



# Concepts!

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Association for Gifted Children



## Parenting Issue

This issue of Concepts is devoted to issues in parenting gifted children. In it you will find information about how parents can be advocates for gifted education, various opportunities for gifted learners, and much more. MAGC was founded in 1974 by parents and teachers of gifted children to serve as a public advocate for gifted children and youth in the state of Mississippi. Part of our mission is to encourage advocacy, communication, and collaboration among educators, parents, and agencies involved with the gifted. It is our hope that parents throughout the state will join us in this cause.

## MAGC Annual Legislative Luncheon

MAGC hosted the annual legislative luncheon January 20th at the University Club. We had a good representation of legislators, state board of education members, department of education personnel and advisory board members. The focus was on our working together to get full funding for MAEP and gifted education. Several members of the group spoke to the value of gifted education for our students, the school district and the state. MAGC's goal is to maintain, regroup and regain the teacher units that have been lost recent years due to lack of funding. If you are interested in contacting your state representatives you can get their contact information on the MS House of representatives web site. The web address for the House of Representatives is [http://www.ls.state.ms.us/hr\\_membs.htm](http://www.ls.state.ms.us/hr_membs.htm) . The web address for the Senate is [http://www.ls.state.ms.us/ss\\_membs.htm](http://www.ls.state.ms.us/ss_membs.htm) .



Mary Webb discusses gifted education with her former Superintendent, Dr. Michael Vinson, the current Executive Director of MS Assoc. of School Administrators.

## Web Sites for Families

Mississippi Department of Education's Gifted Education Page  
<http://www.mde.k12.ms.us/acad/id/curriculum/Gifted/gifted.html>

Karnes Center for Gifted Studies  
<http://www-dept.usm.edu/~gifted/>

National Association for Gifted Children  
<http://www.nagc.org/ParentInfo/index.html>

ERIC Digests about Gifted Education  
<http://ericec.org/gifted/gt-diges.html>

Summer Institute for the Gifted (SIG)  
<http://www.giftedstudy.com/>

Davidson Institute for Talent Development  
<http://www.ditd.org/public/>

Hoagies' Gifted Education Parent Page  
<http://www.hoagiesgifted.org/parents.htm>

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## From the Executive Director

The goal of MAGC is to have **every parent** and their **extended family** involved in our **legislative** initiative this year. **YOUR** personal contacts with **YOUR LEGISLATORS** is a **MUST** if we are to get full funding and reverse the trend of losing gifted teachers and service to our gifted students due to budget cuts.

Listed below are some **simple actions you can take** that will draw attention to our plight.

- **Postcards** – Write a postcard to your personal **representative** and **senator** asking for **full funding of MAEP and full funding for gifted education**. Include a statement about how you **value gifted education** and what it has meant to your child. **Sign your name** and be sure to give your **address** so they will know you are their constituent (the light bulb goes off – a voter from my district)! Be sure to thank them for their hard work.
- **Postcards** – Encourage other family members (grandparents, aunts & uncles, friends) to also write. Postcards garner immediate attention.
- **Letters** – Encourage business leaders from your community to write in behalf of gifted education. Their influence counts and they understand that providing gifted education is also an economic issue.
- **Form Letters** – These do not make an impression. A card, letter or phone call must have a personal touch to impress the legislator with your sincerity.

- **Phone** – If you have a **personal relationship** with your legislators, a call is meaningful. Again, make sure to give your name and address.
- **Email** – There is a disadvantage to email. Too many hits cause delays.
- **Gifted Students** – A message from a student telling how much they love their gifted class, how it challenges them and allows them to be creative, stretch their brain, etc. Student should tell their grade. For those students who like to elaborate, they can write a letter, a poem or draw a picture that signifies their deep feelings for the program.
- **Visit to the Legislature** – see article later in this issue for full details.

### Reminders:

**Be polite – be specific – and above all be gracious and thank them for their work in behalf of our state and especially our children.**

**Postcards – Mark your calendar to remind yourself to send them often.**

**Thank you for your help!**



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## Duke University Talent Identification Program



The Duke University Talent Identification Program's 4<sup>th</sup> & 5<sup>th</sup> Grade Talent Search season has begun. Materials and information should have arrived at the district and/or school level by the end of January. To be eligible, a student who has scored at the 90<sup>th</sup> percentile or above on a grade level standardized achievement, aptitude, mental ability test or approved state criterion-referenced test in the last two years. Participants receive many benefits including a certificate of achievement, an interactive newsletter, a magazine filled with information about academic experiences and resources, an opportunity to enter a writing contest with cash prizes and an invitation to take an optional above-level test. Through this program Duke TIP strives to recognize, encourage, and develop academic talent. If you would like your district or school to participate and cannot find the mailed materials, go to the TIP Web site [www.tip.duke.edu](http://www.tip.duke.edu) or call 919-668-9100. The final deadline is March 11, 2005.

# Summer Challenge 2005 - Return to Camelot

June 6 - 17, 2005

Summer Challenge is a summer program simulation theme camp for gifted students. Students should be rising 3<sup>rd</sup> – 7<sup>th</sup> graders. It is located on the campus of Hinds Community College in

Raymond, MS and is held Mon. – Fri. from 8:30 a.m. – 4:00 p.m. This year's theme is the Middle Ages and 60 students will participate in a two week camp where they move from Page to Squire to Knight or Lady of the Court as they journey through the curriculum. Legendary elements as well as historic information are combined in this hands-on experience, which ends with a training quest, a tournament, and a final knighting ceremony. For more information send email to [summerchallenge@jam.rr.com](mailto:summerchallenge@jam.rr.com) or call 601-924-3859.

## Legislative Visits

Our challenge is to have a presence at the legislature and constant communication by phone, post cards and personal contacts as we try to protect our gifted programs as well as other education programs in our state. In **2004** districts received funding for **729** gifted teachers. Due to dramatic cuts (approximately 20%), gifted received the equivalent of **583** teachers in **2005**. This resulted in the loss of service of gifted programs in some districts (especially middle school and high school) and overcrowded classes for gifted students. To help with this initiative we need parents, teachers, administrators and the community at large to be actively involved. To be recognizable we ask that everyone wear **RED**. It may just be a tie or scarf, but it will identify us and let our legislators know of our expectations. Wear a name tag which also includes your address and the words “**Full Funding of MAEP and Gifted Education**”.

As we advocate for funding, our message is for **full funding** of these programs. Listed below is the schedule for your area. Note that we are doing this by **counties**. If you are unable to come on the week indicated, feel free to come at another time. Our presence is the important thing. Please note that the schedule runs from **February 8** through **March 31**. Plan to go on **Tuesday, Wednesday or Thursday**. Monday and Friday would be wasted effort.

### Dates for Visits by Counties

**Feb. 8-10** - Desoto, Marshall, Lafayette, Benton, Tippah, Isoquena, Sharkey, Claiborne, Copiah, Scott, Newton, Greene

**Feb. 15-17** - Calhoun, Grenada, Montgomery, Alcorn, Tishomingo, Holmes, Attala, Simpson, Jefferson Davis, Lauderdale, George

**Feb. 22-24** - Carroll, Leflore, Prentiss, Itawamba, Winston, Noxubee, Lawrence, Lincoln, Clarke, Jackson

**March 1-3** - Sunflower, Washington, Monroe, Lowndes, Kemper, Neshoba, Franklin, Adams, Jasper, Harrison

**March 8-10** - Bolivar, Coahoma, Tallahatchie, Oktibbeha, Choctaw, Leake, Madison, Jefferson, Wilkinson, Smith, Covington, Stone

**March 15-17** - Yalobusha, Panola, Webster, Clay, Rankin, Amite, Jones, Wayne, Pearl River

**March 22-24** - Tate, Chickasaw, Pontotoc, Hinds, Amite, Pike, Perry, Hancock

**March 29-31** - Tunica, Quitman, Lee, Union, Warren, Yazoo, Walthall, Marion, Forrest, Lamar

**Remember Red and Name Tags**

**MAGC thanks you, but most importantly, the students of Mississippi thank you!**



# The Bookshelf

By Dr. Bob Seney

Normally, in our Spring *BookShelf*, we begin our reviews of this year's Newbery Award winners, but since I promised (see Winter 2004) never to try and second-guess the Newbery Committee anymore, I did not focus my reading on the type of books that I thought might please the Committee. Perhaps as a result, for the first time in several years, I do not know any of the Newbery Award winners!

For those of you who tell me that you depend upon my reviews of these award winners, I say "Never fear!" I have ordered all the books and in the next *BookShelf*, I will begin my reviews of these sure to please books. Just for your information here are the award winners: The Newbery Medal went to *Kira-Kira* by Cynthia Kadohata (2004, Atheneum Books). Honor Books are *Al Capone Does My Shirts* by Gennifer Choldenko (2004, G.P. Putnam's Sons), *The Voice That Challenged a Nation: Marian Anderson and the Struggle for Equal Rights* by Russell Freedman (2004, Clarion Books) and *Lizzie Bright and the Buckminster Boy*, by Gary D. Schmidt (2004, Clarion Books). You might want to go to the American Library Association's Web Site for a preview of all the award winners. [www.ala.org](http://www.ala.org)

Since it has been some time that we have visited Brian Jacques (pronounced "jakes") here in the *BookShelf*, I thought it was high time to come back to him since this creative and prolific writer keeps churning out quality books. Of course, we know him best for his Redwall Abbey series. The latest two are *Loamhedge* (2003, Philomel Books) and *Rakkety Tam* (2004, Philomel Books).

There is a Redwall formula, but somehow Jacques manages to keep each novel fresh, new, and original. The basic format includes a conflict between good and evil, a quest, and a riddle that must be solved. Jacques' ingenuity insures that each time this format has a new and unique twist. The stories are all set in a mystical, medieval age and are "peopled" with animals. What is amazing is that Jacques always makes the characters new, original, and fresh.

*Loamhedge* is the sixteenth venture into the land of Redwall Abbey. In this adventure of the peace loving Abbey folk, Jacques takes us back to the legendary and deserted abbey of Loamhedge to find a cure for Martha Braebuck, a young haremaid who has been wheelchair bound since infancy. In another part

of Mossflower Country, a young giant warrior badger, Lona Bowstripe, is seeking revenge against another of Jacques' great villains, the sea rat Raga Bol and his murderous crew. Eventually their stories and their adventures bring them together at Redwall Abbey. That, my friends, is a great simplification of this complex plot with its many interwoven strands. As we travel through this wonderful tale, we meet many new friends, both humorous and rascally. Of particular interest and fun are three young Abbey friends, Horty, a hare and brother to Martha, Fenna, a squirrel, and Springald, a mousemaid. The antics of these three are sometimes hilarious and sometimes dangerous to themselves and others. Their pranks remind the older Abbey folk of another couple of rascals, Bragoon and Saro, the long absent adventurers of Redwall. These two travelers' arrival back home at the Abbey starts the adventure.

At first, it appears that we are reading at least three different stories, but slowly these three plot lines come together to create a breath-taking tale. A band of scoundrels led by the murderous pirate Raga Bol is terrorizing Mossflower Wood and they are heading for Redwall Abbey. Hot on their heels is Lona Bowstripe who is seeking revenge for the cruel death of his aged mentor. Then there is the saga of the young but wise Martha, a favorite of the Abbey, but confined to a wheel chair. Her desire to walk and a riddle prompts the quest to the deserted and ancient Loamhedge, the first abbey from where many years before the founders of Redwall had come. Bragoon and Saro volunteer to go find the secret at Loamhedge. The three young pranksters secretly follow them on what proves to be an adventure that is exciting and dangerous. *Loamhedge* certainly proves to be an exciting tale.

I had also intended to share a bit of *Rakkety Tam*, but as usual I have used up more than my space. So we will hold off on this latest adventure, which also has some new twists.

Jacques not only spins a wonderful tale, but his craftsmanship captures and involves the reader in each book. His wonderful descriptive language creates visual pictures of the settings and a dramatic photograph of each of the characters. The world of Redwall Abbey comes alive under Jacques' pen not only for young readers but also for readers of all ages. These novels are a great way to introduce young readers to quality, fantasy literature and the more experienced reader of fantasy literature will find that the intrigues and the intricacies of the plots will provide a joyful, fantasy adventure. I highly

recommend this series. Now is the time for all readers “to come home to Redwall Abbey.”

Happy Reading.  
Bob Seney

Footnote: In addition to his Castaways of the Flying Dutchman series, Jacques has just published his first collection of short stories: *The Ribbajack and Other*

*Curious Yarns* (2004, Philomel Books). Some are scary, some are fun, and all are indeed “curious yarns.” They are marked with Jacques’ humor, his excellent sense of story telling, and his great descriptive narrative. More fun reading from Brian Jacques.



## Happenings at the Karnes Center

**Leadership Studies Program – June 19-24, 2005** This one-week residential program is designed for students in grades 6-11, recommended by school officials who have a desire to develop and enhance their leadership abilities. Students will be housed in The Univ. of Southern MS dormitories. Tuition includes room, board, activities, and limited accident insurance. **Leadership I** has an emphasis on leadership skills. Training will include: fundamentals of leadership, written and oral communication, group dynamics, problem solving, planning, personal skills, and decision making. **Leadership II** is a continuation of the program, with Leadership I as a prerequisite. It further develops

leadership concepts and qualities. Emphasis is placed on the psychology of leadership, assertiveness training, and situational leadership. **Leadership III** is an extension of the program, with Leadership II as a prerequisite. Training will focus on legal aspects of leadership, responsibilities of various positions of leadership, developing personal power, and leadership for the future. The students also have the opportunity for informal interaction with adult leaders. Financial aid is available based on need on a limited basis.

**Summer Gifted Studies Program – June 26 – July 1, 2005** This one-week residential program, is designed for intellectually gifted students in grades 4-8 with IQs of 120 or above on an individually administered test or the 90<sup>th</sup> percentile or above at the national level on an achievement test. The program enhances the cognitive abilities of gifted students through planned enrichment/acceleration activities. Content areas are combined with processing skills to enable students to explore a wide variety of topics. Students will be housed in The Univ. of Southern MS dormitories. Activities will be conducted in classrooms and laboratories on campus. Recreational activities and cultural events will be included, based upon availability. Tuition includes room, board, recreational and cultural activities, and limited accident insurance. Financial aid is available based on need on a limited basis.

**Summer Program for Academically Talented Youth – July 10-29, 2005** This three-week residential program is designed for students in grades 7-10 who qualify based on SAT or ACT results. A variety of intensive, fast-paced courses will be offered, such as pre-calculus; physics; anatomy/physiology; marine biology; forensic science; polymer science; psychology; creative writing; Southern writers and literature; debate; public speaking; mythology; journalism; genetics; human geography; and foreign languages. The program is designed to include appropriate academic, cultural, and recreational experiences. The Univ. of Southern MS offers the program through cooperative efforts with the Duke University Talent Identification Program. Tuition includes the instructional program, books, room and board, recreational activities, and limited accident insurance. Financial aid is available based on need on a limited basis.

**Teacher Education Programs** Specific training for teachers is offered to those needing certification in the area of gifted education. Advanced degree programs with an emphasis in gifted education are provided at the master's, specialist's, and doctoral levels.

### FOR MORE INFORMATION, CONTACT

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## From the Mouths of Parents

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The quotes below are from parents of gifted fourth grade students at Horn Lake Intermediate School in DeSoto County. I asked them to describe how being in the gifted program has affected their children. Their responses show how vital gifted education is to our children!

Parents from around the state, I would love to hear from you too! Please e-mail me to tell me how being in the gifted program has affected your child. Let your voices be heard!

Wendy H. Hunt

E-mail: [Wendyofoz@netscape.com](mailto:Wendyofoz@netscape.com)

Horn Lake Intermediate School

DeSoto County School District

“It has opened the door to talents she had that may never have surfaced.”

“I think that it has given her a chance to see ordinary things in a different way.”

“A willingness to learn more and want to experience more. To hold her expectations up to a higher level.”

“She has been more enthusiastic about school and is more confident in expressing her ideas.”

“It has boosted his self-confidence, and it has cultured him.”

“It has given him a chance to meet new people and challenge his mind.”

“She absolutely loves learning new things, to research new topics and write about them makes her happy. Creativity is her greatest asset.”

“She has gotten more culture.”

“It helps her see and learn that there is so much to explore outside of the normal classroom... that exploring can be very interesting as well as educational.”

“It helps him be more confident and helps with his leadership skills.”

“It gives her more of a challenge.”

“It moves my daughter further in her education.”

“He enjoys getting out of the same old stuff and learning something new.”

“He talks more about SPOTLIGHT than his normal classes, so he is affected by it because it is more challenging.”

“This program is one way to stimulate her and put in practice all of her abilities.”

“It helps her to explore and express all of her skills.”

“My daughter is able to get more exposure to other cultures and allows her to learn with students who possess some of the same gifted traits.”

“She is challenged to use her gifts in productive ways.”

“It helps him to be excited about learning and not bored.”

“It helps him learn how better to express himself.”

“It pushes him to a higher level.”

“It has expanded his mind and knowledge of different customs and traditions.”

“It has helped her to be more confident, and she wants to explore things more extensively, and is ready to try new things.”

“It has built his confidence in himself tremendously!”

“It gives him an outlet for his curiosity and offers a challenge during the school week.”

“It has taught her to think more creatively.”

“It has given him a challenge and interest in school that he did not have before.”

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## From the Mouths of Teens

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Since I began teaching gifted students five years ago, I have collected their thoughts on being gifted. The quotes below are analogies that some of my exceptional former seventh and eighth grade students from Southaven Middle School in DeSoto County created. Their words are enlightening.

### *Being gifted is like...*

“Being a light. When I’m turned on, I shed light into the darkness, but when I’m turned off, I only add to the darkness.”

“Being an apple. You feel like you’re hanging there waiting to be picked. Things can eat you up. Sometimes you can be ripe but not be recognized, then you fall.”

“Being a roly-poly. People don’t understand you.”

“A rainbow. All kinds of good things rolled into one.”

“Being a lightning bolt. You’re not really noticed until you bolt through the sky.”

“A piece of gum. When people need you, they chew you up, then when they get all of the use out of you, they spit you out.”

“A raindrop. Sometimes you feel like you are high up in the clouds, and other times you feel like you’re in a mud puddle.”

“A tree. Sometimes you’re standing tall and proud, but every one in a while, someone comes along and cuts you down.”

“Speaking a foreign language... no one understands you.”

“Being a star. One day you’re shining brightly and everyone looks upon you admiringly, and then next day, you are burned out and invisible to the naked eye.”

“Being the president. Everyone expects you to make the right choices and give the right answers, but when you don’t, they’re shocked.”

“A plane. Sometimes you fly and soar, sometimes you hit turbulence. You could take a nosedive or spin out of control. You can take off to new heights or drop and land to the ground. You could even crash and burn.”

“Being in a shell keeping all to yourself, trying to break out and tell everybody how you feel, but they keep reinforcing the shell to keep you in.”

“Being a computer. Everyone thinks we should solve their problems and should be faster.”

“An animal in a zoo. I do work everyday that has no impact, and we go over and over and over again.”

“Being a circus performer. Everyone expects you to amaze them with your skill or talent of being smart and creative. If you mess up, the whole crowd boos.”

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## Giftedness Among Preschoolers

The Frances A. Karnes Center for Gifted Studies is currently conducting a study to determine best practices in screening, identifying, and serving potentially gifted preschool students in the state.

Training workshops are being planned to raise awareness of giftedness among preschool children. Four sessions will be conducted throughout the state to share information gathered from the study with administrators, educators, and parents. Workshops are scheduled in the following cities:

- Biloxi, MS – April 5, 2005. (9 am-12 pm)
- Hattiesburg, MS – April 14, 2005 (8:30 am-11:30 am)
- Jackson, MS – April 19, 2005 (9 am-12 pm)
- Columbus, MS - April 22, 2005. (9:30 am-11:30 am)

For more information and to register for the complimentary conference please contact The Frances A. Karnes Center for Gifted Studies at 601-266-5236 or 601-266-5246.



# ADHD and Children Who Are Gifted

ERIC EC Digest #E522

Authors: James T. Webb and Diane Latimer

Howard's teachers say he just isn't working up to his ability. He doesn't finish his assignments, or just puts down answers without showing his work; his handwriting and spelling are poor. He sits and fidgets in class, talks to others, and often disrupts class by interrupting others. He used to shout out the answers to the teachers' questions (they were usually right), but now he daydreams a lot and seems distracted. Does Howard have Attention Deficit Hyperactivity Disorder (ADHD), is he gifted, or both?

Frequently, bright children have been referred to psychologists or pediatricians because they exhibited certain behaviors commonly associated with a diagnosis of ADHD. Formally, the Diagnostic and Statistical Manual of Mental Disorders (DSM-III-R) (American Psychiatric Association) lists 14 characteristics that may be found in children diagnosed as having ADHD. At least 8 of these characteristics must be present, the onset must be before age 7, and they must be present for at least six months.

## DSM-III-R Diagnostic Criteria for Attention-Deficit Hyperactivity Disorder\*

1. Often fidgets with hands or feet or squirms in seat (in adolescents may be limited to subjective feelings of restlessness).
2. Has difficulty remaining seated when required to.
3. Is easily distracted by extraneous stimuli.
4. Has difficulty awaiting turns in games or group situations.
5. Often blurts out answers to questions before they have been completed.
6. Has difficulty following through on instructions from others (not due to oppositional behavior or failure of comprehension).
7. Has difficulty sustaining attention in tasks or play activities.
8. Often shifts from one uncompleted activity to another.
9. Has difficulty playing quietly.
10. Often talks excessively.
11. Often interrupts or intrudes on others, e.g., butts into other people's games.
12. Often does not seem to listen to what is being said to him or her.
13. Often loses things necessary for tasks or activities at school or at home (e.g., toys, pencils, books).
14. Often engages in physically dangerous activities without considering possible consequences (not for the purpose of thrill-seeking), e.g., runs into street without looking.

Almost all of these behaviors, however, might be found in bright, talented, creative, gifted children. Until now, little attention has been given to the similarities and differences between the two groups, thus raising the potential for misidentification in both areas -- giftedness and ADHD.

Sometimes, professionals have diagnosed ADHD by simply listening to parent or teacher descriptions of the child's behaviors along with a brief observation of the child. Other times, brief screening questionnaires are used, although these questionnaires only quantify the parents' or teachers' descriptions of the behaviors (Parker, 1992). Children who are fortunate enough to have a thorough physical evaluation (which includes screening for allergies and other metabolic disorders) and extensive psychological evaluations, which include assessment of intelligence, achievement, and emotional status, have a better chance of being accurately identified. A child may be gifted and have ADHD. Without a thorough professional evaluation, it is difficult to tell.

## How Can Parents or Teachers Distinguish Between ADHD and Giftedness?

Seeing the difference between behaviors that are sometimes associated with giftedness but also characteristic of ADHD is not easy, as the following parallel lists show.

### Behaviors Associated with ADHD (Barkley, 1990)

1. Poorly sustained attention in almost all situations
2. Diminished persistence on tasks not having immediate consequences
3. Impulsivity, poor delay of gratification
4. Impaired adherence to commands to regulate or inhibit behavior in social contexts
5. More active, restless than normal children
6. Difficulty adhering to rules and regulations

### Behaviors Associated with Giftedness (Webb, 1993)

1. Poor attention, boredom, daydreaming in specific situations
2. Low tolerance for persistence on tasks that seem irrelevant
3. Judgment lags behind development of intellect
4. Intensity may lead to power struggles with authorities
5. High activity level; may need less sleep
6. Questions rules, customs and traditions

## **Consider the Situation and Setting**

It is important to examine the situations in which a child's behaviors are problematic. Gifted children typically do not exhibit problems in all situations. For example, they may be seen as ADHD-like by one classroom teacher, but not by another; or they may be seen as ADHD at school, but not by the scout leader or music teacher. Close examination of the troublesome situation generally reveals other factors which are prompting the problem behaviors. By contrast, children with ADHD typically exhibit the problem behaviors in virtually all settings including at home and at school though the extent of their problem behaviors may fluctuate significantly from setting to setting (Barkley, 1990), depending largely on the structure of that situation. That is, the behaviors exist in all settings, but are more of a problem in some settings than in others.

In the classroom, a gifted child's perceived inability to stay on task is likely to be related to boredom, curriculum, mismatched learning style, or other environmental factors. Gifted children may spend from one-fourth to one-half of their regular classroom time waiting for others to catch up -- even more if they are in a heterogeneously grouped class. Their specific level of academic achievement is often two to four grade levels above their actual grade placement. Such children often respond to non-challenging or slow-moving classroom situations by "off-task" behavior, disruptions, or other attempts at self-amusement. This use of extra time is often the cause of the referral for an ADHD evaluation.

Hyperactive is a word often used to describe gifted children as well as children with ADHD. As with attention span, children with ADHD have a high activity level, but this activity level is often found across situations (Barkley, 1990). A large proportion of gifted children are highly active too. As many as one-fourth may require less sleep; however, their activity is generally focused and directed (Clark, 1992; Webb, Meckstroth, & Tolan, 1982), in contrast to the behavior of children with ADHD. The intensity of gifted children's concentration often permits them to spend long periods of time and much energy focusing on whatever truly interests them. Their specific interests may not coincide, however, with the desires and expectations of teachers or parents.

While the child who is hyperactive has a very brief attention span in virtually every situation (usually except for television or computer games), children who are gifted can concentrate comfortably for long periods on tasks that interest them, and do not require immediate completion of those tasks or immediate consequences. The activities of children with ADHD tend to be both continual and random; the gifted child's activity usually is episodic and directed to specific goals.

While difficulties and adherence to rules and regulations has only begun to be accepted as a sign of ADHD (Barkley, 1990), gifted children may actively question rules, customs and traditions, sometimes creating complex rules which they expect others to respect or obey. Some engage in power struggles. These behaviors can cause discomfort for parents, teachers, and peers.

One characteristic of ADHD that does not have a counterpart in children who are gifted is variability of task performance. In almost every setting, children with ADHD tend to be highly inconsistent in the quality of their performance (i.e., grades, chores) and the amount of time used to accomplish tasks (Barkley, 1990). Children who are gifted routinely maintain consistent efforts and high grades in classes when they like the teacher and are intellectually challenged, although they may resist some aspects of the work, particularly repetition of tasks perceived as dull. Some gifted children may become intensely focused and determined (an aspect of their intensity) to produce a product that meets their self-imposed standards.

## **What Teachers and Parents Can Do**

Determining whether a child has ADHD can be particularly difficult when that child is also gifted. The use of many instruments, including intelligence tests administered by qualified professionals, achievement and personality tests, as well as parent and teacher rating scales, can help the professional determine the subtle differences between ADHD and giftedness. Individual evaluation allows the professional to establish maximum rapport with the child to get the best effort on the tests. Since the test situation is constant, it is possible to make better comparisons among children. Portions of the intellectual and achievement tests will reveal attention problems or learning disabilities, whereas personality tests are designed to show whether emotional problems (e.g., depression or anxiety) could be causing the problem behaviors. Evaluation should be followed by appropriate curricular and instructional modifications that account for advanced knowledge, diverse learning styles, and various types of intelligence.

Careful consideration and appropriate professional evaluation are necessary before concluding that bright, creative, intense youngsters like Howard have ADHD. Consider the characteristics of the gifted/talented child and the child's situation. Do not hesitate to raise the possibility of giftedness with any professional who is evaluating the child for ADHD; however, do not be surprised if the professional has had little training in recognizing the characteristics of gifted/talented children (Webb, 1993). It is important to make the correct diagnosis, and parents and teachers may need to provide information to others since giftedness is often neglected in professional development programs.

# MS Nicholas Green Winner Honored by State Board of Education

The Mississippi State Board of Education recently honored Primrose Mangilog, the 2004 winner of the prestigious Nicholas Green Distinguished Student Award. She was asked by the board to deliver the speech she had given at the MAGC 2004 Annual Convention. This speech is given below. You can find out more about the Nicholas Green Distinguished Student Award, at [www.nagc.org/Awards/green/greenawd.html](http://www.nagc.org/Awards/green/greenawd.html).



*Members of the MAGC Executive and Advisory Boards, teachers, parents, guests, ladies and gentlemen, good afternoon.*

*I feel honored to receive the Nicholas Green Distinguished Student Award for the state of Mississippi. To be recognized for the hard work and sacrifice through the years gave me the motivation to strive for more. It also gives me a sense of purpose.*

*I entered the contest because I believe I can make a difference in this world in my own special way. Just as Nicholas Green made his contribution, I also want to do my share to make this world a beautiful place to live in. Can you imagine if each one of us, in our own way, contributes a good voice, a smiling face, a kind heart, a patient ear, a joking mood, or honest and hardworking hands, we will surely change the face of the earth.*

*I believe that the best way to give praise and glory to God is to use the resources He gave us, and what better way to begin than to use the talents we have. I believe God gave me these gifts to reach out to people. In whatever way I can make others happy – through songs, my cello, my stories, a hug or perhaps just a pat on the shoulder, I feel a sense of fulfillment knowing I planted a seed of hope, love and joy in the hearts of people around me. In whatever I do, I do it with my whole heart.*

*My greatest dream now is to start a foundation to help children have a better life through education. I come from a family of teachers – my dearly departed Grandma Rose was a retired teacher and many more uncles and aunts. To me the noblest of all professions is to become a teacher. There will be no doctors, lawyers, engineers, politicians, or even a good president of this country, if we don't have excellent and dedicated teachers. And one day, I hope to become a teacher myself, and mold little children to become the best they can possibly be.*

*Before I end, I salute all teachers who are here. You are doing an excellent job in molding us to become good and productive citizens of this country. To the parents in the audience, please continue to love and support your children. To the parents of Nicholas Green, thank you for sharing your son with us, even in his death. To legislators, government officials and businessmen who have major impact on the progress of education in this state, especially the gifted studies, thank you for all your support and contributions and please continue the good work. To my parents, Percy and Maribel, "My wind beneath my wings" thank you for the love, support and belief in me. And last, but not least, to you God Almighty, for the talents you gave me. May I use them in your name and glory. Thank you.*

## Scholarships in Gifted Education

The Frances A. Karnes Center for Gifted Studies at The University of Southern Mississippi \$500.00 scholarships available for persons enrolled in graduate degree programs in gifted education for the summer of 2005. To qualify, the student must meet the admission requirements of the university for master's, specialist's, or doctoral programs with an emphasis in gifted education. Consideration will be given to graduate students in specialized programs in elementary and secondary schools for the college and university positions in the field of gifted education. For more information contact The Frances A. Karnes Center for Gifted Studies at The University of Southern Mississippi, 118 College Drive #8207, Hattiesburg, MS 39406-0001 or (601) 266-5236, [gifted.studies@usm.edu](mailto:gifted.studies@usm.edu).

**Nicholas Green Distinguished Student Award 2004-2005 School Year**  
**(Application Packets must be postmarked by May 15, 2005)**

MAGC is pleased to announce the continuance of the NAGC-Nicholas Green Distinguished Student Awards for the 2004-2005 school year. The awards are designed to recognize excellence in young children. The awards, which include a \$500 U.S. Savings Bond, may be made to students in grades 3-6 who have distinguished themselves in academics, leadership, or the arts. Nominations will be accepted from the students themselves, parents, teachers, peers, and community and civic groups.

**Selection Criteria:**

- Students must be in grades 3 through 6 at the time of the nomination.
- Outstanding student accomplishment may be in the areas of academics, the arts, or leadership.
- Student applicants must submit a written composition about why they feel their effort is important and how they got interested in the area for which they are being recognized. Compositions should describe (1) the activity or interest area for which the student is being nominated; (2) how the student got interested/involved in the activity; (3) what impact the activity has had on the student and on others; and (4) how the student's future plans and goals have been affected by this activity or interest area.
- At least one letter of recommendation, from someone other than a nominee's family member, explaining why the student nominee is deserving of the award, what sets him/her apart from other students, and how the student is impacting others.

**Submission to MAGC:**

- Completed Student Nomination Form including the signed publicity release form.
- Copy of the student's composition.
- Letter(s) of recommendation.
- Self-addressed, stamped postcard, which will be used to acknowledge receipt of the application packet.

**Mail completed packets to: Ann Caldwell Mississippi School for Mathematics and Science 1100 College Street MUW-540, Columbus, MS 39701**

**Nicholas Green Distinguished Student Award Application Form 2004-2005**

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Student Name \_\_\_\_\_ Social Security # \_\_\_\_\_

Address \_\_\_\_\_

Phone Number \_\_\_\_\_ E-mail \_\_\_\_\_

Age \_\_\_\_\_ Birth Date \_\_\_\_\_ Grade at Time of Application \_\_\_\_\_

School Name and Address \_\_\_\_\_

Teacher's Name \_\_\_\_\_ Name of Parent/Guardian \_\_\_\_\_

Name of Person Nominating Student \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_

Relationship to Nominee \_\_\_\_\_ E-mail \_\_\_\_\_

**Release Form:** I hereby give the National Association for Gifted Children permission to use my child's photo\* and composition, submitted in connection with the NAGC Nicholas Green Distinguished Student Award, in any publicity or announcements NAGC may make about the award or the award winners, should my child be selected for the award. I further grant permission to NAGC to use my child's name, school name, and city/state in any publicity or announcements that uses his/her photo or composition, and to make edits to the length of the composition as may be necessary. I understand that neither my child nor I will receive any remuneration in connection with this permission and understand that the photo and the composition will not be returned to me.

Signature \_\_\_\_\_ Printed Name \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ E-Mail \_\_\_\_\_ Relationship to Nominee \_\_\_\_\_

\*NAGC will request a photo of the award winners for use in award publicity and announcements. Do not send a photo with the application packet.

# New Publications in Gifted Education

## Leadership Development Program

Dr. Frances A. Karnes and Dr. Jane E. Chauvin have revised the Leadership Development Program Second Edition: Leadership Skills Inventory and Leadership Manual. Dr. Karnes is the director of the Frances A. Karnes Center for Gifted Studies and a professor of Curriculum, Instruction, and Special Education at The University of Southern Mississippi. She also directs the Leadership Studies Program. Dr. Chauvin is a professor of Education and Counseling at Loyola University in New Orleans. The leadership materials prepare elementary and secondary students and adults to become the next generation of great leaders. The Leadership Skills Inventory assesses nine key areas of leadership: fundamentals of leadership; written communication skills; speech communication skills; character-building skills; decision-making skills; group dynamic skills; problem-solving skills; personal skills; and planning skills. The Leadership Manual contains 125 exciting instructional activities designed to enhance leadership potential. An additional feature is an extensive listing of references on leadership and Internet resources. The first edition has been used in all fifty states. The Leadership Development Program, Second Edition is published by Great Potential Press.

## Methods and Materials for Teaching the Gifted

Dr. Frances A. Karnes, Professor of Curriculum, Instruction, and Special Education and Director of the Frances A. Karnes Center for Gifted Studies at The University of Southern Mississippi and Dr. Suzanne Bean, Professor of Education and the Director of the Center for Creative Thinking at the Mississippi University for Women, have produced the second edition of their best selling textbook. *Methods and Materials for Teaching the Gifted* offers strategies and resources for differentiating instruction for gifted learners. The book acts as an excellent introduction to gifted education curricular planning, instructional unit design, evaluation, and teaching methods.

The chapters of this comprehensive textbook are written by respected leaders in the fields of gifted education. The authors review the needs of gifted learners; curricular planning and evaluation; instructional practices; and ongoing enhancement and support of gifted programs. Chapters include such topics as differentiated curricular design, process skills development, building instructional units that challenge, and evaluating learner outcomes. Also, instructional practices such as problem-based learning, creative teaching strategies, independent study, mentorships, classroom simulations, and more are addressed. Fully revised and updated, the second edition of *Methods and Materials* also lists an array of current books, teaching materials, Web sites, and other resources. The book is published by Prufrock Press.

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# Hall of Honors

**MAGC is very pleased to honor our state's gifted teachers who have won recent honors. Congratulations go out to...**

Betty "Lindy" Hopkins – Lee County's Teacher of the Year

Kay Collins – Tupelo Teacher of the Year

Margaret Snider of Jackson for being inducted into the Mississippi Hall of Master Teachers

Mandy Goldman of Lauderdale County for winning the 2004 Miliken National Educator Award

Amy Rogers of Purvis for winning the 2004 Miliken National Educator Award

Lisa Saucier of Jackson for winning the 2004 PPS Outstanding Educator Award

Gail Hammond of Rankin County, for winning the 2004 Karnes Award for Excellence in Gifted Education

# Parents, Parents, Parents...

Are you looking for a unique way to say "THANK YOU"  
to your child's teacher this year?

What a nice surprise it would be for your child's teacher to discover that a donation has been made in honor of her or him to MAGC in support of gifted education! If you would like to honor your child's teacher by giving a gift that keeps giving, please complete and mail the form below to:

Wendy Hunt, Mississippi Association for Gifted Children  
7875 Idlebrook Cove  
Southaven, MS 38671

\*All gifts are tax deductible.

**Yes, I want to honor an extraordinary teacher in this special way!**

\_\_\_\$20    \_\_\_\$40    \_\_\_\$50    \_\_\_\_\_ Other Amount

This gift is given by (Donor's name): \_\_\_\_\_  
Address: \_\_\_\_\_  
City, State, Zip: \_\_\_\_\_

This gift is given in honor of: \_\_\_\_\_  
School: \_\_\_\_\_  
Address: \_\_\_\_\_  
City, State, Zip: \_\_\_\_\_

\_\_\_ Check here if you would like this gift to be anonymous.  
\*An acknowledgment card will be sent to the honoree.

## MS Department of Education Mega Conference 2005

From At-Risk to Excellence: Promoting Academic Success for All Students

June 6-9, 2005 Biloxi, MS

The goal of the MEGA Conference is to advance the efforts of state educators by providing professional development to ensure the successful implementation of No Child Left Behind as educators work with all students to best meet their unique and individual needs. As a part of this conference there will be an opportunity to receive special training on Mississippi Gifted Program Standards. This will be led by MDE and MAGC personnel. Mark your calendar now.

# CALL FOR PROPOSALS: 2005 MAGC CONFERENCE

The conference will be held **September 29-30** at *Whispering Woods Conference Center, Olive Branch* (north Mississippi). Completed proposals must be post marked no later than **April 30, 2005**. Note that the conference registration fee will be waived for only **one** presenter per session.

Name \_\_\_\_\_

Institution Affiliation \_\_\_\_\_ Position/Job Title \_\_\_\_\_

Home Address \_\_\_\_\_  
(street) (city/state) (zip code)

The title of my proposed presentation is: \_\_\_\_\_

Below is a typed abstract (75 words or less) of the concurrent session I wish to present.

Co-presenter: \_\_\_\_\_ (Registration fee will **not** be waived.)

## CATEGORY for PRESENTATION

- \_\_\_ Social/emotional needs of gifted students
- \_\_\_ Differentiating curriculum and instruction
- \_\_\_ Creativity and/or the arts
- \_\_\_ Evaluating student progress
- \_\_\_ Special populations
- \_\_\_ Developing leadership
- \_\_\_ Other \_\_\_\_\_

## Intended AUDIENCE for PRESENTATION

- \_\_\_ Elementary Teachers
- \_\_\_ Secondary Teachers
- \_\_\_ Parents of Gifted Children
- \_\_\_ Administrators and/or counselors
- \_\_\_ Other \_\_\_\_\_

**Mail form to:** *Margaret Snider, 1007 Camdenmill, Ridgeland, MS 39157 (601) 856-4655*

**Photocopy and distribute this form as needed.**

**Mississippi Association for Gifted Children**  
**Summer Gifted Studies Program Scholarship Nomination Form**  
**(Deadline: March 15, 2005)**

Nominee's Name: \_\_\_\_\_  
(Prior MAGC scholarship recipients are not eligible to receive this award)

Address: \_\_\_\_\_

Nominating Teacher: \_\_\_\_\_ School: \_\_\_\_\_

School Address: \_\_\_\_\_

Grade: \_\_\_\_\_ Age: \_\_\_\_\_ Program Choice: \_\_\_\_\_  
(Must be a Mississippi program)

Signature of Nominee: \_\_\_\_\_

**To the Nominating Teacher:**

**Please include the following information with this nomination form:**

1. A narrative describing student's special interests, school and community involvement, honors, and your reasons for nominating this student;
2. A copy of the student's G.P.P.D.S. verifying eligibility; and
3. A narrative from the student stating his/her areas of interest and choice of program if awarded the scholarship.
4. Additional letters of support may be included.

Please mail completed nomination form and other required attachments to:

**Ann Caldwell**  
**1100 College Street MUW-540**  
**Columbus, MS 39701**

Thank you for taking advantage of this opportunity for your student.

**Executive Director:** Jean Prather  
900 Live Oak Dr., Clinton, MS 39056  
601-924-0068 601-624-4652  
Jprather@jam.rr.com

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# MAGC

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