

GIFTED/AT-RISK YOUTH *-Risk*

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There is a paucity of research pertaining to the incidence of gifted/at-risk youth. The disregard for these students has led to a misunderstanding of their characteristics and a lack of empirically sound intervention strategies (Anolik, 1979; Brooks, 1980; Peterson, 2002). Ignoring these students represents a missed opportunity for society at large and the gifted individual (Mahoney, 1980). There is a need to investigate the characteristics of this particular at-risk population in order to develop intervention strategies that will enable these gifted students to become positively contributing members of society.

The term *at-risk* refers to all youth who are in danger of dropping out of high school or not completing high school with the necessary knowledge, skills, and attitudes to function in adult life (Cross, 2002; Wehlege, 1987). While researchers have used several terms when discussing this population, such as but not limited to juvenile delinquents, anti-social youth, and youthful offenders, *at-risk youth* serves as an umbrella term.

Crafting a simple definition for giftedness is not as easy. First, several definitions of giftedness exist. For years, experts in the field of gifted education have debated what actually constitutes giftedness. Some have advocated for the use of individually administered IQ tests to identify gifted persons (Herrnstein & Murray, 1994; Terman, 1925). Others countered that giftedness is an abstract concept determined by an individual's exceptional abilities and accomplishments (von Károlyi, Ramos-Ford, & Gardner, 2003; Sternberg, 2003). Second, research studies conducted on at-risk youth use a variety of criteria to classify an individual as gifted. Some have used cut-off scores on an individually administered IQ test (Cornell, 1992; Harvey & Seeley, 1984) while others have relied on group administered measures of intelligence (King, 1980; Messier & Ward, 1998) and achievement tests (King, 1980). Third, researchers indicate that some talents, such as artistic, musical, or leadership, can not be gauged by a test (Mahoney, 1980; Reis & Renzulli, 2001). Rather than debating the virtues of these varied opinions, this article equally accepts them all as valid definitions of giftedness.

Therefore, gifted/at-risk is defined as any individual who has exhibited exceptional talent on an individually administered IQ test, group IQ test, or achievement test; has demonstrated exceptional creative, artistic, or leadership ability; and possesses at-risk tendencies. Gifted/at-risk youth have unique talents and needs that society has yet to understand. While there are many origins of this misunderstanding, it can no longer be an excuse for failing to provide them with the means to maximize their potential. Educators must help students to identify their unique talents, whatever those talents might be, and then create situations where they can be successful.

In order to achieve economic independence and to maximize their potential, students must obtain at least a high school diploma. In fact, Sum et al. (2003) reported that individuals who do not earn a high school diploma or graduate without necessary skills to succeed in life suffer both socially and economically. In 1989, the nation's governors established numerous educational goals to be achieved by the year 2000. One of those goals was a 90 percent graduation rate. Unfortunately, not a single state in the union achieved this goal (Sum et al., 2003).

Research investigating the relationship between IQ and delinquency has yielded interesting results. According to Neihart (2002), many of the studies have demonstrated that low intelligence is a predictor of antisocial behavior. Reasons for this range from poor academic performance and inadequate job skills to susceptibility to peer pressure and the inability to

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FROM THE DIRECTOR



Dr. Frances Karnes, Director

DEAR FRIENDS:

This newsletter has a theme of the gifted/at-risk youth. The federal grant, Appropriate Practices for Screening, Identifying, and Serving Gifted At-Risk Youth, is proceeding as planned. Kevin Besnoy is the project coordinator. Assessments have been conducted, public relations material designed and disseminated, and staff development will be conducted. This is a significant study in the fact that the last one of this nature in the United States was conducted in 1982.

The Frances A. Karnes Endowed Chair has received support from several more persons and we are very grateful. Please help us reach our goal of fully funding the endowed chair.

Regions Bank and Hudson's Treasure Hunt have joined our sponsors for the Summer Program for Academically Talented Youth. We are very grateful to all of our sponsors and donors.

My deepest appreciation for everything you do for gifted children and youth.

Frances A. Karnes, Ph.D.
PROFESSOR, Curriculum, Instruction, and Special Education
and DIRECTOR, The Frances A. Karnes Center for Gifted Studies

MISSISSIPPI LAW AND RULES AND REGULATIONS FOR GIFTED EDUCATION

MISSISSIPPI ASSOCIATION FOR GIFTED CHILDREN

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 Fund, 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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PARENTING GIFTED CHILDREN CONFERENCE



SUMMER PROGRAM FOR ACADEMICALLY TALENTED YOUTH



FORREST GENERAL HOSPITAL



REGIONS

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.

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distinguish right from wrong (Cullen, Gendreau, Jarjoura, & Wright, 1997; Herrnstein & Murray, 1994; McGloin, Pratt, & Maahs, 2004). However, few of these studies investigate the correlation between high IQ and delinquency. As a result, scant research exists on the circumstances that cause gifted youth to participate in delinquent behavior or the characteristics of gifted/at-risk youth.

Little discussion has focused on at-risk youth with high IQ. On the average, gifted youth constitute approximately 5 percent of the general population, thus rarely make up a large enough sample of the at-risk population to warrant further investigation (Mahoney, 1980). According to Neihart (2002), many assume that characteristics, such as good problem-solving skills, insightfulness, and intellectual prowess, make gifted students immune to antisocial behavior. Many simply feel that gifted children are either too intelligent to participate in delinquent activities or too smart to get caught. These simplistic portrayals of gifted youth reflect a misunderstanding of their social and emotional needs and place them at greater risk for not maximizing their potential.

Since the early 1980s, two views on the relationship between high IQ and delinquency have emerged (Harvey & Seeley, 1984; Mahoney, 1980). First, the characteristics of giftedness such as insightfulness, ease of learning, and interpersonal sensitivity makes one more susceptible to delinquent behavior. This “vulnerability thesis” (Mahoney, p. 317) indicates that these youth are predisposed to antisocial behavior because they are more susceptible to negative influence and are at greater risk for being negatively influenced by home/school or in their personal lives.

The second view asserts that many characteristics of giftedness, such as insight into one's own actions and good predicting skills, makes these youth less likely to participate in delinquent activities. This “protection thesis” (Mahoney, 1980, p. 317) insinuates that gifted youth will refrain from aberrant behavior because they have the intellectual capacity to overcome obstacles. Under this theory, high-ability youth will exhibit antisocial behaviors only when environmental conditions are extremely adverse.

CHARACTERISTICS OF GIFTED/AT-RISK YOUTH

In order to better serve gifted/at-risk youth, educators must be familiar with this population's characteristics. Mahoney (1980) classifies gifted/at-risk youth into two categories: gifted

children who are delinquent or delinquents who happen to be gifted. Investigating the former group requires researchers to compare gifted/at-risk children with those gifted youth who are not at-risk. The goal is to determine which factors influence delinquent behavior and to develop preventative interventions. Conducting research on the latter group warrants researchers to contrast gifted/at-risk youth with their at-risk non-gifted peers with the purpose of learning how the gifted individual differs from at-risk peers. Mahoney states that the bulk of the research has been conducted on delinquents who happen to be gifted.

Donmoyer and Kos (1993) identify the following characteristics of gifted children who are most susceptible: (a) low socioeconomic status, (b) minority group connection, (c) parental education level, (d) single parent family, and (e) feelings of alienation and low self-esteem. Still, this demographic sketch does not completely describe gifted/at-risk youth. Gifted students in urban and rural areas face unique obstacles that prevent them from earning a high school diploma. Additionally, gifted females must overcome societal stereotypes and peer pressure (Kanevsky & Keighley, 2003). As a whole, gifted students have to live up to the expectations that come with intellectual precociousness.

This group of at-risk students has enormous intellectual potential. Unfortunately, some do not maximize their potential and eventually drop out of high school. While the causes mentioned above are valid, academic boredom may be another factor that negatively impacts gifted youth. Researchers (Gallagher, Harradine, & Coleman, 1997; Kanevsky & Keighley, 2003; Plucker & McIntire, 1996) cite boredom as a major cause of gifted students' underachievement and eventual withdrawal from high school. These researchers investigated the meaning of boredom for gifted students and how it affects them.

Gifted students defined boredom as a lack of challenging curriculum (Kanevsky & Keighley, 2003). In fact, Kanevsky and Keighley report that many of these students take steps, such as skipping school, refusing to complete assignments, or causing classroom disruptions, in order to make the curriculum more challenging. Generally speaking, teachers do not intentionally create unchallenging curriculums. Yet, Gallagher et al. (1997) assert that this is an unfortunate byproduct of designing learning situations to meet the needs of a diverse population.

Messier and Ward (1998) conducted a study to determine the incidence of depression and high ability in delinquent

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BOOKS AND RESOURCES for Program Options

JOURNAL ARTICLES:

Kanevsky, L., & Keighley, T. (2003). To produce or not to produce? Understanding boredom and the honor in underachievement. *Roeper Review*, 26(1), 20 – 28.
In a study investigating boredom of gifted high school students, the authors find that learning is the opposite of boredom, and learning is the antidote to boredom.

Peterson, J. S. (2002). A longitudinal study of post-high-school development in gifted individuals at risk for poor educational outcomes. *The Journal for Secondary Gifted Education*, 14(1), 6 – 18.
This study provides narrative data on 14 gifted late adolescents, many of whom describe the process of resolving conflict with parents.

Saunders, C. L. (2003). Case study: A gifted child at risk. *The Journal of Secondary Gifted Education*, 14(2), 100-106.
This case study of a gifted child, who was frequently in trouble at school, shows what can be learned from a thorough psychoeducational evaluation including recommendations for the child.

Wolfe, J. A. (1991). Underachieving gifted males: Are we missing the boat? *Roeper Review*, 13(4), 181-183.

This article highlights the importance of developing social skills as a way to encourage academic achievement.

BOOKS:

Donmoyer, R., & Kos, R. (1993). *At-risk students: Portraits, policies, programs, and practices*. Albany, NY: State University of New York Press, State University Plaza.
The authors identify characteristics of gifted children who are most susceptible to delinquency.

Neihart, M., Reis, S., Robinson, N., & Moon, S. (Eds.) (2002). *The social and emotional development of gifted children: What do we know?* Waco, TX: Prufrock Press.
This book includes chapters on peer pressure and social acceptance, resilience, delinquency, and underachievement. ■

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youth. Subjects included 207 incarcerated minors in a Virginia youth correctional facility. Researchers employed the Raven's Advanced Progressive Matrices to measure ability (Raven, 1962). This nonverbal measure of intelligence was selected for its ease to administer and simple response format. To assess depression levels, researchers used The Children's Depression Inventory (CDI; Kovacs, 1985). This instrument was selected because of the low readability level (Messier & Ward). While 54.1 percent (n = 112) scored below the median on the Raven's, 12.9 percent (n = 27) scored above the 90th percentile and 5.3 percent (n = 11) of those individuals scored above the 95th percentile. Furthermore, 55.6 percent (n = 15) of the high ability youths were found to be clinically depressed.

Aside from helping to establish that gifted students are at-risk for exhibiting antisocial behavior, the results of this study also reveal that there is a significant relationship between high ability and depression among juvenile delinquents. While it is uncertain whether the onset of depression occurred in pre- or post-incarceration, Messier and Ward (1998) ascribe that awareness of its presence is important for treatment of these youths. Moreover, the fact that gifted/at-risk youth may be susceptible to depression is an area that should be investigated further (Messier & Ward).

SUMMARY

While schools cannot control the 'baggage' that students bring to school, they can control how that 'baggage' gets unpacked. Wehlage (1986) purports the decision to drop out is based on accrued feelings of frustration, failure, and alienation. At a time in their lives when school should instill in these students a sense of pride, accomplishment, and belonging, it becomes an unattractive setting. How can they offer a high school program that actively engages these students? What steps can be taken to increase the number of gifted students who not only complete high school but do so in such a way so that they are prepared to enter and succeed in the adult world?

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What is MAGC?

Founded by parents and teachers in 1974, Mississippi Association for Gifted Children (MAGC) is a non-profit organization that serves as a public advocate for gifted children and youth in the State of Mississippi.

MAGC is the only state-level organization specifically for the gifted. In 1988, MAGC initiated legislation that resulted in state mandated gifted programs and their funding in all Mississippi public school districts.

For information regarding membership in MAGC please contact:
MAGC
P.O. Box 3545
Jackson, MS 39207
www.msms.k12.ms.us/MAGC

CAREER EXPLORATIONS FOR GIRLS CONFERENCE

The Second Annual Career Explorations for Girls Conference sponsored by The Frances A. Karnes Center for Gifted Studies and Forrest General Hospital Spirit of Women was held on Saturday, November 5, 2005, on the campus of The University of Southern Mississippi. Approximately 150 participants, which included girls in grades seven through 12 and their mothers, were treated to a day filled with great speakers, good food, and a bounty of useful information about career opportunities for young women.



Dr. Frances A. Karnes, Mississippi Lt. Gov., Amy Tuck, and Dr. Sandra Manning. Lt. Gov. Tuck was the keynote speaker at the 2nd Annual Career Explorations for Girls Conference.

The day began with the keynote address delivered by Mississippi Lt. Gov. Amy Tuck. Her words inspired girls to follow their career goals and dreams and to resist disappointment and discouragement. Concurrent sessions rounded out the day led by accomplished women in a variety of fields. These included business development, science and technology, health care, journalism, education, business, military, art, psychology, law, music, and sports. Lunch was provided at the University Commons by the Forrest General Hospital Spirit of Women, and the entire event was free of charge for all participants.

Plans are already underway for the 2006 Career Explorations for Girls Conference. This annual conference shows great promise as a community service to help to meet the career information needs of young girls. ■

CONGRATULATIONS TO

DR. HENRY (HANK) BOUNDS

Dr. Bounds was recently appointed as Mississippi's state superintendent of education. He previously served as the superintendent of the Pascagoula Public Schools and was Mississippi's 2001 Principal of the Year. Long before Dr. Bounds became involved in school administration, he served as a recreation director and dorm counselor at summer programs sponsored by The Frances A. Karnes Center for Gifted Studies.

SENATOR THAD COCHRAN

Senator Cochran was recently honored at the 52nd Annual National Association for Gifted Children Conference in Louisville, Ky., for his diligent support of legislation concerning the educational needs of gifted children. For his outstanding service to gifted children, he was awarded the David W. Belin Advocacy Award, which is annually conferred upon an individual or group that has proven their dedication to advocacy for gifted children. Senator Cochran states, "The research and special programs at The Frances A. Karnes Center for Gifted Studies help students have better opportunities, help educators increase their understanding of gifted teaching, and most importantly help lay the foundation for a new kind of education for all American students."

DR. FRANCES A. KARNES

Dr. Frances Karnes, director of The Frances A. Karnes Center for Gifted Studies at The University of Southern Mississippi and professor of curriculum, instruction, and special education, was presented with the National Association for Gifted Children (NAGC) Distinguished Service Award at the 52nd Annual NAGC Conference. This award was presented in acknowledgement for her long service to the NAGC. She served for two terms on the NAGC Board of Directors, as chair of the fund development committee, and on the legislation committee. Dr. Karnes also received the David W. Belin Advocacy Award in 2002. ■

Visit the Duke University TIP Program Web site at 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.

NATIONAL CONFERENCE NEWS



Ann Copland, legislative assistant to Senator Thad Cochran, Dr. Frances A. Karnes, Sandra Wentworth, Dr. Sandra Manning, Heather Houston, Jesse Cukierkorn, and Kevin Besnoy at the NAGC Awards Ceremony. Ann accepted the David W. Belin Advocacy Award on behalf of Senator Cochran.

The Frances A. Karnes Center for Gifted Studies was well-represented at the 52nd Annual National Association for Gifted Children (NAGC) Conference held in Louisville, Ky. Dr. Karnes was presented with the NAGC Distinguished Service Award in recognition for her continued dedication to the association and its goals. In addition, five members of the center's staff were invited to present at the conference. Dr. Sandra Manning and Kevin Besnoy presented *Appropriate Practices for Screening, Identifying, and Serving Potentially Gifted Preschoolers* and *Gifted Students with Dyslexia: Empowering the Twice-Exceptional Child*. Kevin Besnoy also presented *Using Instructional Technology Strategies to Appropriately Utilize Web Sites in the Gifted Classroom*. Jesse Cukierkorn and Heather Houston presented *Enhancing the Abilities of Your Young Gifted Child*. Sandra Wentworth presented *Famous Women Scientists: A Technology Unit Project for Grades 5-8*.

The NAGC conference is held annually in various locations around the nation. Information regarding audio recordings of conference sessions is available from the NAGC Web site: <http://www.nagc.org>. ■

Connections

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

MARC BROOME attended the Leadership Studies Program in 1987.

He later attended Mississippi State University where he earned a degree in Civil Engineering. Marc was named the 1996 Civil Engineering Student of the Year at MSU and graduated summa cum laude later that year. He currently works for Clearpoint Consulting Engineers, P.A. in Hattiesburg, Miss., as a project engineer. Marc was married on October 1, 2005, to Misty Bethany of Petal, Miss. His hobbies include real estate, sports, fishing, and spending quality time with his family.

ALISON CRUTHIRD CASH participated in the Saturday Gifted Studies Program when she was in the third and eighth grades. She graduated from Mississippi State University in 2001 with a Master of Aerospace Engineering. Alison is on the board of directors for the Mississippi/Alabama Section of the American Institute of Aeronautics and Astronautics (AIAA) and is a member of the Weapon Systems Effectiveness Technical Committee for AIAA. She has also published and presented several papers for the AIAA. Alison is currently employed by ITT Industries and was recently promoted to Lethality Models Function Lead. Her hobbies include making jewelry, hiking, camping, biking, and working on her customized Jeep Cherokee 4x4.

CRAIG COWART attended the Summer Gifted Studies Program in 1979, 1980, 1982, and 1983. He graduated from The University of Memphis with a law degree in 1995 and is currently a partner in the law firm of Lewis, Fisher, Henderson, Claxton, & Mulroy, LLP in Tennessee. Craig is also on the board of directors for the March of Dimes Birth Defects Foundation, Memphis Division. Craig and his wife, Kara, have one daughter, Camille.

TAI CURRY attended the Saturday Gifted Studies Program each year beginning in kindergarten and continuing through the 11th grade. She received a Bachelor of Science in Biological Sciences from Southern Miss in December 2003. She is currently working toward a Doctor of Veterinary Medicine at Mississippi State University College of Veterinary Medicine and plans to graduate in 2008. Tai is the president of the Student Veterinary Emergency and Critical Care Society (SVECCS) at Mississippi State and is also the SVECCS national secretary. She is also the Veterinary Business Management Association secretary at Mississippi State.

KYLE GORDY participated in the Summer Gifted Studies Program in 1980 and in the Saturday Gifted Studies Program when he was in the fourth grade. Kyle graduated from the U.S. Naval Academy in 1993 with a degree in economics. He earned a Master of Business Administration in Finance from the Cox School of Business at Southern Methodist University in 2005. Kyle was formerly a naval aviator and is currently a manager/financial analyst with SBC Communications in Dallas, Texas. Kyle's most exciting news is that he and his wife recently became parents and now have a one-year-old son, Jack.

ANNE DYE HAIRE, PH.D., D.O., attended the Summer Gifted Studies Program in 1980. She graduated from Millsaps in 1990 with a degree in theater. In 1992 she received the Master of Education in Educational Psychology and in 1995 completed doctoral work in educational psychology both at the University of

Mississippi. Anne later received the Doctor of Osteopathy from the University of Health Sciences – College of Osteopathic Medicine in 1999 and completed her residency in family medicine at North Mississippi Medical Center in 2002. While there, Anne was acknowledged as the Outstanding Ph.D. Student, Outstanding Senior Medical Student, and was chief resident. For the last three years, she has worked at the West Tupelo Medical Clinic-North Mississippi Medical Clinic. Anne's husband owns Haire Wealth Management. They have two children: Christian and Shields. Anne also enjoys taking care of numerous family pets, singing, and acting in local television commercials.

ELGEN HILLMAN, PH.D., attended the Leadership Studies Program in 1981, 1982, and 1983. She received her baccalaureate and master's degrees from Mississippi College in 1994 and her doctoral degree from University of Maryland at College Park in 2004. Elgen is currently an assistant professor at The University of Southern Mississippi and previously worked as the assistant director of the Southern Miss Office of Disability Accommodations. Elgen is a co-creator of Mississippi's first Dual Licensure Program for Special Education and K-8/emphasis in reading. She serves on the Learning Disabilities Doctoral Grant Committee for the University of Maryland at College Park and the Mississippi College National Alumni Association Board of Directors. She recently presented a paper, Barriers and Bridges Identified by Students with Disabilities in the Post-secondary Setting, for the Council for Exceptional Children in Baltimore, Maryland. Elgen is also the preschool director at her church.

STEVEN J. LEE, PH.D., participated in the Summer Gifted Studies Program in 1982 and 1983 and in the Leadership Studies Program in 1984 and 1985. Steven graduated from Emory University in 1996 with a doctoral degree in physical organic chemistry. His work has been recognized through a variety of opportunities and awards, including the Army's Greatest Invention Award in 2003, the Breakthrough Award for 2005 by Popular Mechanics, and the Army International Scientist Exchange Program Award for 2006 in Australia. He was also recently named program manager for Basic Research for the Joint Science and Technology Office for Chemical and Biological Defense 2006-2007. Steven is currently the chief of Organic and Inorganic Chemistry for the U.S. Army Research Office, where he manages a multimillion dollar Department of Defense program for research in chemical and biological defense. Steven and his wife, Corinne, have two sons, Calvin and Killian. They enjoy traveling to France to visit with family in Grenoble.

KENDRIC LUCAS attended the Summer Gifted Studies Program in 1986. He graduated from Tougaloo College in 1995 with a degree in economics and business administration and then received an Master of Business Administration from the University of New Orleans in 1998. Kendric is currently a finance manager for the Southeast Region of Coca-Cola enterprises. He is married to Dr. Marilyn Coleman-Lucas.

RICHIE ELKINS MALONE attended the summer program in 1977. She received an accounting degree from Southern Miss in 1986. Currently, Richie and her husband, Sidney, collaborate on a variety of projects at Malone Development Corporation in com-

mercial and residential construction. They also own a big game hunting preserve in Hattiesburg. Richie recently traveled to Siberia with Campus Crusade for Christ in order to deliver supplies to orphanages in the area. She enjoys hunting and fishing, and playing with the family dog, Rip. Richie enjoys harvesting her own vegetables and expresses her creativity through art and furniture building.

ELIZABETH LEE MARON, J.D., attended the Summer Gifted Studies Program in 1981. She received a degree in English from Mississippi College in 1991. In 1993 she was chosen as a Rotary Foundation Ambassadorial Scholar and traveled to Guildford, England, where she attended the University of Surrey and received a postgraduate degree in European studies. Elizabeth earned the Juris Doctorate in 1995 from the University of Mississippi Law Center. She is currently a partner at Adams and Reese Law Firm, where she represents employers in employment law matters, school districts and universities in educational law matters, and also handles real estate issues for a variety of clients. Elizabeth has won numerous honors, including Mississippi's Top 50 Leading Business Women in 2005, Leadership Mississippi in 2004-2005, and Mississippi's Top 40 Under 40. She also received a Mississippi Supreme Court appointment to the Continuing Legal Education Commission. In her spare time, Elizabeth enjoys USTA League Tennis, traveling, and reading. She is also active in the First Baptist Church of Jackson.

LYNNA MCGRATH attended the Leadership Studies Program in 1991, 1992, and 1993. She later studied engineering and public policy and electrical and computer engineering at Carnegie Mellon University, where she earned the Master of Science in 2003. While in school, she was awarded the Andrew Carnegie Society Scholar for 2002. Lynna spent two summers as an intern at the Federal Communication Commission, Office of Engineering and Technology. Currently, Lynna is a consultant at Booz Allen Hamilton in McLean, Va. She specializes in spectrum and telecommunications policy. Her other interests include hiking, scuba diving, reading, and volunteering with the Girls Scouts.

BENJAMIN M. MONCRIEF, who participated in the Saturday Gifted Studies Program, received his baccalaureate degree from Birmingham Southern College in 1999. He later received a Master of Letters from the University of St. Andrews in Scotland and a Juris Doctorate from the University of Virginia. Benjamin is currently an associate in the litigation group of Bradley Arant Rose & White in Birmingham, Ala. He specializes in commercial litigation. In his free time, Benjamin enjoys golf, reading, hiking, and gardening.

TRACY POWELL attended one of the first summer programs. He graduated from Southern Miss in 1986 and later earned the Juris Doctorate from Vanderbilt University School of Law in 1989. Currently, Tracy is a member of Sharrard and Roe, a law firm located in Nashville, Tenn. He is a member of the Tennessee and American Bar Associations with memberships in the business and health law sections of each. Between 2000 and 2003 Tracy served on the National Board of Directors of The University of Southern Mississippi Alumni Association. He has also served on the boards of the Young Leaders Council and the Grace M. Eaton Day Home in Nashville.

JEROME B. "BEN" RYAN III, attended the Saturday Gifted Studies Program from 1980 to 1985. He later attended Vanderbilt University, where he earned a degree in engineering and graduated summa cum laude. His graduate studies were completed at North

Carolina State University, where he completed a Master of Computer Science in 1997. Ben is a member of Tau Beta Pi, an engineering honor society. He is currently employed by Microsoft Corporation as a software developer on the Microsoft Visual Studio product suite. Ben is the proud father of Katherine, Joseph, and Elizabeth Faye, who was born on September 23, 2005. In his free time, Ben enjoys coaching and playing soccer.

SUSAN LEE SWARS, PH.D., attended the Summer Gifted Studies Program in 1983, 1984, and 1985. She completed her doctoral studies at the University of Alabama in 2004, where she received the Outstanding Student Award in Scholarship and Research. Currently, she is an assistant professor of mathematics and science education at Georgia State University in Atlanta. Susan has two children, Christopher and Anna, and enjoys playing tennis.

JAY AND MELISSA WELLONS first met at the Summer Gifted Studies Program in 1982. They met later during college and were married in 1994. Since that time, they have both completed medical school. Jay is a pediatric neurosurgeon, and Melissa specializes in internal medicine. Their most recent achievement occurred in August with the birth of their son, Jack.



Melissa and Jay Wellons with their son, Jack.

MATTHEW J. YOUNG attended the Summer Gifted Studies Program during 2000, 2001, and 2002. Matthew was valedictorian at Quitman High School in 2005. He is currently attending Mississippi State University, where he is a chemical engineering major and received the Hunter Henry Scholarship.



Sandra Manning, Associate Director of The Frances A. Karnes Center for Gifted Studies

THE FRANCES A. KARNES CENTER FOR GIFTED STUDIES WELCOMES NEW ASSOCIATE DIRECTOR

The Frances A. Karnes Center for Gifted Studies extends a warm welcome to Dr. Sandra Manning, who recently accepted the position of associate director. Dr. Manning has been involved in the center's work for several years. Most recently, she served as program coordinator for the U.S.

Department of Education Grant: Appropriate Practices for Screening, Identifying, and Serving Potentially Gifted Preschoolers. Dr. Manning recently presented the findings of that study at the 52nd Annual National Association for Gifted Children Conference in Louisville, Ky. Dr. Manning also serves as an instructor for several of the courses leading to teacher certification in gifted education. She adheres to the principles of passion, perseverance, and maintaining a positive attitude. She has written children's curriculum for the Southern Baptist Convention for several years and has raised four beautiful children of her own.

Book Ends

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

A Leader's Guide to the Kids' Guide to Working Out Conflicts; How to Keep Cool, Stay Safe, and Get Along.

By: Naomi Drew, M.A.
Free Spirit Press (2004)
ISBN: 1-57542-154-2

Reviewed by Stephanie Ferguson, Ph.D.

This guide is designed to be used in tandem with *The Kids' Guide to Working Out Conflicts*, which was designed to help schools fulfill Title IV-21st Century Schools, Part A - Safe and Drug Free Schools and Communities, Sections 4115(E) viii and xiii authorizing conflict resolution, violence prevention and education programs. The student book teaches eight steps to becoming an effective conflict solver along with self-tests and exercises to help kids discover whether they are conflict solvers or conflict makers.

With the many demands placed upon educators, counselors, and parents today, teaching conflict resolution skills can be a daunting proposition. This easy-to-follow guide provides materials and instructions to lead 25 45-minute sessions based on the kids' guide. Skills covered in the sessions include fostering respect and communication, reducing conflict and violence, building compassion for others, countering bullying, fortifying young people against the effects of teasing, and making school a more peaceful place. In addition, the guide provides specific techniques to help students think instead of react, cool down instead of act out, listen instead of blame, walk away from fights, be assertive instead of aggressive, empathize with others, and help others who are picked on.

The possibility exists to use this guide in a variety of settings both in and out of school: in large or small groups within a classroom setting or a counseling setting, youth group meetings, or home instruction. This guide is a valuable resource for anyone who desires to give students the real skills and techniques they need to deal with real-life conflict.

Over the past year, parents of students enrolled in the Saturday and Summer Gifted Studies Programs participated in a survey designed to gauge their views as stakeholders in gifted education. Parents candidly expressed their beliefs concerning the knowledge, skills, and dispositions that are essential in teachers of the gifted. All comments were recorded and have been thoroughly reviewed. The information gathered through the survey will be used in order to enhance the instruction of teachers seeking certification in gifted education at The University of Southern Mississippi.

In regard to the knowledge that a teacher of the gifted should possess, parents surveyed felt that teachers should have a broad range of knowledge of various topics, should understand the ways in which gifted children learn, should understand the teaching methods that are most appropriate

The Courage to be Yourself: True Stories by Teens About Cliques, Conflicts, and Overcoming Peer Pressure.

Edited by: Al Desetta, M.A., and Educators for Social Responsibility
Free Spirit Press (2005)
ISBN: 1-57542-185-2

Reviewed by Stephanie Ferguson, Ph.D.

This volume provides 26 first-person stories from teens of varied means, ethnicities, and circumstances. Their stories are at once heart wrenching and powerful. Each vignette provides an open and honest account about life as a teen today and how hard it can be to be one's self in the face of a myriad of pressures, expectations, and concerns. Each story tells a tale of being different and the teasing, bullying, and exclusion that often accompanies those differences.

Written as a self-help volume for teens, the editor introduces the volume with a brief treatise on conflict and courage. Each story is followed by a series of "Think About It" questions to promote self-reflection and metacognitive processing. At the end of the book, there is a glossary of terms that may be unfamiliar to some readers, as well as a topical index, and listings of further resources and reading selections.

While this book could be very helpful to individual teens who are experiencing feelings of "differentness" for various reasons, it could also be utilized in a classroom or group setting for self-exploration, conflict resolution, journaling prompts, or coupled with specific content area curricula for extension and further study. The publisher has a companion volume titled *A Leader's Guide to the Courage to be Yourself*, which would promote this book's use in a group setting.

PARENTS SPEAK OUT

for gifted learners, and should know the legal issues concerning gifted students at the local, state, and national levels.

Skills that emerged as being important to parents included the teacher's ability to manage a classroom effectively, identify social and emotional needs of students, effectively differentiate instruction for a variety of needs, and communicate well with parents and others.

The dispositions most valued by the parents surveyed were patience, curiosity, flexibility and willingness to try a variety of teaching methods, firmness in their expectations, and enthusiasm or passion for learning.

The efforts of all parents who participated in this survey are greatly appreciated. ●

LEADING THE WAY...

gifted coordinator for the Lamar County School system. She is also a licensed psychometrist, who works with Presbyterian Christian Schools and with local home schooling families to identify both special needs and areas of giftedness.

- ▶ **SUZANNE M. BEAN, PH.D.**, is the director of the Center for Creative Learning, director of Graduate Studies, and professor of education at Mississippi University for Women (MUW). For the past 20 years she has served in the field of gifted education as a teacher of gifted students, director of the Mississippi Governor's School, and founder and director of various other programs for gifted students, their teachers and parents. She is currently serving as coordinator of Gifted Youth Programs and Graduate Programs in Education at MUW. Dr. Bean has co-authored five books for young adults and has had numerous publications in professional journals. She has recently co-authored a textbook for teachers of gifted students, *Methods and Materials for Teaching the Gifted*. She serves on the Editorial Review Board for *Gifted Child Quarterly*, *The Journal for Secondary Gifted Education*, and *Roeper Review*. She is currently serving as chairperson for the Advisory Board for Mississippi Association for Gifted Children. Dr. Bean is a reading tutor for children in the Columbus Municipal School District. She is the wife of Dr. Mark Bean and is the mother of an 11-year-old daughter, Meriweather, and a 9-year-old son, Hudson.
 - ▶ **AMY BISLAND, PH.D.**, recently presented at the Alabama Association for Gifted Children Conference in Birmingham, Ala. She also served as a facilitator for a district-wide staff development on differentiated instruction for the Hoover City School District. She continues to serve as the enrichment specialist for South Shades Crest Elementary School in Hoover, Ala.
 - ▶ **STEPHANIE FERGUSON, PH.D.**, (formerly Stephanie Nugent), who earned her doctorate from The University of Southern Mississippi in 2002, married Bruce E. Ferguson in January 2005. They now reside in Charlottesville, Va., where she is the director of the Saturday and Summer Enrichment Programs at the Curry School of Education, University of Virginia.
 - ▶ **JOAN D. LEWIS, PH.D.**, recently published the peer reviewed article "E-learning Primer" in the UNK/CTE *Compendium of Teaching Resources and Ideas* and the textbook chapter "Public Relations and Advocacy for the Gifted" with Dr. Frances A. Karnes in *Methods and Materials for Teaching the Gifted* (2nd ed.). She also presented "Rethinking Identification: It's More than Just Labeling," at the Nebraska Association for Gifted state conference. In addition, Dr. Lewis is working with members of the Educational Administration Department at University of
- among principals regarding identification and programs for gifted learners in the state of Nebraska. The preliminary findings from interviews of principals with quality programs were presented at the National Association for Gifted Children, Professional Development Division that was held in the fall. Dr. Lewis also teaches six classes for individuals who are completing teaching certification for the gifted classroom. Through the use of technology, these classes are taught to students throughout the United States and in Brazil.
- ▶ **TRACY RILEY, PH.D.**, coordinates the honours programme and graduate level qualification in gifted and talented at Massey University in New Zealand. Tracy's participation in research contracts with the Ministry of Education in New Zealand includes 1) directorship of a research contract to investigate teacher education in gifted and talented in New Zealand, 2) co-directorship of a research contract to evaluate five talent development initiatives, and 3) reference group membership for a contract to conduct a needs analysis on gifted and talented education for a region of New Zealand schools. Tracy co-authored the 2nd edition of *Competitions for Talented Kids* and a chapter in the book *Science Education for Gifted Students* with Dr. Frances A. Karnes. Tracy also wrote two chapters in *Methods and Materials for Teaching the Gifted*, edited by Frances A. Karnes and Suzanne Bean. Tracy recently had six articles on topics related to gifted education published in various journals. She also gave four presentations at the 2005 World Council for Gifted and Talented Children in New Orleans.
 - ▶ **ELIZABETH SHAUNESSY, PH.D.**, was recently awarded a grant to examine the psychological well-being of gifted learners who attend an International Baccalaureate school and will be presenting information regarding that grant at the Gallup Positive Psychology Summit in Washington, D.C. She is also working on a grant to study the problem-solving skills of middle school students. Elizabeth currently has two manuscripts under review regarding her studies of gifted children with Asperger Syndrome. She has recently co-authored an article entitled, *You Gotta Represent! Ethnic Identity Development among Hispanic Adolescents*. This article stemmed from a grant that Elizabeth received two years ago to investigate the experiences of bilingual gifted learners and their general education peers. Findings from this investigation were presented at the Florida Association for the Gifted Conference and at the National Association for Gifted Children Conference. Elizabeth has also recently published articles addressing teachers' attitudes toward using technology with gifted students in *Gifted Child Today and in Gifted Child Quarterly*. ■

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.

PROGRAM OPTIONS

The Education of Gifted and Talented Students in Western Australia Web site provides information on several different risk factors for gifted students.

<http://www.eddept.wa.edu.au/gifttal/inclusivity/atrisk.htm>

Gifted Students at Risk is a list of articles on culturally diverse gifted students. From the site: "Hoagies' Gifted Education Page is a comprehensive resource for education of gifted children. It's full of great information, with links to the most complete, easiest to use resources on nearly every aspect of gifted education available on the Internet, plus lots of annotations and first hand information provided by parents facing the same challenges that you are facing." Hoagies' contains links to articles, books, web pages, and much more.

http://www.hoagiesgifted.org/at_risk.htm

The National Dropout Prevention Center/Network is a research center and resource network for practitioners, researchers, and policymakers. The site provides 15 effective strategies that have the most positive impact on the dropout rate. The focus of the site is the up-to-date database containing hundreds of dropout prevention programs taking

place across the country. The center also produces refereed publications, workshops, conferences, and institutes.

<http://www.dropoutprevention.org/>

The National Guard Youth ChalleNGe Program Web site describes the program for unemployed, drug-free and law-free high-school dropouts, 16 to 18 years of age. Core components of the program are citizenship, academic excellence (GED/high school diploma attainment), life-coping skills, service to community, health and hygiene, job skills training, leadership/followership, and physical training. The 22-week Residential Phase, which includes the Pre-ChalleNGe Phase, is followed by a year long mentoring relationship with a specially trained member from each youth's community. <http://www.ngycp.org/>

Supporting Emotional Needs of the Gifted (SENG) brings attention to the unique social and emotional needs of gifted individuals, which are often misunderstood or ignored. The online articles library contains several topics pertaining to at-risk gifted.

<http://www.sengifted.org>

Fall Events

The Frances A. Karnes Center for Gifted Studies at The University of Southern Mississippi will hold the Fall Day of Sharing for Teachers of the Gifted on September 15, 2006 and the 22nd/23rd Annual Parenting Gifted Children Conference on September 16, 2006.

Dr. Sylvia Rimm, director of Family Achievement Clinic in Cleveland, Ohio, will be the keynote speaker at both events. For the Day of Sharing, she will present *The Social Emotional Development of Gifted Children: Understanding and Serving Their Needs*. At the Parenting Conference she will present *Growing Up Too Fast: What Parents Can Do to Help Their Gifted Child*.

Dr. Rimm was a contributing correspondent for NBC's *Today Show* and was featured on the *Oprah Winfrey Show* and in *People* magazine. Dr. Rimm is also a clinical professor at Case School of Medicine, in Cleveland.

Don't miss this opportunity to meet Dr. Rimm and other leaders in Gifted Education in Mississippi. For more information please call 601.266.5236, e-mail gifted.studies@usm.edu, or visit our Web site at <http://www.usm.edu/gifted>.

New Publications

PRACTICAL STRATEGIES SERIES

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 Stephens, coordinator of educational outreach and editor-in-chief, Duke University Gifted Letter, and adjunct assistant professor, have co-edited five more books in The Practical Strategies Series published by Prufrock Press.

These books offer teachers, counselors, administrators, parents, and other interested persons up-to-date instructional strategies and information on a variety of issues pertinent to the field of gifted education.

Each addresses a focused topic and is written by an expert in the field. They are

- A Menu of Options for Grouping Gifted Students
- Successful Strategies for Twice Exceptional Students
- Assessment in the Classroom: The Key to Good Instruction
- Working with Gifted English Language Learners
- When Gifted Students Underachieve: What You Can Do About It

THE FRANCES A. KARNES ENDOWED CHAIR IN GIFTED EDUCATION

WHAT IS AN ENDOWED CHAIR?

An endowed chair is a distinguished academic position that is funded through an endowment and is established to recognize visionary leadership to promote academic excellence.

WHY HAVE AN ENDOWED CHAIR?

An endowed chair provides assurance to the university and to the program that the position will be funded into perpetuity, eliminating the uncertainty of budget constraints and fluctuation of funding. The prestige of an endowed chair enriches the university by attracting and retaining highly qualified faculty.

HOW CAN THE ENDOWED CHAIR BE FUNDED?

The Frances A. Karnes Endowed Chair in Gifted Education will be funded by those individuals who share Dr. Karnes' vision of meeting the educational needs and challenges of gifted students. Donors may include, but are not limited to, former students, parents, teachers and graduate students who worked with Dr. Karnes, and other supporters of The Frances A. Karnes Center for Gifted Studies.

WHAT IS OUR FUNDING GOAL?

The primary funding goal to establish The Frances A. Karnes Endowed Chair in Gifted Education is \$1 million cash and \$2 million in planned gifts. Although all gifts are appreciated regardless of amount, the cash goal may be accomplished by 100 donors, each committing \$10,000 or more. Payments may be made in installments of up to 10 years. Planned gifts may be made in any amount to the endowed chair through a bequest in your will, irrevocable life insurance policy, gift annuity, life estate or charitable remainder trust.

HOW DO I INITIATE A GIFT?

Farsighted and generous friends of gifted education may initiate a gift by contacting the project coordinator, Ben Samel, development officer for the College of Education and Psychology. Requests for information on giving should be directed to Ben Samel, The University of Southern Mississippi, College of Education and Psychology, 118 College Drive #5023, Hattiesburg, MS 39406-0001, or by calling 601.266.5481 or 601.549.6836.

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.

Please enroll me in the category checked below.

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- I would like information about how to include The Frances A. Karnes Center for Gifted Studies in my will.

- I would like more information about how to give stocks, property, and life insurance.

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

Please send all donations to

THE USM FOUNDATION / FRIENDS FOR GIFTED EDUCATION
 118 College Drive #10026, Hattiesburg, MS 39406-0001

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

JUNE 18 - JUNE 23, 2006

Leadership Studies Program

JUNE 25 - JUNE 30, 2006

Summer Gifted Studies Program

JULY 9 - JULY 28, 2006

Summer Program for Academically Talented Youth

SEPTEMBER 15, 2006

Fall Day of Sharing

SEPTEMBER 16, 2006

Parenting Gifted Children Conference

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

Richard Bostwick
Dr. Hank Bounds
Melissa Hudson Callahan
Deborah Gambrell Chambers
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Mark Fairchild
Dr. Lance Faler
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Peggy Varnado
Jo Waites
Dr. Chris Winstead

Ex Officio Members

Dr. Conrad Castle
Dr. Jim Davis

Warren Hood
Dr. Henry Johnson

Dr. Willie Pierce

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 (_____) _____

E-mail _____

Center programs affiliation(s) _____

Current school/year or career/position _____

Activities or interests _____



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