

## Gifted Child

### TWICE-EXCEPTIONAL CHILDREN

— By Kevin Besnoy



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for Gifted Studies**

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In June of 2003, The Frances A. Karnes Center for Gifted Studies began a research study titled *Appropriate Practices for Screening, Identifying, and Instructing Gifted/Disabled Youth*. Funded by the federal government, this project sought to identify appropriate practices for screening, identifying, and instructing youth who are gifted/disabled. To structure the research, the state of Mississippi's four categories of giftedness (intellectual, academic, creative, and artistic) and specific disabilities under the Individual with Disabilities Education Act 1997 (autism, deaf-blindness, deafness, emotional disturbance, multiple disabilities, orthopedic impairment, specific learning disability, speech or language impairment, traumatic brain injury, and visual impairment) were used.

Appropriate identification of gifted and talented students with disabilities is a growing concern for educators. Research has indicated that students' abilities are often masked by their disabilities; therefore, educators and parents tend to focus only on remediation. Research has also revealed that many gifted students use their strengths to compensate for their disabilities, which may cause the disability to go unnoticed.

Project personnel exhaustively reviewed relevant literature and wrote a 'Best Practices Manual' that serves as a guide for educators to better serve this unique population. In addition, personnel assessed students at the Mississippi School for the Deaf and the Mississippi School for the Blind to help screen for potential gifted students. Information gleaned from the research and work at the two schools was presented at four teacher training sessions in Jackson, Hattiesburg, Biloxi, and Columbus. Attendees to the training sessions included teachers of the gifted, special education teachers, regular education teachers, administrators, psychometrists, and parents.

Although it may be difficult to comprehend, it is possible for a child to be gifted and have a disability. Twice-exceptional students possess many strong intellectual, academic, artistic, and creative skills. Teachers, parents, and students must work together in order to screen, identify, and instruct this unique population. Educators must not solely rely on a single test in order to label a child as gifted, learning disabled, or both. Finally, instruction needs to boost self-efficacy, promote strengths, and provide coping strategies to compensate for disabilities.

Regardless of the disability, twice-exceptional students have distinctive characteristics that

*(Continued on page 3)*



*Kevin Besnoy, Dr. Frances A. Karnes, and Sandee Manning are shown with the publication *Appropriate Practices for Screening, Identifying, and Instructing Gifted/Disabled Youth*. The publication was created as part of a grant from the U.S. Department of Education and The University of Southern Mississippi.*

# FROM THE DIRECTOR



Dr. Frances Karnes, Director

## DEAR FRIENDS:

The 25th anniversary of The Frances A. Karnes Center for Gifted Studies is being celebrated throughout 2004. Students attending the Saturday Gifted Studies Program enjoyed cupcakes with "25" in red frosting and sang "Happy Birthday" to the Center on February 14, 2004. The Day of Sharing for Teachers of the Gifted was conducted on March 5. A wonderful reception for teachers of the gifted, administrators, and special education program developers was held on April 18. We wish to thank Susan and Garland Steadman, Stella and Gene Fair, and Lyn Wellons for hosting the event. An Appreciation Reception focusing on the faculty and staff, who have been very helpful to the Center, was held on April 28 at the Museum of Art on The University of Southern Mississippi Campus. Many activities will be conducted in the fall.

Recent Center research has focused on screening, identifying, and serving gifted/disabled students. Within this issue are books and Web sites relevant to the gifted/disabled. The Center has been awarded a new federal grant, Appropriate Practices for the Screening, Identification, and Instruction of Preschool Gifted Students, which began in June.

My deepest appreciation to all the gifted children and youth, their teachers, parents, and administrators for making our 25th anniversary a huge success.

Sincerely yours,

Frances A. Karnes, Ph.D.  
 PROFESSOR, *Curriculum, Instruction, and Special Education*  
 and DIRECTOR, *The Frances A. Karnes Center for Gifted Studies*  
 The University of Southern Mississippi

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**MISSISSIPPI ASSOCIATION FOR GIFTED CHILDREN**

[www.msms.k12.ms.us/MAGC](http://www.msms.k12.ms.us/MAGC)  
 Search Gifted Legislation/Law

## Thank You! Thank You!

We wish to thank our donors who have continued to support the Frances A. Karnes Endowed Scholarship, the Christopher J. Karnes Gifted Education Memorial Funds, the Summer Program for Academically Talented Youth, and Friends for Gifted Education. The Friends fund was established in 1999 for scholarships for needy and eligible students to attend our summer programs and the Saturday Gifted Studies Program.

### PROGRAM SPONSORS

Sponsorships for our programs also provide necessary funding for program support and student scholarships. Programs and sponsors are

SATURDAY GIFTED STUDIES PROGRAM

PURPLE PARROT CAFÉ  
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LEADERSHIP STUDIES PROGRAM



SUMMER GIFTED STUDIES PROGRAM



PARENTING GIFTED CHILDREN CONFERENCE



SUMMER PROGRAM FOR ACADEMICALLY TALENTED YOUTH



FORREST GENERAL HOSPITAL



### MISSION STATEMENT

Beginning in 1974, programs and other endeavors in gifted education were initiated at The University of Southern Mississippi. The Center for Gifted Studies was established in 1979 and dedicated as The Frances A. Karnes Center for Gifted Studies in 1999, its central purpose to further the education of gifted students and those with leadership abilities through teaching, research, and service. Emphasis is also placed on these areas for those interested in the gifted: teachers, parents, administrators, psychologists, counselors, and other concerned citizens.

### SERVICES

Many services are offered through the Center. Instructional programs are provided for intellectually gifted students in grades pre-kindergarten through 12. The Saturday Gifted Studies Program provides instruction for students in pre-kindergarten through 12th grade for seven consecutive Saturdays during the months of January and February. The Summer Gifted Studies Program, a one-week residential program, serves youth in grades four through eight, while the Summer Program for Academically Talented Youth, a three-week residential program, serves students in grades seven through 10. The Leadership Studies Program is a one-week summer residential program designed to develop leadership concepts and skills and is offered for students enrolled in grades six through 11. Leadership competitions are held for students in grades seven through 12 each year and are designed to develop leadership skills and style and to build self-confidence. Teacher training and staff development are provided for regular education personnel and for teachers who specialize in gifted education. A conference for parents of gifted youth and other concerned adults is provided on an annual basis. In addition, research is conducted in rural and urban schools in response to issues in the field of gifted education.

(Continued from page 1)

must be understood by teachers, parents, and school administrators. General characteristics of twice-exceptional students include

- intelligence
- ingenious problem-solving skills
- poor social skills
- exceptional memory
- frustration
- quick conceptualization of ideas
- advanced abstract reasoning skills
- academic achievement below academic potential

Research demonstrated that traditional identification procedures do not always indicate the full potential of many of these students. To meet their various needs, educators and parents must work together to improve the screening and identification methods for the gifted/learning disabled population. Thus, a more comprehensive approach is needed for identification purposes. These include

- creating a developmental history
- using standardized behavioral rating scales
- looking for evidence of an outstanding talent/ability
- examining student portfolios
- allowing for nominations to the gifted program from persons outside the school setting
- using nonverbal measures of intelligence for the screening and identification process

Appropriate curriculum planning will help students who are gifted/disabled overcome their disabilities and maximize their potential. The curriculum must be challenging enough to

engage these students in their learning, provide alternate ways of accessing information, and offer options for communication that tap into their unique talents. When instructing students who are gifted/disabled, it is necessary to teach them to use their strengths to overcome their disabilities. According to the literature, there are specific instructional strategies that are appropriate to use with the twice-exceptional population.

These strategies include

- developing social skills
- establishing a daily routine
- differentiating the curriculum
- encouraging cooperation among all teachers, parents, administrators, and student
- allowing for multiple program options
- developing strengths so that students can compensate for their disabilities
- designing activities to engage the learner in real-world learning
- building self-esteem

It is important to remember that these students are only limited by their disabilities if they are denied appropriate educational experiences. The ultimate goal of this project was to raise awareness to the unique needs of the twice-exceptional population. To better accomplish this, project personnel created public relations materials such as brochures, posters, handouts, and a Web site ([www.usm.edu/gifted\\_disabled/gifted\\_overview.html](http://www.usm.edu/gifted_disabled/gifted_overview.html)). For more information on this project, please contact the Center. ●

## BOOKS AND RESOURCES *for Twice Exceptional Children*

Bireley, M. (1995). *Crossover Children: A Sourcebook for Helping Children Who Are Gifted and Learning Disabled* (2nd ed.). Reston, VA: Council for Exceptional Children.

This informative resource for parents and teachers provides approaches on how to teach twice-exceptional students to use problem solving and other cognitive strategies to meet their individual needs. They will learn appropriate techniques for selecting, adapting, and using instructional strategies and materials according to the characteristics of children who are gifted/learning disabled.

Whitmore, J. R., & Maker, C. J. (1985). *Intellectual giftedness in disabled persons*. Rockville, MD: Aspen Systems Corp.

This is an account of five intellectually gifted students with disabilities. In addition to the detailed cases, three chapters are dedicated to issues and recommendations surrounding twice-exceptional students.

Atwood, T. (1998). *Asperger's syndrome: A guide for parents and professionals*. London: Jessica Kingsley.

This book describes the unusual characteristics of Asperger's Syndrome and effective instructional strategies for parents and educators.

Powers, M. D. (2000). What is autism? In M. D. Powers (Ed.) *Children with autism: A parents' guide*, 2nd edition (pp. 1-44). Bethesda, MD: Woodbine House.

This book sheds some light into the lives of children with autism and what steps parents can take to ensure that their child receives appropriate educational services.

Cline, S., & Schwartz, D. (1999). *Diverse populations of gifted children*. Upper Saddle River, NJ: Merrill.

Written to provide educators with the knowledge to aid in planning appropriate instructional strategies for gifted children from special pop-

ulations, this book is a resource for regular classroom teachers. It describes methods that teachers can utilize to enable twice-exceptional students to compensate for their disabilities.

Baldwin, A.Y., & Vialle, W. (1999). *The Many Faces of Giftedness: Lifting the Masks*. Belmont, CA: Wadsworth Publishing Company.

Dedicated to diverse populations of gifted students, there is a section on the characteristics and instructional needs of twice-exceptional students.

Seeley, K. (1998). Underachieving and talented learners with disabilities. In J. VanTassel-Baska (Ed.), *Excellence in educating gifted & talented learners* (83-93). Denver, CO: Love Publishing Company.

This chapter is dedicated to providing teaching strategies to educators and parents of twice-exceptional children. Included is a comprehensive list of characteristics of this population and a great collection of resources.

Baum, S. M., Owen, S. V., & Dixon, J. (1991). *To be gifted and learning disabled: From identification to practical intervention strategies*. Mansfield Center, CT: Creative Learning Press, Inc.

This excellent resource for educators describes identification procedures and instructional strategies to employ with twice-exceptional children. There are a number of informative charts and diagrams that help teachers, administrators, and parents create appropriate programming for students who are gifted/disabled.

Lovecky, D. V. (2004) *Different Minds: Gifted Children with ADHD, Asperger Syndrome, and other Learning Deficits*. London: Jessica Kingsley Publishers.

This book describes the challenges that twice-exceptional children face. Each chapter discusses the characteristics specific to each disability and explains how giftedness is manifested. ●

# JASON DORSEY *Jason Dorsey*

On Thursday, December 2, 2004, at 6:30 p.m., The Frances A. Karnes Center for Gifted Studies will host a 25th anniversary dinner celebration at the Hattiesburg Lake Terrace Convention Center. Jason Dorsey, a nationally recognized motivational speaker, will appear to share his inspirational story, *'How Gifted Education Changed My Life.'* Jason has been featured on NBC's *Today Show*, ABC's *The View*, and the *Chicken Soup for the Soul* series. In the past, Jason's audiences have included students, teachers, administrators, parents, and corporate executives.

In addition to Jason Dorsey, The Frances A. Karnes Center for Gifted Studies will announce the winners of the "What Gifted Education Means to Me" writing contest. This writing contest is open to all identified gifted students.

For more information on the event or the writing contest, please contact The Frances A. Karnes Center for Gifted Studies at (601) 266-5236 or e-mail us at [gifted.studies@usm.edu](mailto:gifted.studies@usm.edu)

## *What Gifted Education Means to Me*

### GUIDELINES FOR WRITING CONTEST DEADLINE **NOVEMBER 1, 2004**

#### GUIDELINES FOR ENTRY:

- The contest is open to students in kindergarten through 12th grade who have been identified as gifted.
- A personal narrative essay of 200 words or fewer titled *What Gifted Education Means to Me* may be submitted for judging.
- The essay should be typed, double-spaced in 12-point font and submitted on or before November 1, 2004, to The Frances A. Karnes Center for Gifted Studies (no entries delivered or postmarked after this date will be accepted).
- Essays should include a cover letter with the name, address, age, grade, school, and telephone number of the writer. Identifying information should **not** appear elsewhere on the essay.
- Winning essays will be judged from the following grade-level categories: Kindergarten; 1st-2nd grades; 3rd-4th grades; 5th-6th grades; 7th-8th grades; 9th-10th grades; and 11th-12th grades.
- Each entry will be judged by a volunteer panel of local writing and education professionals.
- Essays will be judged according to their exploration of the topic, sincerity of thought, usage and mechanics, and writing style.
- Honors will be as follows: 1st place-\$50; 2nd place-\$30; 3rd place-\$20.
- Winners will be announced at the 25th Anniversary Dinner Gala to be held on December 2, 2004, at which time 1st-place winners will read their stories.
- Family members of the staff of The Frances A. Karnes Center for Gifted Studies are not eligible for the contest.
- Essays will not be returned.
- Entries should be submitted only by U.S. mail or hand delivered to

The Frances A. Karnes Center for Gifted Studies  
The University of Southern Mississippi  
118 College Drive #8207  
Hattiesburg, MS 39406-0001

### RECEPTION FOR TEACHERS OF THE GIFTED

On April 18, 2004, a reception was hosted by Mr. Gene and Dr. Stella Fair, Mr. and Mrs. Garland Steadman, and Mrs. Lyn Wellons for teachers of the gifted and their principals. The occasion provided an opportunity for the Center to acknowledge the work and dedication of teachers from around the state. In addition, attendees took time to share their memories of the Center's past 25 years with Dr. Karnes and to view a collection of photographs documenting many of these events.

### APPRECIATION RECEPTION FOR STAFF AND FACULTY AT USM

On April 28, 2004, The Frances A. Karnes Center for Gifted Studies hosted an Appreciation Reception for the staff and faculty of The University of Southern Mississippi in the university's Museum of Art. The event allowed Dr. Karnes to acknowledge those individuals at the university who have been instrumental to the success of the programs offered by the Center. In addition, the occasion gave Dr. Karnes the opportunity to share with the guests the difference that their time and effort has made on the overall quality of gifted education in the state of Mississippi.

## Parenting a Twice-Exceptional Student

She's read all five Harry Potter books at least six times but has to use a checklist to get dressed in the morning. At age eight, Savannah is a beautiful intellectually gifted child who is also "gifted" with ADHD. We continue to struggle to find appropriate medication that does not dim her intellect or squelch her bubbly personality.

There are distinct challenges in raising a bright child who can't focus. Life would be wondrous with these charming children if there were no deadlines or time constraints. Routines and deadlines are incomprehensible to children with ADHD. Frustration comes in trying to push these darling square pegs into round holes. Their intellect belies their inability to focus.

By reducing routine tasks to small, measurable increments, we have had some success in moving Savannah through daily tasks. Her quick wit and intellect often collide with our attempts to regulate her life. Accordingly, we try to give her as much free time as possible to counteract the control we have to maintain over certain areas of her life. It is very easy to become frustrated with a child when logic tells you she should be able to perform these basic functions. We have

also enrolled her in Tae Kwon Do, which teaches discipline and accountability. This regimen seems particularly appropriate for children with ADHD.

Humor is a very important part of our life with Savannah. You have to laugh at a child who would rather sleep in her clothes than get dressed the next morning! While there are certainly areas of life that are nonnegotiable, we try to find as many opportunities as possible for her to make her own choices. She very often makes poor choices and seems to learn nothing from them. It is definitely disheartening to watch a bright child fail at simple tasks.

Through it all, Savannah maintains a bright optimism that is often missing in "normal" children. She is rarely frustrated and truly starts with a fresh slate each day. Old hurts are erased, and she never bears a grudge. It is very easy to focus on the shortcomings of children with ADHD. We try to celebrate the things we love about Savannah and hope that the other things will come in time. There are many gifts in life...we consider Savannah to be one of the greatest!

— By Susan Steadman

## Saturday Gifted Studies

### THE 2004 SATURDAY GIFTED STUDIES PROGRAM



*Greg Brust and a group of students involved in a hands-on Polymer Science activity during the 2004 Saturday Gifted Studies Program.*

More than 140 students in grades K-12 spent their weekends learning about everything from inventions to polymers to debate in the 2004 Saturday Gifted Studies Program. Students from across Mississippi and Louisiana traveled to Hattiesburg for seven Saturdays in order to participate in enrichment/acceleration instructional activities on a variety of topics. A special time of celebration was observed in honor of the 25th anniversary of The Frances A. Karnes Center for Gifted Studies on Saturday, February 14, 2004, with cupcakes and singing happy birthday to the Center.

Kindergarten and first-grade students enjoyed "What Makes Us Tick" and "Design Time." Second- and third-grade students participated in "Young Inventors Workshop" and "Dollars and Sense." Fourth through six graders chose between "Living in a Material World" and "Law Connections" or "Author! Author! An Introduction to Creative Writing." Seventh through twelfth grade students honed their reasoning and communication skills in "Debate."

The Saturday Gifted Studies

Program is designed to enhance cognitive and affective abilities of gifted students through planned enrichment and acceleration programming. Emphasis is placed on participation in areas that provide in-depth analysis of specific topics in small group activities with other gifted youth. In order to qualify for the Saturday Gifted Studies Program, students must score at 120 or above on an individually administered IQ test or score at or above the 90th percentile on a group achievement test.

Saturday Gifted Studies Program dates for 2005 are January 15 – February 26, 2005. The 2005 program will feature the addition of classes for pre-kindergarten students to meet the needs of our youngest gifted students. For more information on the programs and services offered through The Frances A. Karnes Center for Gifted Studies, please call (601) 266-5236, e-mail [gifted.studies@usm.edu](mailto:gifted.studies@usm.edu), or visit our Web site at [www.usm.edu/gifted](http://www.usm.edu/gifted).



*Students take time to celebrate the Center's 25th Anniversary during the 2004 Saturday Gifted Studies Program.*

## LEADING THE WAY...

- ▶ **KEVIN BESNOY, M.A.**, is currently a full time graduate student at the University of Southern Mississippi pursuing a Ph.D. in Curriculum, Instruction, and Special Education with a gifted education emphasis. Kevin is also working as a graduate research assistant at The Frances A. Karnes Center for Gifted Studies
- ▶ **AMY BISLAND, PH.D.**, defended her dissertation entitled “An Analysis of the Self Concept of Gifted and Non-Gifted Middle School Students Based on Reading Achievement” in June. In August, she graduated with a Ph.D. in Curriculum, Instruction, and Special Education with an emphasis in gifted education. Beginning in August, 2004, Amy will be teaching second through fifth grade enrichment at South Shades Crest Elementary in Hoover City Schools in Hoover, Alabama. Amy also had the article “Using Learning Strategy Instruction with Students Who are Gifted and Learning Disabled” accepted for publication in *Gifted Child Today*.
- ▶ **JENNIFER BOCHICCHIO, NBCT**, has taught Accelerated and Advanced Placement English at West Marion High School in Foxworth, MS, for ten years. She is the prom advisor and the academic team sponsor. Additionally, she has taught various classes for The Frances A. Karnes Center for Gifted Studies. In 2001, she gained National Board Certification.
- ▶ **MARILYN D. FOXWORTH, PH.D., NBCT**, Director of the Mississippi World-Class Teaching Program at The University of Southern Mississippi, worked in collaboration to create and present the Teacher Guide for the Glory of Baroque Dresden Exhibition. Teacher orientation sessions were conducted across the state to inform and promote the use of these materials within classrooms to encourage cultural awareness through the arts.
- ▶ **SANDRA MANNING, M.S., NBCT**, is currently serving as project coordinator for The Frances A. Karnes Center for Gifted Studies where she is supervising the research study “Appropriate Practices for Screening, Identification, and Instruction of Gifted/Pre-schoolers.” Sandee recently had a book review published in the *Gifted Education Communicator*, a publication of the California Association for the Gifted. She has finished her coursework for the Ph.D. in Special Education with an emphasis in Gifted Education at The University of Southern Mississippi. She plans to graduate in May 2005.
- ▶ **CATHRYN H. PENTECOST, PH. D.**, is currently a gifted and talented facilitator for the Pulaski County Special School District located in Little Rock, Arkansas where she teaches gifted in grades 1-5 and prepares staff development opportunities for her colleagues. She is also an adjunct professor of education for the University of Arkansas at Little Rock. She welcomes other friends of the gifted to contact her at [cpentecost1@comcast.net](mailto:cpentecost1@comcast.net).
- ▶ **PATRICK QUINNELLY**, for the past four years, has been teaching the gifted at Oak Park Elementary School in Ocean Springs, Mississippi. Patrick instructs second through fourth grade students in weekly enrichment classes. His teaching style frequently integrates technology, and he serves as the school’s webmaster. Promoting leadership skills on campus, he serves as the Student Council Sponsor. He is also a sponsor of the school’s Reading, Science, Leadership, and Geography Fairs. Patrick believes in creating memorable learning experiences for his students. For example, he and his classes just returned from an overnight camping trip inside the Emporium Science Center in Mobile, Alabama. During the month of February, his faculty elected Patrick as the 2004 Oak Park Elementary Teacher of the Year.
- ▶ **TRACY RILEY, PH.D.**, is a member of the New Zealand Ministry of Education advisory group for gifted and talented education, and several other advising groups for Ministry initiatives. Additionally, she is on the editorial board for *Gifted Child Today* and co-editor of *APEX: The New Zealand Journal of Gifted Education*. In the summer of 2004, Dr. Riley served as an adjunct professor at The University of Southern Mississippi while on sabbatical from Massey University, where she is a senior lecturer.
- ▶ **ELIZABETH SHAUNESSY, PH.D.**, is currently the Coordinator of Gifted Education and Assistant Professor in the Department of Special Education at the University of South Florida. Elizabeth recently received a new researcher grant to support her investigation of code-switching (between English and Spanish) among gifted bilingual students in middle school. Additionally, she co-authored “Assessing Potentially Gifted Students from Lower Socioeconomic Status with Nonverbal Measures of Intelligence” with Frances A. Karnes, Ph.D. and Yolanda Cobb, which was published in *Psychological Reports*. She is working with a committee of Gifted Program Coordinators affiliated with NAGC to develop initial and advanced standards for graduate programs in gifted education, and will host two summer conferences: 1) in conjunction with the Department of Education and the Florida Association for Gifted for 250 teachers in Florida new to gifted education, and 2) in collaboration with Hillsborough Schools a fall professional development day for 200 teachers of the gifted from that district.
- ▶ **KRISTEN STEPHENS, PH.D.**, recently gave birth to her second child – a baby girl, Karen Abigail. She and Dr. Karnes have had the release of their new book *Empowered Girls: A Girl’s Guide to Positive Activism, Volunteering, and Philanthropy*. The two have also been working on a *Practical Strategies in Gifted Education Series* that will cover a variety of topics (i.e. Acceleration, Affective Education, Curriculum Compacting, Enrichment, Independent Study, Motivation, Questioning, and Technology). The first series will be released by the fall. ●

# Connections

Participants in Programs Conducted by The Frances A. Karnes Center for Gifted Studies

**CRAIG A. COWART** attended the Summer Gifted Studies Programs for several years. He is currently a member of the board of directors for the March of Dimes Memphis Division and works for Lewis Fisher Henderson Claxton & Mulroy, LLP in Memphis, Tennessee.

**CHRISTOPHER R. DANIELS** attended the Summer Gifted Studies Program for several years. Currently he is enrolled in the Master of Arts teaching program at The University of Southern Mississippi and is teaching summer school at Laurel Elementary School. In the fall he hopes to teach chemistry or mathematics.

**BETH GLOVER** attended one of the very first summer programs. She began 2003 by working in two independent films. Later she had the role of Mona Kent in *Dames at Sea*, the musical for the Helen Hayes Theatre Company in Nyack, New York.

**ELGEN HILLMAN** attended the Leadership Studies Program and the Saturday Gifted Studies Program. In the summer of 2004, she graduated with a Ph.D. in Special Education with an emphasis in learning disabilities from the University of Maryland, College Park. Currently she is the post-secondary education trainer at The Institute of Disability Studies on The University of Southern Mississippi campus.

**MATTHEW KRELL** attended the Saturday Gifted Studies Program in 1990-1991. Matthew is a senior majoring in International Affairs at The George Washington University in Washington, D.C. Currently, he is writing his thesis and collaborating with Stephen Peranich of Congressman Gene Taylor's office on the issue of military base closures.

**RICHIE ELKINS MALONE** participated in the very first summer program during the summer of 1977. She and her husband have a big game ranch just west of Hattiesburg, Mississippi, where guests are guided on elk and red deer hunts. They also rent the Big Creek Wildlife Lodge for special occasions such as wedding receptions and dinner parties.

**JONATHAN MASON** participated in the Summer Programs for Academically Talented Youth in 2002-2003. He recently earned the rank of Eagle Scout. Jonathan's Moss Point High School Math and Science Team won top honors in the Mississippi Science and Mathematics Tournament. Jonathan earned full scholarships to attend Alcorn State, Jackson State, Tougaloo College, and The University of Southern Mississippi.

**SARA NICHOLSON** was the second-place winner in the 1997 Leadership Competition in the prepared speech division. She is an International Business major at The University of Southern Mississippi. Sara's accomplishments include Outstanding Freshman Woman, Dean's List, Lambda Sigma Honor Society, and Alpha Lambda Delta Honor Society.

**SUSAN NIEBUR** participated in the Leadership Studies Program I, II, and III. Currently she is a Discovery Program Scientist at NASA Headquarters. Susan is the chief scientist adviser for a line of missions to explore the solar system. As part of her job, she participates in the Dawn Mission to the asteroid belt and runs several grant programs for planetary science research.

**DAN RATCLIFF** attended the Leadership Studies Program and the Summer Gifted Studies Program in 1980 and 1983-1985. After graduating from high school in Hattiesburg, Mississippi, Dan attended The University of Southern Mississippi where he graduated with a degree in business administration. For the past four years, he has been the director of surveillance at the Belterra Resort Casino in Vevay, Indiana.

**SUE REIDY** was a participant in the 2001 Saturday Gifted Studies Program's Debate class. In May of 2004, she graduated from Petal High School.

**WILLIAM SHARP** attended every Saturday Gifted Studies Program from 1991-1999. He attended Hinds Community College in Raymond, Mississippi. William is pursuing a degree in nursing at The University of Southern Mississippi. Upon graduation, he will have also completed a degree in biology.

**PAUL WALDOFF** participated in the Saturday Gifted Studies Program from 1988-1992. He recently graduated from the United States Military Academy with the rank of lieutenant.

**JAY WELLONS, M.D.**, attended the Saturday Gifted Studies Program in 1980 and 1982-1985 and the Summer Gifted Studies Program in 1982 where he met his future wife Melissa Fair Wellons. He graduated from University of Mississippi Medical School in 1995. Currently Jay is an assistant professor of surgery and pediatrics at The University of Alabama, Birmingham.

**MELISSA FAIR WELLONS, M.D.**, attended the Saturday Gifted Studies Program in 1981 and the Summer Gifted Studies Program in 1992 where she met her future husband, Jay Wellons. She graduated from Duke University School of Medicine in 2001 and is currently the Chief Resident at The University of Alabama's Department of Internal Medicine.

**JENNIFER ADELL WILLIAMS** took part in the Leadership Studies Program I, II, and III during the summers of 2000-2002. In May of 2004, she graduated from The Alabama School of Mathematics and Science.



*Dr. Karnes reminisces about the Center with former program attendees Dr. Jay Wellons and Dr. Melissa Fair Wellons, and recent graduate Dr. Amy Bisland at the reception for teachers of the gifted.*

# Book Ends

In this section of the newsletter, we will review books of interest to the field of gifted education.

## *Distinguishing Characteristics of Gifted Students with Disabilities*

Terry Friedrichs  
Prufrock Press, Inc. (2001)  
ISBN 1-882664-69-8

Reviewed by: Sandee Manning, M.S., NBCT

In his book, *Distinguishing Characteristics of Gifted Students with Disabilities*, Terry Friedrichs points to the current lack of knowledge of the gifted/disabled as a key factor limiting our ability to provide services to meet these students' needs. He also identifies an incomplete knowledge of the characteristics of the twice-exceptional along with our inadequate understanding regarding appropriate assessment techniques and service options as important areas needing further investigation. His book seeks to fill the information void and help parents, teachers, and other professionals recognize the twice-exceptional student.

Friedrichs' book is divided into five chapters, each highlighting a different type of disability. These include gifted individuals with mild disabilities, physical disabilities, sensory disabilities, multiple disabilities, and the mentally handicapped. Within each chapter, sections related to learning, motivation, creativity, and leadership and social development make the book an easy-to-use reference and possibly the most comprehensive listing of the characteristics of gifted individuals with disabilities to be found.

Most helpful to the reader are the various tables and charts highlighting additional characteristics of gifted students with specific disabilities such as communication disorders, orthopedic handicaps, and the emotionally disturbed. An extensive note section following each chapter, as well as a comprehensive reference section at the end of the book provides the reader with many avenues for further study of gifted/disabled students. Friedrichs' book is a comprehensive information source of the characteristics of students who have both gifts and disabilities and an important contribution to the field.

## *Uniquely Gifted: Identifying and Meeting the Needs of the Twice-Exceptional Student*

Edited by Kiesa Kay  
Avocus Publishing, Inc. (2000)  
ISBN 1-890765-04

Reviewed by: Kevin Besnoy, M.A.

Providing appropriate services for twice-exceptional students is a growing concern for educators. Kiesa Kay has gathered a collection of articles into a book titled *Uniquely Gifted: Identifying and Meeting the Needs of the Twice-Exceptional Student*. Written by researchers, teachers, parents, administrators, and students who are both gifted and disabled, this insightful resource focuses on the issues facing twice-exceptional children. An enjoyable read, this book is organized into four primary chapters (Family Matters, Teaching Strategies, Research Theory, and Administrative Options). Each chapter offers practical ideas and strategies for enabling the twice-exceptional child to maximize his or her abilities. In addition, there are inspirational vignettes of children overcoming the odds to maximize their potential.

The Family Matters chapter sheds light on the difficulties that confront families with a twice-exceptional child. The Teaching Strategies chapter highlights effective approaches for teachers. Included in this section are helpful hints for collaborating with parents, using technology, and helping students to gain college admittance. The chapter on Research and Theory presents research concerning the characteristics of people who are gifted and disabled. Administrative Options documents a variety of programming alternatives that administrators have created in order to meet all the child's unique needs.

With the growing number of students who have been identified as gifted/disabled, *Uniquely Gifted: Identifying and Meeting the Needs of the Twice-Exceptional Student* should be included in every educator's personal library. Furthermore, this book is a great resource for parents who are in need of help in securing appropriate program options for their twice-exceptional child.

## Fall Day of Sharing 2004 FALL DAY OF SHARING AND PARENTING GIFTED CHILDREN CONFERENCE

Dr. Julia Roberts, director of The Center for Gifted Studies at Western Kentucky University, will be speaking at both the 2004 Fall Day of Sharing and the Parenting Gifted Children Conference. At the Day of Sharing, Dr. Roberts will present *New Approaches to Developing Theme-Based Units: Advanced Content, Process, and Product*. This presentation will demonstrate new techniques for teachers of the gifted to employ when developing theme-based units.

For the Parenting Gifted Children Conference, Dr. Roberts will present *Advocating to Help Your Gifted Child Thrive Academically and Emotionally*. This presentation will provide parents with advocacy strategies.

The 2004 Fall Day of Sharing will be held on Friday, November 12 at the Center for Healthy Living located at the Family Y in Hattiesburg, Mississippi and the Parenting Gifted Child Conference XXI will be held on Saturday, November 13 at Joseph A. Greene Hall located on the Hattiesburg campus of The University of Southern Mississippi.

# Spring Day of Sharing

## THE 2004 SPRING DAY OF SHARING FOR TEACHERS OF THE GIFTED

The 2004 Spring Day of Sharing for Teachers of the Gifted was held March 5, 2004, at the Forrest General Center for Healthy Living at the Hattiesburg Family Y. This conference, conducted by The Frances A. Karnes Center for Gifted Studies, helps educate teachers on current curriculum and instructional practices in gifted education. Forty-two teachers of the gifted from the Pine Belt area and beyond attended the conference. In addition to the practical and informative presentations, teachers enjoyed a time of celebration to honor the 25th anniversary of the Center for Gifted Studies.

During the morning session, Lia Landrum, past president of the Mississippi Association for Gifted Children and teacher of the gifted at South Jones High School in Laurel, gave teachers information on raising money for their gifted and talented programs. Kevin Besnoy and Sandee Manning, doctoral students in Curriculum, Instruction, and Special Education with an emphasis in gifted education at The University of Southern Mississippi, presented on the topic, *Twice-Exceptional Students: Identifying and Serving the Gifted/Disabled*; and Lee Walker, educational consultant with Partnership for Learning and program director at the Interaction Factory, discussed using simulations to teach gifted students.

After lunch, Jean Prather, executive director of the Mississippi Association for Gifted Children, shared important legislative news regarding funding for gifted education in Mississippi. She urged the educators to become advocates in support of services to gifted children in the state. Teachers also had an opportunity to share their own ideas and strategies for teaching gifted students.



*Lee Walker works with a teacher of the gifted at the 2004 Spring Day of Sharing.*

## New Publications

### NEW PUBLICATION FOR GIRLS AND YOUNG WOMEN

Dr. Frances A. Karnes, professor of Curriculum, Instruction, and Special Education and director of The Frances A. Karnes Center for Gifted Studies and Dr. Kristen R. Stephens, coordinator of Education Outreach, Editor in Chief of the *Duke Gifted Letter*, Duke University Talent Identification Program and adjunct assistant professor in Education, co-authored another book on girls. Prufrock Press is the publisher.

*Empowered Girls: A Girl's Guide to Positive Activism, Volunteering, and Philanthropy* offers a hands-on guide for girls wanting to take an active role in their school and community. The authors offer solid reasons for active involvement plus strategies and methods for getting involved. It's all here: sage advice to girls seeking to become positive activists, profiles of girls who are involved in leading their communities, and resources that range from funding sources, to organizations that are seeking volunteers. The book is filled with useful advice, up-to-date resources, Web sites, and more. One of the book's more important sections highlights the accomplishments of girls who have successfully made positive changes in their communities. This book is both a handbook for involvement and empowerment and an inspirational guide for young women wanting to make a difference.

Twenty-seven girls and young women, some of them from Mississippi, are highlighted in the book. Victoria Copland of Clinton collected and sent pens and school supplies to Bosnia. Building a flower bed at a school was the volunteer effort of Shireen Dogar from Madison. Amy Dykman from Brandon collected toy bears for those affected by September

11. Nicole Fortenberry of Hattiesburg also collected bears and gave them to the Forrest County Sheriff's Department. The bears help young children who are afraid. Amanda Napier of Petal volunteered at an animal shelter. Breast cancer awareness was the emphasis of volunteering for Meagan Tidwell of Pontotoc.

### PROCESS SKILLS RATING SCALES – REVISED

Dr. Frances A. Karnes, director of The Frances A. Karnes Center for Gifted Studies and professor of Curriculum, Instruction, and Special Education at The University of Southern Mississippi and Dr. Suzanne M. Bean, professor of Education at the Mississippi University for Women, have co-authored the *Process Skills Rating Scales – Revised*. The original scales were published in 1990. The revision is published by Prufrock Press and offers a systematic method for measuring a student's current skill level and future growth in many skill areas. The scales provide the students in grades kindergarten through twelve, teachers, and parents the skill levels in the following areas: verbal communication, scientific research skills, independent study, written communication, nonverbal communication, critical thinking, creative thinking, library research, and technology. The scales are designed to be used as an information-gathering tool for monitoring student progress in relation to process skills. Content validity was determined by educators in seven states and British Columbia.

Drs. Karnes and Bean have co-authored seven books and many professional journal articles. They are currently revising the textbook, *Methods and Materials for Teaching the Gifted*.

Click on...

## THE CENTER'S EXPANDED WEB SITE



Visit the expanded Web site for the Center at <http://www.usm.edu/gifted>.

Please offer your ideas on information to be added.

### TWICE-EXCEPTIONAL CHILDREN

<http://www.allkindsofminds.org/> – All Kinds of Minds is a private non-profit institute, affiliated with the University of North Carolina at Chapel Hill that offers a powerful system of programs for helping children succeed. The site contains articles and ideas for dealing with certain types of abilities. The site is geared toward parents and educators.

<http://www.asha.org/default.htm> – The mission of the American Speech-Language-Hearing Association (ASHA) is to promote the interests of and the highest quality services for professions in audiology, speech-language pathology, and speech and hearing science, and to advocate for people with communication disabilities.

<http://beachcenter.org> – The Beach Center is committed to conducting research while listening to the priorities of families, incorporating family priorities into the center's research agenda, carrying out research in a participatory way, and ensuring that the research makes a meaningful and sustainable difference in the lives of families who have children with disabilities.

<http://www.aph.org> – This is a national organization that produces literature and manufactures other educational aids for blind and visually impaired persons.

[www.napvi.org](http://www.napvi.org) – This association addresses the needs and concerns of parents and families of visually impaired children by providing information about care, treatment, and other quality services.

<http://www.lighthouse.org> – Lighthouse International provides information on vision and aging as well as hearing impairment and aging. This organization offers educational materials for consumers and professionals and also promotes the improvement of service delivery to sensory-impaired older people.

<http://www.agbell.org/> – The Alexander Graham Bell Association for the Deaf and Hard of Hearing is the world's oldest and largest membership organization promoting the use of spoken language by children and adults with hearing loss. Members include parents of children with hearing loss, adults who are deaf or hard of hearing, educators, audiologists, speech-language pathologists, physicians, and other professionals in fields related to hearing loss and deafness. Through advocacy, publications, financial aid and scholarships, and numerous programs and services, AG Bell promotes its mission: advocating independence through listening and talking.

<http://www.aadb.org> – The AADB seeks to enable deaf-blind persons to achieve their maximum potential by increasing independence, productivity and integration into the community.

<http://www.deafchildren.org/home/home.html> – ASDC's primary mission is to advocate for the highest-quality programs and services for parents in making sound and informed choices to meet their children's educational, communication, personal and social needs so that they may fully participate in the global community of the 21st century.

<http://www.autism-society.org/site/PageServer> – The mission of the Autism Society of America is to promote lifelong access and opportunity for all individuals within the autism spectrum, and their families, to be fully participating members of their community. Education, advocacy at state and federal levels, active public awareness and the promotion of research form the cornerstones of ASA's efforts to carry forth its mission.

<http://www.canfoundation.org/> – The message parents often receive is that science cannot be hurried. Cure Autism Now believes that with enough determination, money and manpower, science can, in fact, be hurried so that answers are found sooner rather than later. Progress in the fight against AIDS and Alzheimer's have already demonstrated the power an organized effort among families can have. To do any less for

people with autism is unacceptable. Cure Autism Now will find answers for autism through research, resource establishment, outreach, and awareness.

<http://www.ccc.sped.org/> – This international professional organization is dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. The site contains information about professional development, articles from their publications, information about professional standards and public policies, and a bulletin board system.

[www.dec-sped.org](http://www.dec-sped.org) – The Division for Early Childhood (DEC) is a division of the Council for Exceptional Children advocating for individuals who work with or on behalf of children with special needs, birth through age eight, and their families.

URL: <http://www.eric.ed.gov/> – ERIC gathers and disseminates professional literature, information, and resources on the educational and development of individuals of all ages who have disabilities and/or who are gifted.

[www.familyvillage.wisc.edu](http://www.familyvillage.wisc.edu) – The Family Village integrates resources and communication opportunities on the Internet for people with disabilities, their families, and those who support and serve them.

<http://www.feat.org/> – Families for Early Autism Treatment, Inc. (FEAT) is a nonprofit organization of parents and professionals, designed to help families with children who have received the diagnosis of Autism Spectrum Disorder (ASD), including Autism, Pervasive Developmental Disorder (PDD), or Asperger's Syndrome. It offers a network of support where families can meet each other and discuss issues surrounding autism and treatment options.

<http://www.ids.usm.edu> – The Institute for Disability Studies (IDS) is Mississippi's Center for Excellence in Developmental Disabilities Education, Research, and Service. Housed at The University of Southern Mississippi, IDS strives to meet its federal mission to enhance the quality of life across the life span for citizens with disabilities and their families, regardless of culture, ethnicity, or socioeconomic background. Quality of life is enhanced through leadership activities that promote policies of inclusion at home, school, work, and recreational settings. Through supportive efforts to facilitate the availability of an array of individual and family supports that are community based and culturally competent, IDS promotes the independence, productivity, and community integration and inclusion of individuals with disabilities. Supportive efforts include interdisciplinary preservice training; community service activities that involve outreach training, technical assistance, and model service demonstration; and dissemination of state-of-the-art practices based on applied research.

<http://www.mdrs.state.ms.us> – It is the mission of the Mississippi Department of Rehabilitation Services to provide appropriate and comprehensive services to Mississippians with disabilities in a timely and effective manner.

<http://www.ntd.org/> – Through its art, the National Theatre of the Deaf has created profound social change. The magic of it all has been the NTD's remarkable ability to entertain and inform at the same time. As one critic has praised, "*Sculpture in the air.*"

[www.pacer.org/index.htm](http://www.pacer.org/index.htm) – The PACER Center expands opportunities and enhances the quality of life of children and young adults with disabilities and their families, based on the concept of parents helping parents. This national center responds to thousands of parents and professionals each year. Services provided include assistance to individual families, workshops, materials for parents and professionals, and leadership in securing a free and appropriate public education for all children.

## SUMMER PROGRAMS

### *in Action*



Students are collaborating on a project during the 2004 Summer Gifted Studies Program.



Students are actively engaged in a group project in the World Cultural Connections class during the 2004 Summer Gifted Studies Program.



Students are involved in the anatomy and physiology class during the 2004 Summer Program for Academically Talented Youth.



Students are completing their stories in Creative Writing during the 2004 Summer Program for Academically Talented Youth.

## *Innovation Award*

Dr. Frances A. Karnes, professor of Curriculum, Instruction, and Special Education and director of the Frances A. Karnes Center for Gifted Studies was presented The University of Southern Mississippi Innovation Award on April 8, 2004, at a dinner at the Hattiesburg Country Club. Dr. Karnes received the Partnership Research award. She is widely known for her research, writing, innovative program developments, and service activities in gifted education and leadership training. Dr. Karnes is author or co-author of over 200 articles and co-author of 21 books on gifted education and related areas. She is the former president of The Association for the Gifted and is the founder and first president of the Mississippi Association for Gifted Children. Dr. Karnes currently serves on the board of the National Association for Gifted Children. Honors include a Faculty Research Award, granted by the Southern Miss Alumni Association; an Honorary Doctor of Education degree from her alma mater Quincy University; and an award presented by the Mississippi Legislature for outstanding contributions to academic excellence in higher education. She has received the Power of One Award bestowed by the Governor of Mississippi and in 2003 was named one of the fifty female business leaders by the Mississippi Business Journal.

Visit the Duke University TIP Program Web site at [www.tip.duke.edu](http://www.tip.duke.edu) for information on Duke TIP Interactive CD-ROM courses; Duke Gifted Letter for parents; and Duke TIP Learn on Your Own courses.

# Friends

THE FRANCES A. KARNES CENTER FOR GIFTED STUDIES

*I want to become a Friend for Gifted Education. The funds generated will apply to scholarships for gifted, financially disadvantaged students, and for other notable purposes.*

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- I give my permission to have my name listed with other donors.

*Please send all donations to*

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### *Questions?*

Please call The Center at (601) 266-5236 or 5246.  
The Frances A. Karnes Center for Gifted Studies  
118 College Drive #8207, Hattiesburg, MS 39406-0001

Calendar

- NOVEMBER 12, 2004**  
Fall Day of Sharing for Teachers of the Gifted
- NOVEMBER 13, 2004**  
Parenting Gifted Children Conference
- DECEMBER 2, 2004**  
Gala Dinner Celebration – Hattiesburg Lake Terrace Convention Center
- JANUARY 15 – FEBRUARY 26, 2005**  
Saturday Gifted Studies Program
- JUNE 19 – JUNE 24, 2005**  
Leadership Studies Program
- JUNE 26 – JULY 1, 2005**  
Summer Gifted Studies Program
- JULY 10 – JULY 29, 2005**  
Summer Program for Academically Talented Youth

**ADVISORY COUNCIL**

Our continued gratitude to the members of the Advisory Council who have agreed to offer suggestions and support for the advancement of teaching, research, and service initiatives of The Frances A. Karnes Center for Gifted Studies.

*Council Members*

- |                        |                       |                 |
|------------------------|-----------------------|-----------------|
| Gail Atkinson          | Dr. John Jackson      | Bob Pierce      |
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**Lost (HOPEFULLY TO BE FOUND)**

Over the years, we have lost contact with some of our former program participants. Please help us find them by forwarding their names, addresses, e-mail addresses, and phone numbers. Thanks for helping.

Name \_\_\_\_\_

Address \_\_\_\_\_

City, State, ZIP \_\_\_\_\_

Phone (\_\_\_\_\_) \_\_\_\_\_

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Center programs affiliation(s) \_\_\_\_\_

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