Twice-Exceptional Students: FOSTERING THEIR UNTAPPED TALENT

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Co-Director, Program for Talent Development and Gifted Studies

In reality, students who are gifted/learning disabled possess many gifted and learning disabled characteristics. Those characteristics manifest themselves in such a way that academic performance may be diminished and students may become frustrated. Teachers and parents need to be aware of the characteristics of gifted students who have learning disabilities so that they can design and implement an individualized curriculum. Generally speaking, students with learning disabilities (even those who are gifted) have difficulty internalizing and articulating information (Bergert, 2000). Certainly, any child may have difficulty with one or all of these skills from time to time, yet for gifted children and youth with learning disabilities, these problems persist over a significant period of time.

Beckley (1998) stated that students who are gifted/learning disabled tend to display the following behaviors: (a) aggression, (b) anxiety, (c) defensiveness, (d) disruption in class, (e) inability to stay on task, and (f) poor self-esteem. Additionally, these students lack academic confidence because they have to struggle with basic academic skills such as (a) organization, (b) study skills, (c) graphomotor speed, (d) perceptual scanning, and (e) sequencing (Beckley, 1998).

Paradoxically, students who are gifted/learning disabled possess many strong intellectual skills that are not seen in typical students with learning disabilities. Baum, Owens, and Dixon (1991) stated that students who are gifted/learning disabled have strong abstract reasoning skills. They can make astute generalizations yet have difficulty expressing themselves “...through organized written products because of difficulties in sequencing and lack of attention to detail” (Baum, Owen, & Dixon, p. 19). They can acquire information yet lack the mental organizational ability to access it at a later date.

ACADEMIC SKILL DISABILITY

There are three academic skill disabilities: (a) reading, (b) mathematics, and (c) writing (including spelling). Although each disability in this category manifests itself differently, the effects on the child, parent, and teacher are equally frustrating. Without recognizing the specific problem, children who are gifted/learning disabled may never fully reach their potential (Panov, 2002).

Reading Disability

McGuire and Yewchuk (1996) reported two instructional implications for gifted students with reading disabilities. First, educators should directly teach reading strategies that emphasize metacognitive control. Second, this population of students requires instruction that focuses on the use of organizational and planning strategies in reading. These students should be trained in the use of self-questioning strategies, making and checking both predictions and hypotheses. The purpose of these strategies is to teach the gifted/reading disabled student how to access background knowledge in order to increase textual understanding.

(Continued on page 3)
DEAR FRIENDS:

The 30th anniversary of the Center has been productive and joyous. The many messages of congratulations have been deeply appreciated. We have been privileged and honored to serve gifted students, their parents, teachers, and administrators.

The topic of this newsletter, the gifted disabled, is one of great interest, and more attention should be given to this unique group of children and youth. In our federal project in 2003, Appropriate Practice for Screening, Identifying, and Instructing the Gifted Disabled Youth, it was determined that they needed more focus in our public schools. Our work at the Mississippi School for the Blind is being replicated in other state schools.

The federal project, Continuous Progress Curriculum, was most successful in reading in four elementary schools. Another federal grant was awarded in mathematics.

My deepest appreciation is extended to those who are supporting the Frances A. Karnes Endowed Chair. Our goal is to continue to have it fully funded. A special thank you is given to the sponsors of our programs. Please offer suggestions for our next thirty years.

Sincerely,

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

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

PROGRAM SPONSORS

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

SATURDAY GIFTED STUDIES PROGRAM
PURPLE PARROT CAFÉ
CRESCENT CITY GRILL
COLDWELL BANKER

LEADERSHIP STUDIES PROGRAM
BancorpSouth

SUMMER GIFTED STUDIES PROGRAM
AMERICAN

SUMMER PROGRAM FOR ACADEMICALLY TALENTED YOUTH

FORREST GENERAL HOSPITAL
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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 ten. The Leadership Studies Program is a one-week summer residential program designed to develop leadership concepts and skills and is offered for students enrolled in grades six through eleven. Leadership competitions are held for students in grades seven through twelve 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.
Mathematics Disability

Montague (1991) proposed several instructional options for improving mathematical metacognitive skills for the population of gifted/learning disabled. These options include (a) modeling, (b) verbal rehearsal, (c) prompting, (d) performance, (e) feedback, (f) reinforcement, and (g) mastery learning. All of these options should be incorporated into strategy instruction. Aside from the instructional options, Montague suggested identifying the students’ strengths and weaknesses and teaching the students how to take advantage of their strengths and how to compensate for their weaknesses. Finally, the teacher must be mindful of students’ frustration level. These students need to experience success and receive positive reinforcement from their instructional program in order to develop self-assurance and strong self-efficacy.

Writing Disability

Yates et al. (1995) reported three significant implications for teachers of gifted students with specific writing disabilities. First, gifted students’ text generation ability (high-level skill) may be compromised by their transcription deficiencies (low-level skill). Second, this population of gifted students becomes easily frustrated, experiences low self-esteem, and displays a low motivation to engage in writing. Third, gifted writing disabled students require remediation that specifically deals with the low-level disability without compromising instruction that satisfies their precocious intellectual abilities.

In addition to writing difficulties, many gifted students have a spelling disability. According to Stringer, Morton, and Bonikowski (1999), characteristics of gifted students with spelling disabilities include (a) low phonological knowledge, (b) low motor control, (c) low ability to visualize a word, and (d) low auditory and visual memory skills. As with many of the other gifted/learning disabled categories, these students lack specific metacognitive skills, thus making it difficult to maximize their full potential. Gentry (1985) proposed that, in order to be proficient spellers, all students must follow a spelling skill acquisition pattern. These stages include the following:

(a) Prephonetic Stage: In this precommunicative stage, children mimic writing using a writing device.
(b) Semiphonetic Stage: Development of ‘inventing spelling’ is an attempt by the child to simulate writing that has meaning, when in reality it is just scribble.
(c) Phonetic Stage: Children develop knowledge of grammar rules and ‘real spelling.’
(d) Mature Stage: In this stage comes the ability to visualize how words look, the use of syllables to spell words, and understanding ‘exceptions to the rule.’ Furthermore, the writer is able to realize when they have made a spelling mistake.

Generally speaking, students who are gifted/learning disabled with spelling deficiencies have difficulty mastering the mature stage. In order to master this stage, the learner must possess good metacognitive skills.

POPULATION

American schools are filled with a large population of children who are both gifted and learning disabled. Although it is unimaginable for some educators and noneducators to grasp that an individual can possess both a learning disability and giftedness (Brody & Mills, 1997), Baum (1990) asserts that both high ability and learning problems can be present in the same individual. The above research indicates that the gifted/learning disabled population is diverse and cannot be characterized by a single definition.

Despite the fact that there are numerous definitions of giftedness and classifications of learning disabilities, Baum (1990) groups gifted/learning disabled students into one of three categories: “(a) identified gifted students who have subtle learning disabilities, (b) identified learning disabled students who are also gifted, and (c) unidentified students whose gifts and disabilities may be masked by average achievement” (p. 1). Little (2001) estimated that there are between 120,000 and 180,000 learning disabled children in American schools with above-average IQs. The researcher does not estimate the number of unidentified gifted/learning disabled students in the United States, yet it appears that the population is quite large. Over the past 25 years, extensive research has been performed on appropriate screening, identification, and instructional procedures for these students. Nevertheless, before educational institutions can accurately serve twice-exceptional students, it is necessary to describe the children in each of the above categories.

Identified Learning Disabled

The second group of gifted/learning disabled students is the identified learning disabled students who are also gifted. According to Baum (1990), these students are often failing in school and are only noticed because of what they cannot do. Fetzer (2000) indicates that their disability hinders their academic performance; however, their intellectual gifts heighten their awareness of their learning difficulties, which often leads these students to develop a pessimistic attitude toward their academic performance. According to Baum (1990), teachers report that these students are disruptive, off-task, inattentive, and frustrated. Additionally, Baum found that they use their creative abilities to avoid tasks. Thus, even though they possess extraordinary gifts, the disability prevents educators from identifying the students’ outstanding talents.

The learning disabled label places these students at-risk for either not completing high school or completing school without the necessary knowledge, skills, and attitude to function in adult life. These students are frequently placed in learning disabled classes and are rarely referred for gifted services (Fetzer, 2000; Brody & Mills, 1997). Educators and parents should explore for extraordinary abilities in this group of children. Fall and Nolan (1993) suggest that if an extraordinary ability is discovered, then that child should be assessed for giftedness.

Unidentified Gifted or Learning Disabled

The third group of twice-exceptional students is the unidentified children whose gifts and disabilities may be cloaked by average achievement. Brody and Mills (1997) asserted that this is perhaps the largest group of twice-exceptional students. In reality, their gift masks the disability and the disability masks the gift (Baum, 1990). Although these students might excel in a specific subject such as social studies, they tend to perform at grade level on achievement tests and in coursework. In addition to their grade-level work, these students tend to display appropriate classroom behavior. These two factors make it difficult to identify this population as twice-exceptional. Although the masked talents and disabilities might surface in specific content
areas or be exposed by a teacher’s unique teaching methods, Baum (1990) states that the disability is generally not discovered until college or adulthood.

Regardless of the gifted/learning disabled category, all twice-exceptional students have distinctive characteristics that must be understood by teachers, parents, and school administrators.

To meet their various needs, educators and parents must work together to improve the screening and identification methods for the gifted/learning disabled population (Baum, 1990; Brody & Mills, 1997; Winebrenner, 2003). Moreover, in order to maximize their potential, gifted/learning disabled students must receive instruction that addresses both their gifts and disabilities.

REFERENCES:

Saturday
2009 SATURDAY GIFTED STUDIES PROGRAM
— January 17 – February 28, 2009

The Frances A. Karnes Center for Gifted Studies held its 2009 Saturday Gifted Studies Program from January 17-February 28, 2009. Two hundred and twenty-six students from throughout the state were enrolled. The Saturday Gifted Studies Program is designed to enhance cognitive and affective abilities of gifted students through planned enrichment/acceleration programming.

Students in grades pre-K (ages 4 or 5 years old) through 12 participated in the program. Sessions conducted during the Saturday Gifted Studies Program included “What Makes Us Tick,” “It’s a Small World After All,” “Design Time,” “I am a Scientist,” “Save Our Planet,” “Mysteries,” “Spanish,” “Friends Around the World,” “Scientific Investigations,” “Author! Author! An Introduction to Creative Writing,” “Debate,” “Psychology: Discovering Yourself,” “Forensic Science,” and “Inventions.”

2009 SPRING DAY OF SHARING
— Friday, March 6, 2009

The Day of Sharing for Teachers of the Gifted was held on Friday, March 6, 2009, at the R.C. Cook Union on the campus of The University of Southern Mississippi. The conference was designed to educate teachers on current curriculum and instructional issues in gifted education. Teachers of the gifted, regular classrooms teachers, psychologists, and administrators were encouraged to attend. Keynote speaker was Dr. Kristen Stephens, assistant professor of the Practice, director of the Early Childhood Education Studies Certificate Program, and adjunct research professor at Duke University. She presented on two topics entitled “How to Get Money for Your School” and “Classroom and Leadership Development.”

Other sessions were led by Carol Paola, executive director for the Mississippi Association for Gifted Children, who presented on the “Mississippi Association for Gifted Children” and “Preparing for a Site Visit.” Virginia Butler, working writer

Deborah Meador, Carol Paola, Dr. Frances A. Karnes, Dr. Kristen Stephens, and Virginia Butler

Green, bureau director for Office of Curriculum and Instruction for the Mississippi State Department of Education, presented “Gifted Education in Mississippi.” Deborah Meador, division director of Advanced Academic and Gifted Programs for the Mississippi State Department of Education, spoke on updates and changes in gifted education in Mississippi. 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, a biannual conference held in the spring and fall of each year, provides professional development for gifted education teachers. The Day of Sharing will be held Friday, October 2, 2009, at the Union on the Hattiesburg campus of The University of Southern Mississippi. 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 are encouraged to attend. The keynote speaker this year will be Dr. Suzanne Bean, director for the Roger F. Wicker Center for Creative Learning and emeritus professor of Education at Mississippi University for Women. She will give a presentation entitled “Developing Leadership Potential in The Classroom.”

Other presentations will also be given by speakers in various professional and educational positions. Tracy Williams, former administrator for the Hattiesburg Public School District, will present “Continuous Progress Curriculum.” Carol Paola, executive director for the Mississippi Association for Gifted Studies, will present “Preparing for a Site Visit.” Dr. Diane Fisher, interim associate dean and associate professor in the College of Education and Psychology at The University of Southern Mississippi, will present “A Primer on Social Networking for Teachers.” Also, Trecina Green, bureau director of the Office of Curriculum and Instruction at the Mississippi Department of Education, will present “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 Frances A. Karnes Center for Gifted Studies will hold its 26th Annual Parenting Gifted Children Conference on October 3, 2009, at Owings McQuagge Hall, Room 105 on the Hattiesburg campus. The conference will offer assistance to parents and other concerned adults to better understand the unique intellectual, academic, and social/emotional needs of the gifted and talented. The registration fee is $30.

Dr. Suzanne Bean, director for the Roger F. Wicker Center for Creative Learning and emeritus professor of education at Mississippi University for Women, will be the keynote speaker and will present “Developing Leadership Potential in the Home.”

Other sessions during the conference will include “Mississippi Association for Gifted Children and Parenting Groups,” “Continuous Progress Curriculum,” “Gifted Education in Mississippi,” “Encouraging Your Child to Write and Publish,” and “Your Child and You: Social-Networking Sites.”

Career Explorations for Girls Conference

The seventh annual Career Explorations for Girls Conference will be conducted in Joseph Greene Hall on the Hattiesburg campus of The University of Southern Mississippi on Saturday, November 14, 2009, from 8 a.m. to 4 p.m. The conference 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. Miranda Beard, assistant news director for WDAM-TV will present “Communication: The Key to Success.” Other distinguished presenters will offer practical information to help girls plan for careers in business, interior design, health care, technology, psychology, communication, education, music, law, finance, architecture, social work, science, marketing/PR, sports, art and design, real estate, and nutrition.

The registration deadline is November 1, 2009. On the day of the conference, registrants should sign in from 8-8:45 a.m. in Joseph Greene Hall. 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.

To register for the conference, please contact The Frances A. Karnes Center for Gifted Studies at 601.266.5236 or visit our Web site at www.usm.edu/gifted.
SCOTT BROWN attended the Summer Gifted Studies Program from 1984-86. He received his Bachelor of Science in social studies from Mississippi State University. In 2001, he received his Master of Arts in educational leadership from Mississippi College. Currently, he is the athletic director and head football coach at Clinton High School.

DALTON LEE BRIDGERS attended the Saturday Gifted Studies Program. He is a cadet at the United States Air Force Academy in Colorado Springs, Colorado. He is majoring in astronautical engineering. Dalton received an appointment from Gene Taylor, Roger Wicker, and Thad Cochran’s offices through their nominations.

STEVEN CHEVALIER, M.D., took part in the Summer and Saturday Gifted Studies Programs. He graduated from Ole Miss in 1990 with degrees in biology and history. In 1994, Steven completed his residency at the University of South Carolina where he was Teaching Resident of the Year as well as Chief Resident. He is currently affiliated with Children's Medical Group, University of Mississippi Medical Center, Blair E. Batson Children’s Hospital, Mississippi Baptist Medical Center, and Central Mississippi Medical Center. Steven serves on the board of trustees for the Mississippi Museum of Art, the acquisition committee of the Mississippi Museum of Art, board member of the Municipal Art Gallery, board member of the Children's Medical Group, and Central Mississippi Medical Center. Steven serves on the board of trustees for the Mississippi Museum of Art, the acquisition committee of the Mississippi Museum of Art, board member of the Municipal Art Gallery, and Central Mississippi Medical Center. Steven serves on the board of trustees for the Mississippi Museum of Art, the acquisition committee of the Mississippi Museum of Art, board member of the Municipal Art Gallery, and Central Mississippi Medical Center.

J. ALISON BRYANT, PH.D., attended the Summer Gifted Program from 1988-91. She received her B.A. in political science and German from Davidson College in Davidson, N.C. In 1999, she received her M.A. in telecommunication and film from the University of Alabama. In 2002, she received her M.A. in communications from the Annenberg School for Communication at the University of Southern California. In 2003, she received her Ph.D. in communications from the Annenberg School for Communication at the University of Southern California. At the University of Southern California, she received the Redding Dissertation Award from the International Communication Association in 2004. She currently is the senior research director for Nickelodeon/MTV Networks Kids and Family Group. She has served on numerous student committees for doctoral and master candidates. She also serves as an associate editor for the Journal of Children and Media, member of the Thought Leader Panel for the Center for Consumer Research at Haub Business School at St. Joseph’s University, and serves as industry advisor for Michigan State University.

SUSAN MAHAN NIEBUR attended the Leadership Studies Program from 1985-87. She received her Ph.D. in physics from Washington University in St. Louis in 2001. She currently owns and runs her own business, Niebur Consulting, in which she performs NASA-funded research on the history of planetary exploration. She created the Women in Planetary Science blog and Mothers with Cancer blog. She is a recent survivor of inflammatory breast cancer and the mother of two small children.

AMELIA STEADMAN attended the Saturday Gifted Program from 1991-94. She received her B.A. in international studies and Spanish from The University of Southern Mississippi in 2006. While at The University of Southern Mississippi, she received the Silver Bowl Award for the highest university GPA/number of hours, as well as the history, international studies, and Spanish major awards. Currently, she is a student at Tulane University in New Orleans. She is working on a joint J.D./M.A. in Latin American studies. Currently, she is interning at Catholic Charities (Archdiocese of New Orleans). In the summer of 2009, she was interning with Immigration Services. In December 2009, she will graduate law school from Tulane University. After law school, she is planning to become an immigration attorney and would like to practice law in Mississippi. She won Tulane University’s Richard Greenleaf Award for best graduate paper in the social sciences in 2008. She was also recognized for 70 hours of pro bono legal service in 2009. She is a member of the Tulane Inn of Court and serves on the USM Honors College Dean’s Advisory Council. She likes to travel and has had recent opportunities to travel to Vietnam, South Korea, Mexico, Panama, and Canada. In addition to law, she enjoys studying history (specifically Latin American, Asian, and Mississippi history), the outdoors, and spending time with family, friends, and her dog.
MARILYN D. FOXWORTH, PH.D., is an associate professor of Curriculum, Instruction, and Special Education at The University of Southern Mississippi in Hattiesburg, Mississippi.

She has been teaching for 28 years from general to higher education and has solid professional relationships for students’ benefit. Her research interests include families of gifted children, classroom management, and teacher candidacy. Her accomplishments include her involvement with her community and her family.

HEATHER HOUSTON is currently teaching sixth and seventh-grade gifted students at Purvis Middle School and acts as a Junior Beta Club sponsor. Heather and other sponsors escorted more than forty students to the state convention in March where they competed in the areas of math, spelling, quiz bowl, talent, arts and crafts, and poetry. Her gifted students are currently involved in studies of Greek mythology, a dramatic court case, and Newton’s Laws of Motion as applied to roller coaster design. Her oldest son, Jared, is in her classes and a part of the Junior Beta Club also. Heather is married to Brian Houston. They have three children: Jared (12), Hannah (10), and Nathan (8). She is active in the Lamar County School District’s one-of-a-kind effort to incorporate the study of economics in all grade levels and all subject areas from kindergarten through twelfth grade.

DEBRA TROXCLAIR, PH.D., was an assistant professor at the University of Louisiana at Monroe and spent the last year teaching graduate courses in gifted education, reading methods courses to undergraduate students, and supervising student teachers. She is currently an assistant professor at Lamar University. Additionally, she presented last fall at the Texas Association for Gifted and Talented Conference in Houston and at Lamar University’s Educational Research Conference in Beaumont, Texas. Her TAGT conference presentation, “Understanding Young Gifted Children,” is available as an online resource on the TAGT Web site. In July, she presented a session on overprotective parents at the SENG Conference in Salt Lake City, Utah. She also published an article for the Duke TIP Parent Letter on overprotective parents. She is currently working on research studies about overprotective parents and on undergraduate teacher candidates’ attitudes toward giftedness.

SANDY WENTWORTH, PH.D., is an assistant professor of special education at Central Washington University in Ellensburg, Washington, where she teaches a variety of special education courses. She is a board member of the Washington Association of Educators of the Gifted and Talented (WAETAG) and presented at the WAETAG state conference in October 2008. As a focus group member, she helped review the draft of the Washington State Gifted Education Specialty Endorsement in 2008. She presented in the spring of 2009 at Connections: A Symposium for Parents of Gifted Children. Her research interests include teacher candidates and their preparation to work with students with various exceptionalities.

New Publication

THE ULTIMATE GUIDE FOR STUDENT PRODUCT DEVELOPMENT AND EVALUATION, SECOND EDITION

Frances A. Karnes, a professor and director of the Frances A. Karnes Center for Gifted Studies at The University of Southern Mississippi and Kristen Stephens, an assistant professor of the Practice in the Program in Education at Duke University, have revised the book, The Ultimate Guide for Student Product Development and Evaluation, published by Prufrock Press.

From animations to WebQuests, this new edition features all new products that promote the development of 21st-century skills in students. This new edition discusses how the skills and content gained from the development of products can be aligned with state and national standards. In addition, a special section of the book is dedicated to how teachers can nurture those habits of the mind necessary for successful product completion.

This book offers a step-by-step introduction to using creative projects in your classroom confidently. The authors give ideas for integrating projects into your existing curriculum, ways to help students plan and create their projects, and easy, effective evaluation strategies. The book also provides strategies for making sure that other students, parents, and community members notice the students’ hard work.
**Book Ends**

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


The authors developed strategies for students who are struggling with a learning disability or attention deficit. These students have special intellectual gifts but are unsuccessful with certain basic learning tasks. Their potential is at great risk of going untapped and undeveloped because the major focus of educational interventions is on what these students do not know and cannot do rather than nurturing their talents.


This book demonstrates the overall opinion that gifted/learning disabled students are “on the fence,” meaning they may not make it. They are clearly shown to be a sizeable population that has the potential to succeed, given well-crafted identification policies meant to recognize strengths.

**SUMMER PROGRAM FOR ACADEMICALLY TALENTED YOUTH**

This summer, students from six states spent three weeks at the Summer Program for Academically Talented Youth on the campus of The University of Southern Mississippi. Students in grades 7-10 enjoyed a variety of intensive, fast-paced courses that challenged their precocious intellect. Students completed an entire year’s high school-level course in three weeks in mathematics, human anatomy/physiology, forensic science, polymer science, psychology, or creative writing. Moreover, guest speakers visited the classrooms to share with the students different career opportunities associated with each course. Students experienced a variety of extracurricular activities that supported the program’s academic focus.

The Summer Program for Academically Talented Youth is a cooperative effort between The University of Southern Mississippi and the Duke University Talent Identification Program. The program is designed for students who score at or above the level of entering college freshmen on the ACT or SAT. It provides a balance of educational, cultural, and recreational experiences.

An award ceremony was held on June 6 to honor Mississippi students recognized by Duke University’s Talent Identification Program. Mr. Jay Lindsey delivered the keynote speech.

**Celebration**

30TH ANNIVERSARY FOR THE CENTER FOR GIFTED STUDIES

The Center celebrated thirty years of service to gifted students, their parents, teachers, and others at two receptions during the spring semester. An appreciation reception was held at the Museum of Art on the Hattiesburg campus for the wonderful people who assist the Center with all of its activities. The Purple Parrot hosted another reception for the many people in Hattiesburg and around the state who have supported the Center in many ways over the years.

Dr. Frances A. Karnes, Jena Herrington, and Dr. Michael Herrington at the reception held at The Purple Parrot

Dr. Frances A. Karnes and Dr. Martha Saunders at the Museum of Art, Hattiesburg campus
**RESOURCES**


This literature review provides findings on the participation of gifted students with disabilities in gifted programs and urges closer cooperation with special education services and careful assessment by using an individually administered intelligence test; obtaining information from parents, family, teachers, and the student; and observing the student.


The Twice-Exceptional Child Project is a collaborative project of the Albuquerque (New Mexico) Public School System and the University of New Mexico to serve students who are gifted and have a mild-to-moderate handicapping condition. This article describes the project’s training component, screening and identification procedures, curriculum, and technology interventions.


Gifted students with disabling conditions remain a major group of underserved and underestimated youth. The focus on accommodations for their disabilities may preclude the recognition and development of their cognitive abilities. It is not unexpected, then, to find a significant discrepancy between the measured academic potential of these students and their actual performance in the classroom.

**BOOKS**


This book is specifically for parents and professionals who care for children who are gifted and diagnosed with a disorder. It includes traits of diagnoses incorrectly given to gifted children. It also serves as a guideline to avoid mislabeling gifted children.


This book includes information about identifying gifted/learning disabled students, what the law says about this population, planning and developing accommodations that empower these students, what works and doesn’t work in the classroom, and tools and checklists to build supportive learning environments. It also includes the roles and responsibilities of parents, students, and school personnel.


This book offers both general information on gifted students with disabilities as well as specific analysis of those with ADHD and Asperger’s Syndrome. Several case studies offer an empathic, first-person view from the eyes of teachers, parents, and the students themselves, and a section on identification and instructional strategies will arm teachers with crucial information and ideas.


This book provides insight into the challenges and benefits specific to gifted children with attention difficulties. It explains why certain children are gifted and how giftedness is manifested. The author guides parents and professionals through methods of diagnosis and advises on how best to nurture individual needs and positive behavior and relationships at home and at school.

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

GT WORLD
http://gtworld.org/
GT World is an online support community for parents of gifted and talented children. Their mission includes parent- ing and advocating for gifted children, teaching them how to advocate for themselves, the experience of growing up gifted, obtaining an appropriate education, helping gifted kids with learning disabilities, and a wide range of other issues which tend to be flavored strongly by the gifted children’s “difference.” This site supports a very active mailing list.

LD IN DEPTH: LEARNING DISABILITIES AND GIFTEDNESS
http://www.ldonline.org/indepth/gifted
This site contains articles and information on LD in gifted students. Several topics are discussed for teachers and parents of gifted children with LD.

HOAGIES’ GIFTED EDUCATION PAGE
http://www.hoagiesgifted.org/
This exciting site contains links to gifted education resources all over the world, carefully annotated and organized into content areas including academic acceleration, gifted/learning disabled, profoundly gifted, educational theories, and lots more. In addition, you can find resources for gifted students, including magazines, software, Web links, and books, plus first-hand success stories by the parents of gifted students. International lists of organizations and conferences are included. Check it out!

NFGCC.ORG-GIFTED CHILDREN
http://www.nfgcc.org/
There are many issues to face when raising gifted and creative children. Supporting their needs within the home environment can be challenging enough, but the support network has to extend and educational needs also need to be addressed. Whether a child is gifted due to significantly high intelligence or gifted due to a disability, both needs should be addressed by the education board, and provisions should be put in place to educate these children to the best of their ability.

TWICE EXCEPTIONAL CHILDREN
http://www.gifteddevelopment.com/What_is_Gifted/2echildren.htm
How is it possible for a child to be both gifted and learning disabled? When giftedness is thought of as learning-abled,
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.

- Summa Cum Laude ($1000 +)
- Special Honor Roll ($100)
- Magna Cum Laude ($500)
- Honor Roll ($50)
- Cum Laude ($250)
- Student ($25)
- Laureate ($150)

I would like to learn more about corporate sponsorships and donations.

Your donation is tax deductible.

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- 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 _______________________________________________________
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- I would like information about how to include The Frances A. Karnes Center for Gifted Studies in my will.
- I would like more information about how to give stocks, property, and life insurance.
- I give my permission to have my name listed with other donors.

Please send all donations to
THE USM FOUNDATION / FRIENDS FOR GIFTED EDUCATION
118 College Drive #10026, Hattiesburg, MS 39406-0001

Questions?
Please call The Center at 601.266.5236 or 601.266.5246.
The Frances A. Karnes Center for Gifted Studies
118 College Drive #8207, Hattiesburg, MS 39406-0001

WHAT IS AN ENDOWED CHAIR?
An endowed chair is a distinguished academic position that is funded through an endowment and is established to recognize visionary leadership to promote academic excellence.

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

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

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

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

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