dan Land and National Office GCP staff liaison, Catherine Barney.

Finally, and most obviously, none of it would happen without the Young Mensans who inspire and challenge us!

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12.0 Appendix

The appendix includes lots of information, including information on giftedness, resource lists, forms and sample documents that can be tailored for local use. Contact the National Office for letterhead stationery, additional forms or brochures.

Specific examples used by other GCCs are in the Samples section. Permission is given to modify any of the samples given as needed to use or distribute for local Gifted Children's Programs.

The following forms are also in the appendix:

- ☐ GCC Application Form
- ☐ GCP Background Check Authorization Form

12.1 Samples

Sample forms and examples of publicity follow.

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12.1.1 Welcome Letter – with Program

Date

(Member) & Parents
Address
Address

Dear (member) and parents:

Welcome to Mensa! As a member of Mensa, you'll have the opportunity to meet other gifted people and explore new interests. You will be invited to participate in local, regional, and national activities.

I wanted to introduce myself and tell you a little bit about our Young Mensan group. My name is (your name) and I am the Gifted Children's Coordinator for (your group name). I help organize activities for members between the ages of 2 and 17, as well as provide information and resources for their parents. Some of the activities our group plans for Young Mensans are (list local activities).

From time to time, I may want to email or call you to let you know about upcoming events. If you would like your email address or phone number released to me or to any other local officers for administrative purposes, contact the National Office at 817/607-0060 or **MemberProcessing@AmericanMensa.org** to request a copy of the Personal Data Questionnaire. That form gives you several options regarding the release of your information. Your parent's signature is required for any changes. (If you have any questions about the PDQ, you may ask me or visit **www.us.mensa.org/pdq**.) Once your parent or guardian has completed the PDQ to include Officer access to your email address or phone number, I can add you (and/or them) to my email list.

If you have any questions or suggestions about activities for Young Mensans and families, please do not hesitate to contact me at (phone) or (email address). I look forward to meeting you soon!

Sincerely,

(Your name)
Gifted Children's Coordinator
(Your group)

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12.1.2 Welcome New Member

<Date>

<Young Mensan and Family>
<address line 1>
<Any town, USA 00000-0000>

Dear <child's name> and Parents,

Welcome to <Our Area> Mensa! Congratulations on becoming a member of American Mensa. I wanted to introduce myself and tell you a little bit about our <Young Mensa> group. My name is <GCC name> and I am the Gifted Children's Coordinator for this Area. Our <group name> group consists of Mensa members between the ages of 4-17 and relatives of Mensa members. We get together each month for various activities including family picnics, games day, field trips to the <local museum>, <local theater>, teen movie nights, parent support groups, community service projects, and workshops with guest speakers on topics relevant to gifted children and families.

Young Mensans are invited to submit original work to our group's newsletter. We have our own Web site that contains information about our group events, scholarships, enrichment opportunities, community events and links to sites for parents, teachers and children. The address is **<www.address.url>**. Check your local newsletter, <newsletter name>, each month for the new password.

If you have any suggestions for programs or questions, please do not hesitate to contact me by phone or email. You are welcome to post an event on the <This Area> calendar by contacting our calendar editor, <editor name> at <editor email>.

Please let me know if I can offer any assistance to you or your family. I look forward to meeting you all very soon!

Sincerely,

<GCC name>
Gifted Children's Coordinator, <group name>
<email>
<Phone>

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12.1.3 Young Mensan Interest Form

Please fill this form out and return to <GCC> by email <GCC email>

Name:_____ Age:_____ City/County:_____

Please mark all of the activities that you would like to participate in:

___ Art days
___ Game days
___ Book club
___ Teen movie night
___ Writer's workshop
___ Chess tournaments
___ Odyssey of the Mind®
___ Theater/acting
___ Community service projects
___ Leadership development
___ Mentor program
___ Music related activities
___ Future Problem Solving Program
___ INVENT AMERICA!®

Other: _____

Have you received a special award, honor, or achievement that you would like <local group name> to know about?

_____

_____

_____

Are you a member or officer of any clubs, organizations or other High IQ Societies? Please list:

_____

_____

_____

If you would like to include your picture, a brief bio, personal Web page link or email address on the YM Member's Only Web page, please email the information to me at <email>. You must have your parent's permission in order for me to post it on our Web site if you are under the age of 18. (Parent may call or email me with questions before sending their signature for permission.) This information will only be able to be viewed by other members of <groups>. The purpose is to get to know each other and to connect with other <local group name> Young Mensans with common interests.

Thank you very much for filling this out!

<name>
Gifted Children's Coordinator

The High IQ Society

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12.1.4 Recruitment /Congratulations/Public Relations Letter Sample

<date>

Dear <name>:

My name is <GCC name> and I am the Gifted Children's Coordinator of <local group name> Mensa. I recently had the pleasure of reviewing your scholarship application and would like to congratulate you on this award and invite you to become a member of American Mensa and our local group, <local group name>. I am enclosing a brochure that briefly describes the application process. The only qualification for Mensa membership is a score in the top 2 percent of the general population on an accepted, standardized intelligence test. As a student in the gifted program you may qualify for membership based on your test scores. For more information about admission procedures for gifted students, please visit the American Mensa Web site at **www.us.mensa.org/ gifted children**.

You may be wondering what benefits Mensa membership can offer someone your age. I would like you to know that we have an active local <name YM (Young Mensa)> group that includes younger members ranging in age from 4-17. We have many high school and college students who get together for social events, games, movie nights and service projects. There are hundreds of Special Interest Groups open to all members, such as: Photography, Animé, Astronomy, Computer Gaming, Chess, Science Fiction, and Writers - just to name a few. As a member, you will receive the monthly *Mensa Bulletin* and local newsletter <newsletter name>. As an organization, American Mensa provides high IQ individuals an opportunity to meet other intelligent people at the local, regional and national levels. Mensans interact at entertaining events and exchange ideas through a variety of publications. Mensa members also work to help others in their communities by providing scholarships and volunteering for community-oriented activities.

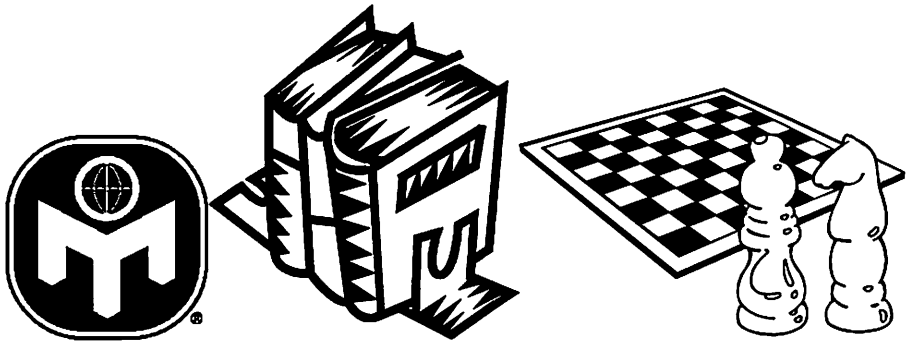
Please do not hesitate to contact me if you have any questions or if you would like to attend one of our upcoming <name> events. I wish you the best of luck at <univ. name>!

Cordially,

<GCC name>
Gifted Children's Coordinator, <local group name>
email: <email>
GCP Web site: **<www.>**
Local group Web site: < name.url>
American Mensa: **www.us.mensa.org**

12.1.5 Sample Flier

Can be emailed or mailed to members, schools, libraries, etc.



Gifted Children's Game Day and Book Exchange

Local Group State Mensa invites you to join us!
Saturday December 6th from **1:30 - 3:00 p.m.**
Location, address
City, state

Please R.S.V.P. by December 1st

For more information and to R.S.V.P. contact <name>, Gifted Children's Coordinator at
Giftedchildrenemail@localgroup.us.mensa.org

Visit the Young Mensa Web site at **YoungMensa.org**

American Mensa is an organization with only one requirement for membership: a score in the top 2% of the general population on an accepted, standardized intelligence test. **www.us.mensa.org**

12.1.6 Sample Event Registration Form

<local group> Mensa Junior Engineer Day

Registration Form

<day, date>
2:00 p.m. - 5:00 p.m.
<location, city>

Registration Instructions:
Deadline: <reg. Date>
Please complete a separate registration form per child and:

- Make checks payable to ***Local Group Mensa*** . **Cost is $10 per student, $8 for Young Mensan.**
- Mail completed registration form and check to: **Mensa Junior Engineer Day**
  <mail address>
  <GCC city, state>
- Check-in begins at 1:45 p.m. on Sunday. Parents are required to remain with their children.
- Registration fee includes Mensa Junior Engineer Day participant certificate and goody bag.
- All proceeds will go to the <local group> Mensa Scholarship fund and will be awarded to a Mensa-eligible high school senior during Spring 2005.

Student's Last Name	**First Name**
Street	**City and ZIP Code**
Parent's Home Phone Number	**Parent's Email Address**
Student's Age	**Grade Level**
Mensa Membership # (if applicable)	**Total Amount Enclosed (please include your check #)** $

For more information please contact **<gcc>, Gifted Children's Coordinator** at **email@yahoo.com or (555) phone-number.**

*Cancellations and refund requests must be made in writing and sent to the above address and will be granted until November 15th. Refunds will not be issued after Nov. 15th and will become donations to the Scholarship Fund.

American Mensa is an organization with only one requirement for membership: a score in the top 2% of the general population on a standardized intelligence test. **www.us.mensa.org.** Mensa does not hold any opinion or have, or express, any political or religious views.

12.1.7 Sample Flier

<local group> Mensa Presents: "Junior Engineer Day"

<day, date> from 2:00 p.m. - 5:00 p.m.

At <location>, <address>
<city, state>

Dear Parents,

You and your child are invited to participate in <local group>'s *Junior Engineer Day*. This event will consist of hands-on activities, presentations and displays that present age-appropriate engineering principles to students in grades K-12. Our facilitators include Mensa members, local engineering professionals, and members of <local college> Engineering Society who have expertise in robotics, architecture, rocketry, and aircraft design. The cost of this event is $10 per child, $8 per Young Mensan. All proceeds will go to the <local group> Mensa Scholarship Fund and will be awarded to a Mensa-eligible high school senior from <local area>.

Space is limited, so participants must pre-register by <reg. Date>. Please note that a parent/guardian must remain with his or her child and many of the activities are designed to include you, too!

We hope to see you there!

<gcc>
Gifted Children's Coordinator
<local group name>
<localgroup.us.mensa.org>
<email>

*American Mensa is an organization with only one requirement for membership: a score in the top 2% of the general population on a standardized intelligence test. **www.us.mensa.org**

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12.1.8 Sample Event Sponsor Request Letter

<Date>

Dear Sir or Madam:

As the Gifted Children's Coordinator for <local group name>, I am excited to tell you about an upcoming event that will help introduce local students from grades K-12 to science and engineering. I would like to invite your participation or sponsorship.

Mensa is an international not-for-profit society that fosters human intelligence, provides scholarships for high school and university students, research on intelligence and education, and social interaction and community events for its members. We would like to partner with local businesses and schools to establish support for our Junior Engineer Day to be held on <event date>, at the <location> in <city>.

Junior Engineer Day will consist of hands-on activities, presentations, and displays that present engineering principals to students of various age groups. Our facilitators include Mensa members, local engineering professionals, college and high school students. All of the donations and funds raised from Junior Engineer Day will go to the <local group> Mensa Scholarship fund which awards a scholarship each year to a high school senior from <area>.

If your company is interested in providing volunteers or making a donation to the <local group> Mensa Scholarship fund, please contact me by email or phone at <555-phone number> or **<email@group.com>**.

Sincerely,

<GCC name>
Gifted Children's Coordinator
<local group>
<www.localgroup.us.mensa.org>
<www.us.mensa.org>

12.1.9 Sample Sign-in Sheet



Welcome! Please sign in.

If you would like to be included on the contact list for future events, please leave your phone number and/or email address.

(This information is for my records only and will be kept confidential.)

Thank You!

<GCC name>

Gifted Children's Coordinator

<group name> Mensa

	Parent's name	Child's name	Child's age	Phone # /email
1.				
2.				
3.				
4.				
5.				
6.				
7.				

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12.1.10 Sample Mensa Gifted Children's Program Permission Form

My minor child(ren) has/have permission to participate in . He/She/They is/are in good physical and mental condition. In case of emergency, the Mensa leader is authorized to secure proper treatment until I can be reached.

During the activity, I may be reached at phone # ( ) - .
If I cannot be reached in the event of an emergency, the following person is authorized to act in my behalf:
Name and address:

Relation to participant:
Phone:

Physician's name:
Phone:

Allergies or additional remarks:

I hereby release American Mensa Ltd. and all its members, staff and officers as well as the member-host of this event ("Mensa") from any liability for any harm to my child/children suffered during or as a result of participation in this event, including but not limited to physical injuries or psychological injuries. I acknowledge that my child/children might be exposed to topics or language of an adult nature and release Mensa from any liability for any harm alleged to be caused by it. I will indemnify and hold harmless Mensa for any damage caused or liability incurred by my child/children.

I ☐ **DO** ☐ **DO NOT** give my consent that any photographs or video or audio recordings in which my child/children appears may be used by Mensa including on Mensa Web sites.

Parent/Guardian's Signature_____

Print Parent/Guardian's Name_____

Date _____

12.1.11 Newsletter Column Example: Safe Computing

Safe Computing, by Kathe Oliver

In the 15 years that have taken this year's high school seniors from pre-school to graduation, computers in the home have gone from unusual to commonplace. Preschoolers play computer games, and elementary school students watch Cyberchase, a television program set inside a computer. Older children, teens and adults spend hours on their computers for fun as well as for work. Every organization needs a Web site — even advertisements give URLs.

The Internet, the modern "information superhighway," is filled with features that make exploring it interesting, and often a lot of fun. However, as with the roads that gave the Internet its nickname, there are too many dangerous users on the Internet, and too many people who become their victims. Children and teens are often targets. About one fifth of people under 18 who use the Internet will have trouble with someone on the Internet.

The trouble takes many forms, from harassment to theft. The fastest growing online problem is identity theft, in which another computer user obtains some of your personal information and impersonates you. In 2003, nearly 10 million people had their identities stolen. In response, the U.S. Department of Education has established a new Web site, **www.ed.gov/misused**, which offers advice on how to avoid and cope with online identity theft. It is designed for college students, but useful for everyone.

Although the Children's Online Privacy Protection Act and other laws protect juvenile computer users, computer users are basically responsible for protecting themselves. The Internet is too big and the technology changes too rapidly for government to protect users.

Families need to decide on their own safety rules, and follow them. Here are some suggested safety rules to follow when you use computers:

Choose your passwords carefully, and keep them secret. Passwords should be easy to remember but not easily guessed. The most secure passwords link numbers, letters and punctuation marks.

Don't share passwords with anyone except your parents (or a teacher, for school computers). If a password has to be written down, hide it. Don't put it on the cover of a notebook or the top of your desk. Someone who has your computer password can do much more damage with it than they can do with your locker combination.

Never give out personal information such as your age, telephone number, address and school, or post photographs online without your parents' permission. This rule applies to everything on the Internet, including Web sites that send you email asking you to "enroll." Why should you have to give them information when they have asked you to do them a favor by looking at their Web page?

Chatrooms and interest based mailing lists can be fun, but avoid using your full name or giving easy to trace information. Use a nickname, and be vague about personal details. It is much safer to identify yourself as "Red," a middle school student from New Jersey, rather than as Ed, a 14 year-old redhead from Mahwah, N.J. Starting with no more information than that, a persistent sleuth can track you down in an amazingly short period of time. You may not want to meet them.

Being vague doesn't mean lying. It's not fair to the people in a chat room if a 12 year-old pretends to be 16. Be honest!

Never answer a message that makes you uncomfortable. Save it and show it to your parents immediately. If you were using the computer at school or in a library when you received the message, also show the teacher or librarian.

Protect your friends from receiving electronic junk mail ("spam"). Type their eddresses into the "Bcc:" line rather than the regular address line. That way, when your friends forward your joke to their friends, they won't be able to see the eddresses of everyone that you sent it to. Some people never remove the headers from messages that they forward, giving recipients access to dozens of email addresses at a time.

Never agree to meet anyone who you only know online without first discussing it with your parents. If you decide to meet your Internet friend, arrange to meet in a public place with a parent present. No matter how well you may think that you know your online friend, you could be in for a surprise. That high school boy might really be a 40 year-old man or a 13 year-old girl.

More information is available at **www.wiredkids.org/teenangels/safety/safety_tips1.html**. The Federal Trade Commission offers ideas and help in staying safe at two Web sites, **www.ftc.gov/bcp/conline/edcams/kidzprivacy/kidz.htm and www.kidsprivacy.com/**. These sites also offer links to related Web sites. Here are some other interesting Web sites to explore:

If you like reading mythology, or if you're trying to find out about the mythological creatures who appear in Cyberspace, go to **www.pantheon.org/.** The Encyclopedia Mythica has over 6,100 entries on mythology from all over the world.

Are you looking for some new outdoor games? Check **www.familyfun.go.com/parties/holiday/specialfeature/spring_activities_ms/**. The page starts with a list of a dozen varieties of "tag".

Have you ever wondered what a real "Crime Scene Investigator" does? The FBI's Handbook of Forensic Services is available at **www.fbi.gov/hq/lab/handbook/intro.htm.**

Information given in this column is current as of the date when the column was submitted to *Imprint*. Web sites and their contents are always subject to change. Mention of a Web site in this column does not imply endorsement by NNJM.

Reprinted from "Safe Computing" by Kathe Oliver, first published in *IMprint*, the Newsletter of Northern New Jersey Mensa in June 2004. All or portions of this article may be reprinted by other Mensa publications as long as credit is given to the author and *IMprint*.

12.2 Information

12.2.1 Mensa GCP Contact List

American Mensa Ltd. National Office, 1229 Corporate Drive W, Arlington, TX 76006
817/607-0060, FAX 817/649-5232

GCP Committee as of January 2005

Position	Individuals	email	Phone
GCPC	Deborah Ruf, Ph.D.	GCPC@us.mensa.org	763/521-4565
AGCPC	Larry Kuusisto, Ph.D.	AGCPC@us.mensa.org	763/521-4565
Gifted Outreach Coordinator	Keri Guilbault	GiftedOutreach@us.mensa.org	407/622-6569
Kids' Trek Coordinator	Martha Feld Williams	KidsTrek@us.mensa.org	256/883-0178
GCP Handbook Editor	Larry Kuusisto, Ph.D.	GCPHandbook@us.mensa.org	763/521-4565
GCP Liaison to AMC	Gabe Werba	Development@us.mensa.org	248/478-1281
AMC Chair	Jean Becker	Chair@us.mensa.org	
AMC Membership Officer	Joanna Soper	membership@us.mensa.org	
RVC 3	Charlie Bruce	RVC3@us.mensa.org	
Member	Brenna Brucker	brucker@adelphia.net	
Member	Robin J. Herbison	lady@wubison.com	
Member	Dan Land	dandiann@vincennes.net	
Member	Jeffrey Meade	jeffreymeade@sbcglobal.net	
Member	Kathe Oliver	k.oliver@pobox.com	

Selected AML Staff at Mensa National Office **as of January 2005**
817/607-0060

Position	Individuals	email	Phone
GCP staff liaison	Catherine Barney	catherineb@americanmensa.org	ext. 139
PR Manager	Catherine Barney	PRManager@americanmensa.org	ext. 139
National Groups Coord.	Stephanie Gilley	LocalGroups@americanmensa.org	ext. 128
Testing & Admissions	A'Nelle Nelms	TestingCoord@americanmensa.org	ext. 129
Web Services		Webservices@us.mensa.org	ext. 114

For a brief description of National Office positions, see **www.us.mensa.org/nationaloffice**. Whenever possible, the emails given are aliases that stay with the position.

Excerpted From AML Internal Publicity Guide (2004)

12.2.2 Answers To Common Questions About Mensa

The questions and answers below are suggestions. You may have your own answers if you give the questions a little thought, but be sure to think about your answers before your interview (especially if it's on radio or television). Keep in mind your two to three major points and try to work at least one of them into each answer.

What does Mensa mean?

The word *mensa* has a triple meaning in Latin of "mind, table, month" which suggests a monthly meeting of minds around a table.

How many members does Mensa have?

American Mensa has more than 52,000 members. Worldwide, there are more than 100,000 members of Mensa.

How does someone qualify to become a member of Mensa?

There are two ways to qualify for membership in Mensa. A person may take the Mensa Admission Test or may submit acceptable prior evidence. Prior evidence is a qualifying score on one of more than 200 tests accepted by American Mensa.

Isn't Mensa elitist? Don't you hold yourself up as better than (smarter than) everyone else?

Mensa has only one requirement for membership: you must have scored in the top 2 percent of the general population on an accepted, standardized intelligence test once in your life. Anyone meeting that requirement cannot be denied an offer of membership. That would make any organization with an "admission committee" more elitist than Mensa.

Mensa does not require that someone sponsors you nor do you have to attend a certain number of meetings for membership.

Mensa has no racial, religious, ethnic, sexual, political, economic, national, professional, special-interest, age-based or other barriers to membership (other than the required intelligence test score). How many other groups can make that claim?

Our members have scored in the top 2 percent of the general population on a standardized intelligence test, but that does not mean they think they're better than other people. Not everyone agrees with the premise that IQ scores measure intelligence, and most people realize that there are lots of talents that cannot be measured by objectively scored tests.

Remember that five million Americans are eligible for membership in Mensa. How elitist is five million people?

What is the purpose of Mensa? What do you do to justify your existence?

Mensa's constitution specifies the society's three purposes:

- to identify and foster human intelligence for the benefit of humanity
- to encourage research in the nature, characteristics and uses of intelligence
- to provide opportunities for social contacts among its members

As a membership society, we exist (in a legal sense) for the benefit of our members. Mensa does have scholarship programs at the national and local level, publishes a research journal, and gives awards for academic and publishing excellence. Most of this activity is under the auspices of the Mensa Education & Research Foundation, to which contributions are tax-deductible.

Most of what Mensa does is social in nature. Every local group holds at least one meeting per month. Some meetings feature guest speakers, some are group dinners, some are theater parties, some are to play board games. If a member wants to organize an activity, the structure is there to do so.

Constitutionally, Mensa is prohibited from taking any stands of a political, social, economic or other nature. Individual members, of course, have lots of opinions. Ask 100 Mensans their opinion on a given topic, and you'll get 110 answers; but they do not speak for the society as a whole when they do so.

Why does Mensa continue to use the IQ test as the basis for admission?

First, intelligence tests have not been dismissed as a means of measuring certain types of intelligence. Some psychologists claim these tests put some people at a disadvantage; however, intelligence tests are, by and large, a valid measurement tool used by the psychological community.

Using anything but an objectively scored intelligence test would place potential members under far more subjective standards. For now, at least, standardized intelligence tests are the most objective and reliable means available in measuring the intangibles of "intelligence."

Is IQ testing culturally biased?

Mensa offers a battery of culture-fair tests in order to provide a level playing field for all applicants.

What constitutes a "genius"?

There is no scientific definition for "genius." About 75 years ago, it was established that an IQ of 140 qualified a person as a genius, but that figure has no scientific merit.

What goes into developing a standardized intelligence test?

A testing company develops a battery of questions and tests each question on a person with a known score. The testing company then does "item analysis" and removes those questions on which the test subjects score poorly. Questions are then tested against a larger segment of the population. It takes several years and millions of dollars to develop a qualified test.

Did Mensa develop the Mensa Admission Test?

No. Mensa has a contract with a well-known testing company and uses a modified version of a test developed by that company.

How does someone prepare for a standardized intelligence test?

There is no way to study for an intelligence test.

To do your best, we recommend people relax, and go into the test with an open mind.

How do you figure someone's IQ?

Intelligence quotient is an antiquated term that was developed nearly 80 years ago. The equation divided mental age by chronological age. This method was dropped 60 years ago. Today, intelligence is measured by a person's relative position in a group that combines geographical and age cohorts.

Can a person's IQ change?

IQ scores can vary from test to test, but the issue lies with the test, not the individual.

Test scores can be lowered by anything that impairs testing ability, such as physical health, anxiety or poor testing conditions.

How do you define "percentile"?

It is how an individual ranks compared with others.

If someone scores in the 98th percentile, it means that person tested at, or better than, 98 percent of the population.

What happens if you don't score high enough on the Mensa Admission Test, but still want to join Mensa?

Mensa accepts scores from hundreds of standardized intelligence tests, such as the GRE, GMAT, Stanford Binet and others.

Does Mensa accept scores from IQ tests posted on the Internet or in books?

Mensa does not accept scores from intelligence tests posted on the Internet or published in books. As soon as people can study the questions, it no longer qualifies as a standardized intelligence test.

12.2.3 Testing and Admission for Gifted Children

Gifted Children - Testing and Admissions

Many parents are concerned that the American Mensa admissions procedure for children is a difficult one. Rest assured that the Testing and Admissions Department will make the procedure as simple as possible.

All American Mensa testing and admissions procedures are done under the supervision of Dr. G. Frank Lawlis, supervisory psychologist, American Mensa Ltd.

Admissions Procedures:
American Mensa offers a test battery to all candidates, provided they are 14 years of age or above. Persons age 14 and above can opt to take the Mensa Admission Test, or if English is not their first language, they may request to take our Culture Free Test Battery. Request local group contact information or make arrangements for taking our test with an American Mensa proctor in your area by calling 817/607-0060 or emailing **MemberServices@AmericanMensa.org**. For specific questions regarding our test battery, you may contact Testing and Admissions at 1-817 607-0060 or **Admissions@AmericanMensa.org**.

Evidence of Previous Intelligence Testing:
American Mensa has many members under the age of 14. These individuals apply by submitting evidence of previous intelligence testing. Our organization accepts more than 200 tests for admission. If you have questions regarding a test that is not listed below, please contact Testing and Admissions. A printable application is also available at **www.us.mensa.org/join_mensa/application_prior_evidence.php3** and from the National Office at 817/607-0060. Most public and private schools give tests that we accept for admission. Here are some of the tests that Mensa accepts:

Otis-Lennon Tests	IQ 132
Stanford Binet LM and IV	IQ 132
Stanford Binet 5	IQ 130
Cognitive Abilities Test	IQ 132
Test of Cognitive Skills	IQ 132
Woodcock-Johnson Intelligence Test (not the Woodcock Johnson Achievement Test)	IQ 132
California Test of Cognitive Skills	IQ 132
Differential Ability Scales (DAS)	GCA 132

Scores on the tests listed above must be at or above the 98th percentile with an index of 132.

NNAT-Individual Form
NNAT-Multilevel Form
The Ability Index Score on the Naglieri Nonverbal Ability Tests (NNAT) must be 130 or above.

* Many intelligence test scores will qualify you for Mensa, but Mensa's supervisory psychologist will have to individually appraise the documentation. Almost any test with "achievement" in the title is not acceptable to Mensa. American Mensa does not accept unsupervised testing as proof of eligibility, specifically, unsupervised testing administered electronically or via Internet-based tests.

To submit evidence from any of the tests listed above, the test score must be in one of the following formats:

- ☐ Listed on a sealed school transcript
- ☐ An original score report (include a SASE for safe return of the document)
- ☐ A notarized copy of your original document

Many parents have their children tested by a school or private psychologist.

To submit evidence of testing given by either a private or school psychologist, scores must be presented in the following format: *Testing information must appear on psychologist/school district/clinic or agency letterhead.* It must include:

- ☐ Candidate's name
- ☐ Date of test
- ☐ Name of test
- ☐ Full Scale IQ and/or percentile
- ☐ The document must be signed by the psychologist
- ☐ Psychologist license number must appear on the document

The most up-to-date version of this is available at **www.us.mensa.org/giftedchildren**.

12.2.4 Gifted Children FAQ

Gifted Children FAQ

I think my child is gifted. What information or resources do you recommend?

Books: *Guiding the Gifted Child*, James T. Webb and *Bringing Out the Best*, Jacqulyn Saunders
Web sites:

- The National Association of Gifted Children, **www.nagc.org**
- NEAG Center for Gifted Education & Talent Development, **www.gifted.uconn.edu/**
- Hoagies' Gifted Education Page, **www.hoagiesgifted.org**
- The Davidson Institute, **www.ditd.org**
- Supporting the Emotional Needs of Gifted, **www.sengifted.org**
- Great Potential Press, Inc. **www.giftedbooks.com**
- Educational Options, **www.educationaloptions.com/**

My gifted child is bored/underachieving/misbehaving in school. What should I do?

When any of these things is occurring, it is the environment that is wrong for the child; it is not that something is wrong with the child. Parents should investigate what is going on in school that doesn't fit the learning, emotional, and personality needs of their child. If the child is not given appropriate instruction that is deep and paced right for him or her, these behaviors may continue.

How do I pick a school for my gifted child?

This depends on where you live, what you can afford, and how much you want the school to do compared to your family's role. You should take into account your child's intellectual level, the overall intellectual average of a school, and the flexibility of their instructional program. You should educate yourself on giftedness and school choices, and always visit the schools you are considering.

My child's school does not offer anything special for gifted children. What can I do?

Most schools have very little in place for gifted children. The schools that have gifted programs often group same-age gifted children together for enrichment classes for about one hour a week.

Parents need to educate themselves on the needs of their child based on their child's level of intelligence and personality. They should use this information to work with the school to enact appropriate changes. If that doesn't work, the parent should look at different schools or homeschooling. With homeschooling, you may do some of the instructing yourself, pay tutors to do it at your home or in the school during the school day, or convince the school to allow your child to work on materials you've set up instead of some of the regular classes. There is no one-size-fits-all answer, but persistence and education will pay off.

How do I go about testing my young child?

Go to either a licensed psychologist who administers recognized individual IQ tests such as the *Stanford-Binet 5* or WISC-IV, or a specialist in gifted children credentialed for such evaluations. If they are not well-versed in test interpretation for gifted children, go to any of several Web sites, including **www.ditd.org, www.hoagies.gifted.com** and **www.educationaloptions.com/levels_giftedness.htm** to learn what the scores indicate. Scores in the 98th percentile or higher qualify a child for Mensa. Most schools administer achievement batteries every other year. These normally include an embedded ability test, usually the Otis-Lennon or the CogAT (Cognitive Ability Test).

Gifted Children FAQ from **www.us.mensa.org/giftedchildren**.

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12.2.5 American Mensa's Gifted Children's Program

Overview

American Mensa, Limited is an organization open to anyone who scores in the top 2 percent on an accepted standardized intelligence test. Mensa has more than 130 local groups and 50,000 members. As of March 31, 2004, American Mensa had almost 1,300 members under the age of 18. American Mensa's youngest member was three years old.

Testing and Admissions

The Mensa Admission Test is standardized for people age 14 and older. Children under the age of 14 may qualify for Mensa by submitting a qualifying score from any one of more than 200 tests that Mensa accepts as prior evidence.

Most public and private schools give tests that Mensa accepts for admission such as the Otis-Lennon. Many parents opt to have their children tested by private psychologists, who may administer tests such as the Stanford Binet or the Wechsler intelligence tests. To find out if a particular test is accepted for Mensa membership, parents may call 817/607-0060 ext. 129.

Benefits for Children

Each local group plans its own activities, so they vary from group to group. Some groups hold activities specifically for Young Mensans and others offer activities that are open to all ages. There is no junior category of membership in Mensa, so children are welcome at most Mensa events — unless the activity is limited to adults for some material reason (i.e., an activity in a casino or nightclub). Activities might include game nights, science days, visits to a museum, or guest speakers.

Nationally, American Mensa has more than 140 Special Interest Groups. These focus on topics from astronomy to literature to alternative rock music.

Young Mensans are also welcome at national events such as the Annual Gathering and Mind Games®. The Annual Gathering is held in a different city each year and includes a special Kids Trek for Young Mensans.

Benefits for Parents

Raising a gifted child can often be a challenge. Membership in Mensa allows parents of gifted children to connect and share ideas. Many parents enjoy the opportunity that Mensa meetings and events offer to meet other parents of gifted children. Through the organization's national Gifted Children's Program, parents can get information and referral to support groups, research about giftedness, and places to learn more about encouraging gifted children. Parents of Mensa members may also join the Brightkids email listserv. On this listserv, parents can debate the virtues of various forms of education, ask opinions about raising gifted children, and swap stories about their experiences with gifted children.

For more information, contact American Mensa, Ltd. at **www.us.mensa.org** or American Mensa, Ltd. 1229 Corporate Drive West, Arlington, TX 76006, or 817/607-0060.

Gifted Children's Program at **www.us.mensa.org/giftedchildren**.

12.2.6 2005 Application: Gifted Children's Program Grants

Purpose: Gifted Children's Program Mini-Grants provide grants of up to $100 to local groups to carry out quality program activities for Mensa Local Group Gifted Children's programs.

Rules: Local groups may receive one grant of up to $100 per fiscal year.

Local groups must show some type of in-kind contribution to the activity being funded. In-kind contributions may include local group funds, items and money donated by local members or merchants, and participant financial contributions.

No group may receive funds if a report from previous Gifted Children's Program Grant funding is outstanding at the time of application review.

Funds may be used for a variety of expenses associated with a Gifted Children's Program activity including, but not limited to:

* admissions charges
* speaker or program fees
* equipment or supplies (directly related to the project/activity)
* transportation costs (bus rental, etc., not use of member's vehicles)
* books/publications (must be expendable such as workbooks)

Funds may not be used for:

* expenses not directly related to project as outlined on grant application budget page
* mileage for members providing transportation (may count for in-kind contribution)
* overhead or indirect cost (may count for in-kind contribution)
* postage or advertising costs (may count for in-kind contribution)
* food or refreshments

Priority: Priority will be given to projects that are well-designed, fully thought through, and that will benefit the participants.

Process: Once a local group has planned an activity, the Local Gifted Children Coordinator and/or LocSec fills out the application form and submits it to the Gifted Children's Program Coordinator.

Applications will be reviewed monthly. Local groups will be notified of the outcome of their request within six weeks of receipt of application.

A brief summary report must be turned in not later than 30 days after completion of the activity. Reports will be shared with the AMC, the Mensa Education & Research Foundation (formerly called MERF), other Gifted Children's Program Coordinators, and may be summarized in *Half a Step Ahead* or *InterLoc.*

Send completed applications to:
GC Grants, American Mensa, 1229 Corporate Dr W, Arlington, TX, 76006

2005 GRANT APPLICATION

Region/Group #	Date / /
Group Size	# Members under 21

Gifted Children's Coordinator	Member #
Address City, State, ZIP Code	
Email Address	Phone # ( ) -

Local Secretary	Member #
Address City, State, ZIP Code	
Email Address	Phone # ( ) -

Project is ☐ an event ☐ a combined event (list other organizations) _____

☐ other (specify) _____

Project Title _____

Project Date(s) _____

Description _____

_____

_____

How will participants be recruited for this activity? _____

_____

Project Budget: $ _____ Local Group Contribution: $ _____

(Please break out costs on attached budget page.)

Gifted Children's Coordinator Signature _____ Date / /

Local Secretary Signature _____ Date / /

For office use only:

received ___/___/___ sent to reviewers ___/___/___ reviewed ___/___/___

outcome: ____ funded (amount $_____) ___ not funded(reason _____)

response sent: ___/___/___ check sent: ___/___/___ report due: ___/___/___ report received: ___/___/___

2005 GRANT APPLICATION BUDGET

Project	
Region/Group #	Date / /

Please provide a breakdown of your costs and estimated income sources. Provide an explanation of each line item (i.e., postage $55 – mail activity packets to an estimated 100 participants) to help us understand how you arrived at these estimates.

	Amount	Explanation
Income:		
Local Group	$_____	_____
GCC Grant	$_____	_____
Fees from Participants	$_____	_____
Other	$_____	_____
Total Income	$_____	
Expenses:		
Books/Publications	$_____	_____
Admissions	$_____	_____
Materials	$_____	_____
Equipment/Supplies	$_____	_____
Transportation	$_____	_____
Speaker Fees	$_____	_____
Total Expenses	$_____	
Not-approved Expenses used for in-kind contribution		
_____	$_____	_____
_____	$_____	_____
_____	$_____	_____

12.2.9 Kids Trek: Statement of Purpose

(This form is usually printed in landscape mode with a larger font.)

STATEMENT OF PURPOSE

OF NORTH ALABAMA MENSA KIDS TREK

It is our belief that individuals who find areas of interest and who receive opportunities and support become self-motivated learners.

It is our belief that self-motivated learning unlocks the door to the development of intelligence.

The purposes of Mensa are "to identify and foster human intelligence for the benefit of humanity; to encourage research into the nature, characteristics, and uses of intelligence; and to provide a stimulating intellectual and social environment for its members."

Therefore, it is our belief that by creating a wide spectrum of frequent opportunities for exploration of potential talents, Mensa may enable individuals to determine their forte.

Therefore, it is our belief that the North Alabama Mensa Kids Trek program should consist of a two-part system as follows:

> A wide variety of programs open to all children up to age 18 who show avid interest in the topics and who have accompanying adult support.
>
> Special Interest Groups for children up to age 18 who demonstrate exceptional ability and who have continuing adult support.

Also online at **www.northalabama.us.mensa.org/Kids%20Trek.html**

12.2.10 Kids Trek: Rules For Participation
(This form is usually printed in landscape mode with a larger font.)

RULES FOR PARTICIPATION

MENSA KIDS TREK presents

NEVADA: LAS VEGAS EXTRAVAGANZA

American Mensa Annual Gathering July 2004

1. A parent or legal guardian must be available at the Paris Las Vegas Hotel, Nevada, at all times in case of emergency. If the parent/guardian leaves the Paris Las Vegas Hotel, the child must be signed out to go with the parent/guardian; or the parent/guardian must designate in writing a substitute adult to take charge of responsibility if needed. All paperwork must be completed before the child is left in the Kids Trek room.

2. Children must obey the adults in charge and must show respect and consideration for adults, other children, and property. Any child who causes problems will be returned to the adult in charge of that child until a solution is reached that resolves the problem.

3. All Kids Trek activities are optional. However, children must remain under the supervision of Kids Trek leaders until the parents/guardians arrive and sign children out. Children enrolled in Kids Trek are not permitted to roam unsupervised through the AG location.

4. Parents/guardians are expected to sign the children out for lunchtime by 12:00 noon, for dinnertime by 5:00 p.m., and for closing by 8:00 p.m. each day.

5. The Kids Trek leaders are offering an enjoyable, educational program on a volunteer basis. Parents/guardians are still responsible for their children. All adult assistance in the program is greatly appreciated.

For further information, contact Kids Trek Coordinator.

12.2.11 Kids Trek: Optional Adult Responses

(This form is usually printed landscape with a larger font.)

OPTIONAL ADULT RESPONSES

To the American Mensa's Kids Trek Program

Your suggestions for improvement of the Mensa Kids Trek program are needed, just as assistance on a volunteer basis is necessary for the continuation of the program. Please write below anything that you feel would enhance the activities in which you and your child have participated. Also, please emphasize any aspects of the program that you particularly liked so that extra effort will be made to continue those events.

The information below is also optional, unless you are volunteering to conduct or assist in a future program.

Name: _____

Address: _____

_____

Telephone and email: _____

_____

If you have chosen to fill out any part of the response form, please return it to:

<Kids Trek Coordinator>
Street Address: <address>
Town, State Zip Code: <city, state, zip>

I may be contacted by telephone at <555-phone number> , or by e-mail at:

Thank you so much for letting us share Kids Trek with your child!

12.2.12 Parent Advocacy and Support Groups

National Association for Gifted Children
The most widely recognized national advocacy group for gifted children is the National Association for Gifted Children. NAGC is an organization of parents, teachers, educators, other professionals and community leaders who unite 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. They support and develop policies and practices that encourage and respond to the diverse expressions of gifts and talents in children and youth from all cultures, racial and ethnic backgrounds, and socioeconomic groups. NAGC supports and engages in research and development, staff development, advocacy and communication and collaboration with other organizations and agencies that strive to improve the quality of education for all students.

National Association for Gifted Children
1707 L Street, N.W. - Suite 550, Washington, DC 20036
Telephone: 202/785-4268, FAX: 202/785-4248
email: **nagc@nagc.org**, Web site: **nagc.org/index.htm**

Supporting Emotional Needs of the Gifted
Supporting the Emotional Needs of the Gifted seeks to inform gifted individuals, their families, and the professionals who work with them about the unique social and emotional needs of gifted persons. SENG is dedicated to fostering environments in which gifted adults and children in all their diversity understand and accept themselves and are understood, valued, nurtured by their families, schools, workplaces and communities.

Supporting Emotional Needs of the Gifted
P.O. Box 6074 Scottsdale, AZ 85261
Telephone: 773/857-6250
email: **office@sengifted.org**, Web site: **sengifted.org**

SENG has established guidelines for Model Parent Support Groups. In 2004, they were rebuilding a list of active facilitators around the country trained in their model. These books are used in their training:

- ☐ *Gifted Parent Groups: The SENG Model*, by Webb and DeVries, Great Potential Press, 1996.
- ☐ *Guiding the Gifted Child: A Practical Source for Parents and Teachers*, by Webb, Meckstroth and Tolan, Great Potential Press, 1989.

12.3 Links

This list is in no way exhaustive. These sites were recommended by Mensa parents, GCP Committee members, and GCCs. The links are provided as an informational resource and in no way indicate an AML endorsement of or any partnership with any organization. Many of the Web site descriptions were taken from the sites themselves, and AML is not stating that a site is the best site or best place for certain types of links or information.

Information about the Web sites was current as of October 18, 2004. Web sites and their contents are always subject to change. Mensa is not responsible for the content of any of the linked sites; this includes updates to or availability of linked sites and the accuracy, reliability or helpfulness of the information on these sites. Check **www.us.mensa.org** for updates to this list.

12.3.1 National and International Organizations for Gifted Children

- ☐ National Association for Gifted Children is a non-profit organization of parents, teachers, educators, community leaders and other professionals who unite to address the unique needs of all children and youth with demonstrated gifts and talents as well as those who may be able to develop their talent potential with appropriate educational experiences. **www.nagc.org**
- ☐ American Association for Gifted Children at Duke University, Box 90270, Durham, NC 27708-0270, 919/783-6152 **www.aagc.org/**
- ☐ Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. 1110 North Glebe Road, Suite 300, Arlington, VA 22201, 703/620-3660, FAX: 703/264-9494, email: **service@cec.sped.org, www.cec.sped.org**
- ☐ National Foundation for Gifted and Creative Children, 395 Diamond Hill Road, Warwick, RI 02886-8554, 401/738-0937, **www.nfgcc.org**
- ☐ National Society for the Gifted & Talented, River Plaza 9 West Broad St. Stamford, CT Stamford, CT 800/572-6748 email: **sdinnocenti@nsgt.org, www.nsgt.org/**
- ☐ Supporting Emotional Needs of the Gifted, P.O. Box 6074 Scottsdale, AZ 85261, **office@sengifted.org,** 773/857-6250, **www.sengifted.org/**
- ☐ World Council for Gifted and Talented Children 18401 Hiawatha St., Northridge, CA 91326, USA, 818/368-7501, Fax: 818/368-2163, email: **worldgt@earthlink.net www.worldgifted.org/**

12.3.2 Links and Resources for Learning About Giftedness

- ☐ Hoagies' Gifted Education Page **www.hoagiesgifted.org**
- ☐ GT World **www.gtworld.org/**
- ☐ Gifted Resources Home Page **www.heskimo.com/~user/kids.html**
- ☐ Gifted Education and Homeschool Resource Page **www.members.aol.com/discanner/**
- ☐ Davidson Institute for Talent Development non-profit, national organization that offers resources to profoundly gifted young people from the ages 4-18 and their parents. **www.ditd.org**
- ☐ Gifted Development Center, Linda Kreger Silverman, Ph.D. **www.gifteddevelopment.com/**
- ☐ Highly Gifted Children in Full Inclusion Classrooms by Kathi Kearney (1996) **www.members.aol/com/discanner/hgfull.html**

These sites also link to other excellent sites and resources.

- ☐ American Mensa, the High IQ Society: **www.us.mensa.org/activities/giftedchildren.php3**
- ☐ Council for Exceptional Children: **www.cec.sped.org**
- ☐ Davidson Institute: for profoundly gifted young people from the ages 4-18 and their parents. **www.ditd.org** or **www.davidsonfoundation.org/**
- ☐ Educational Options, consulting and assessment in Minnesota: **www.educationaloptions.com**
- ☐ Federal Resources: **www.ed.gov/free**
- ☐ Genius Denied Web site features information on Jan and Bob Davidson's Book, but also has information for students, parents and educators **www.geniusdenied.com/**
- ☐ Gifted Children Monthly Magazine: **www.gifted-children.com**
- ☐ Glossary of Gifted Education **www.members.aol.com/svennord/ed/GiftedGlossary.htm**
- ☐ List of Gifted Programs from The Awesome Library: **www.awesomelibrary.org/cgi-bin/search-aw1-e.cgi?terms=Gifted+education&search=Go**
- ☐ Neag School of Education, University of Connecticut **www.gifted.uconn.edu**
- ☐ Minneapolis Public Schools Gifted Information Site **www.mpls.k12.mn.us/departments/CIT2/resgt.htm**
- ☐ Minnesota Council for Gifted & Talented: **www.mcgt.net**
- ☐ MN Educators of Gifted & Talented: **www.users.ties.k12.mn.us/~megt/**
- ☐ NAGC State Affiliates are listed at **www.nagc.org/state/statehome.htm** For example, Tennessee Association for the Gifted, a State Affiliate of the NAGC. **www.tag-tenn.org/**

- ☐ Talent Development Resources, Resource on giftedness and talent throughout the age span by Mensan Douglas Eby **www.talentdevelop.com** Articles at **www.talentdevelop.com/artcls-g.html**
- ☐ Understanding Our Gifted Journal: **www.our-gifted.com** and **www.openspacecomm.com**
- ☐ World Council for Gifted and Talented, Worldwide Resources **www.worldgifted.org/xwebix.htm**

12.3.3 National, Regional and Local Resources

- ☐ Belin-Blank Center at the University of Iowa: **www.uiowa.edu/~belinctr/**
- ☐ Finding Summer Programs for Gifted brought to you by the Council for Exceptional Children **www.familyeducation.com/article/0,1120,1-12281,00.html**
- ☐ Gifted Child Society, 190 Rock Road, Glen Rock, NJ 07452-1736, 201/444-6530, email **admin@gifted.org, www.gifted.org**
- ☐ Gifted Network, email **www.info@giftednetwork.org, www.giftednetwork.org/index.htm**
- ☐ Gifted Organizations List from the U.S. Dept. of Education. **www.wdcrobcolp01.ed.gov/Programs/EROD/queries/erod_by_subject.cfm?SUB=Gifted**
- ☐ Johns Hopkins University Center for Talented Youth Resource **www.jhu.edu/gifted/teaching/giftedresources.htm**
- ☐ Minnesota Institute for Talented youth: enrichment classes and opportunities **www.mity.org**
- ☐ Minnesota Intermediate District 287 serves 13 western Minneapolis suburban member districts, **www.int287.k12.mn.us/gifted**
- ☐ Montclair State University Academically Gifted and Talented Program (NJ) **www.montclair.edu/gifted/**
- ☐ Northwestern's Center for Talent Development: **www.ctd.northwestern.edu**
- ☐ Resource for academic programs **www.mbc.edu/academic/index.asp**
- ☐ Rhode Island State Advisory Commission on Gifted and Talented Education Events(often have New England regional events also) **www.ri.net/gifted_talented/events.html**
- ☐ State Resources for Gifted: **www.ericec.org/fact/stateres.html**
- ☐ Summer Institute for the Gifted Academic summer camp program for grades K – 11 **www.giftedstudy.com/index.htm**
- ☐ Super Saturday Program presented by Parent Association for Gifted Education (Ohio) **www.supersaturday.org/index.php**
- ☐ University of MN, Institute of Technology Center for Educational Programs, which includes the University of Minnesota Talented Youth Mathematics Program **www.itcep.umn.edu/**

12.3.4 State Resources for Gifted Programs and Classes

For the current list of State Associations for the Gifted and Offices for Gifted Education, see **www.nagc.org/state/statewebsites.html** . This information was correct as of October 2004.

Alabama

Alabama Association for Gifted Children
aagc.freeservers.com/aagc.html
205/620-1030

Alabama Special Education Services
334/242-8114

Alaska

Alaska Gifted and Talented Education
educa.state.ak.us
907/465-8691

Arizona

Arizona Association for the Gifted and Talented **azagt.org/**
602/482-8415

Arizona Department of Education
ade.state.az.us
602/542-3850

Arkansas

Arkansans for Gifted and Talented Education
870/245-5161

California

California Association for the Gifted
CAGifted.org
310/215-1898

California Gifted and Talented Education
916/657-5257

Colorado

Colorado Association for the Gifted
970/353-0733

Colorado Gifted and Talented Education
cde.state.co.us
303/866-6849

Connecticut

Connecticut Association for the Gifted
ctgifted.org
860/677-1569

Connecticut Gifted and Talented Programs
state.ct.us/sde
203/638-4247

Delaware

Delaware Gifted and Talented Association
301/739-4885
ext. 3110

Delaware Gifted and Talented Programs
doe.state.de.us
302/739-4885

District of Columbia

District of Columbia Gifted/Talented
202/576-6171

Florida

Florida Association for the Gifted
members.aol.com/pals222
954/341-3691

Florida Bureau of Student Services/Exceptional Education
firn.edu/doe
904/488-1106

Georgia

Georgia Association for the Gifted
gagc.org
770/645-5757

Georgia Gifted Education/Curriculum Services
doe.k12.ga.us
404/657-0182

Hawaii
Hawaii Gifted Association
808/732-1138

Idaho
The Association for the Gifted
208/335-3511

Idaho Student Support Services
sde.state.id.us/dept
208/332-6920

Illinois
Illinois Association for the Gifted
iagcgifted.org
847-963-1892

Illinois Gifted and Talented Education
217/782-3371

Indiana

Indiana Association for the Gifted
iag-online.org
219/672-3762

Indiana Gifted and Talented Education Unit
doe.state.in.us
317/232-9106

Iowa

Iowa Talented and Gifted Association
uiowa.edu/~itag/
515/282-8192

Iowa Gifted and Talented Education
state.ia.us/educate
515/281-3199

Kansas

Kansas Association for Gifted/Talented/ Creative
KGTC.org
913/681-4079

Kansas Parent Information Network
316/241-5654

Kansas Gifted and Talented Education
ksbe.state.ks.us
785/296-3857

Kentucky

Kentucky Association for the Gifted
502/443-3098

Kentucky Gifted and Talented Education
kde.state.ky.us
502/564-2672

Louisiana

Association for Gifted and Talented Students
318/342-1275

Louisiana Gifted and Talented Program
doe.state.la.us
504/763-3942
1-877-453-2721

Maine

Maine Educators of the Gifted and Talented
sad28.k12.me.us/MEGAT/
207/236-4640

Maine Gifted and Talented Education
state.me.us/education/home page.htm
207/287-5950

Maryland

Maryland Coalition for Gifted and Talented
301-236-4640

Maryland Student Achievement/Gifted and Talented Education
410/787-0363

Massachusetts

Massachusetts Association for Advancement of Individual Potential
massgifted.org
617/333-0223

Michigan

Michigan Alliance for Gifted Education
geocities.com/EnchantedForest/1833/MAGEPAGE.HTM
313/913-9913

Michigan Consultant for Talent Development
mde.state.mi.us
517/373-4213

Minnesota

Minnesota Council for the Gifted and Talented
mcgt.net
612/927-9546

Minnesota Office of Teaching and Learning
educ.state.mn.us
612/297-7204

Mississippi

Mississippi Association for Gifted and Talented
601/898-8730

Mississippi Gifted and Talented Programs
mdek12.state.ms.us
601/359-2558

Missouri

Gifted Association of Missouri
mogam.org
816/891-6488

Missouri Gifted Education Programs
services.dese.state.mo.us
314/751-3453

Montana

Montana Gifted Association for Gifted and Talented Education, Inc.
Montana Gifted Education Services
161.7.114.5/opi/opi/html
406/444-4422

Nebraska

Nebraska Association for the Gifted
nebraskagifted.org
308/284-8481

Nebraska High-Ability Learner Education
nde.state.ne.us
402-471-0737

Nevada

Nevada Association for Gifted and Talented
702/434-2165

Nevada Gifted/Talented Education
nde.state.nv.us
702/687-9141

New Hampshire

New Hampshire Association for Gifted Education
603/465-2012

New Hampshire Office of Gifted Education
state.nh.us/doe/education/html
603/271-3967

New Jersey

New Jersey Association for Gifted Children
njagc.org
609/273-7530

New Jersey Gifted and Talented Education
state.nj.us/education
609/984-6308

New Mexico

New Mexico Special Education Department
sde.state.nm.us
505/827-6508

New York

Advocacy Association for Gifted and Talented Education (AGATE) in New York State
agateny.org

New York Summer Institute
nysed.gov
518/474-8773

North Carolina

North Carolina Association for the Gifted and Talented
ncagt.org
910/326-8463

NC PAGE
704/875-0963

North Carolina Gifted Education of Public Information
dpi.state.nc.us
919/715-1999

North Dakota
North Dakota Curriculum Leadership and Improvement
dpi.state.nd.us
701/231-6030

Ohio

Ohio Association for Gifted Children
oagc.com
740/532-4223

Consortium of Ohio Coordinators for Gifted
513/742-2200
ext. 268

Ohio Division of Special Education
614/466-2650

Oklahoma

Oklahoma Association for Gifted, Creative, and Talented
title3.sde.state.ok.us/gifted/OAGCT.htm
405/262-3965

Network News Quarterly for Parents and Teachers of the Gifted
Uschool.utulsa.edu/networknews.html
918/631-5060

Oklahoma Gifted/Talented Education **sde.state.ok.us**
405/521-4287

Oregon

Oregon Association for Talented and Gifted
oatag.org
503/591-7889

Oregon Gifted/Talented Programs
ode.state.or.us

Pennsylvania

Pennsylvania Association for Gifted Education
penngifted.org
610/584-5221

Pennsylvania Gifted Technical Assistance Program
penngifted.org
717/783-6913

Rhode Island

Rhode Island State Advisory Committee on Gifted and Talented Education
410/783-8052

Rhode Island Gifted/Talented Programs
Instruct.rie.ri.net/ride_home-page.html
401/277-4600 ext. 2318

South Carolina

South Carolina Consortium for Gifted Education
sccge.org/about.htm
803/359-4178

South Carolina Department of Education, Director
sde.state.sc.us
803/734-0794

South Dakota
South Dakota Association for Gifted Children
Sd-agc.org/
803/996-379x

South Dakota Gifted Education
state.sd.us/deca
605/773-6400

Tennessee

Tennessee Association for the Gifted
tag.virtualave.net
423/482-0538

Tennessee Gifted/Talented Programs
state.tn.us/education
615/741-2851

Texas

Texas Association for the Gifted and Talented
txgifted.org
512/499-8248

Texas Gifted/Talented Education
tea.state.tx.us
512/496-9455

Utah

Utah Association for Gifted Children
uagc.org
801/461-9002

Utah Gifted and Talented Education
801/538-7743

Vermont

Vermont Network for the Gifted
802/985-3405

Vermont Gifted and Talented Education
802/828-3111

Virginia

Virginia Association for the Gifted
vagifted.org
804/946-9386

Virginia Programs for the Gifted
pen.kq2.va.us
504/371-7419

Washington

Washington Association for Educators of the Talented and Gifted
waetag.net
360/692-3101

Northwest Gifted Child Association
innw.net/explorers/nwgca.htm

425/649-8546

Washington Gifted and Talented Education
360/753-2858

West Virginia

West Virginia Gifted Education Association
geocities.com/Athens/Olympus/4764/wvagt.html
304/348-7729

West Virginia Office of Special Education
wvde.state.wv.us
304/558-0160

Wisconsin

Wisconsin Association for Talented and Gifted
Focol.org/watg
920/991-9177

Wisconsin Gifted/Talented Education
dpi.state.wi.us
608/266-3560

Wyoming
Wyoming Gifted/Talented Education
k12.wy.us
307/777-3544

12.3.5 Mensa GCP Web Sites

- ☐ Columbus Area Mensa's Gifted Children **www.coil.com/~dsmith/cam/gc.html**
- ☐ East Central Ohio Gifted Children **www.ecom.us.mensa.org/gc.htm**
- ☐ High Mountain Mensa Gifted Children's Page **www.highmountain.us.mensa.org/HMMgifted.html**
- ☐ Minnesota Mensa: **www.mnmensa.org**
- ☐ Oregon Mensa Gifted Children's Program **www.oregon.us.mensa.org/02/gc.php**, see also *Common Myths About Giftedness* at **www.oregon.us.mensa.org/02/about-the-gifted.php**
- ☐ Young Ms of Florida: **www.Young Mensa.org/links.html**

12.3.6 Online Support: Listservs, Message Boards and Gifted Conferences

- ☐ Gifted Conferences: A place to join together to meet, share, learn, and discuss issues pertaining to giftedness and talent of all individuals regardless of race, age, gender, economic status, and/or twice/thrice exceptionalities. **www.neiu.edu/~ourgift/**
- ☐ GT-World: GT-Special is an email list for families with gifted/special needs children. They strive to provide a warm, supportive, and informative community for anyone struggling with uniquely gifted children. GT-Spec-Home is for families homeschooling gifted/special needs children. **www.gtworld.org. www.gtworld.org/gtspechome.htm**
- ☐ Precocious and Prodigious Message Board for parents and teachers of the profoundly gifted and prodigious child. **www.disc.server.com/Indices/9457.html**
- ☐ TAGFAM is a mailing list for parents, children, and others who are interested in an e-mail support group for the families of Gifted and Talented individuals. Primarily interested in helping families develop workable approaches to providing a stimulating, rewarding, and appropriate environment for their TAG (or GT) children's intellectual, social, and emotional growth. Please remember to bring your sense of humor and your compassion when subscribing. TAGMAX is for home schoolers and TAGPDQ is for families needing radical educational and social accommodations for their children. **www.tagfam.org**
- ☐ Homeschooling Mensan SIG discussion group: for Mensans who home school their own gifted children, or are interested in homeschooling gifted children. **www.groups.yahoo.com/group/homeschoolingmensans/**
- ☐ Homeschooling Extraordinary Kids: Thinking Outside the Box For those with a child gifted in one or more areas but also has a learning difficulty, who have to "think outside the box" when it comes to creating curriculum to meet your child's needs. **www.groups.yahoo.com/group/homeschoolingextraordinarykids/**

12.3.7 Advocacy

- ☐ Advocacy for Gifted and Talented Education in New York State **www.agateny.org/index.php?Itemid=62**
- ☐ Advocacy for Gifted Children **www.tag-tenn.org/advocacy.html**
- ☐ Davidson Institute Full Text Articles on Advocacy **www.ditd.org/Cybersource/library/category.aspx?cat=Advocacy&tp=168&mid=191**
- ☐ Links, articles and book on Advocacy at **www.hoagiesgifted.org/advocacy.htm**
- ☐ Supporting Gifted Education Through Advocacy **www.kidsource.com/education/advocacy.gifted.html**

12.3.8 Testing and Assessment

- ☐ Educational Options, consulting and assessment in Minneapolis (Deborah Ruf, Director): Seeks to provide for the needs of gifted individuals of all ages; offers education consultations, assessments, and research on gifted adults, children, and Levels of Giftedness. **www.educationaloptions.com**
- ☐ Gifted Development Center, a service of the Institute for the Study of Advanced Development, Denver, Colo. (Linda Silverman, Director): Seeks to provide for the needs of gifted individuals of all ages; offers education consultations, assessments, counseling, and publications, and pioneering research on visual-spatial learners. email **gifted@gifteddevelopment.com www.gifteddevelopment.com/**
- ☐ Gifted Resource Center of New England, Deirdre V. Lovecky, Providence (SB L-M) e-mail **GRCNE02940@aol.com**, phone: 401/421-3426 **www.grcne.com/**
- ☐ OCR on Testing, Evaluations, and Criteria for Student Assignment **www.ed.gov/about/offices/list/ocr/docs/tviassgn.html**
- ☐ Testing and Assessment **www.hoagiesgifted.org/testing.htm** (see also identification and proficiency testing at **www.hoagies.gifted.org** and Psychologists familiar with Testing the Gifted and Exceptionally Gifted **www.hoagiesgifted.org/psychologists.htm**)

12.3.9 Acceleration

- ☐ Academic Acceleration **www.hoagiesgifted.org/acceleration.htm**
- ☐ Templeton National Report on Acceleration: A Nation Deceived: How Schools Hold Back America's Brightest Students is now available for downloading at their Web site. 82 pages of report and 190 pages of research. **www.nationdeceived.org**
- ☐ *Time* article on gifted children and education is available online at **www.time.com/time/magazine/article/0,9171,1101040927-699423-1,00.html**

12.3.10 Special Needs of Gifted

- ☐ Information compiled by experts and researchers in the field, especially on minority and under identified groups: **www.gifted.uconn.edu/resource.html**
- ☐ Site to help with teenaged depression issues: **www.depressedteens.com/indexfl.html**
- ☐ Vision Therapy Information: **www.oep.org/**

12.3.11 Twice Exceptional

- ☐ Answers questions about ADD and ADHD: **www.borntoexplore.org**
- ☐ Gifted But Learning Disabled: A Puzzling Paradox by Susan Baum: 1990 **www.members.aol.com/discanner/ld.html**
- ☐ Hoagies: A fine list of articles and books on twice exceptional can be found at: **www.hoagiesgifted.org/twice_exceptional.htm** This Web site also has links for AD/HD, Asperger's Syndrome and High-Functioning Autism, Auditory Processing (APD), Dyslexia and Dysgraphia, Oppositional Defiant Disorder (ODD), Sensory Integration (SI) and 2E Products
- ☐ LD Online Gifted/LD links **www.ldonline.org/article.php?id=0&loc=24**
- ☐ Twice Exceptional Newsletter **www.2enewsletter.com/**
- ☐ Twice Gifted Web site **www.twicegifted.net/**

12.3.12 Schools for the Gifted

See also Section 12.3.13 Online Learning / Virtual Schools.

- ☐ Atheneum Gifted Magnet School, Inver Grove Heights, MN: **www.invergrove.k12.mn.us/Athenum.html**
- ☐ Dunham Academy, San Rafael, CA **www.giftedschool.org/**
- ☐ Gifted School: Private school for gifted in San Raphael, CA. **www.giftedschool.org**
- ☐ Lighthouse School in Spring Lake Park, MN: **www.splkpark.k12.mn.us/mainsite/schools/SR/guidcouns/gt/lighthouse/default.htm**
- ☐ Mary Baldwin College, Staunton, VA. Concurrent high school and college for girls: **www.mbc.edu/peg/**
- ☐ Mirman School for Highly Gifted in California: **www.mirman.org/**
- ☐ MN Virtual Academy: **www.mnva.org/**
- ☐ Nova Classical Academy, in St. Paul, Minnesota: **www.novaclassical.org/default.htm**
- ☐ Perpich Center for the Arts; Minnesota State funded public high school for the performing arts, 11th and 12th grade: **www.pcae.k12.mn.us/**
- ☐ Pineview School in Sarasota County, Florida **www.sarasota.k12.fl.us/pvs/**
- ☐ Roper Country and Day School: private school in the Detroit area of Michigan: **www.roeper.org/**
- ☐ VSG Enrichment is an online school specializing in enrichment courses to complement and extend the regular curriculum. **www.vsg.edu.au/**

12.3.13 Distance/Online Learning, Virtual Schools

- ☐ E-learning courses for gifted and talented students. EPGY on-line math, English, humanities, computer science, music, physics and (other) science courses: **www.epgy.stanford.edu/**
- ☐ Home Education Distance Learning: **www.clonlara.org/index087.html**
- ☐ Johns Hopkins Distance Education for K-6, SCAT or PLUS scores are needed for grades 2 – 6. Students in 7th and 8th grade must take the SAT-I and achieve qualifying scores to remain eligible for CTY courses.**www.cty.jhu.edu/cde/index.html**
- ☐ K12 Virtual Academy: Education for a lifetime **www.k12.digitalgrit.com/mktg/g5.html**
- ☐ MN Virtual Academy: **www.mnva.org/**
- ☐ Texas Tech University Extended Studies **www.dce.ttu.edu/K12Options/**
- ☐ VSG Enrichment is an online school specializing in enrichment courses to complement and extend the regular curriculum. **www.vsg.edu.au/**

12.3.14 Homeschooling the Gifted

- ☐ ERIC Homeschooling Resources for Gifted Students (1998) **hoagiesgifted.org/eric/minibibs/eb18.html**
- ☐ Gifted Children and Homeschooling: An Annotated bibliography by Kathi Kearney **members.aol.com/discanner/gifthome.html**
- ☐ Home Schooling Gifted Children Links **hoagiesgifted.org/home_school.htm**
- ☐ Jon's Homeschool Resources is one of the oldest and largest sources for online information about homeschooling. **www.midnightbeach.com/hs/**
- ☐ K12 Homeschool: Education for a lifetime **www.k12.digitalgrit.com/mktg/g5.html**
- ☐ Learn in Freedom Web site **www.learninfreedom .org**

- ☐ National Home Education Network is a loose coalition of home schoolers. Their goal is to change the way that the world sees homeschooling. **www.nhen.org/**

12.3.15 Possible Scholarships, Grants, and Support

- ☐ Davidson Fellows Scholarship **ditd.org/public/article.aspx?cid=1&mid=101&tp=2**
- ☐ Discovery Channel Young Scientist Challenge is the only science contest of its kind for students in grades 5 through 8, fostering the exploration, understanding and communication of science among America's youth. **school.discovery.com/sciencefaircentral/dysc/**
- ☐ Intel International Science and Engineering Fair (Intel ISEF, Founded in 1950 as the Westinghouse Science Talent Search) is the world's largest pre-college celebration of science. Held annually in May, the Intel ISEF brings together over 1,300 students from approximately 40 nations to compete for scholarships, tuition grants, internships, scientific field trips and the grand prize: a $50,000 college **scholarship. sciserv.org/isef/**
- ☐ Jack Kent Cooke Foundation selects approximately 25 exceptional high-achieving students from across the United States who are entering eighth grade and have financial need. **jackkentcookefoundation.org/jkcf_web/content.aspx ?page=UnderG**
- ☐ Mensa Education and Research Foundation **www.foundation.us.mensa.org/**
- ☐ NAGC Nicholas Green Award Students selected for the award are between grades 3 and 6 and have distinguished themselves in academic achievement, leadership, or the visual or performing arts. **nagc.org/Awards/green/greenawd.html#intro**
- ☐ National Gifted Children's Fund (scholarships and grants): When funds are not available, applications are not accepted. **ngcfcharity.org/**
- ☐ National Gifted Children's Fund, scholarships and grants: **ngcfcharity.org/**
- ☐ SECME, Inc., a premier pre-college (K-12) alliance, links engineering universities, school systems, and corporate/government investors. Its mission is to increase the pool of historically under-represented (that is, African-American, Hispanic, Mexican American, Native American, Pacific Islander and "differently-abled"), under-served, and differently-abled students who will be prepared to enter and complete post-secondary studies in science, mathematics, engineering, and technology. They have a number of programs, including a summer institute. **www.secme.org/au_overview.asp**
- ☐ Stanley E. Jackson Scholarship Awards (Awards 3) is for applicants that have a disability and also demonstrate gifted and/or talented abilities. These scholarships are to be applied toward full-time, post-secondary education or training. **www.yesican.sped.org/scholarship/index.html**
- ☐ Yes I Can! Teacher Minigrant for educators employed by public or nonprofit institutions to provide direct services to children and youth with disabilities and/or gifted children or youth. **www.yesican.sped.org/minigrants/**

12.3.16 Talent Searches

(See also **hoagiesgifted.org/talent_search.*htm*)**

- ☐ Belin Elementary Student Talent Search (BESTS) multiple locations, Explore in grade 3 to 6, ACT in grade 7 to 9
- ☐ Carnegie Mellon Institute for Talented Elementary Students (C-MITES) Pennsylvania, Explore in grade 3 to 6; PA only
- ☐ Center for Talented Youth (CTY), Johns Hopkins University 19 states, D.C., plus international (Sylvan Technology Centers) SCAT in grade 2 to 4, PLUS in grade 5 and 6, SAT I plus optional Spatial Test Battery (STB) in grade 7 and 8 (States: AK, AZ, CA, CT, DE, HI, ME, MD, MA, NH, NJ, NY, OR, PA, RI, VT, VA, WA, WV, DC)
- ☐ Duke University Talent Identification Program (TIP) tip.duke.edu/
- ☐ EXPLORE ® out-of-level test for ability identification: **act.org/explore/**
- ☐ Johns Hopkins University Center for Talented Youth (JHU CTY): JHU/CTY Talent Searches identify, assess, and recognize students with exceptional mathematical and/or verbal reasoning abilities. Students qualify for participation in the Talent Searches by scoring at or above the 97th percentile on a nationally normed, standardized aptitude or achievement test. The CTY Talent Searches available for students in grade 2 – 8 only. (AK, AZ, CA, CT, DE, HI, ME, MD, MA, NH, NJ, NY, OR, PA, RI, VA, VT, WA, WV and the District of Columbia) **jhu.edu/gifted/**
- ☐ Midwest Talent Search (MTS), Midwest Talent Search for Young Students (MTSY), Northwestern University locations in 8 mid-western states, Explore in grade 4 to 6 SAT I or ACT in grade 6 to 8, (States: IL, IN, MI, MN, OH, ND, SD, WI)
- ☐ Motivation for Academic Performance (MAP), Duke University locations in 16 states, Explore in grade 4 and 5, (States: AL, AR, FL, GA, IA, KS, KY, LA, MS, MO, NE, NC, OK, SC, TN, TX)
- ☐ Rocky Mountain Talent Search, University of Denver 7 states PLUS in grade 5 and 6, SAT or ACT in grade 6 to 9 (under age 15), States: CO, NV, ID, MT, NM, UT, WY

- ☐ Science Talent Search (STS) has been a nationwide competition since 1942. Eligible students include high school seniors in the United States and territories, and American students attending school abroad. Each year, almost 2000 students accept the challenge of completing an entry for the Intel Science Talent Search, with finalists competing for the top prize, a $100,000 scholarship. **sciserv.org/sts/**
- ☐ Talent Identification Program (TIP), Duke University locations in 16 states SAT or ACT in 7th grade, States: AL, AR, FL, GA, IA, KS, KY, LA, MS, MO, NE, NC, OK, SC, TN, TX)
- ☐ Washington Search for Young Scholars, University of Washington, Washington, ACT in 8th grade

12.3.17 Competitions

- ☐ Future Problem Solving Program engages students in creative problem solving. Founded by creativity pioneer, Dr. E. Paul Torrance, FPSP stimulates critical and creative thinking skills and encourages students to develop a vision for the future. FPSP features curricular and co-curricular competitive, as well as non-competitive, activities in creative problem solving. **www.fpsp.org/**
- ☐ INVENT AMERICA!® is a nonprofit K-8 education program, launched in 1987, that helps children develop creative thinking and problem solving skills through inventing! **www.inventamerica.com/default.cfm**
- ☐ NASA Space Settlement Contest for 6-12th graders (11-18 years old). Individuals, small teams of two to six, and large teams of seven or more may enter. Students develop space settlement designs and related materials.
- ☐ National History Day is a year-long educational program which challenges students in grades 6-12 to discover and interpret history. Information is available at **www.nationalhistoryday.org/**
- ☐ *Odyssey of the Mind*® is an international educational program that provides creative problem-solving opportunities for students from kindergarten through college. Kids apply their creativity to solve problems that range from building mechanical devices to presenting their own interpretation of literary classics. They then bring their solutions to competition on the local, state, and World level. Thousands of teams from throughout the U.S. and from about 25 other countries participate in the program. Not-for-profit organizations administer this program. **www.odysseyofthemind.com/**

12.3.18 Neat Stuff for Children, Parents and Teachers

- ☐ AIMS Education Foundation, a non-profit organization dedicated to enriching teaching and learning through "Activities Integrating Mathematics and Science." Designed by teachers for teachers **aimsedu.org/index.html**
- ☐ BrainPOP is the leading producer of educational animated movies for K-12, demystifing Math, English, Science, Health, Technology and Social Studies topics. Through BrainPOP's online subscription, teachers use movies to enhance traditional classroom learning and parents are given a safe and informative resource for their children. **brainpop.com**
- ☐ Contests, Reading lists, links, and more for kids **hoagiesgifted.org/hoagies_kids.htm**
- ☐ Engineering: The Stealth Profession **discoverengineering.org/aboutengineers.asp**
- ☐ Factory Tours around the United States are available at **factorytoursusa.com/**
- ☐ Funbrain Sections for parents, teachers, kids games **funbrain.com**
- ☐ Gifted Children Magazine: Identification, Encouragement, and Development **gifted-children.com/**
- ☐ Kids Publishing on the Web **kidpub.org/kidpub/**
- ☐ MIT Free Online courseware **ocw.mit.edu/index.html**
- ☐ (Be a) NASA Explorer School **explorerschools.nasa.gov/portal/site/nes/**
- ☐ National Center for Educational Accountability: The center is a collaborative effort to improve learning through the effective use of school and student data and the identification of best practices. **nc4ea.org**
- ☐ Rhode Island State Advisory Commission on Gifted and Talented Education – under interesting links, mostly called "homework helpsites" **ri.net/gifted_talented/kids.html**
- ☐ Seussville features games based on Dr. Seuss's books, extensive biographical information on the man behind them, a cyberspace playground, and a collection of shockwave and printable games based on the Dr. Suess stories. **seussville.com**
- ☐ Stop Bullying Now **stopbullyingnow.hrsa.gov/index.asp**
- ☐ US Department of Education Web site: **ed.gov**

Math

- ☐ House of Math word problems **www.mathstories.com**
- ☐ Math Cats Web site **www.mathcats.com/contents.html**
- ☐ Math Teaching Resources **www.nsa.gov/teachers/teach00006.cfm**

Mythology

- ☐ **pantheon.org** has the Encyclopedia Mythica, with more than 6,100 entries on mythology from around the world.

- ☐ Greek Mythology Web site is produced by the Australian Broadcasting Corporation in association with The University of Melbourne's Centre for Classics and Archaeology. **wingedsandals.com/**

History

- ☐ British Museum has outstanding collections that cover world cultures from Prehistory to the present day. **thebritishmuseum.ac.uk**
- ☐ **ourdocuments.gov/content.php?page=milestone** has information from the National Archives about 100 milestone documents in American history
- ☐ National Women's History Project Web site offers opportunities for thorough research on topics in women's history, including coverage of female historical figures, an illustrated quiz about notable women and links to other relevant sites. **nwhp.org/**
- ☐ U.S.S. Constitution, The only official site of Old Ironsides. **ussconstitution.navy.mil/**
- ☐ National security archive (declassified collections of historical events **nsarchive.chadwyck.com/**

Art

- ☐ Getty Foundation Art site **getty.edu/artsednet/**
- ☐ Louvre Virtual Tour **louvre.or.jp/louvre/QTVR/anglais/**

Science

- ☐ Award-winning space science sites (links): **educationworld.com/a_tech/sites/sites033.shtml**
- ☐ Challenger Learning Center Network **challenger.org/** consists of educational simulators located in 51 sites across the United States, Canada and the United Kingdom. Staffed by master teachers, each Center has a two-room simulator, consisting of a space station, with communications, medical, life, and computer science equipment, and a mission control room patterned after NASA's Johnson Space Center and a space lab ready for exploration.
- ☐ Cool Cosmos Caltech infrared astronomy site: **coolcosmos.ipac.caltech.edu/**
- ☐ Discovery School **school.discovery.com/**
- ☐ Hands-On Science Outreach is a recreational science program for children from pre-kindergarten (age 4) through sixth grade. It is a community program that stimulates "science in your life" awareness through the fun of active involvement in experiments, games, music, and projects. The program provides activities, Adult Leader training and hands-on materials which go home with the children. The classes are offered in rotation so that children can continually participate without repeating. HOSO, 12118 Heritage Park Circle, Silver Spring, MD 20906, 301/929-2330, Fax: 301/929-2334, Web site: **hands-on-science.org**
- ☐ Insect Lore **insectlore.com/**
- ☐ ISS Earthcam: **earthkam.ucsd.edu/index.shtml**
- ☐ Junior Engineer **jets.org**
- ☐ NASA Kids: The best place for kids interested in space, science, rockets, astronauts and the solar system. kids.msfc.nasa.gov/
- ☐ NASA **nasa.gov**
- ☐ National Engineering Week **Eweek.org**
- ☐ Reeko's Mad Scientist Lab **spartechsoftware.com/reeko/**
- ☐ Science Experiments: **surfnetkids.com/experi.htm, fatlion.com/science/, hhmi.org/coolscience/index.html**
- ☐ U.S. Department of Education Helping Your Child Learn Science— There are sections on activities at home and activities in the community. **ed.gov/pubs/parents/Science/index.html**
- ☐ Weekly science experiments that can be done with household items. Topics vary from physics, chemistry, biology, earth science, etc. Most are easy enough for young students, and most can be adapted for older students and adults. **groups.yahoo.com/group/krampf**
- ☐ ZOOM (science experiments) **pbskids.org/zoom/activities/sci/**

12.3.19 Catalog Resources for GCCs.

These catalogs have been recommended by GCCs and parents of Young Mensans, and are included in this Handbook as a convenience for GCCs. Their inclusion in this Handbook in no way constitutes an endorsement by American Mensa of the catalogs or the businesses behind them. Contact information is accurate as of October 2004.

Good educational materials can be obtained from a variety of sources, especially for younger children. Many parents have found excellent resources in Montessori catalogs and home school catalogs.

Book Catalogs

These catalogs primarily offer books and workbooks. However, they may also sell other products.

Bright Ideas for the Gifted and Talented, A.W. Peller & Associates, Inc., 116 Washington Avenue, P.O. Box 106, Hawthorne, NJ 07507-0106. 800/451-7450 or 973/423-4666, FAX 973/423-5569 **www.awpeller.com**

Critical Thinking for Gifted Kids, P.O. Box 448, Pacific Grove, CA 93950-0448. 800/458-4849 (to order), 800/458-4849 (customer service), FAX 831/393-3277. **www.CriticalThinking.com/parent**

Dandy Lion Publications, 3563 Sueldo, Suite L, San Luis Obispo, CA 93401-7331. 800/776-8032 or 805/543-3332, FAX 805/544-2823. **dandylionbooks.com** email: **dandy@dandylionbooks.com**

Dover Publications, Inc., 31 East 2nd Street, Mineola, NY 11501-3582. FAX 516/294-9758. **doverpublications.com** email: **service@doverpublications.com**

Free Spirit Publishing Inc., 217 Fifth Avenue North, Suite 200, Minneapolis, MN 55401-1299. 800/735-7323 or 612/338-2068 (to order), 866/703-7322 (customer service), FAX 612/337-5050. **freespirit.com**

Great Potential Press, Inc., P.O. Box 5057, Scottsdale, AZ 85261. 877/954-4200, FAX 602/954-0185. **giftedbooks.com info@giftedbooks.com**

Prufrock Press, P.O. Box 8813, Waco, TX 76714-8813. 800/998-2208 or 254/756-3337, FAX 800/240-0333 or 254/756-3339. **prufrock.com**

Zanca, 351 Concord Road, Northfield, NH 03276. 800/397-4156. **zancas.com** Note: this is the company behind the Mensa Boutique.

The Zephyr Catalog, 814 N. Franklin Street, Chicago, IL 60610. 800/232-2187, FAX 312/337-5985. **www.zephyrpress.com**

Game, Toy, and Puzzle Catalogs

Constructive Playthings, 13201 Arrington Road, Grandview, MO 64030-2886. 800/832-0572 (to order), 800/448-7830 (customer service), FAX 816/761-9295. **www.constplay.com** email: **ustoy@ustoyco.com**

Highlights, 2300 Hidden Picture Drive, P.O. Box 182112, Columbus, OH 43218-2112. 800/422-6202 (to order), 888/876-3810 (customer service), FAX 888/285-7110. **highlights.com**

Intelligence Outfitters, 401 Broadkill Road, Milton, DE 19968. 800/804-6785 (to order), 302/684-1547 (customer service), FAX 302/684-1593. **www.terrifictoy.com, www.puzzlespuzzles.com email: info@terrifictoy.com**

Mindware, 2100 County Road C West, Roseville, MN 55113. 800/999-0398 (to order), 800/274-6123 (customer service), FAX 888/299-9273. **MINDWAREonline.com**

Young Explorers, P.O. Box 3338, Chelmsford, MA 01824-0938. 800/239-7577, FAX 800/866-3235 **www.YoungExplorers.com**

Zometool, Inc., 601 East 48th Avenue Denver, CO 80216 USA 888/966-3386 email: **sales@zometool.com www.zometool.com/**

Mensa Logo Items

Mensa Boutique, 351 Concord Road, Northfield, NH 03276. 800/MENSA4U 800/636-7248 or 603/286-2092, FAX 603/286-2093. **www.mensaboutique** email: **zanca@mensaboutique.com**

Twice exceptional

Integrations, Solutions for kids with learning and sensory differences, One Sportime Way, Atlanta, GA 30340, orders: 800/850-8602, Customer Service 800/850-8603, FAX 800/845-1535 **www.integrationscatalog.com/index.jsp**

Salt of the Earth Weighted Gear: Weighted aids for children with autism, PDD, ADHD and other sensory disorders. 414 Rd. D1050, Henderson, NE 68371, **www.saltoftheearthweightedgear.com/index.html**

Supply Catalogs

The catalogs listed in this category are useful resources for large quantities of inexpensive toys, puzzles, prizes, and crafts that can be used with groups of Young Ms.

American Science and Surplus, P.O. Box 1030, Skokie, IL 60076. 847/647-0011, FAX 800/934-0722. **www.sciplus.com**

Oriental Trading Company, Inc., P.O. Box 2308, Omaha, NE 68103-2308. 800/228-2269 (to order), 800/228-0475 (customer service), 800/327-9678 (catalog request), 800/327-8904 (FAX). **www.orientaltrading.com.**

U.S. Toy Company, 13201 Arrington Road, Grandview, MO 64030-2886. 800/255-6124 (to order), 800/832-0224 (customer service), FAX 816/761-9295. **www.ustoy.com. email: ustoy@ustoyco.com**

12.4 Forms

AML GCP forms follow. Permission has been granted to GCCs to reproduce any forms in this section.

12.4.1 GCC Application

This form is also available at:
www.secure.us.mensa.org/members/only/includes/admin_forms/GCCApplication.pdf

GCP Background Check Authorization Form

This is for use by non-GCCs. This form is also available **at www.us.mensa.org**.

AMERICAN mensa LTD.

Gifted Children's Coordinator Application

Complete the following and mail to:
GCC Application, American Mensa, 1229 Corporate Dr W, Arlington, TX, 76006, or fax to 1-817-649-5232.

Personal Information

Name (Last, First, Middle)		Member #
Region/Group #		Social Security # - -
Address (Street, Apt #)		Telephone # -
City, State, Zip Code		Daytime # -
Email Address	Birth Date / /	Driver's License #/State

Current Employment

Current Employer
Position
Address (Street, Apt #)
City, State, Zip Code

Experience

Please list your experience working or volunteering with children.

Position	Organization	City	State	Dates

References

Please provide the following information for two people who we may contact as references.
These people should be able to give us information about your previous experience working with children.

Name	Address	Telephone #	Capacity in which they know you

Gifted Children's Coordinator Application – Page 2

Personal Information	
Name (Last, First, Middle)	Member #

Have you ever been convicted of or pleaded guilty to a felony? If yes, please explain.
(include offense, when, where, final disposition)

Please list any other legal names you have gone by:

Please list any other states you have lived in:

I hereby affirm that my answers to the above questions are true, correct, and complete. As a condition of my appointment as a local Gifted Children's Coordinator, I give permission to American Mensa, Ltd. to conduct a background check on me, which may include a review of sex offender registries, child abuse and criminal history records. I understand that my continued appointment as a local Gifted Children's Coordinator is conditional upon American Mensa, Ltd. receiving no inappropriate information on my background.

Signature	Date

Office Use Only:

Received	_____
LocSec Approval	_____
Background Check Completed	❑ Yes ❑ No
Fwd Application/Background Check to GCPC	_____
GCPC	❑ Approved ❑ Denied
Response Sent To Applicant	_____

AMERICAN mensa LTD.

12.4.2 GCP Background Check Authorization Form

Complete the following and mail to:
GCP Background Check, American Mensa, 1229 Corporate Dr W, Arlington, TX, 76006, or fax to 1-817-649-5232.

Personal Information		
Name (Last, First, Middle)		Member #
Region/Group #		Social Security #
Address (Street, Apt #)		Telephone #
City, State, Zip Code		Daytime #
Email Address	Birth Date	Driver's License #/State

Have you ever been convicted of or pleaded guilty to a felony? If yes, please explain.
(include offense, when, where, final disposition)

Please list any other legal names you have gone by:

I hereby affirm that my answers to the above questions are true, correct, and complete. I give permission to American Mensa, Ltd. to conduct a background check on me, which may include a review of sex offender registries, child abuse and criminal history records. I understand that my position supervising children is conditional upon American Mensa, Ltd. receiving no inappropriate information on my background.

Signature	Date

Office Use Only:

Received _____

Background Check Completed ☐ Yes ☐ No

Fwd Authorization/Background Check to GCPC _____

GCPC ☐ Approved ☐ Denied