

Western Kentucky University

TopSCHOLAR®

Gifted Studies Publications

Center for Gifted Studies

Fall 2022

The Challenge: Magazine for the Center for Gifted Studies (No. 53, Fall 2022)

Western Kentucky University

Elizabeth Joyce Editor

Follow this and additional works at: https://digitalcommons.wku.edu/cgs_pubs



Part of the [Curriculum and Instruction Commons](#), [Curriculum and Social Inquiry Commons](#), [Gifted Education Commons](#), [Science and Mathematics Education Commons](#), and the [Teacher Education and Professional Development Commons](#)

This Magazine is brought to you for free and open access by TopSCHOLAR®. It has been accepted for inclusion in Gifted Studies Publications by an authorized administrator of TopSCHOLAR®. For more information, please contact topscholar@wku.edu.

the Challenge

Magazine for The Center for Gifted Studies

TIP-KY Includes ACT for 7th and 8th Graders



Dr. Julian Stanley of Johns Hopkins University developed the idea of above-level assessments in the late 1960s. Above-level assessment results reveal the level of readiness for advanced students to learn. This information is often lost when only grade-level assessments are used. Students may earn top marks in the classroom or on grade-level standardized tests, but they may not be engaged at a level that taps into their potential.

The ACT is an assessment planned for high school juniors and seniors; therefore, it is an above-level assessment when taken by seventh and eighth graders. Recently, the ACT was made available for younger students again after a period when that opportunity was not available.

TIP-KYSM is the talent search offered by The Center for Gifted Studies, and it is open to families across the Commonwealth and beyond. TIP-KY brings back the ACT as the above-level assessment for seventh and eighth graders. For fourth, fifth and sixth graders, TIP-KY offers the opportunity to take I-Excel, an assessment planned for eighth graders.

The goals of the talent search model are to identify students who perform well above age level in one or more academic areas and to develop those identified talents through academically challenging programming. The Center for Gifted Studies' summer and Saturday programs offer challenging learning experiences for children and young people. The Center partnered with Duke TIP until it closed in 2020. VAMPY, which was modeled after summer programming at Duke TIP, will have its 40th summer in 2023.

To learn about TIP-KY, go to wku.edu/gifted/tipky. To learn more about Center programs, go to wku.edu/gifted.

Letter from Julia



Dear Friends of The Center for Gifted Studies,

Thank you for being the best supporters The Center for Gifted Studies could possibly have. You make gifts of your resources and your time, and you share information about opportunities offered by The Center with others who don't know about programming available for children and young people, educators, and parents.

The school year is well underway and so is The Center's slate of fall opportunities. Families and educators learned about strategies for twice-exceptional learners in September, and November will bring a focus on social-emotional needs. Talks have been held to market and implement TIP-KY, and a robust series of three Super Saturdays for first through sixth graders will highlight November. Looking ahead, winter brings IdeaFestival Bowling Green, another round of Super Saturdays, plus the

Kentucky Association for Gifted Education Conference, one you won't want to miss. We will sponsor travel to Italy in the spring and host the Symposium on the Importance of Advanced Coursework (a new opportunity made possible by funding from the James Graham Brown Foundation). During all seasons, we are preparing for a summer that is filled with the National STEM Scholar Program; SCATS; Advanced Placement Institutes on campus, in St. Louis, and online; Camp Innovate; Camp Explore; VAMPY; and Camp Discover 1 and 2. I missed mentioning the Victoria Fellows for school superintendents and the principal cohorts for elementary and middle school principals. I hope you said "Wow!" when you finished reading the listing of programs offered by The Center.

Please know we welcome your ideas for shaping and improving our programming. It is always special when you note a potential source of funding for one of our current programs or a new initiative. After passing our fortieth year recently, we know that tradition is important, and we readily acknowledge that change is also good.

Thank you for being involved with The Center for Gifted Studies!

Sincerely,

A handwritten signature in cursive script that reads "Julia Link Roberts".

Julia Link Roberts
Mahurin Professor of Gifted Studies



Lynette Baldwin (1947-2022) was an advocate for children, especially for children with gifts and talents. As Executive Director of the Kentucky Association for Gifted Education for 21 years, Lynette was well known in the offices of legislators and Kentucky governors. She was honored with the National Association for Gifted Children David W. Belin Advocacy Award in 2015.

Prior to her work with KAGE, Lynette was the gifted resource teacher and gifted coordinator in the Paducah Independent Public Schools. Lynette's knowledge about and interest in gifted children were frequently shared with parents of gifted children and educators in all parts of

Kentucky as well as in states across our country. Lynette loved to travel, and some of her travel was to conferences of the World Council for Gifted and Talented Children in Australia and Ireland. Lynette will be remembered for many things, including her sense of humor, her love of western Kentucky, and her friendship with so many people. Lynette was loved by all of us at The Center for Gifted Studies.

Table of Contents

EDITOR

Elizabeth Joyce

DESIGNER

Marcus Dukes

PHOTOGRAPHERS

Emilee Arnold

Rebecca Clark

WRITERS

Tyler Clark

Cheryl Kirby-Stokes

Julia Roberts

Ashley Taylor

- 1** TIP-KY Includes ACT for 7th and 8th Graders
- 2** Letter from Julia
- 2** Remembering Lynette Baldwin
- 4** Testing the Waters Away from Home
- 5** Super Saturdays Combine Friends and Fun
- 6** Alumni Update
- 7** WKU Alum Returns to the Hill
- 8** A Place to Call Home
- 9** Friends of The Center
- 10** Sights Set on Italy
- 12** Campers Learn In and Out of the Classroom
- 13** Second Edition of *Introduction to Gifted Education* Published
- 14** Explore and Innovate Prompt Minds-On Learning
- 15** The Center Travelers Remember Seeing Queen Elizabeth II
- 16** Golden Opportunities
- 18** On the Go with Gatton: Summer Brings a Wealth of Opportunities for Academy Students
- 19** Gatton Wins National Diversity Award
- 20** Center to Expand Offerings for AP Teachers
- 21** Support Systems: Given the Right Environment, 2e Students Excel
- 22** Gifted Education Champion to Lead KAGE

The Mission for The Center

We are committed to encouraging excellence by providing educational opportunities and resources to three populations: gifted and talented students, educators working with gifted students, and parents of gifted students.



The Vision for The Center

An internationally preeminent center, The Center for Gifted Studies envisions expanding services in five areas: (1) offering educational programs for gifted children and youth, (2) providing professional development opportunities for educators, (3) enhancing communication and advocacy for gifted children, (4) conducting research and developing curriculum to remove the learning ceiling, and (5) building a testing and counseling component for gifted children and their families.

Testing the Waters Away from Home



Summer programming at The Center for Gifted Studies runs the gamut in terms of ages, interests, and experiences.

From first graders at Camp Explore to seasoned teachers at the AP Summer Institute; from clowning and Arabic to rocketry and physics; and from exploratory day camps to intense academic courses, the minds-on, hands-on programs appeal to a wide range of learners.

Right in the middle of the pack comes SCATS, the Summer Camp for Academically Talented Middle School Students. Designed for young people who have completed sixth, seventh, and eighth grades, this residential camp hits the sweet spot, offering a little bit of everything.

At SCATS, campers make the move from day programs to campus life, staying at Florence Schneider Hall for a two-week stretch. They get the full residence hall experience and gain the

confidence that comes with living away from home, often for the first time.

Unlike VAMPY, where students choose one subject to study during camp, SCATS campers take a sampler pack of classes. They indicate preferences from a list of about 20 courses and then attend the same four classes daily during their stay. A camper might learn how to break down a script in the morning and how to code a robot in the afternoon.

“I liked that we were allowed to choose our classes and that all the teachers are really nice,” said Helen Eagle, a first year SCATS camper this summer. “I learned a lot about coding and probabilities, but the thing I learned the most about was probably Russian folklore.”

Many SCATS classes feature a subject that students often don’t learn about in their regular classrooms. Stepping outside their comfort zones and trying something new is another cornerstone of SCATS. “One of my favorite things is watching these kids have fun and not worry about being perfect,” said Julie Boggess, who taught two acting classes. “The imperfections are what make it fun.”



Mark Your Calendars

SCATS is set for June 4-16. Applications will be posted on our website early in the new year. If the camp is new to you, visit wku.edu/gifted/scats for an overview.



Super Saturdays Combine Friends and Fun

Students in first through sixth grade are set for a world of adventure at Super Saturdays in November.

They will explore the upside-down world of bats, take a road trip through our national parks, train to be super spies, express their creativity through sewing, and imagine new endings for beloved literary characters – just to name a few of the more than 20 courses offered. Students will come to campus on three consecutive Saturday mornings to engage in this minds-on, hands-on learning with peers of like-minded interests and abilities.

Grant Willis of Bowling Green is a veteran of many Super Saturdays, including the most recent program in February. “I participated in the ‘How to be a Supervillain’ class. The teachers were nice, and they taught us physics in a fun way. In the class, the activities included making unique airplanes and designing our supervillain character. I always like going to Super Saturdays because there are fun activities and I get to make new friends.”

The next session of Super Saturdays is planned for February 4, 11, and 18. Applications will be on our website (wku.edu/gifted/super_Saturdays) in mid-December. To receive information about programs and application openings, complete the form at wku.edu/gifted/interest.

Sam Carini (Super Saturdays, SCATS, VAMPY) graduated with a BA in political science and business administration from the University of South Carolina in 2022 and is pursuing a master's degree in public policy at the George Washington University Trachtenberg School of Public Policy and Public Administration. His past work experience included an internship with Sen. Tim Scott of South Carolina. Sam writes: "My best memories of The Center were getting to spend time with my friends. VAMPY and SCATS gave me some of my best friends and memories, for which I am forever grateful. My most savored memory is the VAMPY talent show my fourth year: getting on stage and bringing back old traditions like banana split sleepover, singing with three of my oldest SCATS friends, and many other fourth year traditions. I was also a five-week challenger, meaning I spent two weeks at SCATS and then three weeks at VAMPY. VAMPY also helped me find my passion in politics. If it wasn't for Presidential Politics, a class I took my second year of VAMPY, I would have never discovered my love for politics and wanting to better this world." Find Sam on Facebook and Instagram (@samcarini).

Reagan Costello-White (SCATS, VAMPY, Travel) graduated as a Master of Social Work from Radford University and is a school social worker living in Roanoke, VA.

Austin Hollis (Super Saturdays, SCATS, VAMPY) graduated with a BA in anthropology from Transylvania University in 2010 and received a master's degree in teaching with a focus on middle grades social studies and science from the University of Louisville in 2017. From 2017 to 2021 he taught sixth- and seventh-grade social studies and science at Kammerer Middle School in the Jefferson County Public Schools. In May 2021, he married

Hannah Bissmeyer, and for their honeymoon the couple thru-hiked the Appalachian Trail. "It took six months, but we did it," he writes. "A major adventure!" Austin is off on another adventure: Living History in the Star Wars Galaxy. Read along as he applies the methods of historic re-enacting to a Galaxy Far, Far Away on his blog: starwarslivinghistory.com.

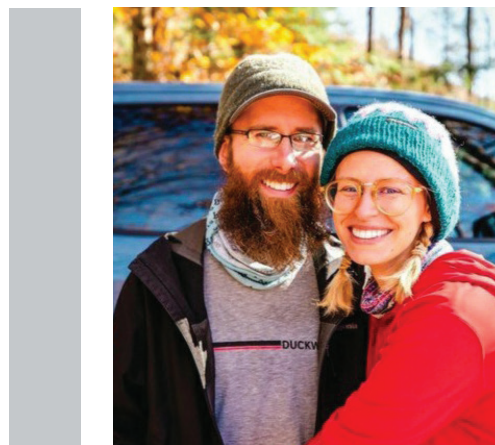
Meredith French Schmuck (SCATS, VAMPY) earned a BA in English/Creative Writing from Louisiana State University and now is running a small business as an at-home baker. Check out Meredith's bakery, The Wrappery, on Facebook at facebook.com/thewrapperylc.

ALUMNI

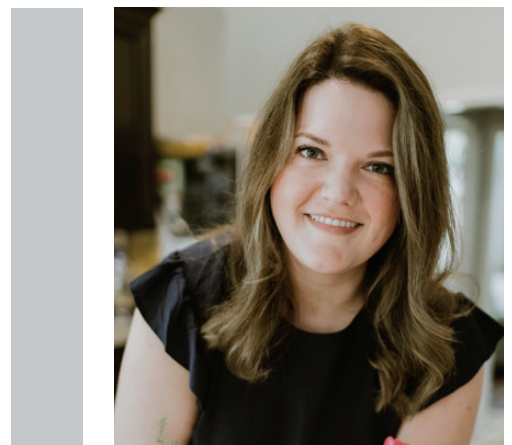
Update



Sam Carini



Austin Hollis



Meredith French Schmuck

WKU[®] Alum Returns to the Hill

A 2020 WKU alum, Rebecca Clark is eager to be back on campus serving The Center for Gifted Studies as the Specialist for Technology and Communications. Rebecca earned her B.A. in Communication Studies, a certificate in User Experience, and an honors degree from the Mahurin Honors College. Her most recent work has included working as the graphic designer for the Bowling Green Area Chamber of Commerce and an internship with the Disney College Program. You will find Rebecca creating marketing materials for The Center's many programs and behind the camera at our events. When she isn't spending time with her husband (whom she met their freshman year on campus) and friends, Rebecca loves to read, knit, play video games, and watch nature documentaries about whale sharks.



BLAST FROM THE PAST!

Recognize any of these smiling (or not) faces? These campers are from one of the first groups to come to WKU for VAMPY. Summer programming at The Center started with Summer Camp, which grew into the Summer Camp for Academically Talented Middle School Students and spawned VAMPY, Camp Explore, Camp Innovate, and Camp Discover. We are always curious about what happens with our campers, so please let us know where you are now and what you're doing by completing the form found at wku.edu/gifted/alumni.

A Place to Call Home



A camp that has been in existence for 39 years is bound to have its share of traditions, and The Center's Summer Program for Verbally and Mathematically Precocious Youth (VAMPY) is no exception. Making murals in class, oddly named optionals, and the fountain run are favorites, but the dinner and dance on the final night may be the most anticipated. Fourth years, those campers who are wrapping up their last year at VAMPY due to age requirements, are invited to address the group. Not all do, but those who choose to speak capture the spirit of VAMPY and its importance in their lives. This summer, Shawn Cochran summed up his time at camp with the speech below.

This is a surreal moment; since my first banquet in 2019, so much has changed. I have taken risks, learned,

forged friendships, and said some difficult goodbyes. I have grown as a student and as a person. If I could meet with my past self, he would be shocked. He couldn't imagine having the friends I have now. He couldn't imagine possessing the confidence and joy I have now. He couldn't imagine moving 12 hours away to begin a new chapter in Florida. He would be overwhelmed and absorbed in "what-ifs." That was then. In this year and at this moment, I am proud. I am proud to know that life is too short to be focusing on negative hypotheticals. Rather I've chosen to live positively.

CHANGE

Every day, we change. We possess the power to channel that change into growth. My 2018-19 school year was packed with personal adversity. In a universe where we are practically specks, I had surrounded myself with people who made me feel even smaller. Three months after I left that situation, I entered WKU for the first time. Nobody from Hendersonville High School was going, so I was "alone" once more. However, I quickly learned that VAMPY would become an integral part of my summer for years to come. Never had

I been so warmly welcomed to a place previously unknown to me. I was surrounded by teachers, TAs, counselors, WKU staff, and other kids who encouraged growth. To share an experience with like-minded peers is to truly feel at home. For me, VAMPY has become my home. It has become an integral part of my life. If you're willing to try new things, meet new people and learn, VAMPY will be an incredible experience. Every day, we change; we possess the power to channel that change into growth. For me – and hopefully you – VAMPY has been the growth.

GRATEFULNESS

Upon reflection, I realized just how different the world is from three years ago. Tears have been shed. Losses have occurred. There have been bad days. But, for every negative moment, so much good has happened. Laughs have been shared. Friendships have been formed. You can always see the good in life if you know where to look. For me – for us – VAMPY is a haven for all good things in life. I am grateful to you all for the lessons I've been taught, the friends I've made, and the joy we've shared here at WKU. It will be hard to say goodbye to the home that has given me so much opportunity.

To share an experience with like-minded peers is to truly feel at home. For me, VAMPY has become my home.

GOODBYE

Hence, I must say goodbye. To my teachers and TAs, thank you. To my counselors, thank you. To the custodial staff and Fresh Food Company employees, thank you. To the people at the desk, thank you. To Dr. Julia Roberts, thank you. To all of you in the crowd, thank you. You all have an unquantifiable impact on my life. The memories I've made here will follow me for the rest of my life. You all have inspired me to succeed and have helped me become my best self. Though many of us are sad, let us be thankful that we were able to spend these 16 days together. Here's to a wonderful last night at VAMPY.

The countdown is on! VAMPY 2023 is slated for June 18 to July 8. Visit wku.edu/gifted/vampy for an overview of the camp. The 2023 course descriptions and application process will be posted in the new year.



Leanne Binkley (VAMPY, 1995-98; VAMPY TA; Travel)
Brentwood, TN

Tyler Clark (Counselor)
Bowling Green, KY

Mary Ruth Coleman
Blounts Creek, NC

Carrie Dichiaro
Lexington, KY

John and Charlotte Donan
Louisville, KY
In memory of Richard Laird

Marjorie Farris
Richmond, KY

Will Gump
Louisville, KY

Beth Hawke
Bowling Green, KY

Holly Lewis (Travel)
Arlington, VA

Shawn & Leann Majors
Leitchfield, KY

Andy & Nichoel Manley
Bowling Green, KY

Jim & Diane Matherly
Bay City, MI

Amanda Mattingly
Webster, KY

Susan McCloud
Bowling Green, KY

Frances Porter
La Canada Flintridge, CA

Pat Richardson
Louisville, KY

David Shadowen
Bowling Green, KY

James Henry Snider
Franklin, KY

Lori Spear
Peachtree Corners, GA

Roxy Vennell
Chatham, IL

Kristen VonGruben
(VAMPY 1990-93)
Fenton, MO

Jon Warren (Counselor)
& Kara Hodges
(Super Saturdays 2002-08,
SCATS 2008-10)
Antioch, TN

Joe & Judy Wismann
Talent, OR

RILEY JANE LAWRENCE SCHOLARSHIP FUND

Katherine Ballard
(VAMPY 1997-99, Travel)
Louisville, KY

David & Sarah Markham
(VAMPY 1988-90) Lawrence
Louisville, KY

Scott Nass (VAMPY
1988-91; Counselor)
Palm Springs, CA

Chivas Owle
Casselberry, FL

Sharon Wu
Aurora, IL

Sights Set on Italy



Art and history headline the itinerary for The Center's 2023 Spring Break trip to Italy. The works of Michelangelo are, of course, a highlight when traveling in the country, but a guided stop at the Uffizi Gallery in Florence will showcase the art of Botticelli, Raphael, da Vinci, and more. With visits to Pompeii, Rome, Orvieto, Assisi, and Pisa, the program also will give travelers the chance to see – and stand – where influential figures from the ancient world once lived and worked.

Eighth grade and high school honors students and interested adults are invited to join Dick and Julia Roberts, who have organized trips for The Center since 1987.

“Seeing Italy through a Center-sponsored trip is one of the best gifts you can give to your child,” said Fran Smith, who has traveled with The Center with her husband, Greg, and their two children. “Students are exposed to international travel to a country that has so



much rich history, beautiful buildings, priceless art, and wonderful food. Travel expands students' minds like nothing else and going to Italy means they are literally seeing history. An added bonus is oftentimes students form friendships that last into adulthood and beyond.”

For more information and to register for the trip, go to wku.edu/gifted/travel. Join our email list for updates about Center programs at wku.edu/gifted/interest.

ITINERARY

Friday, March 31

Depart Nashville for Rome

Saturday, April 1

Arrive in Rome and travel by motor coach to visit Pompeii, the city entombed in ash from an eruption of Mt. Vesuvius.

Sunday, April 2

The first full day in Rome will include visits to the Church of St. Peter in Chains, the Colosseum, the Roman

Forum, and the Piazza del Campidoglio, the catacombs, and the Basilica of St. Paul Outside the Walls.

Monday, April 3

This day starts with touring the Vatican Museums, including the Sistine Chapel, and continuing with St. Peter's Basilica and St. Peter's Square. Also featured will be the Piazza Navona, famous for its beautiful fountains and Baroque architecture; the Pantheon; and the Trevi Fountain and the Spanish Steps.

Tuesday, April 4

Travel from Rome to Orvieto, a magnificent example of an Umbrian hill town, for a guided tour of the Duomo, and then it's on to Assisi to visit the Basilica of St. Francis and stroll through the narrow streets of the old town.



ALLEN SUMMERS



Wednesday, April 5

After breakfast, leave Assisi for Florence and a walking tour of the Church of Santa Croce, which holds the tombs of Galileo, Ghiberti, Michelangelo, and Machiavelli as well as memorials to Dante, Leonardo da Vinci, and Raphael, and visit the Cathedral of Santa Maria del Fiore, famous for its magnificent dome designed by Brunelleschi.

Thursday, April 6

A guided tour of the Uffizi Gallery starts the day, followed by a walk to the Ponte Vecchio, the oldest bridge over the Arno River in Florence. Afterward, visit the Museum of the Duomo and the Baptistery of St. John.

Friday, April 7

Visit the Bargello, the oldest surviving seat of government in Florence, and stop at the Academia Gallery to view Michelangelo's David. Continue a focus on Michelangelo's work with a trip to Chapel Mausoleum of the Medici.



ALLEN SUMMERS



Saturday, April 8

Depart Florence for Rome. En route, visit Pisa to see the impressive baptistery, cathedral, and the famous Leaning Tower.

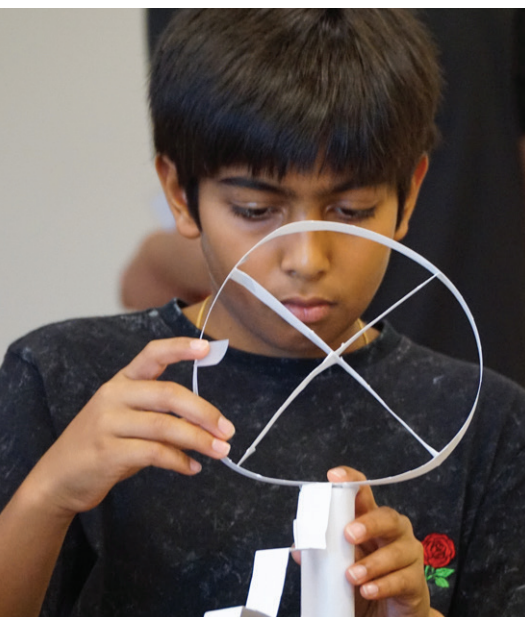
Sunday, April 9

Depart Rome for Nashville

Campers Learn In and Out of the Classroom

“There is a meaning to the word discover,” counselor Mario Hernandez told the rising seventh graders at this summer’s Camp Discover. “Discoverers aren’t like inventors who create something, they are people who put in hard work to find something or find an explanation to how something works.

“Discovering is like learning. And you all have learned a lot. You all have learned about DNA and genes and used that to create monster babies. You’ve learned how to create rockets, along with what makes those rockets work. You’ve learned engineering processes and how to apply that knowledge to build the strongest bridges. You’ve explored ratios and percentages, and you also created and coded your own video games. Your classes have taught you important life skills . . . and hopefully you’ve discovered that it is easy to have fun while you learn.”



discover

verb

/diˈskʌv.ə/

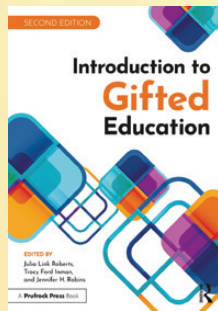
dictionary.cambridge.org

to find information, a place, or an object, especially for the first time



Learning and fun are central to the Camp Discover experience. Camp Discover is part of Project Launch Plus, a research program funded by a federal Javits grant and administered in partnership with Johns Hopkins University. High-achieving sixth grade students who have had few enrichment opportunities are invited to participate in above-level testing during the school year. From that pool of students, a group is randomly selected to live on campus for a week and attend classes that, as Mario outlined, cover a wide range of topics. The students attend camp after their sixth grade and seventh grade school years. The Center for Gifted Studies welcomed the second cohort of Camp Discover students to WKU in July.

Second Edition of 'Introduction to Gifted Education' Published



Julia Link Roberts, Tracy Ford Inman, and Jennifer H. Robins are editors of the second edition of *Introduction to Gifted Education*, which was released this summer. This text includes 26 chapters on current topics in gifted education. Routledge released this publication as a Prufrock Press book.

“Now in its Second Edition, *Introduction to Gifted Education* presents a well-researched yet accessible introduction to gifted education, focusing on equity and supporting diverse learners,” Routledge, the publisher, says. “Inclusive in nature, this essential text is filled with varied perspectives and approaches to the critical topics and issues affecting gifted education.” This book “is the definitive textbook for courses introducing teachers to gifted education.”

Julia is the Mahurin Professor of Gifted Studies at WKU and Executive Director of The Center for Gifted Studies and The Gatton Academy of Mathematics and Science. Tracy is a consultant in gifted education and retired Associate Director of The Center for Gifted Studies at WKU. Jennifer is Director of the Center for Gifted Education and Talent Development and a Clinical Assistant Professor in the Department of Educational Psychology at Baylor University.

While students are exposed to a wide range of ideas in the classroom, the learning isn't all academic. As camper Kaelyn Kidwell of Louisville wrote, “I've learned about DNA and genetics. I've also learned how to argue like a lawyer and think like an engineer. I learned that it's easier to push myself to do something I'm nervous about, like making friends or playing basketball, while people are watching than to be mad at myself for not trying.”

Vicky Papillon of Louisville summed it up this way: “Something I learned about myself was that it's nice to stay away from home sometimes; it's not hard to make friends; school can be fun and interesting; ice cream is all I need; and it's only hard to adjust to new things if you make it.”

More new things will come for these campers when they



return for their second summer in 2023. The group of Camp Discover students chosen in 2021 wrapped up their time in the program at the end of the month.

Allie Poynter of Horse Cave, who was in that first cohort, bid farewell to Camp Discover with these words: “I have discovered more interests I never even knew I had, like learning how to be a lawyer. I have also met many more friends

that are really fun and nice. Camp Discover is such an open and accepting space, and I'm glad I came here!”

Educators and parents who are interested in learning more about Camp Discover and above-level testing are encouraged to contact The Center's Jennifer Wilson at (270) 745-2742 or jennifer.wilson@wku.edu. Work is underway to choose the next cohort of Camp Discover participants.



Explore and Innovate Prompt Minds-On Learning



When children “explore” or “innovate,” they are actively involved in learning. That is certainly the case when one participates in Camp Explore and Camp Innovate. Camp Explore is for first through third graders, while Camp Innovate is open for third through fifth graders.

The interdisciplinary theme of patterns was threaded through the classes for Camp Explore and Camp Innovate this summer. Classes in art examined patterns in color and design. Language arts class highlighted patterns in poetry and writing; and clowning focused on patterns in juggling, designing clown faces, and movement. Of course, science class was filled with patterns.

Each day of camp began with a story for all campers. What a great way to spend a summer week “exploring” and “innovating”!



The Center Travelers Remember Seeing Queen Elizabeth II

Queen Elizabeth II (1926-2022) was the longest reigning monarch of Great Britain, and travelers with The Center for Gifted Studies took opportunities to see her and members of the royal family when possible during trips to London. One such occasion is the Trooping the Colour, the official birthday parade for the monarch. Two groups of Center travelers were in London in June and stood on the Mall to wave to Queen Elizabeth and other members of the royal family. Both parades were splendid with uniforms, gorgeous horses, and opportunities to see the royal family riding in carriages or on horseback.

Stacy Roberts Moots (SCATS, Counselor, Traveler) remembers, "When I signed up for an educational travel experience in England with The Center for Gifted Studies, I never dreamed I would see Queen Elizabeth! Who can arrange that? But when we learned the Queen's annual birthday parade would pass close to our hotel, our plans for the day changed. We got up early and left the hotel as a group, staked out our front-row position on the curb, and waited hours. It was worth every hour of the wait! We saw the Queen, the Queen Mother (Queen Elizabeth's mother), Princess Diana, and

young Prince William as well as other members of the royal family. Center travel memories last a lifetime!"

Over approximately 35 years of traveling with The Center, there have been several occasions that our travelers have had glimpses of special times for the royal family.

- In 2002, a group of spring break travelers arrived in London and right away heard of the death of the Queen Mother. We visited Windsor Castle and saw the mounds of flowers in front of St. George's Chapel.
- A group of travelers was near the Tower of London when we heard the eighty-gun salute for Prince Phillip's eightieth birthday.
- Another group of Center travelers was in London when Queen Elizabeth was celebrating her 60th year as queen. There was a boat parade as part of that occasion plus a huge celebration outside Buckingham Palace.

- Travelers with The Center would always see Buckingham Palace and visit Windsor Castle on trips to Great Britain. In 2015, our group caught a view of Queen Elizabeth in a car while we were visiting Windsor Castle.



Of course, there are no planned visits with the royal family, yet it is always possible to plan or to adjust plans to be spectators when special occasions arise.

One earlier opportunity to see Queen Elizabeth II up close was traveling with teachers and recent high school graduates in 1980. Dick, Julia, and Stacy (age 10) Roberts were in Leicester Square when they saw a crowd gathering. A bobby told them the queen would soon be leaving an event at the Auto Club and directed them to stand at the point that the car carrying Queen Elizabeth II would be making a turn. That meant that Dick, Julia, and Stacy saw the Queen with a front-row view. What an unanticipated experience that was!

The Center for Gifted Studies travels annually, and this spring the trip will be to Italy March 31 to April 9.

Golden Opportunities

What would you do if you could make a difference in your community? Whom would you help? What would inspire you? How could you become a changemaker?

These are the questions that were put to middle school and high school students across Kentucky this year as part of Make a Difference: The Doctors Mody Service Learning Competition through The Center for Gifted Studies. Students were challenged to identify a problem, research what had been done and what could be done, and then propose a course of action. The winning projects reflected a wide range of areas where a little inspiration could make a big difference.

EMMA HARRIS

Cultural Understanding

Emma and her friend Elizabeth Mikeworth, both Gatton Academy students, worked with the Warren County Public Library to develop a program to teach elementary and middle school students about countries and cultures. “Global Adventure Program: Bridge the GAP has helped shine a light on the need for cultural awareness even here in Bowling Green,” Emma said, “and we hope that it has played a part in helping raise a more empathetic generation.”

KEEGAN CONGLETON

Reforestation

Keegan, a Gatton Academy student, focused on Trimble County Park in his home county. “The biggest threat to ecosystems in

rural areas is habitat fragmentation,” he wrote in his application. “Planting trees strategically and carefully can help eliminate this problem through biological corridors and reforestation.” Keegan researched native species and planted 200 red oaks in the park with plans to grow seedlings to continue the project. “I think that planting a tree is one of the most satisfying things you can do.”



ALISHA MULLICK

Music Education

Musical instruments were the missing pieces for Alisha’s Tiny Trebles program for low-income elementary students. Through the grant, she purchased drums, xylophones, egg shakers, and rhythm sticks, which allowed her students to turn thought into action. Alisha also focused on the healing properties of music. “With this project, I hope to not only teach the students the basics for music theory,” she said, “but also help them realize that music is a great way to distract themselves if they are feeling stressed.”

MYRANDA PARR

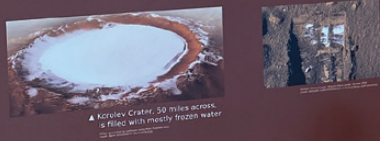
Youth Literacy

Dolly Parton and her Imagination Library provided the inspiration for Myranda, who used grant funds to buy books for students ages 5 to 15. Working with the Union City High School Beta Club, PBS Kids, and the Martin Public Library, she arranged two family reading nights and a month-long book drive. “Many students struggle with literacy, and I believe having an outlet that helps them learn to enjoy reading would benefit them greatly,” she said.

Water on Mars

It is frozen

The average temperature on Mars is -80° F. Ice at the poles (above) is mostly CO₂, but 15% is water. This was discovered by reflecting light off the surface to see the different way that light scatters off of CO₂ and H₂O. Some craters (below left) hold large amounts of frozen water as well. And water ice has been dug out of the soil by rovers (below right).



▲ Acropolis Crater, 50 miles across, is filled with mostly frozen water.

In the rocks and soil

NASA rovers have found stones and soil that indicate Mars once had significant amounts of liquid water. The types of minerals found help show the water amounts and temperatures that must have been part of Mars' past. Where these are found also shows us the former distribution of water across Mars. Water is believed to have once covered 20% of the surface.



▲ Jaspilite, an iron-based mineral that contains water in the form of hydroxyl.



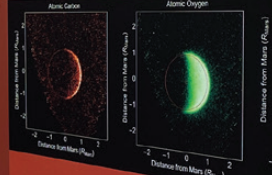
▲ Gypsum, a mineral deposited by water.

Many areas of Mars also look like dry river beds or river deltas, and contain many of these water-dependent minerals.

Where did the rest

In 2018 Italy discovered evidence of liquid water beneath the surface by noticing how radio waves reflect differently off of the ice. But there is evidence that Mars has been losing water.

The orbiter MAVEN mapped the distribution of Carbon Dioxide in the space around Mars and found the belt of atmosphere of Mars, molecules of water are destroyed by light from the Sun. The light breaks the bond between Oxygen, and the Hydrogen escapes to space. This happens because Mars is left vulnerable by its thin atmosphere and weak magnetosphere.



Water hidden?

Mars also has 1/3rd of Earth's gravity, so Mars' crust is much less dense, and more porous. This would allow water to leak deep down under the soil into aquifers.



HANK HELMERS

Computer Science Education

“Computer science is one of the world’s fastest-growing fields, and the need for expertise is only projected to grow exponentially in the coming years,” Hank wrote to introduce his project: a week-long after-school game development program for high school students. Hank hopes his work will inspire the next generation of programmers.

ARIVUMANI SRIVASTAVA

Hardin Planetarium

A facelift was long overdue at The Hardin Planetarium, the only free, public science education center in the Bowling Green area, according to Arivumani, a Gatton Academy student. Visitors to the building’s ring-shaped museum found outdated exhibits that sometimes featured hard-to-understand jargon. Arivumani’s project aimed to revise the exhibits so guests of all ages could learn something new.

PARTH HARIA

STEM Education

“Growing up, there weren’t many STEM opportunities, camps, or clubs around,” wrote Parth, a Daviess County student, in his application. “We didn’t want the new generation of learners to experience the same absence of STEM that we did.” Through the Kentucky chapter of MC3D (Mindstorms Coding & 3D Printing), Parth and his peers offer free and paid camps focusing on robotics, 3D printing, and computer programming. With the Make a Difference funding, the group was able to expand its camp offerings and reach new areas of the state.

SARAH UMBARGER

Substance Abuse

When thinking about issues in her high school, Sarah couldn’t escape one problem: “I would rarely go to the restroom without seeing or smelling someone vaping.” She helped develop SASS, a Substance Abuse Safe Space program. “This grant has helped my community in so many ways,” she said. “It has allowed students to connect with community resources to improve their physical and mental health. It has educated community members and parents on the effects of vaping and the resources available. It has given students the opportunity to build empathy by learning about struggles their peers are facing, learning the importance of supporting peers, and being able to ask for help when they need it.”

YOUR TURN

Applications for the 2023 Make a Difference: The Doctors Mody Service Learning Competition for Young People are available at wku.edu/gifted/service. The due date is December 1.

ON THE GO WITH GATTON

Summer Brings a Wealth of Opportunities for Academy Students

Each summer, students from The Carol Martin Gatton Academy of Mathematics and Science in Kentucky engage in summer research, internships, and study abroad. Opportunities this past summer included prestigious research internships across the country through the National Science Foundation (NSF) and research projects through The Gatton Academy's summer research program, the Gatton Research Internship Grant (RIG). This year the RIG expanded to three out-of-state research sites: Brown University in Providence, RI; the Icahn School of Medicine at Mount Sinai in New York; and Franciscan University in Steubenville, OH.

"I aspire to be a medical professional or pharmaceutical developer. This summer has provided me with invaluable knowledge about the detail-oriented work that is research," said Kareena Pansuria, a senior from South Warren High School. She is developing an underwater adhesive and worked with Dr. Benjamin McDonald in Brown's Department of Chemistry. "Getting to dive right into the deep end of scientific processes with accomplished professionals by my side has helped prepare me for my future in medicine."

Looking ahead to summer 2023, Gatton students will have the opportunity to work with alum Dr. Shelby Rader (2009, Estill



County High School) at Indiana University in Bloomington. We hope to continue this trend by adding more alumni to our roster of RIG research mentors.

The Academy also has partnerships with organizations and businesses around the state that offer experience through the Gatton Summer Internship Program (GSIP). Current partners include long-time friends at Wood Hudson Cancer Research Laboratory, Carlson Software, Interapt, General Motors, the Dollar General Literacy Foundation, the WKU Center for Literacy, and Mammoth Cave National Park.

"A summer research experience through Gatton's RIG program provides an opportunity to learn more about the things that make you, you," said Caden Lucas, a senior from Breckinridge County High School. With Dr. Whitney Peake of WKU's Department of Management, he examined the generational differences in how small businesses and family firms manage socially responsible behaviors.

"Learning the foundational knowledge of a field that you find interesting prepares you to make your own contribution to science whilst also seeing if it's something you want to pursue as a career. The Research Internship Grant gave me the confidence to know that the business sector is where I belong."

Gatton students are also incredibly independent and creative and find summer opportunities outside of those offered at The Academy and outside of STEM-related fields. For example, fourteen students received the National Security Language Initiative for Youth (NSLI-Y) scholarship, studying a critical language either virtually or in-country for six to eight weeks. In-country destinations this summer included Estonia, Morocco, Jordan, Taiwan, Kyrgyzstan, and Kazakhstan.

Reagan Phelps, a senior from Bardston High School, continued her Russian

studies in Narva, Estonia. "NSLI-Y gave me real-world experiences abroad that built my skill set in ways I'd never had access to before," she said. "Learning to communicate with family, friends, and colleagues when there are barriers as major as language taught me to communicate efficiently and confidently when there are other types of communication barriers.

"These active, everyday lessons were accompanied by organized lessons from the program on professionalism, travel, culture shock, and language acquisition. NSLI-Y introduced me to people from various career fields who use these skills every day and gave us advice on how to apply them to our own lives."

Other students worked for software firms, participated in Governor's School programs, manned phone banks for various politicians, and volunteered in their home communities. Some even had their own businesses up and running in their hometowns.

After a two-year COVID hiatus, Gatton students also were able to participate in their most beloved of study abroad activities, a three-week journey to Harlaxton Manor and London to complete their Western Kentucky University English 200 coursework.

The Gatton Academy faculty and staff are continually amazed by the ingenuity and drive of the students and every summer look forward to the new and innovative opportunities their students will tackle.

BECOME A RESEARCH MENTOR

We invite Gatton alumni and friends of The Center for Gifted Studies to become research mentors. Learn more at wku.edu/academy/academics/rig, or reach out to Cheryl Kirby-Stokes, the Academy's coordinator for academic opportunities, at cheryl.kirby-stokes@wku.edu or call (270) 745-3613.

Gatton Wins National Diversity Award



The Gatton Academy of Mathematics and Science received the 2022 Inspiring Programs in STEM Award from *INSIGHT Into Diversity* magazine, the largest and oldest diversity and inclusion publication in higher education. The Inspiring Programs in STEM Award honors colleges and universities that encourage and assist students from underrepresented groups to enter the fields of science, technology, engineering, and mathematics. The Gatton Academy was featured, along with 78 other recipients, in the September 2022 issue of *INSIGHT Into Diversity* magazine (find the issue online at insightintodiversity.com).

"With the support of the dedicated faculty and staff of Western Kentucky University, our students explore many different STEM disciplines in an academically rigorous environment," said Lynette Breedlove, Director of The Gatton Academy. "Approximately 70 percent of Gatton Academy alumni have gone on to major in STEM fields with an additional 10 percent majoring in STEM-related fields."

INSIGHT Into Diversity magazine selected The Gatton Academy because of its mission to provide a residential program for bright, highly motivated Kentucky high school juniors and seniors from diverse backgrounds.

"We know that many STEM programs are not always recognized for their success, dedication, and mentorship for underrepresented students," said Lenore Pearlstein, owner and publisher of *INSIGHT Into Diversity* magazine. "We want to honor the schools and organizations that have created programs that inspire and encourage young people who may currently be in or are interested in a future career in STEM."

Center to Expand Offerings for AP Teachers

forward to leading the APSI at WKU that is well run and organized with excellent facilities and staff so that participants can learn, collaborate, and plan for AP classes that give students the best possible learning experience.”

During the past two summers, The Center has also hosted a virtual APSI catered toward teachers in the St. Louis region. This year, the first in-person workshop was hosted there in partnership with the Parkway School District. “Having an APSI not only allowed our teachers to get trained to teach new classes, but also allowed them to meet and collaborate with other teachers from the area and across the country who teach the same courses as they do,” said Jennifer Proffitt, who serves as the Curriculum Coordinator for High School Science, Technology, Engineering, and Mathematics. She was the local contact for the week of the APSI.

Our institutes served 296 teachers from 18 states. The Center looks forward to continuing the Advanced Placement Summer Institute in 2023 with expanded offerings. In-person workshops will be June 26-30 in Bowling Green and July 17-21 in St. Louis. A virtual institute will be hosted July 3-7. To learn more about the AP Summer Institute and the workshops offered at each site, visit wku.edu/gifted/ap.



For 39 years, The Center for Gifted Studies has hosted an Advanced Placement Summer Institute. The tradition of providing learning opportunities for AP teachers continued this summer and featured a welcome return to in-person workshops. The institute in Bowling Green featured 26 workshops, including beginning and experienced sections to cater to specific needs of teachers. Workshops ranged from Art & Design to Chemistry and from European History to Music Theory.

Consultants for the workshops are endorsed by the College Board and have served as readers for AP exams. Our English Literature and Composition consultant, Sandra Daye, noted, “I look



“It’s OK to be different.”

Presenter Emily Kircher-Morris reiterated this message throughout the Twice-Exceptional Students Seminar at the Martens Alumni Center in September.

“We need people who look at things differently. We need people to look at problems in new and different ways.”

Humanity thrives when there is neurodiversity, or a range of differences in the way people’s brains work, said Kircher-Morris, a licensed professional counselor, author, and host of *The Neurodiversity Podcast*. She drew a comparison to how biodiversity is necessary for humans to survive. Life is better with differences, she said. “There is no ‘normal.’ All of us are neurodiverse.”

Twice-exceptional, or 2e, students are those who show giftedness mixed with any number of differences, including ADHD, autism, dyslexia, dysgraphia, obsessive compulsive disorder, anxiety, and major depression, among others.

These different-thinking brains are gifted first and can excel in the right environment. Among the strengths that a 2e learner might show, according to Kircher-Morris:

- 2e learners typically like to learn and seek out information. They often understand abstract concepts and have active imaginations.
- Many 2e students have advanced visual-spatial thinking skills.
- These learners can be logical thinkers and may enjoy considering hypothetical situations and outcomes.
- They can be creative thinkers, engaging in new ideas or elaborating on basic ideas in unexpected ways.
- Many 2e learners engage in monotropic thinking. They can block out distractions to focus on the subject at hand.

Without understanding and support, however, these strengths can become challenges in the classroom. The visual-spatial thinker may struggle to put ideas into words. Those 2e students who are logical thinkers tend to call out illogical thinking, and not always in a manner that is appreciated by classmates, or educators.



Support Systems

Given the Right Environment, 2e Students Excel

In the past, these issues might be explained away as general gifted kid “quirkiness,” Kircher-Morris said. Instead, she said, steps should be taken to understand these differences and give 2e students the supports they need to be successful.

Creating a neurodiversity-affirming classroom is one way to provide that support. A neurodiversity-affirming classroom values differences, allows autonomy, features a collaborative staff, and leans into students’ strengths. That might look like:

- presenting information in multiple ways;
- patience with students who process information slowly;
- freedom to move in the classroom;

- access to sensory tools that students can use without disrupting others;
- freedom of choice to work individually or collaboratively;
- giving explicit instructions (e.g., what does “show your work” actually mean?);
- teaching neurotypical students to recognize and meet neurodivergent kids where they are;
- creating an area of the class with low visual busyness;
- setting up partners or groups to avoid the anxiety of “find a partner”; and
- encouraging self-advocacy.

Self-advocacy is important, Kircher-Morris said, and students should have a voice when accommodations are put in place. Accommodations are designed to make sure learners get what they need to be successful; it’s important to make sure tools and strategies are working. When educators and parents do all the work to

clear obstacles without students being involved, that doesn’t prepare students for the future. “The goal is for them to use these tools and

strategies on their own,” she said.

Some students may shy away from labels, but many neurodivergent students embrace their differences as part of their identity. “There is comfort in knowing that you’re normal,” she said. She then shared a tweet from Police Autism UK, which promotes neurodiversity in UK policing: “Why do you need a label? Because there is comfort in knowing you are a normal zebra, not a strange horse.”

Emily Kircher-Morris is a clinical mental health counselor and author of Teaching Twice-Exceptional Learners in Today’s Classroom and Raising Twice-Exceptional Children: A Handbook for Parents of Neurodivergent Gifted Kids. Find her online at emilykirchermorris.com.

Gifted Education Champion to Lead KAGE



Bowling Green native Allison Meford has long been an advocate for children and for gifted education in the state of Kentucky. Both of those interests will be at the forefront as she assumes the role of executive director of the Kentucky Association for Gifted Education.

As a student, Allison attended camps at The Center for Gifted Studies. As a parent, she became an advocate for gifted education and parent involvement. Allison

started on this course with the Prichard Committee in 2008, participating in the Commonwealth Institute for Parent Leadership program. She served on the PTA at Cumberland Trace and on the school's School Based Decision Making Council from 2016 until 2018. Further, she was part of a county-wide gifted education task force in 2011. This task force targeted improving and focusing gifted education in Warren County Schools and helped establish the 212 Academy as a county-wide STEAM magnet for fifth and sixth graders.

As a lawyer, Allison specializes in family court work in Warren, Allen, and

Simpson counties. An enthusiastic advocate for children involved in dependency, negligence, and abuse cases, Allison helps children and their families navigate the legal system. In addition to Guardian Ad Litem appointments, Allison's practice focuses on adoptions and custody issues and estate planning. She is on the Executive Committee for the Kentucky YMCA Youth Association and has served on the board since 2019. Allison also is active in her church and is a small group leader for middle school girls.

An alumna of Centre College in Danville, KY, Allison received her J.D. from the University of Louisville's Brandeis School of Law. She and her husband, Brian, have three children. Owen, a Gatton Academy graduate, is a junior at Columbia University; Eli is a junior at Greenwood High School; and Clara is in the seventh grade at Drakes Creek Middle School. They reside on a not-so-quiet farm south of Bowling Green, in Alvaton, along with their 4 goats, 12 chickens, and one very noisy rooster.

Consider a gift certificate for one of our programs. Whether you have a third grader excited about science or a ninth grader interested in finding people who share the same passion for writing, we have an opportunity for minds-on, hands-on learning and the chance to build community. Certificates are available for Super Saturdays, SCATS, VAMPY, Camp Innovate, Camp Explore, or travel to Italy during spring break. Contact The Center at (270) 745-6323 or gifted@wku.edu for more information.

LOOKING FOR A SPECIAL GIFT FOR A SPECIAL YOUNG PERSON?



Make a Gift to THE CENTER FOR GIFTED STUDIES

All gifts are tax deductible.
Please make checks payable
to the **WKU Foundation**.

SEND TO:
The Center for Gifted Studies
Western Kentucky University
1906 College Heights Blvd. #71031
Bowling Green, KY 42101-1031

Giving online is easy!
wku.edu/gifted/give

Name _____

Address _____

Home Phone _____ Work Phone _____ Email _____

Company _____ (If your company has a matching gift program, please include form.)

Enclosed is my/our gift for \$ _____ Charge to: Visa Master Card Amex Discover

Total pledge \$ _____ Card # _____

Amount Enclosed \$ _____ Exp. Date _____ V-Code _____

Balance \$ _____ Signature _____

- I would like to designate this gift to _____
- I would like to know more about including The Center for Gifted Studies in my estate plans.
- I would like to talk to someone about other ways to support The Center (e.g., endowment, scholarships, specific programs, etc.).



DR. JULIA ROBERTS
Executive Director

The Center for Gifted Studies
Western Kentucky University
1906 College Heights Blvd. #71031
Bowling Green, KY 42101-1031

PHONE: 270.745.6323
FAX: 270.745.6279
EMAIL: gifted@wku.edu

MS. HALEY ASHLEY
Donor Experience Officer

Office of Philanthropy
Western Kentucky University
Martens Alumni Center, 312
292 Alumni Avenue
Bowling Green, KY 42101

PHONE: 270.745.4483
EMAIL: haley.ashley@wku.edu

CONTACT US

-  wku.edu/gifted
-  gifted@wku.edu
-  270.745.6323
-  facebook.com/giftedstudieswku
-  twitter.com/giftedstudies
-  flickr.com/giftedstudieswku



The Center for Gifted Studies
Western Kentucky University
1906 College Heights Boulevard #71031
Bowling Green, KY 42101-1031
CHANGE SERVICE REQUESTED

NONPROFIT ORG.
U.S. POSTAGE
PAID
PERMIT NO. 398
BOWLING GREEN, KY
42101



CALENDAR

Super Saturdays

November 5, 12, & 19
February 4, 11, & 18

Berta Seminar

November 11

IdeaFestival Bowling Green

February 16

Travel to Italy

March 31 – April 9

SCATS

June 4-16

Camp Innovate

June 19-23

VAMPY

June 18 – July 8

AP Summer Institute

June 26-30 (WKU)

July 3-7 (Virtual)

July 17-21 (St. Louis)

Camp Explore

July 10-14