Barbara Clark states in her book, Growing Up Gifted (1997), “No child is born gifted, only with the potential for giftedness” (p. 92). The reality of this statement becomes apparent as one considers the difficulties associated with the identification of gifted preschoolers. Because young children develop unevenly (asynchronous development), standardized intelligence assessments, the traditional mainstay of the identification process, may give unreliable results (Hodge & Kemp, 2000). Superior intellectual ability in young children is often suspected due to advanced behaviors or development, but is generally not confirmed until much later (Gross, 1999; Koopmans-Dayton & Feldhusen, 1987; Tucker & Hafenstein, 1997). The idea of potential giftedness is further supported by reports of early brain development. Because stimulation of infants is vital for the development of synapses between the neurons of the brain, (Newberger, 1997) an enriched environment is an essential part of nurturing the development of gifted potential (Hall, 1993). Understanding giftedness in young children calls us to abandon the age-old debate of nature versus nurture and accept the importance of both the nature and the nurture of the growing child to ensure optimum growth and development.

What types of characteristic behaviors indicative of giftedness can parents and caregivers look for and encourage in young children? Research has shown that even in infancy, potentially gifted children often proceed through developmental milestones up to 30% faster than other infants (Gross, 1999). Advanced development in the areas of gross motor, fine motor and language skills has also been observed in potentially gifted infants. Among the profoundly gifted, IQs of 167 to 230+, infants and toddlers were reported to have higher energy levels, longer attention spans and to exhibit higher sensitivity to tactile sensations than their age mates (Rogers & Silverman 1997).

Koopmans-Dayton & Feldhusen (1987) divide the characteristic traits of gifted preschoolers into three categories: language and learning, psychomotor development and motivation and personal-social characteristics. Just as in infancy, the preschool years for the potentially gifted child reveal development that is atypical when compared to the average preschool child. The gifted preschooler generally displays abilities earlier and with greater intensity than his or her normally developing counterparts. As mentioned, gifted preschoolers often exhibit asynchronous development patterns (Barbour & Shaklee, 1998; Cline & Schwartz, 1999; Parke & Ness, 1988; Rodell, 1990). For example, while showing remarkable language development for their age, they may be developing normally in motor or social skills.

In the category of language and learning, several specific traits may be evident in the gifted preschool child. These children exhibit their own unique learning styles and have long attention spans. They learn easily and are able to retain what they have learned. Accelerated language development is evidenced by their large vocabularies, enjoyment of self-expression through discussion, and use of advanced grammar or sentence structure. Gifted preschoolers are curious and are able to sustain interest in a subject of their own choosing for extended periods of time. They may have a more mature sense of humor than other children their age and comprehend sophisticated jokes and word puns long before their age mates are developmentally ready to think at these abstract levels. They may show an interest in factual information books over fantasy and make-believe and also seek out information related to the abstract concepts of time and space. They are often proficient in the fine and creative arts such as drawing and music (Cline & Schwartz, 1999; Koopmans-Dayton & Feldhusen, 1987; (Continued on page 3)
DEAR FRIENDS:

The 25th Anniversary year long celebration was a huge success. The families and friends gala dinner was the final official event. Jason Dorsey spoke on the topic, “How Gifted Education Changed My Life,” and students read their essays, “What Gifted Education Means to Me.” It was a great evening.

The support for the Frances A. Karnes Endowed Chair is expanding. Please see the information on the Chair in this issue. A special thank you to those who see the importance of the Chair and have chosen to support it.

The new federal grant on Screening, Identification, and Instruction of Preschool Gifted Students is progressing under the coordination of Sandee Manning. A best-practices book is being written and workshops are planned for the Spring. Other printed material will include brochures and fact sheets. Within this newsletter are books and Web sites pertinent to the preschool gifted.

We are fortunate to begin the 26th year of the Center with so many opportunities to serve gifted children and youth, their parents, teachers, administrators, and other concerned citizens.

Thank you for all you do for gifted education.

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

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

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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 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.

MISSISSIPPI LAW AND RULES AND REGULATIONS FOR GIFTED EDUCATION

MISSISSIPPI ASSOCIATION FOR GIFTED CHILDREN

www.msms.k12.ms.us/MAGC

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The young potentially gifted child appears to exhibit these traits involving early and advanced fine motor control. High energy/activity levels are often observed in these youngsters along with a wide-range of consuming or passionate interests on which to expend those energies. They may sleep less than other children. These children can be extremely independent and have a deep caring for the pain of others. They may feel different than other children and display one or more of several characteristics termed “overexcitabilities” or emotional intensities. The presence of these traits was studied by Tucker and Hafenstein (1997) in five preschoolers identified as gifted by IQ test scores between 134 and 177. Each of the five children was found to possess many overexcitabilities first identified by Dabrowski in 1964. These include psychomotor, sensual, imaginative, intellectual and emotional overexcitabilities. Each area includes specific behaviors. For example, behaviors identified as sensual overexcitabilities consist of a marked interest in clothing and appearance and an appreciation for sensory experiences. Emotional intensities included shyness and difficulty adjusting to new situations. It is important to remember that while all young children may display these types of behaviors, the young potentially gifted child appears to exhibit these traits to a much greater degree (Tucker & Hafenstein, 1997).

Providing appropriate early childhood experiences to potentially gifted preschoolers is essential in light of these accelerated development patterns. It is also crucial to examine possible problems associated with the absence of these experiences. Cline and Schwartz (1999) assert that underachievement in later years can be a result of not beginning gifted programs early. Inherent to underachievement are the problems of loss of interest and motivation, boredom, rebellious behavior, and social/emotional concerns. In addition, Rodell (1990) points out that the uneven developmental patterns of potentially gifted young children can cause extreme frustration. Often these children know or see in their mind’s eye the way to complete an activity, but are unable to carry it to completion. Early intervention in addressing the needs of the gifted preschooler can help to head off these problems and provide a firm foundation for helping these children understand their giftedness.

Knowledge and recognition of potential giftedness in young children is the first step toward providing an environment that will meet their unique needs. Researchers and policy makers in the field of early childhood education must work to increase our understanding of gifts and talents in very young children and develop best practices for serving them. Early childhood educators, parents and caregivers can educate themselves and advocate for young potentially gifted children to help ensure programs are widely available.

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**BOOKS AND RESOURCES**


This book provides insight into the nature of giftedness including, social, emotional and educational considerations. In Chapter 4, a detailed explanation is offered on how to create a responsive learning environment for newborn to two years, as well as an outline for the particular development challenges of the gifted student from 2 through 5 years.


Written to provide educators with a framework for understanding research in gifted education, this critical overview also provides a list of behavioral traits of the young gifted child and alternative structures for primary and preparatory program design.


This is a comprehensive and readable handbook by leaders in the field presenting the best practices in gifted education. The characteristics of gifted students are discussed as well as challenges of parenting and the understanding and counseling of gifted children.


This book provides case studies of 15 profoundly gifted children. It is an excellent combination of previous research and literature on issues such as self esteem, acceleration, psycho-social development, and the findings for the profoundly gifted children that were studied.


This book provides specific advice on identification, parent enrichment strategies, and resources outside the home. The first section is devoted to preschool issues.


This book is written for researchers, including studies from around the world illuminating developmental perspectives, providing insights into enriching the environments of gifted young children, and identifying the gifted child’s growth as a social being.


This practical resource offers guidance for parents of gifted and talented children. Discussed in each chapter are early behaviors indicative of potential talent and how parents can create a home environment that both elicits and develops their child’s special abilities through activities, games, and play.

Robinson, N. M. (1993). *Parenting the very young gifted child.* (Available from the National Research Center on the Gifted and Talented, The University of Connecticut, 362 Fairfield Road, U-7, Storrs, CT 06269-2007)

This report offers research based answers to questions facing families of young, gifted children. The descriptions provide a foundation for responsive parenting, which includes securing and creating an optimal match for children among their readiness, their pace of development, and their environments.


This summary of research provides literature about gifted preschool children’s personality and emotional maturity, including reports of several studies in the preschool at the University of Washington.


A framework of theory and application on early intervention with young gifted children is given. The comprehensive research provides practical information on recognizing giftedness in the early years, resources and strategies, meeting social and emotional needs, and planning educational experiences.


This is a resource written to provide educators with the knowledge to aid in identifying preschool-aged gifted children, creating a learning environment, compacting and extending the curriculum, promoting creativity and imagination, and understanding children’s emotional needs. It also contains reproducible forms for teachers.


This book provides useful guidelines for parents in identifying gifted children. The authors offer specific suggestions and advice for creating a home environment which fosters curiosity, self-esteem, and development of the child’s full potential. The appendices contain much practical information, including comprehensive checklists of normative developmental skills from newborn through kindergarten.
HATTIESBURG—A Nashville attorney was on recess from the courtroom to pay tribute to a person’s vision that helped pave the way for his successful law career. Hattiesburg native Tracy Powell, a 1986 graduate of The University of Southern Mississippi, is one of 6,000 students who have gone through the doors of The Frances A. Karnes Center for Gifted Studies. He is also among the first alumni of Southern Miss’ programs for young gifted students.

On Oct. 11, Powell was an honored guest who celebrated the 25th anniversary of the Karnes Center during a dinner at the Grand Casino Biloxi, which sponsored this event.

“I still recall fondly the unique and enjoyable learning experience,” said Powell, who was a participant in the SHARP Program during the summer of 1977. “I was exposed to new and interesting things in a special learning environment, and I believe that this experience was an important building block in my personal and professional success.”

In 1974, programs and other endeavors in gifted education were initiated at Southern Miss, where the Center for Gifted Studies was established in 1979 to further the education of gifted students and those with leadership abilities through teaching, research and service. The program was dedicated as The Frances A. Karnes Center for Gifted Studies 20 years later.

Today, the program offers a variety of services to include instructional programs and leadership concepts and skills for gifted students, beginning with pre-kindergarteners. Several hundreds of teachers have received training and in-service instructions for gifted education through programs, along with an annual conference for parents of gifted youth and other concerned adults.

The Saturday and summer gifted programs not only attract participants statewide and locally, but there is also a high representation of gifted students from neighboring states as well as students from all over the United States.

“I did feel that we would have longevity and success when the program began 25 years ago,” said Dr. Frances Karnes, namesake and director of the gifted program and professor of curriculum, instruction and special education at Southern Miss. “I didn’t want to start anything that wasn’t going to be highly successful. I wanted to serve children and youth, teachers, parents and other professionals. I wanted to be able to share ideas on a much broader basis through my writings and publications.”

Karnes has co-authored 25 books and published 250 professional publications in professional journals.

In addition to the children’s programs, Southern Miss has graduated about 20 doctoral students who have majored in special education with an emphasis in gifted studies. Graduate degree programs with an emphasis area in gifted education are provided at the master’s, specialist’s and doctoral levels. Karnes has also provided specific training for teachers who need certification in the area of gifted education.

“I see the program growing in numbers by serving more children, teachers, parents and writing more about the key issues in education,” said Karnes. “We want to enhance everything that we are doing and are open to suggestions.”

With the help of strong supporters like U.S. Senator Thad Cochran, R-Miss., who has been responsible for three federally-funded grants at the Southern Miss center, the program has been recognized at the state and national levels for its outstanding contributions. Karnes said Cochran was also instrumental in sponsoring the Jacob K. Javits Gifted Education Act. Javits, an advocate for gifted education, was a New York congressman.

“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,” said Cochran.

A part of the yearlong anniversary celebrations, the fund-raising dinner launched the Frances A. Karnes Endowed Chair. The need and purpose of this fund was noted by Dr. Willie Pierce, dean of the College of Education and Psychology at Southern Miss. It is established to recognize visionary leadership and promote academic excellence.

Another former student of Karnes, Dr. Michael Herrington, an oncologist with Hattiesburg Clinic, started the endowed chair with a $500,000 life insurance policy. The fund is established at The University of Southern Mississippi Foundation to generate an income for the endowment to help strengthen and enhance the teaching, research and service agendas of The Frances A. Karnes Center for Gifted Studies. The recipient of this fund will be an established scholar with a successful record of engaging undergraduates and graduate students in meaningful research experiences.

The USM Foundation is a nonprofit 501(c)(3) corporation that serves as a fiduciary of private funds donated to Southern Miss.

For more information or to donate to the Frances A. Karnes Endowed Chair in Gifted Education, contact Southern Miss’ College of Education and Psychology Development Officer Ben Samel at (601) 266-5481.
FAMILY AND FRIENDS 25th ANNIVERSARY DINNER CELEBRATION

On December 2, 2004, The Frances A. Karnes Center for Gifted Studies hosted a family and friends 25th anniversary dinner celebration at the Hattiesburg Lake Terrace Convention Center. Students of the Center (past and present), parents, family members, teachers, administrators, psychologists, counselors and others interested in the programs or activities at the center attended this event. Jason Dorsey, a nationally recognized motivational speaker, shared his inspirational story, “How Gifted Education Changed My Life.”

In addition to Jason Dorsey, the winners of the “What Gifted Education Means to Me” writing contest were announced. This writing contest was open to all identified gifted students. The following winners read their essays at the dinner:

Keri McDonald  Bethany Fagan
(First and Second Grade Division)  (Seventh and Eighth Grade Division)
Chloe Paige White  Cassandra Pittman
(Third and Fourth Grade Division)  (Ninth and Tenth Grade Division)
Hunter Smith  Cooper Rimmer
(Fifth and Sixth Grade Division)  (Eleventh and Twelfth Grade Division)

The dinner was attended by more than 200 friends of gifted education.

Importance of Early Childhood Education for Gifted Children

Gifted children are unique. Education is an important right for all human beings. Just as normally-developing children and those with special needs have rights to an education that meets their needs so do the gifted children. In the case of gifted children, early childhood education is more important in order to nurture the natural desire of learning; to provide the proper degree of challenge to their curious minds; to encourage them to utilize the maximum academic and creative potential that they possess as well as to use their energies and capabilities more positively and to their fullest.

Once a gifted child is identified it is very important to provide this child with the right experiences, guidance, and encouragement to keep him or her from becoming less motivated and finally becoming an underachiever.

It is only in the early ages of childhood that the brain cells or neurons establish connections but when there is no stimulation through appropriate educational experiences and exposures in the life of a child, many of these cells die.

— By Bushra Murali

Parenting

The Frances A. Karnes Center for Gifted Studies at The University of Southern Mississippi held its 21st annual Parenting Gifted Children Conference on November 13, 2004. The conference gave parents and other concerned adults a better understanding of the unique intellectual, academic, and social-emotional needs of the gifted and talented. It was held on the campus of Southern Miss in Joseph Greene Hall.

Dr. Julia Roberts, director of The Center for Gifted Studies at Western Kentucky University, was the keynote speaker. The title of her presentation was “Advocating to Help Your Gifted Child Thrive Academically and Emotionally.” Dr. Conrad Castle, State Consultant for Gifted Education, gave opening remarks along with Dr. Frances A. Karnes, director of The Frances A. Karnes Center for Gifted Studies and Jean Prather, Executive Director of the Mississippi Association for Gifted Children.

Individual sessions were held on a variety of topics. These included “Great Ideas for Creative Writing in the Home” presented by Janet Wade, “Emotional Intensities in Young Gifted Children” presented by Sandee Manning, “The Mississippi School for the Arts” presented by Sarah Christopher, “Practical Uses of Technology and Your Gifted and Talented Child” presented by Kevin Besnay, “Enhancing the Abilities of Your Young Gifted Child” presented by Jesse Cukierkorn and Heather Houston, “Developing Leadership in Gifted Students Through Character Building Activities” presented by Sandee Manning, “Understanding Perfectionism in Your Gifted Child” presented by Marty Estis, “Understanding Multiple Intelligences and Your Gifted Child” presented by Kevin Besnay, and “Fabulous Ideas for Science in the Home” presented by Dr. Larry Bellanpanni.
A paucity of research exists in the area of identifying and serving the potentially gifted preschool child. The research that has been done points out problems associated with understanding giftedness in preschoolers due to their dysynchronous developmental patterns and the difficulty of finding reliable and valid assessment tools for the detection of giftedness (Hodge & Kemp, 2000). The Frances A. Karnes Center for Gifted Studies recently received a grant from the United States Department of Education to create a model for screening, identifying, and serving young potentially gifted children in the state of Mississippi.

The need to identify and serve this student population is substantiated by reports of brain research indicating that stimulation of young children is necessary for the development of synapses between the neurons of the brain (Newberger, 1997). The early experiences of infants and children lay the foundation for later development (Hall, 1993). In order to foster potential giftedness inherent to the nature of the child, a nurturing environment through family and early education experiences is vital. Understanding the best ways of serving potentially gifted young children will help ensure these experiences are provided.

The project aims to a) use appropriate screening instruments to identify potentially gifted preschoolers; b) increase awareness among early childhood teachers and caregivers of behaviors exhibited by potentially gifted preschoolers; and c) develop a resource book for teachers and parents on guiding the development of potentially gifted preschool children.

In order to build upon the scant research base in this field, the project will not only examine potential giftedness in young children, but also seek to highlight possible problems associated with the absence of these services. Early intervention in addressing the needs of the gifted preschooler can help to head off problems and provide a firm foundation for helping children understand their giftedness.
Connections
Participants in Programs Conducted by The Frances A. Karnes Center for Gifted Studies

CHRIS BOSARGE was a member of the Center’s first class in 1979. After graduating from Mississippi State with a degree in Business, Chris worked in pharmaceutical and software technology sales. Currently he is an account manager for Mentor Graphics Corporation. Chris has a wife and two wonderful sons.

DANIEL BRACKMAN attended many of the Center’s programs. In 1993, he earned a degree in Mechanical Engineering and Technology. Currently Daniel is the owner of Brackman Insurance Agency in Hattiesburg.

DAVID DENNIS JR. was a student in the Summer Program for Academically Talented Youth from 1999 - 2001. In high school, David was a member of the Sigma Beta Club Step Team and volunteered his time to help raise money for Habitat for Humanity’s “Building On a Dream” houses that honor Dr. Martin Luther King Jr. Recently he was featured in the Jackson Free Press as one of Jackson’s finest young men. He attends Davidson College in North Carolina.

RICHARD ANDREW FOXWORTH took part in several of the Summer and Saturday Programs in the 1980s and is currently a member of the advisory council. In 1991 he graduated from Millsaps College with a Bachelor of Arts in Political Science and in 1994 he earned a law degree from the University of Mississippi. Currently Drew is an attorney in Columbia, Mississippi. In addition to being named one of the 2004 top under 40 year old businessmen in Mississippi by the Mississippi Business Journal, he also was named the 2003 Mississippi Development Authority Economic Development Volunteer of the Year. As a husband, Drew loves running marathons and is the proud father of three children.

CARY GUNN attended the Leadership Studies Program from 1987 - 1988. After earning a Bachelor of Science degree from the U.S. Air Force Academy in 1993 and a Master’s of Science in Electrical Engineering from California Institute of Technology in 2001, Cary helped to co-found Luxtera, Inc. in Carlsbad, California. In 2003, he earned the MIT Young Innovator Award. Cary is married with two children.

HALICUE GAMBRELL HANNA participated in the Saturday Gifted Studies Program in 1980 and the Summer Gifted Studies Program from 1982 to 1985. In 1994, she graduated from Dartmouth College with a Bachelor of Arts in English and

American Literature. In the past she worked for the Harvard AIDS Institute in Cambridge, Massachusetts and Planned Parenthood in San Francisco, California. Currently she lives in Park City, Utah, and is completing her master’s degree from Harvard University.

BRIAN MCLELLAND took part in the Center’s programs in 1999. He helped to merge Millennium Music Store with C & M Music Center of New Orleans, Louisiana. Brian recently won the Louisiana Small Business Award and is C & M’s Mississippi regional manager of operations. He continues to operate Millennium Music Center’s recording studio in addition to running the sound and lighting productions.

SARAH MCLELLAND participated in the Center’s programs in 1996 and 1999. She moved to Los Angeles, California to pursue a nursing career. Currently she is a Trauma Emergency Room Nurse at Los Angeles County General Hospital.

ERIN PERNELL attended several of the Center’s programs. At the age of 19, she graduated with a Bachelor of Science degree in human biology. Currently Erin is pursuing a Doctor of Chiropractic degree.

CASSANDRA E. PITTMAN has been attending the Saturday Gifted Studies program since 1994. She also has participated in the Summer Gifted Studies Program since 1997 and the Summer Program for Academically Talented Youth since 2002. Cassandra has won several academic awards, including the 2003 Daughters of American Revolution American History Award, the 2003 Mississippi Private School Education Association Science Fair Award, and the 2003 - 2004 Columbia Academy Creative Writing Award. In addition to her many accomplishments, Cassandra is dually enrolled at Columbia Academy and The University of Southern Mississippi.

CHRIS WINSTEAD was one of the Center’s early participants in 1978. In 1995 Chris received his Ph.D. in Physics from the Georgia Institute of Technology. Currently he is an associate professor and Interim Chair of the Department of Physics and Astronomy at The University of Southern Mississippi. His research interests include application of pulsed and continuous-wave cavity ringdown spectroscopy, advanced optical detection and signal processing, and plasma diagnostics.

A NATION DECEIVED: HOW SCHOOLS HOLD BACK AMERICA’S BRIGHTEST STUDENTS
Nicholas Colangelo, Susan G. Assouline, Miraca U. M. Gross
“A Nation Deceived: How Schools Hold Back America’s Brightest Students,” is a two-volume work that promotes the use of acceleration as an educational intervention for our nation’s gifted and talented students. The first volume summarizes more than 50 years of research on the topic. The second volume focuses on strategies that schools can use to provide acceleration experiences for this population of students. Topics include entering school early, grade-skipping, high school challenges, Advanced Placement courses and social/emotional effects of educational acceleration.

A copy of this work can be downloaded free of charge at http://www.nationdeceived.org/download.html.

GENIUS DENIED: HOW TO STOP WASTING OUR BRIGHTEST YOUNG MINDS
Jan & Bob Davidson with Laura Vanderkam
ISBN: 0743254600
This book highlights exceptionally bright and talented children who are being denied the chance to maximize their intellectual potential. Due to the new focus on high stakes testing that has resulted from “No Child Left Behind,” the authors report that highly intelligent children are not being offered the best education possible. Their solution is the development of curricula that is not age defined, but one in which highly gifted children are given the opportunity to learn at their instructional level. The authors describe steps that parents, educators, policymakers, and students can take to advocate for gifted students.
In this section of the newsletter, we will review books of interest to the field of gifted education.

The Young Gifted Child: Potential and Promise, an Anthology
Edited by Joan Franklin Smutny
Hampton Press, Inc. (1998)
ISBN 1-57273-108-7

Reviewed by Amy Bisland, Ph.D.

Teachers, parents, and school administrators looking for information on identifying and serving young gifted children will find a wealth of information in The Young Gifted Child: Potential and Promise, an Anthology. This book is divided into five sections that each focus on a different set of issues facing young gifted students and their parents.

Part I addresses identification issues. This section provides a review of past studies of infant giftedness including how early indicators of giftedness correlate with future IQ scores. Additionally, information is given on suggested identification screenings for young children such as observation inventories and portfolios. Part I also presents arguments for the necessity of early identification, particularly with students of low socio-economic backgrounds.

Special populations are the subjects of Part II including characteristics of young gifted students from groups such as culturally and economically disadvantaged, minority students, rural, highly creative, gifted learning disabled, and females. Strategies for teaching and collaborating with other education professionals are also included.

Part III provides information for parents of young gifted children. Several chapters discuss the role of parents of gifted students during the early years. User friendly strategies for developing potential are offered and the importance of keeping curiosity alive is stressed. Parents will also be interested in Part IV which discusses various social and emotional growth issues faced by young gifted children. These chapters offer information to parents and teachers on the difficulties that some gifted children face as well as potential proactive solutions such as helping to facilitate interest development.

Creating effective educational experiences is the topic of Part V. This section offers advice on creating good environments for learning at both school and home. It outlines what should occur in the education of gifted young children, including appropriate instructional and service delivery options. An argument for the integration of instructional models is also incorporated.

The Young Gifted Child: Potential and Promise, an Anthology is a useful tool for all teachers, parents, and school administrators. Readers will find the organization to be helpful in finding information specific to their own needs. Furthermore, most chapters are written in a way that benefits both parents and those in the education profession. Issues are discussed comprehensively and often from more than one perspective. This book serves as a great resource for anyone concerned with the education of a young gifted child.

Teaching Young Gifted Children in the Regular Classroom: Identifying, Nurturing, and Challenging Ages 4-9
Joan Franklin Smutny
Sally Yahake Walker
Elizabeth A. Meckstroth
Free Spirit Publishing (1997)
ISBN 1-57542-017-1

Reviewed by Sandee Manning, M.S.; NBCT

In their book, Teaching Young Gifted Children in the Regular Classroom, the writing team of Smutny, Walker, and Meckstroth offer sound theory and real-world practicality for meeting the educational needs of gifted 4- to 9-year-olds in general education classrooms. Recognition and discussion of developmentally appropriate practices as set forth by the National Association for the Education of Young Children (NAEYC), along with research in the field of gifted education, form the foundation for modifying curriculum content, instructional strategies, and materials for this special student population.

The volume contains 11 chapters primarily focusing on modifying instructional strategies in the content areas using curriculum compacting, learning centers, grouping arrangements, and independent study. Each chapter concludes with a section of frequently-asked questions. Straightforward answers guide teachers through the challenges of implementing a differentiated curriculum in their classrooms. A resource and reference section, specific to each chapter, offers teachers additional avenues to explore in their quest to provide their young gifted students opportunities for challenge.

Illustrative of the teacher-friendly format of this book are the many reproducible pages that can help educators manage and organize curriculum differentiation in their classrooms. Other reproducible pages include letters to parents, interest inventories, and checklists to bridge the gap between home and school and ensure that teachers benefit from the wealth of information parents possess about their gifted children. Exploration of the social and emotional issues important to understanding and serving gifted children along with the special needs of the culturally diverse gifted complete this informative resource. From identifying to serving, this publication is filled with a cadre of practical ideas that makes it invaluable for educators in the preschool and primary grades.

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.

2004 FALL DAY OF SHARING

The Fall Day of Sharing for Teachers of the Gifted was held November 12, 2004, at the Forrest General Hospital Center for Healthy Living at the Hattiesburg Family Y. This conference, conducted twice a year by The Frances A. Karnes Center for Gifted Studies, helps educate teachers on current curriculum and instructional practices in gifted education. Fifty-three 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.

During the morning session, Dr. Julia Roberts, Director of the Center for Gifted Studies at Western Kentucky University, presented information on new approaches to developing theme-based instructional units. Sandee Manning, a doctoral student in Curriculum, Instruction, and Special Education with an emphasis in gifted education at The University of Southern Mississippi, presented on the topic, “Building Collaborative Relationships within Your School.”

After lunch, Kevin Besnoy, a doctoral student in Curriculum, Instruction, and Special Education with an emphasis in gifted education at The University of Southern Mississippi, presented information on how to incorporate PowerPoint into the gifted curriculum. Finally, Dr. Conrad Castle, State Consultant for Gifted Education, Mississippi State Department of Education, gave a “State of Gifted Education in Mississippi” address.

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.
The first Career Exploration for Girls Conference sponsored by The Frances A. Karnes Center for Gifted Studies and The Spirit of Women at Forrest General Hospital was an astounding success. Deputy Mayor Beverly Commodore welcomed mothers and daughters to Bennett Auditorium where Ada Nielsen, Manager of Commercial Development and Licensing from BP Amoco Chemicals started the day by sharing an in-depth examination of her life path, studies, and experiences leading to her success. Dr. Nielsen explained how she flourished in the experiences of studying math and science, found her own element in each new venue, and cultivated her networking and social skills.

During the concurrent sessions, mothers and daughters chose from a wide variety of speakers and career paths, sometimes splitting up and even engaging in discussions about career options, while deciding on which session to explore.

The professionals who shared their wealth of knowledge and career experience included:

Dr. Angie Dvorak and Paige York-Losee – Business
Skippy Haik – Journalism
Dr. Sarah Morgan – Science
Dr. Anita Davis – Music
Judge Carol Ann Bustin – Law

Dr. Heather Sterling-Turner – Psychology
Dr. Cathy Sessums – Health care
Laura Prange – Art
Lt. Col. Virginia Carlton – Military
Dr. Marilyn Foxworth – Education

These successful women expressed several common themes, including the need to take math and science classes, manage multiple tasks, and build upon leadership and problem-solving skills.

Michael Spencer Weger was a former student in Center for Gifted Studies. He will be greatly missed.
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.

YOUNG GIFTED CHILDREN

http://www.austega.com/gifted/preschoolers.htm –
Austega Gifted Resource Center is an Australian site with a wealth of information on various aspects of giftedness. The preschool page charts gross and fine motor skills, and language development for normally developing and advanced children, and offers suggestions for activities that parents can do with young children. Austega also has a links library that includes information about parenting, teaching, and much more.

http://www.stephanietolan.com/nonfiction.htm –
Stephanie Tolan has written numerous articles on gifted education and its various aspects. This site presents links to some of her most interesting work, including “Is it a Cheetah,” which describes the parents of a gifted child’s experience of entering school early, skipping grades in elementary school, the Davidson Scholars Program provides parents with online learning opportunities, expert advice and access to both professionals in gifted education and other gifted learners. Highlights of the program include the creation of an individualized action plan; connection to mentors; and financial assistance for tutors, summer camps, musical instruments, computers and more.

http://www.twogifted.org/ –
The Texas Association for the Gifted and Talented website is dedicated to promoting awareness of the unique needs of gifted and talented individuals. TAGT provides information and tools for parents and educators to advocate effectively for gifted students. The site also has information about parenting issues and affiliations as well as information about professional development for educators. TAGT also sponsors the Legacy Book Competitions each year to award books that have significantly impacted the study of giftedness.

http://www.austinisd.k12.tx.us/instruct/gateearly.html#GIFT –
This web page from the Ontario-Montclair school district gives succinct descriptions of what to expect from the gifted preschooler. Suggestions for play activities to enhance their abilities are provided as well as brief discussion of other issues parents may encounter.

A Different Place is designed to help students, teachers, and parents enhance curriculum that has become boring for gifted students. The site provides access to numerous activities for students in kindergarten through 12th grades in all content areas.

http://www.gifted-children.com/ –
Many articles focus on parenting.

http://www.hoagiesgifted.org/young_children.htm –
While this page focuses almost entirely on preschoolers – parenting, teaching, and emotional-social issues – the rest of the Hoagies’ site provides information on all aspects of giftedness. 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.

Kidsource is designed to provide information about education and health care. The site comprises articles from a variety of original sources. Each article is ranked based on the usefulness of the article’s content and applicability. This page focuses on all gifted children, but has information on preschoolers. The preschool page contains information about gifted and non-gifted preschoolers.

http://www.aurora.hoag.org/gifted/ –
Written by well known author Linda K. Silverman, this article discusses the characteristics of young gifted children. Of further interest to parents may be the table of gifted characteristics and the potential problems that may stem from them.

“A National Excellence: A Case for Developing America’s Talent” is a 1993 report commissioned by the US Department of Education describing the need for the identification of and provision of services for gifted children in public education.

http://www3.bc.sympatico.ca/giftedcanada/ynggift.html –
This page on the Gifted Canada Web site provides an interesting look at giftedness in a variety of content areas as well as the general characteristics of young gifted children. Of further interest to parents may be the table of gifted characteristics and the potential problems that may stem from them.

http://www.netdev.org/ –
A Different Place is designed to help students, teachers, and parents enhance curriculum that has become boring for gifted students. The site provides access to numerous activities for students in kindergarten through 12th grades in all content areas.

http://www.nationdeceived.org/ –
Fifty years of study involving acceleration proves that this often overlooked resource for gifted children is a viable option. Parents interested in acceleration will find research-based support for their advocacy efforts. From the site: “You’ll find information about entering school early, skipping grades in elementary school, the Advanced Placement program, and starting college ahead of time.”

http://www.txgifted.org/ –
The Texas Association for the Gifted and Talented website is dedicated to promoting awareness of the unique needs of gifted and talented individuals. TAGT provides information and tools for parents and educators to advocate effectively for gifted students. The site also has information about parenting issues and affiliations as well as information about professional development for educators. TAGT also sponsors the Legacy Book Competitions each year to award books that have significantly impacted the study of giftedness.

http://www.usm.edu/gifted/ –
The official site of American Association for Gifted Children was founded based on the belief that the gifted were the most neglected children in our democracy. Most of the information on the site is dedicated to the association’s most recent work based on identifying and serving preschool gifted children.

http://www.ericc.org/faqs.html –
ERIC’s Clearinghouse on Disabilities and Gifted Education provides information about a wide range of topics concerning gifted education. Of special importance for preschool giftedness is the page titled “Assessing and nurturing the talents of young gifted children.”

http://www.txgifted.org/ –
The Texas Association for the Gifted and Talented website is dedicated to promoting awareness of the unique needs of gifted and talented individuals. TAGT provides information and tools for parents and educators to advocate effectively for gifted students. The site also has information about parenting issues and affiliations as well as information about professional development for educators. TAGT also sponsors the Legacy Book Competitions each year to award books that have significantly impacted the study of giftedness.

http://www.ttagt.org/ –
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http://www.gifted-children.com/ –
Gifted-Children.com is a networking and information medium dedicated to making a difference in the pursuit of educational excellence for children of special talents and abilities. Articles found on this site focus on selecting preschools, determining a child’s readiness for early entry into school and other issues of importance to parents and educators.

http://www.aagc.org –
The official site of American Association for Gifted Children was founded based on the belief that the gifted were the most neglected children in our democracy. Most of the information on the site is dedicated to the association’s most recent work based on identifying and serving preschool gifted children.

http://www.gtworld.org/ –
GTWorld is an online support community dedicated to the study of intellectual giftedness, the gifted, and the people who care for them. The site offers access to a variety of mailing groups discussing topics such as parenting, gifted/disabled, home schooling, adult giftedness, and current trends. The site also has valuable information regarding testing, books, and media resources.

http://www.wrightsaw.com –
This Web site provides parents and educators with access to the most recent information available on advocacy and legal issues in education.

http://www.omsd.k12.ca.us/instruct/gateearly.html#GIFT –
This web page from the Ontario-Montclair school district gives succinct descriptions of what to expect from the gifted preschooler. Suggestions for play activities to enhance their abilities are provided as well as brief discussion of other issues parents may encounter.
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.

- Suma Cum Laude ($1000+)
- Magna Cum Laude ($500)
- Cum Laude ($250)
- Laureate ($150)
- Special Honor Roll ($100)
- Honor Roll ($50)
- Student ($25)
- I would like to learn more about corporate sponsorships and donations.

Your donation is tax deductible.

Name

Mailing Address

City ____________________________________________ State ______ Zip _____________

Home Phone (_________) __________________________________________________________

Office Phone (_________) __________________________________________________________

E-mail Address

This donation is a gift. Please send donation gift card to

Name

Mailing Address

City ____________________________________________ State ______ Zip _____________

Please accept this gift as a memorial to

Enclosed is my check payable to the USM Foundation c/o The Frances A. Karnes Center for Gifted Studies

Charge my donation to my credit card

- VISA
- MasterCard
- American Express

Card Number ________________________________ Exp. Date ____________

Signature

My place of employment will match my gift.

Company name

Mailing Address

City ____________________________________________ State ______ Zip _____________

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
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_______________________________________

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Activities or interests _____________________________________________________

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MARCH 11, 2005
Spring Day of Sharing for Teachers of the Gifted

JUNE 4, 2005
Mississippi Awards Ceremony for the Duke Talent Identification Program, The University of Southern Mississippi, Hattiesburg

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