What is Emotional Intelligence?
UNDERSTANDING EMOTIONAL INTELLIGENCE AND THE GIFTED

The field of emotional intelligence (EI) officially dates only to the early 1990s when the term “emotional intelligence” was originated by Salovey and Mayer. Emotional intelligence can be defined as a set of abilities and behaviors that an individual uses to understand and manage his or her own feelings and emotions as well as to understand and manage the feelings and emotions of others. Bar-On (2006) summarizes the major elements considered to be the foundation of emotional intelligence theory:

From Darwin to present, most descriptions, definitions and conceptualizations of emotional-social intelligence have included one or more of the following key components: (a) the ability to recognize, understand and express emotions and feelings; (b) the ability to understand how others feel and relate with them; (c) the ability to manage and control emotions; (d) the ability to manage change, adapt and solve problems of a personal and interpersonal nature; and (e) the ability to generate positive affect and be self-motivated. (p. 3)

Although the term “emotional intelligence” is relatively new, the importance of emotions and their potential impact on success and personal effectiveness has been recognized for decades. The work of developmental psychology pioneers such as Piaget and Erickson and counseling theorists Jung and Rogers provide the strong theoretical foundation upon which the relatively new models of emotional intelligence build. As early as the 1970s, researchers studied the role of emotion, socialization, and personality in cognitive development. Educational researchers began to study the effects of multidimensional instruction on student learning. Early theories of cognition and learning that included practical, relational, and emotional components were Gardner’s Theory of Emotional Intelligence (1983) and Sternberg’s Theory of Triarchic Intelligence (1988). Gardner’s theory posits the interplay of seven primary intelligences that can be grouped into four primary categories: (1) cognitive/analytical processes (the verbal/linguistic and mathematical/logical intelligences), (2) creative thought processes (the visual/spatial and musical/rhythmic intelligences), (3) physical aptitude (the bodily/kinesthetic intelligence),

(Continued on page 3)
DEAR FRIENDS:

2009 will mark the 30th anniversary of the Frances A. Karnes Center for Gifted Studies. In 1979, the Center was established when Dr. Aubrey K. Lucas was president. In 2004, Dr. Horace Fleming renamed the Center. I want to extend my gratitude to both for supporting the Center and our many programs and activities.

Plans are being made for the anniversary and include a reception for faculty and staff who have been extremely supportive of our efforts. A dinner will be held for our friends and present and past students. A 30th anniversary book highlighting our history and future goals will be available.

This issue of the newsletter focuses on emotional intelligence and the gifted. Many important ideas on the topic are set forth.

With the increased numbers of needy and disabled gifted students, funds are needed to support scholarships for them to attend our programs. Your support can be directed to Friends for Gifted Education. Also, help is needed to fully fund the Frances A. Karnes Endowed Chair.

Thank you for the many compliments on the newsletter. Please let us know topics in which you are most interested.

Sincerely,

Frances A. Karnes, Ph.D.

PROFESSOR, Curriculum, Instruction, and Special Education
and DIRECTOR, The Frances A. Karnes Center for Gifted Studies
and (4) human understanding (the intrapersonal and interpersonal intelligences). Gardner contends that the intrapersonal and interpersonal intelligences are as important to success in life as is traditionally conceptualized intelligence. Sternberg’s triarchic theory also recognizes the diversity of human potential and emphasizes three primary areas of cognition: (1) analytical abilities, (2) practical abilities, and (3) creative abilities. The theories of both Gardner and Sternberg acknowledge the complexity of the human intellect and advocate identifying and targeting areas of strength and weakness for successful learning. Both theorists conceptualize intelligence as more than a wholly cognitive function, instead requiring a combination of analytical thought, creativity, socialization, and reflection. Theories such as these formally recognized the importance of emotion and socialization and laid the groundwork for emerging theories of emotional intelligence.

The field of psychology widely recognizes the importance of emotional health in the individual, often describing it in terms of intrapersonal skills: how well an individual understands and accepts self, manages stress, recovers from disappointment, adapts to change, and generates positive mood or affect. The idea that emotional intelligence can be partially defined through social acuity and interpersonal effectiveness is heavily grounded in the work of E.L. Thorndike and his study of the phenomenon of social intelligence (1920). According to Thorndike, social intelligence is “the ability to understand and manage men and women, boys and girls — to act wisely in human relations” (p. 228). Emotional intelligence, therefore, is a balance of “self skills” (self-awareness, self-regard, self-actualization, stress management, adaptability to change, and others) and “people skills” (communication, positive regard for others, empathy, social responsibility, the ability to develop and maintain positive relationships, and others).

WHY IS EMOTIONAL INTELLIGENCE IMPORTANT?

Emotional intelligence promotes emotional health and well-being and strengthens interpersonal relationship skills, leading individuals who possess high levels of EI to increased personal and interpersonal effectiveness and some would argue greater success in life (Covey, 1989, 2004; Gardner; 1983; Goleman, 1995). Emotional intelligence enhances intellectual and personal growth by allowing an individual to adapt to change, effectively approach challenge, appropriately handle conflict, and maintain emotional and psychological health.

Recent studies of the relationship between emotional intelligence and achievement, leadership, and business propelled the theory of EI to new heights of international interest, demonstrating the very practical applications of EI theory to the classroom and the workplace. Emotional intelligence has been linked to increased academic achievement in middle and high school (Aremu, Tella, & Tella, n.d.; Parker et al, 2004), lower levels of student aggression (Cobb & Mayer, 2000), and lower levels of engagement in risky behaviors such as alcohol consumption and smoking (Cobb & Mayer, 2000). The relationship between higher levels of emotional intelligence as youth and lowered engagement in negative behaviors as adults has also been validated (Mayer, Caruso, Salovey, Formica, & Woolery study as cited in Cobb & Mayer, 2000). Similarly, studies have shown emotional intelligence to be a predictor of success in the workplace, including one’s ability to function as a member of a team, workplace satisfaction, autonomy, commitment, and overall effectiveness (Cherniss, Goleman, Emmerling, Cowan, & Adler, 1998; Frye, Bennett, & Caldwell, 2006; Petrides & Furnham, 2006; Sala, n.d.).

Consistent with the aforementioned studies, emotional intelligence has been correlated with enhanced leadership skills such as self-awareness, self-management, interpersonal skills, and job performance (Bradberry & Su, 2006; Cavallo & Brienza, 2006; Center for Creative Leadership, 2003; Stone, Parker, & Wood, 2005).

Bar-On (2007) maintains that EI is “highly associated with being motivated to do one’s best and to realize one’s potential” (p. 2). Cherniss (2000) argues that a substantial body of information exists indicating that “a person’s ability to perceive, identify, and manage emotion provides the basis for the kinds of social and emotional competencies that are important for success in almost any job” (p. 10), and he predicts that the interpersonal and intrapersonal skills identified within the construct of emotional intelligence will garner more importance in the workplace. Van Rooy and Viswesveran (2004) conducted a meta-analysis of studies using a variety of measures to assess relationships between emotional intelligence and effectiveness and concluded that emotional intelligence validly predicts success in both work and academic settings. Goleman (1995) suggests that while IQ may be a stronger predictor of which career path an individual will embark on initially, EI may be a better predictor of significant achievement within a chosen career path.

DEVELOPING EMOTIONAL INTELLIGENCE IN GIFTED CHILDREN AND YOUTH

Intellectually gifted children possess high levels of cognitive intelligence; their brains process information in
a highly efficient and elegant manner. While they usually demonstrate mastery of critical thinking skills such as analysis, synthesis, and evaluation, they may lag behind their peers in the development of interpersonal skills. Because of their high levels of cognitive functioning, gifted children and youth may feel disconnected from their same-age peers and may struggle with understanding the feelings of others, recognizing alternate perspectives, and forming strong peer relationships. For this reason, focusing on developing emotional intelligence is especially important in gifted children and youth.

Sternberg, Grigorenko, and Ferrari (2004) argue that intelligence may be described as developing expertise. In their study, Intelligence as Developing Expertise, the researchers define expertise as “the ongoing process of the acquisition and consolidation of a set of skills needed for a high level of mastery in one or more domains of life performance” (p. 1). Emotional intelligence can be viewed as developing expertise in the management and regulation of emotions through acquiring and honing the skills necessary to demonstrate that expertise. Numerous experts in the field of emotional intelligence concur that EI consists of a set of observable and measurable skills, abilities, and attitudes that can be learned and developed (Bar-On, 1997; Goleman, 1995; Weisinger, 1998). According to psychologist Hendrie Weisinger (1998),

emotional intelligence can be nurtured, developed, and augmented – it isn’t a trait that you either have or don’t have. You increase your emotional intelligence by learning and practicing the skills and capabilities that make up emotional intelligence. These include self-awareness, emotional management, and self-motivation.” (pp. 1-2)

In addition to emotional self-awareness and managing emotions, Goleman (2005) recommends several other areas for focused development of emotional literacy in students. These include harnessing emotions productively (ability to focus, achieve, and control impulses), empathy/reading emotions (interpreting and sympathizing with the feelings and emotions of others and to accurately see other perspectives), and handling relationships (ability to develop and understand relationships, including communication skills, pro-social skills, and conflict resolution). Realizing gains in emotional intelligence can be accomplished in both the long- and short-term. Regarding his particular 15 emotional and social competencies, Bar-On (2006) asserts that they “(a) increase almost continuously from childhood to the end of the fourth decade of life … and (b) they can also be significantly increased within a matter of a few weeks as a result of training” (p.10).

Parents and teachers of gifted children and youth should facilitate activities, discussions, and experiences that allow them to express and recognize emotions, both negative and positive. Developing a deep awareness of self and an ability to understand and communicate effectively with others will help them foster supportive and enduring relationships. Parents and teachers should openly address issues that the gifted are particularly vulnerable to such as underachievement, perfectionism, asynchronous development, unrealistic expectations, super-sensitivity, and pressure to conform. Facilitating the emotional growth of the gifted will allow them to more fully reach their potential, to better understand themselves and the world around them, and ultimately to live lives of great substance and satisfaction. As parents and teachers, what more could we hope for our gifted children and youth?

REFERENCES


Two-hundred and twenty-six students, from pre-K through 12th grade, attended the Saturday Gifted Studies Program. The Program, sponsored by Purple Parrot Café, Crescent City Grill, and Coldwell Banker, was conducted January 19-March 1, 2008, at The University of Southern Mississippi. Courses were held from 9 a.m. to noon on each of the seven consecutive Saturdays. Student and parent responses to the program were overwhelmingly positive.

Courses offered included Under the Sea, Great Leaders, Journey into Space, Animal! Animals! Animals!, Dollars and Sense, Fun Seekers’ Science, Law Connections, Environmental Solutions, Author! Author! An Introduction to Creative Writing, Debate, Psychology, and Forensic Science.

The students benefited from many interactive technologies. In Author! Author!, students were able to complete drafts of their work in class for their classmates to review. Other classes benefited from Power Point presentations, took advantage of the internet for research, and viewed DVDs via multimedia projectors.

First-time instructor’s assistant, Melissa Despagni, said of her experience with the program, “Integrating technology into the pre-K/kindergarten classroom provided us with a great opportunity to explore new learning possibilities that are usually avoided with this age group. The impact these resources can have on younger students was clearly demonstrated during the program. It reinforced the need to include technology in every classroom.”

The Saturday Gifted Studies Program is designed to enhance cognitive and affective abilities of gifted students through planned enrichment/acceleration programming. Emphasis is placed on participation in areas that provide in-depth analysis of specific topics in small group activities with other gifted youth.

The Day of Sharing for Teachers of the Gifted was held on Friday, February 29, 2008, at the R.C. Cook Union on the campus of Southern Miss. The conference is designed to educate teachers on current curriculum and instructional issues in gifted education. Teachers of the gifted, regular education teachers, psychologists, and administrators were encouraged to attend.

Keynote speaker Dr. Kevin Besnoy is an assistant professor in the Department of Teacher Education and School Leadership at Northern Kentucky University. He presented a conference paper entitled Technology in the Classroom: Allowing Your Gifted Kids to Collaborate with Web 2.0 Tools, which covered how new technologies are bringing new types of literacy into the classroom. Students using Web 2.0 tools are able to interact with the world in the construction and dissemination of knowledge. With this access comes the responsibility and need to be technologically literate.

During the session, participants, who were encouraged to bring a laptop computer, were able to interact with the instruction as Dr. Besnoy led the attendees in creating their own blog. Laptops were provided for those who did not bring their own. Dr. Besnoy explained that blogs can be used to facilitate discussion away from the classroom and in a manner that many young people are already accustomed to. Interactive features such as comment boards and news feeds, which can be manipulated to fit the preference of the individual user, help maintain student interest while also teaching them the profound uses of new technology. By the end of the session, the 92 teachers and administrators in attendance had learned how to use Web 2.0 applications as tools in their instructional method.

Immediately following lunch, Trecina Green, bureau director of the Office of Curriculum & Instruction at the Mississippi State Department of Education, presented information on the state of gifted education in Mississippi. Afterward, several teachers were given time to share activities and ideas that they use in their classrooms.
THE DAY OF SHARING FOR TEACHERS OF THE GIFTED

The Day of Sharing for Teachers of the Gifted, a biannual conference held in the spring and fall of each year, provides professional development for gifted education teachers. The next Day of Sharing will be held Friday, September 5, 2008, at the Union on the Hattiesburg campus of The University of Southern Mississippi. The keynote speaker will be Dr. Julia Roberts, professor from Western Kentucky University, who will present Motivating Gifted Children to Achieve. Other topics will include career exploration, continuous progress curriculum, and the state of gifted education in Mississippi. There will also be time for sharing for participating teachers of the gifted. The conference is offered at no charge to the participants. CEUs are available.

THE PARENTING GIFTED CHILDREN CONFERENCE

The Parenting Gifted Children Conference, offered to assist parents and other concerned adults to better understand the unique intellectual, academic, and social-emotional needs of the gifted and talented, will be held on Saturday, September 6, 2008, at Joseph Greene Hall on the Hattiesburg campus of The University of Southern Mississippi. Dr. Julia Roberts, professor from Western Kentucky University, will be the keynote speaker in the morning, followed by a variety of sessions on topics of interest including the state of gifted education in Mississippi, evaluating gifted children, career explorations for the gifted, social/emotional issues, continuous progress curriculum, and others. The attendance fee is $30.

THE CAREER EXPLORATIONS FOR GIRLS CONFERENCE

The Career Explorations for Girls Conference, Saturday, October 18, 2008, is open to all girls in grades 7-12; each girl must be accompanied by her mother or another adult female. Girls do not need to be enrolled in gifted education to attend. There will be a keynote speaker, followed by several distinguished presenters who will offer practical information to help girls plan for their education and entry into prospective careers. Careers to be discussed include business development, science and technology, health care, journalism, education, art, psychology, law, music, and sports. There is no charge for the conference, which is co-hosted by The Frances A. Karnes Center for Gifted Studies and the Spirit of Women at Forrest General Hospital, and lunch is included.

WHAT IS MAGC?

Founded by parents and teachers in 1974, Mississippi Association for Gifted Children (MAGC) is a nonprofit 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

Visit the Duke University TIP Program Web site at
www.tip.duke.edu for more information on Duke TIP Interactive CD-ROM courses; Duke Gifted Letter for parents; and Duke TIP on Your Own courses.
KARNES AND STEPHENS CO-EDIT FOUR MORE GIFTED EDUCATION BOOKS

Dr. Frances A. Karnes, professor in the Department of Curriculum, Instruction, and Special Education, and director of The Frances A. Karnes Center for Gifted Studies, and Dr. Kristen Stephens, assistant professor of the Practice in the Program in Education at Duke University, have co-edited four more books in The Practical Strategies Series in Gifted Education published by Prufrock Press.

This series offers teachers, counselors, administrators, parents, and other interested persons up-to-date instructional strategies and information on a variety of topics pertinent to the field of gifted education.

THE NEWEST ADDITIONS TO THE SERIES HAVE BEEN RELEASED. THEY ARE

• Advocacy for the Gifted
• Developing Talent in the Arts
• Challenging Highly Gifted Learners
• Gifted Students in Early Childhood

OTHERS IN THE SERIES ARE

• Working with Gifted English Language Learners
• When Gifted Students Underachieve: What You Can Do About It
• Assessment in the Classroom: The Key to Good Instruction
• A Menu of Options for Grouping Gifted Students
• Successful Strategies for Twice Exceptional Students
• Independent Study for Gifted Learners
• Social and Emotional Teaching Strategies
• Curriculum Compacting
• Enrichment Opportunities for Gifted Learners
• Questioning Strategies for Teaching the Gifted
• Using Media and Technology With Gifted Learners
• Motivating Gifted Students
• Acceleration Strategies for Teaching Gifted Learners
• Fostering Creativity in Gifted Students
• Teaching Culturally Diverse Gifted Students
• Inventions and Inventing for Gifted Students
• Developing Mentorship Programs for Gifted Students

Jon Cooper Parker was a student of the Leadership Studies Program in 2007 and 2008.

MY DAY AS AN AFROTC CADET — By Jon Cooper Parker

On Thursday, March 20, I spent the day with Lt. Colonel Douglas Haven and the members of the AFROTC at The University of Southern Mississippi. This experience was arranged to help me understand what it takes to be in the U.S. Air Force and how the ROTC can assist with joining the Air Force. I think I want to learn how to fly and join the Air Force.

My day began with meeting Lt. Colonel Haven in his office. We talked about his career in the Air Force and the ROTC. He is a very interesting man and has been in the Air Force for over 22 years. Lt. Colonel Haven is the commander for the Air Force ROTC Detachment 432. He came here to be the commander last August. He has a master’s degree and teaches classes and labs to the Air Force ROTC cadets. He explained how students become involved in the Air Force ROTC and what benefits they can receive. He said that a student must have good grades, demonstrate leadership skills, have a positive attitude, and work hard to be successful in the Air Force ROTC. There are many different job opportunities in the Air Force.

After we talked for a while, I met Cadet Cassidy and he took me to change into my official Air Force uniform for the day. I enjoyed wearing the uniform and learning about the dress code. I learned you are only allowed to wear your hat while outside, and when it is not on your head, you must have it neatly tucked in under your belt. I learned that everything is supposed to be straight and the button on the shirt should line up with the buckle and the pant. There are a lot of rules about the uniform that you have to remember. I enjoyed wearing the uniform.

After I changed into my uniform, I went to class with Lt. Colonel Haven and met other cadets. The cadets talked to me about why they want to be in the AFROTC and what they hoped to do when they graduate. I thought it was very interesting.

After Lt. Colonel Haven’s class, I went to another class with Captain Guyron. In this class, the cadets talked about when the Black Hawks went down in Somalia. They talked about what went wrong and the importance of understanding channel frequencies. It was very interesting.

After the classes, we went to lunch. I ate lunch with the Lt. Colonel and some of the cadets. After lunch, the cadets helped judge some science fair projects and I got to watch. They asked the science fair participants question about their projects. I enjoyed watching them. We finished at the science fair and returned to the Lt. Colonel’s office. I spent time with the cadets in their lounge and played a flight simulation game. I enjoyed playing the flight simulation game. Unfortunately, I did not pull up fast enough, and the wings of the plan fell off and I crashed. I wish I could have played it more. I really enjoyed it.

Overall, this was one of the best experiences I have ever had. I enjoyed everything about the day, and I would really like to go back sometime. I hope to one day be in the Air Force ROTC.
LEADING THE WAY...

**KRISTEN STEPHENS, PH.D.,** is an assistant professor of the Practice in the Program in Education at Duke University. She and Dr. Frances Karnes recently co-edited a new text entitled *Achieving Excellence: Educating the Gifted and Talented* with Merrill Education/Prentice Hall that was released last fall. In addition, the two have recently completed the editing of four new books in the Practical Strategies in Gifted Education series with Prufrock Press. The new titles cover the topics of advocacy for the gifted, early childhood gifted, gifted students and the arts, and the highly gifted. In addition to her writing endeavors, Kristen received exploratory funds from DukeEngage, a Duke University initiative, funding by the Bill and Melinda Gates Foundation and the Duke Endowment, that provides funding and faculty support to all undergraduates who want to apply their classroom learning to addressing societal issues at home and abroad. Kristen visited Hattiesburg this past spring to explore a potential partnership between Duke University and The University of Southern Mississippi, The Frances A. Karnes Center for Gifted Studies, and the Hattiesburg Area Boys and Girls Club. If the proposed program receives additional funding from DukeEngage, selected Duke University undergraduates will spend their summer in Hattiesburg working with area youth on the development of leadership skills for the benefit of the Hattiesburg community.

**DEBRA TROXCLAIR, PH.D.,** is currently an assistant professor in the Department of Curriculum and Instruction at the University of Louisiana at Monroe. She teaches graduate courses in gifted education and undergraduate courses in reading methods, early childhood education, and supervises student teachers. Her research interests include the emotional lives of gifted children and overprotection by parents of gifted children. She has also been a Duke Tip Ceremony liaison for several years. She recently presented sessions at the Texas Association for the Gifted and Talented and the SENG conference. She has been an invited speaker at TAGT’s winter parent conferences in Midland/Odessa, Texas, and Houston, Texas.

**ELIZABETH SHAUNESSY, PH.D.,** is an assistant professor in the Department of Special Education at the University of South Florida, where she is the coordinator of the Gifted Education Program. Her service in the field includes local partnerships with Tampa Bay-area District Coordinators of the Gifted, The Florida Association for the Gifted, and contributions to the development of Florida’s policy in gifted education. She currently serves on the board of directors for Supporting the Emotional Needs of the Gifted (SEnG). She and her colleagues recently presented their research at annual conferences of the American Association for Educational Research (AERA), the National Association for Gifted Children (NAGC), the Florida Association for the Gifted (FLAG), the Third International Congress of Qualitative Inquiry, the Biennial Meeting of the Society for Research on Adolescence, the National Association of School Psychologists Annual Convention, and the National Association for Multicultural Education. In July 2007, she and a colleague delivered a three-day seminar on Stress and Coping of International Baccalaureate Students at the Florida Association for International Baccalaureate Schools.

**JESSE CUKERKORN, PH.D.,** is a gifted educator working for Miami-Dade County Public Schools. In 2007, she received an award honoring her individual research in the area of talented young artists from the International NETWORK of Schools for the Advancement of Arts Education. Her book, *Arts Education for Gifted Learners,* edited by Frances Karnes and Kristen Stephens, was published by Prufrock Press this year. Part of the *Practical Strategies Series in Gifted Education,* this short guide provides information for teachers and parents interested in supporting an artistically talented child. Arts Education for Gifted Learners reveals the characteristics of artistically talented students, describes program options, and shares an approach for supporting the affective needs of these students.

**JOAN D. LEWIS, PH.D.,** and a colleague recently presented *How do principals advocate for gifted learners?* at the Nebraska Association for Gifted annual conference in Omaha, NE and a similar presentation, *How principals can provide concrete support for gifted learners for administrators at the Annual Convention of the Nebraska Rural Community Schools Association in Kearney, NE. Their presentation proposal to NAGC's annual conference in Tampa, FL has been singled out as one of the new Signature Series for its potential to initiate discussion in an important area of gifted education. In addition, Dr. Lewis’s book, *Advocacy for Gifted Children and Gifted Programs,* one of the *Practical Strategies Series in Gifted Education,* was recently published by Prufrock Press.

**SUZANNE M. BEAN, PH.D.,** is director of the Roger F. Wicker Center for Creative Learning and Professor of Education at Mississippi University for Women (MUW). For the past 27 years, she has served in the field of gifted studies as a teacher of gifted students, director of the Mississippi Governor’s School, founder and director of various other programs for gifted students and their teachers and parents. She has served as director of Graduate Studies and coordinator of Graduate Programs in education at MUW. In the past 4 years, Dr. Bean has brought over five million dollars in grant monies to MUW. Dr. Bean has co-authored seven books and has had numerous publications in professional journals. She has 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* and the *Journal for Secondary Gifted Education.* Dr. Bean has also co-authored numerous grants and she was the lead author of the grant that established the Roger F. Wicker Center for Creative Learning. For the past two decades, she has made numerous presentations at the state, regional, and national levels. She served as president of the Mississippi Association for Gifted Children and she is currently serving as chairperson for the Advisory Board for the organization. Her dissertation and continued research has been in the area of developing leadership potential in children and adults. Dr. Bean also completed the *Leadership Mississippi* program sponsored by the Mississippi Economic Council. Specific areas of interest and expertise are teacher leadership, intellectually/academically gifted students, differentiating instruction for exceptional learners of all types, gifted girls and young women, and leadership and personal development for young people and adults.
CHARLIE BUNTYN graduated from Mississippi State University in 1995 with a Bachelor of Science in mechanical engineering. He is a registered professional engineer. Charlie attended the Summer Gifted Studies Programs in 1983 and 1984. He is currently a manager of engineering at Ergon, Inc. in Jackson, MS.

CHRISTOPHER L. COOLEY, M.D., attended the Summer Gifted Studies Program in 1982, 1983, and 1984. He joined Eye Physicians and Surgeons of Hattiesburg Clinic in 2005. Dr. Cooley grew up in Laurel and is a graduate of West Jones schools. He received his medical degree from the University of Mississippi in Jackson, and is a member of the American Medical Association and South Mississippi Medical Society. Dr. Cooley and his wife Neely Goudie Cooley have one child, Conner.

LESLIE JACKSON CONWELL forwent her senior year at Hattiesburg High School to attend the United World College of the Atlantic in south Glamorgan, Wales. Afterwards, she attended Wellesley College in Massachusetts, where she graduated with a double major in political science and economics. She earned a Master of Health Science and a doctorate in health services research from the Johns Hopkins Bloomberg School of Public Health. She currently is working as a public health researcher at Mathematica Policy Research in Washington, D.C. Leslie attended the Saturday Gifted Studies Program in 1985 and 1986.

REBECCA ATKINSON is now a junior chemical engineering major at Mississippi State University on the President’s List, and completed an internship with Dow Chemical Company in the summer of 2008. Rebecca was in the Saturday Gifted Studies Program from 1999-2001 and the Leadership Studies Program from 2000-02.


LOUIS ROSA attended the Summer Gifted Studies Program in 2001, and the Leadership Studies Program in 2001, 2002, and 2003. He is currently a senior at Georgetown University, where he is working on a degree in business. In August 2007, he obtained his private pilots license.

MICHAEL SCHRAMM attended the Leadership Studies Program in 1984 and 1985. Currently, Michael is a counselor at the Youth Challenge Program. His son, Shelby Schramm, attended the 2008 Saturday Gifted Studies Program and was in the classes Under the Sea and Great Leaders.

DOUG HANCOCK attended the Summer Gifted Studies Program in 1984. Doug is the CFO for Roy Anderson Corporation. His daughter, Julia Hancock, attended the 2008 Saturday Gifted Studies Program. She studied Dollars and Sense and Fun Seekers Science.

JAMIE BLACKMON attended the Saturday Gifted Studies Program in 1989 and 1990. Jamie graduated from Millsaps College, is currently working for the U.S. Attorney’s office and will be starting law school in the fall.

JOHN BLACKMON is married, living in Virginia and has a wonderful job that he loves. John attended the Saturday Gifted Studies Program from 1987-90, and the Summer Program for Academically Talented in 1994.

DENISE WESLEY attended the Saturday Gifted Studies Program from 1985-87. She was a May 1995 Special Honors graduate of Hattiesburg High School. Denise was a National Achievement Scholar and recipient of the Robert C. Byrd Scholarship from the Mississippi Department of Education. Noteworthy for Hattiesburg High School’s academic tradition is that Denise was offered over $1 million dollars in total college scholarships. She was awarded the Chancellor’s Scholarship, a full-tuition, four-year scholarship, and graduated from Vanderbilt University, Nashville, TN in 1999. Denise graduated from the University of Mississippi School of Law in 2002, where she had been the recipient of the prestigious J.O. Eastland Merit Scholarship (three-year full tuition scholarship to the University of Mississippi School of Law). Since graduation in 2002, Denise has been affiliated with the law firm of Currie, Johnson, Griffin, Gaines, and Myers in Jackson, MS.

JOSEPH W. WESLEY, JR. attended the Saturday Gifted Studies Program in 1997 and 2005. He is presently a freshman at the University of Mississippi, majoring in chemical engineering. The 2007 valedictorian of Hattiesburg High School (4.0, G.P.A.), Joseph earned a diverse combination of academic honors, including being selected as National Coca-Cola Scholar Semifinalist, National Ventures Scholar, College Board AP Scholar, the 2006 state Rural Medical Scholars Program participant, and the state 2007 Lindy Callahan Male Scholar-Athlete.
Award for District 8 (soccer and football). These school activities were in addition to participation in varsity soccer, varsity football, marching band, jazz band, student council, National Honor Society, National Beta Club, and Technology Students Association. His community involvement focused on his activities as an Eagle Scout and volunteering with the Association for Retarded Citizens, St. James C.M.E. Church, NAACP Youth Council, and the Pine Burr Boy Scout Council’s ScoutReach. Awarded over $250,000 in college scholarships from numerous institutions of higher learning, Joseph was also the recipient of several competitive state/national scholarships: the Robert C. Byrd Scholarship (Mississippi Department of Education), Lindy Callahan Scholar-Athlete Scholarship, Wal-Mart Community Scholarship, Mississippi Association of School Superintendents Scholarship, State Finalist/Most Valuable Student for National Elks Foundation, and the Robert Lee Walker Scholarship. At the University of Mississippi, Joseph was awarded the Barksdale Honors College Scholarship, Adler Engineering Scholarship, and Academic Excellence Scholarship. Joseph continues his service mission as an Ole Miss Ambassador and an after-school tutor for children in Leapfrog.

MARY WESLEY attended the Saturday Gifted Studies Program from 1993-95 and was involved in the Leadership Competitions from 1994-96. She received her Master of Public Health from the University of Alabama at Birmingham (UAB) with an epidemiology focus in public health policy and planned interventions in May 2007. She was a 1999 special honors graduate of Hattiesburg High School and a 2003 Bachelor of Science graduate (Biology) of Prairie View A&M University in Prairie View, Texas. Mary has previously completed a two-year National Institutes of Health research training post-baccalaureate program at the Sackler Graduate School of Biomedical Sciences at Tufts University School of Medicine in Boston (2003-2005). At UAB, Mary had been awarded two prestigious, independently evaluated competitive fellowships, the William Randolph Hearst Endowed Scholarship from the UAB School of Public Health, and the 2006 Ira L. Myers Scholarship from the Alabama Public Health Association, Inc. for the 2006-07 academic year. She was also selected for Who’s Who American Colleges and Universities at this graduate level by the School of Public Health (2007). Mary is presently project administrator with the University of Alabama at Birmingham Hospital (GI Surgery Department).

TRACY WESLEY Mc Donald attended the Saturday Gifted Studies Program in 1987 and was involved in the Leadership Competitions from 1994-96. He graduated in 2004 with a doctorate in Physical Therapy (D.P.T.) from Belmont University in Nashville, TN. She had graduated from Hattiesburg High School in 1997 with special honors, having participated as a member of the marching band, speech and debate team, football and basketball cheerleader, and as Homecoming Queen. Tracy was a May 2001 honors graduate with a Bachelor of Science in biology/pre-physical therapy from The University of Southern Mississippi in Hattiesburg. While at Southern Miss, Tracy received many academic and extracurricular honors. She was selected as an Oseola McCarty Scholar and a Ronald McNair Scholar, was a member of Phi Kappa Phi National Honor Society, Golden Key, Alpha Lambda Delta and numerous other honor societies, and was selected as a member of the Delta Sigma Theta Sorority. At Southern Miss, Tracy was an active member of the Dixie Darlings dance line for four years and the Southern Misses dance team for three years. While in Nashville during doctoral studies, Tracy was honored with her selection for four National Football League seasons as a Tennessee Titans cheerleader. Upon graduation with her doctorate, Tracy has been employed by HealthSouth Outpatient Rehabilitation Centers, Vanderbilt Stallworth Rehabilitation Hospital, and Willowbrook Health Systems, Inc. She married fellow physical therapist Kurt McDonald of Atlanta in June 2007. Moving then to the Atlanta area, presently Tracy is rehabilitation coordinator for Lafayette Nursing and Rehab Center/People/first Rehabilitation of Fayetteville, GA.

Reviewed by Stephanie Ferguson, Ph.D., Director, Program for the Exceptionally Gifted at Mary Baldwin College

In 1981, the Supporting Emotional Needs of Gifted (SEng) program began guided discussion groups for parents of gifted and talented children. The SENG Model for gifted parent groups is designed to bring together 10-20 interested parents, grandparents, or other adults to discuss pertinent topics related to gifted children, such as motivation, discipline, stress management, coping skills, and peer interaction. The facilitators’ role in SENG Model groups is not that of “sage on the stage” or “expert,” but rather one of moderator. This ensures a nonjudgmental, tolerant, and open forum. The belief is that parents of gifted children are themselves an untapped resource. When brought together in the appropriate atmosphere, these parents can learn from, encourage, and inspire each other. Ideas are also garnered from the book A Parent’s Guide to Gifted Children around which the SENG Model sessions are built.

SENG Model groups typically meet for 10 weeks. Each group is facilitated by two or three co-leaders who have received facilitator training prior to starting the parent group. Facilitators are urged to read both A Parent’s Guide to Gifted Children (Webb, Gore, Amend & DeVries, 2007) and Children: The Challenge (Dreikurs & Stolz, 1964) prior to receiving their training, as many of the strategies referred to in the SENG Model guide are fully elaborated in these books.

This book aims to be a training manual for potential SENG Model groups facilitators. Beyond providing information on the history and background of the SENG Model, giving formats and topics for each session, and facilitator role descriptions, it describes a myriad of techniques that group facilitators are expected to model for group participants such as expectant praise, building on successes, Socratic questioning, turning statements into questions, reframing, selective ignoring, and many others. Also included are preemptory vignettes about “potential problems” that may arise during group sessions: “the dominating group member,” “the withdrawn group member,” “the insightless group member,” “the hostile group member,” and “the fragile group member,” along with techniques to address such behaviors to maintain a positive and productive group dynamic. An “Action Plan” is also provided to help potential facilitators select location, meeting time, fee schedules, advertising, and acquire resource materials. The volume concludes with multiple appendices with resources for the SENG Model facilitator.

Written without educational jargon, the second edition is well organized, clear, concise, and easy to follow. For those with an interest in starting a parent group, this model provides history, techniques, cautions, and planning tips. SENG Model groups are designed to be neither therapy nor advocacy, but rather discussion groups that often facilitate better communication between parents and schools. The phrase printed at the top of the title page says it all, “flowing with, rather than fighting against.”


Reviewed by Stephanie Ferguson, Ph.D., Director, Program for the Exceptionally Gifted at Mary Baldwin College

Cross offers a selection of essays gleaned from his columns published in Gifted Child Today. These writings are presented in four sections: About Gifted Children: Who They Are and Why, Guiding Gifted Children, Gifted Children Today, and Where Have We Been and Where Are We Going. Each of the 22 chapters comes complete with “Key Concepts” highlights and “For Discussion” prompts. At the end of the volume there is a detailed bibliography and an extensive list of resources spanning forty pages, including journals, centers, and associations in the U.S. and Canada.

A relatively short volume of 207 pages, including references and resources, it is appropriate for parents, teachers, counselors, administrators, and gifted education professionals as well as those with little or no experience with the gifted population. As the title suggests, the essays examine various and complex aspects of the social and emotional lives of gifted youth — an often shortchanged area in standard gifted education texts. Cross uses language void of jargon and employs an engaging writing style. Personal insight coupled with current research make this book a must-read for those with an interest addressing the full spectrum of gifted children’s needs. Recommended uses for this book include gifted parent groups, professional learning communities, and as a supplemental text for college courses.

Empowering Gifted Minds: Educational Advocacy That Works has been updated and reissued with the new title Academic Advocacy for Gifted Children: A Parent’s Complete Guide. The book, written by Barbara Gilman, was reviewed in the last issue of Friends.
BOOKS


Dr. Cross uses research data, cultural analysis, and personal insight to address the real experiences of gifted students, how they cope with mixed messages in a constantly changing society, and how they manage their way through school and home. The book also contains a section outlining suggestions and ideas for guiding and supporting the development of gifted children. This concise, sensitive look at gifted children and their social and emotional world offers unique insights for both teachers and parents who support these special children.

Delisle, J., & Galbraith, J. (2002). *When gifted kids don't have all the answers: How to meet their social and emotional needs*. Minneapolis: Free Spirit Publishing, Inc.

Most teachers and parents focus on the intellectual needs of gifted students without addressing their ability to handle social situations, academic pressure, teasing, and fear of failure. Though gifted students often appear to be well-integrated, a closer look reveals that they frequently experience feelings of isolation, boredom, and even depression. After a significant section devoted to identifying the gifted and the need for specialized education programs for this population, this work delves into the emotional dimensions of giftedness and how to understand gifted students from the “inside out” through first-person stories, classroom-tested activities, guided discussions, and up-to-date resources. The authors also provide useful strategies for helping gifted underachievers and perfectionists. Although this book is written mainly for classroom teachers and educators of the gifted, anyone interested in helping gifted students gain insights into their social and emotional health will find this volume helpful.


Isaacson has a keen eye for our common experiences with gifted children and a real talent for throwing it into touching relief and hopefulness. We can all relate and laugh because we see ourselves and relate both to the descriptions and the challenges that come with raising and living with smart brains.


This book by Prufrock Press offers an examination of social and emotional challenges that gifted children face as they mature. Such topics as peer pressure, depression, and perfectionism are covered, along with counseling needs and strategies that will enable parents and teachers to act positively in the gifted child’s life. Also covered are the social and emotional developments of students with special needs. This is essential reading for those wanting to empower gifted children.

RESOURCES

*Some of these resources were found online at www.sengifted.org.*


This study was designed to measure how emotional intelligence affects the success of gifted youth. The Multifactor Emotional Intelligence Scale (MEIS-A) was used to measure emotional intelligence, while measures of interpersonal relations, social stress, and grade point average were used to gauge success. The authors recommend future research in this area and include suggestions for practical studies designed to meet the needs of educators.


In this study the MEIS-A was used along with the Test of Cognitive Skills, which measures IQ. Also, the Behavior Assessment System for Children — Self-Report — Adolescent Version was used to measure interpersonal relations and social stress. Academic success was determined by student grade point average.


Cross lists a number of myths that he believes unduly limits the services rendered to gifted students. Myth #1: “Gifted students should be with students their own age.” Myth #4: “Being gifted is something with which you are just born.” Myth #7: “Being too smart in school is a problem, especially for girls.” Cross hopes to encourage discussion of these and five other ideas he believes is circulating in the education community.


The results of this study indicated that family cohesion and emotional intelligence had “separate and direct effects on self-perceived creativity.” The author discusses implications of the findings, and states that similar results were obtained when different components of emotional intelligence were considered. The study assessed the self-perceptions of gifted students regarding their creativity, family resilience, and emotional intelligence. The author cautions against creative interpretation of the data given that it relies only on student perception.


The authors suggest that teachers of gifted elementary school students who are seeking to promote a healthy social and emotional environment used guided viewing of film as a strategy to help gifted students gain insights into problems they face. This article presents a foundation for this approach, and a variety of strategies for implementation. Also, a collection of films appropriate for use with gifted students is suggested.


The authors offer a definition of introversion as a personality trait (not a “condition”) and list characteristics of both introverts and extroverts. Given that most individuals belong to the extrovert category, they discuss how the gifted introverted child might display behavior that is different from the norm. They also suggest that teachers differentiate instruction by including methods that require reflective individual focus and small group discussion.
**Click on...**

**THE CENTER’S EXPANDED WEB SITE**

Visit the expanded Web site for the Center at [http://www.usm.edu/gifted](http://www.usm.edu/gifted).

Please offer your ideas on information to be added.

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**EMOTIONAL INTELLIGENCE**

**Hoagies’ Gifted: Social/Emotional Aspects of Gifted**

www.hoagiesgifted.org/social_emotional.htm

Hoagies’ Gifted Education Page, winner of an NAGC Community Service Award, is a catch-all for “all things gifted.” The Web link will connect parents, teacher, and students to resources — including books, articles, university releases, and journalism — concerning the social and emotional needs of gifted children. Use these references as a starting point for a variety of social and emotional concerns.

**Gifted Education 2.0**

www.giftededucation.ning.com

This Web site is self-proclaimed as a “Collaboration regarding all issues in Gifted Education.” Discussion through the Web site’s forums is ongoing, and there are numerous links to state gifted organizations. GE2.0 is a great place for those new to the blogosphere to connect with others with similar interests. Teachers and parents should visit for impassioned advice and lively conversation on practical matters of gifted education.

**Infinite Thinking Machine**

www.infinitethinking.org

The Infinite Thinking Machine (ITM) is designed to provide information to teachers and students that will enable them to thrive in the 21st century. The Web site has a number of experienced contributors who share interesting ideas, stories, and instructional methods that form the basis of the dialogue. Media options on the site include a blog and an Internet TV show.

**Classroom 2.0**

www.classroom20.com

Classroom 2.0 is a social networking Web site for those interested in understanding how the next generation of Internet innovation will enable users to share and interact. The Web site is especially useful for beginners who may need a comfortable, supportive community and user interface. The site is dedicated to maintaining a useful resource for classroom and professional development using Web 2.0 trends and technologies. For information on Web 2.0, visit [http://en.wikipedia.org/wiki/Web_2.0](http://en.wikipedia.org/wiki/Web_2.0).

**Idealist.org**

www.idealist.org

Idealist.org is an interactive Web project of Action Without Borders that allows people and organizations to exchange resources and ideas about community leadership, non-profit organizations, volunteer opportunities, and much more. Organizations are encouraged to join idealist.org to share their experiences and event information. The Web site is designed to customize to users particular needs via e-mail alerts, smart RSS feeds, and podcasts. People interested in learning more about these endeavors should not pass up idealist.org.
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 development officer for the College of Education and Psychology. Requests for information on giving should be directed to The University of Southern Mississippi, College of Education and Psychology, 118 College Drive #5023, Hattiesburg, MS 39406-0001, or by calling 601.266.5481.
Calendar

**SEPTEMBER 5, 2008**
Fall Day of Sharing for Teachers of the Gifted

**SEPTEMBER 6, 2008**
Parenting Gifted Children Conference

**OCTOBER 18, 2008**
Career Explorations for Girls Conference

**JANUARY 17 - FEBRUARY 28, 2009**
Saturday Gifted Studies Program

**Advisory Council**

We express 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**

| Alex Agnew | Skippy Haik | Dr. Tom Rhea Phillips |
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**Ex Officio Members**

| Dr. Conrad Castle | Dr. Jim Davis | Dr. Willie Pierce |
| Warren Hood | | |

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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