The effectiveness of advocacy efforts is often dependent on the concepts of positioning and timing. Advocates recognize that where and when ideas are promoted maximizes their abilities to influence. As educational programs vie for fiscal and academic support in today’s socio-political climate, positioning and timing become even more vital to gain the attention and support necessary to sustain gifted education as a concept and service.

The spill-over effect is intended to gather support for gifted education by illustrating where and when it can provide meaningfully and successfully for the education of students in other programs. Germane to the spill-over effect is the concept of reciprocity among educational programs or the means by which one program can share content and pedagogy to enhance another program. The spill-over effect reinforces the affiliation, rather than the isolation, of gifted education. This advocacy strategy evokes controversy. Some people argue that the spill-over effect obliterates the distinctiveness of gifted education and diminishes its value. Others argue that every specialized educational program can contribute to the education of all students under certain conditions. While these arguments continue and are not resolved easily, the need and efforts to advocate on behalf of gifted students also continues and must be addressed.

Positioning and timing the spill-over effect is dependent on a sequence of activities, each of which demands specific attention to purpose and appropriate rhetoric. This is necessary in order to achieve where and when gifted education can be shown as a significant contributor and partner with other programs.

**Positioning the Spill-Over Effect**

**Step 1: Similarity**

This step requires that the advocate listen intently to identify the “place” where gifted education and another program share a common goal. “We are trying to accomplish the same objective!” is the rhetoric stimulating the possible connection between programs.

**Step 2: Attachment**

This step reinforces the benefits of a shared effort, the establishment of an academic relationship, and the development of collegiality. “We can work together to . . .” is the rhetoric important to initiate the attachment process.

**Step 3: Explanation**

This step stresses the specific qualities of the content or pedagogical practice that will spill over from gifted education to another program. This step pro-
vides the clarity necessary for implementation of the practice that will spill over. “This is how to . . .” is the initial rhetoric important to this step.

**Step 4: Integration**

This step facilitates how each program can share practices without loss of the program's identity and uniqueness. “While we will be . . . we still will be . . .” is the essential rhetoric of this phase of the spill-over advocacy strategy.

Advocacy efforts that are specific in purpose and precise in procedure are more apt to be influential in shaping opinion and action. The steps to conduct the spill-over effect have the potential to create the opportunity for educators to engage in dialogue and either directly or indirectly find the place and time to support their own and each other’s programs.

---

**Statement of Ownership, Management, and Circulation (PS Form 3526)**

1. Publication Title: Gifted Child Today
2. Publication Number: 1076-2175
3. Filing Date: 10/10/03
4. Issue Frequency: Quarterly
5. Number of Issues Pub. Annually: 4
6. Annual Subscription Price: $35
7. Complete Mailing Address of Known Office of Publication:
   Prufrock Press, Inc.
   100 North 6th Street, Suite 400
   Waco, Texas 76701-2032
8. Complete Mailing Address of Headquarters or General Business Office:
   Prufrock Press, Inc.
   100 North 6th Street, Suite 400
   Waco, Texas 76701-2032
9. Complete Mailing Address of Publisher, Editor, and Managing Editor:
   Publisher: Joel McIntosh
   100 North 6th Street, Suite 400
   Waco, Texas 76701-2032
   (Joel McIntosh)
   Waco, Texas 76701-2032
    100 North 6th Street, Suite 400
    Waco, Texas 76701-2032
11. Known Bondholders, Mortgagees, and Other Security Holders or Holding 1 Percent or More, etc.: None
12. Tax Status: Has Not Changed During the Preceding 12 Months
13. Publication Title: Gifted Child Today
14. Issue Date for Circulation Data Below: Fall 2003

<table>
<thead>
<tr>
<th></th>
<th>Average for 12 Months</th>
<th>No. Copies of Most Recent Single Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>15a. Total Number of Copies:</td>
<td>7,262</td>
<td>6,650</td>
</tr>
<tr>
<td>15b1. Paid-Requested Outside-County Mail Subscriptions:</td>
<td>6,734</td>
<td>6,405</td>
</tr>
<tr>
<td>15b2. Paid In-County Subscriptions:</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15b3. Sales Through Dealers:</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15b4. Other Classes Mailed Through USPS:</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15c. Total Paid and/or Requested Circulation:</td>
<td>6,734</td>
<td>6,405</td>
</tr>
<tr>
<td>15d1. Outside-County as Stated on Form 3541:</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15d2. In-County as Stated on Form 3541:</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15d3. Other Classes Mailed Through USPS:</td>
<td>28</td>
<td>45</td>
</tr>
<tr>
<td>15e. Free Distribution Outside Mail:</td>
<td>500</td>
<td>200</td>
</tr>
<tr>
<td>15f. Total Free Distribution:</td>
<td>528</td>
<td>245</td>
</tr>
<tr>
<td>15g. Total Distribution:</td>
<td>7,262</td>
<td>6,650</td>
</tr>
<tr>
<td>15h. Copies Not Distributed:</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15i. Total:</td>
<td>7,262</td>
<td>6,650</td>
</tr>
<tr>
<td>15j. Percent Paid and/or Requested Circulation:</td>
<td>92%</td>
<td>96%</td>
</tr>
</tbody>
</table>
16. Publication of Statement of Ownership will be Printed in the Winter 2004 issue.
17. Signature: Ginny Bates, Business Manager

---

**Developing Mathematical Talent**

Written for teachers and parents of mathematically talented youth in elementary and middle school, Developing Mathematical Talent is a multifaceted handbook that integrates the unique roles of educators and parents. Rather than providing a formula to address the needs of all mathematically gifted students, the book responds to the issues concerning the wide range of abilities represented by talented students. The regular curriculum is inappropriate for most talented youth, and this book provides a means for identifying the needs of mathematically talented students and matching the curriculum to those needs.

Taken as a whole, Developing Mathematical Talent describes a systematic model for comprehensively programming and planning for mathematically talented youth. It provides teachers and parents with the tools they need to plan effectively for their students. It will be an essential addition to the libraries of gifted coordinators and mathematics curriculum specialists.

Item #922 $27.95 400 pages

[Click here to order](www.prufrock.com)  
Call (800) 998-2208  
Fax (800) 240-0333