

Gifted Students with Learning Disabilities

Brody, L. E., & Mills, C. J. (1997). Gifted children with learning disabilities: A review of the issues. *Journal of Learning Disabilities, 30*, 282-296.

Many people have difficulty comprehending that a child can be gifted and also have learning disabilities. As a result, children with special needs that result from both their high abilities and their learning problems are rarely identified and are often poorly served. This article explores the current policies and practices with regard to defining, identifying, and educating this population. Recommendations are included that would help ensure that students who are gifted and have learning disabilities receive the intervention needed to help them achieve their full potential.

Brody, L. E., & Mills, C. J. (2004). Linking assessment and diagnosis to intervention for gifted students with learning disabilities. In T. Newman and R J. Sternberg (Eds.), *Students with both gifts and learning disabilities*. New York: Kluwer Academic Publishers.

Fox, L. H., & Brody, L. E. (1983). Models for identifying giftedness: Issues related to the learning disabled child. In L. H. Fox, L. E. Brody, & D. Tobin (Eds.), *Learning disabled/gifted children: Identification and programming*. Austin, TX: Pro-Ed.

The concept of a child with exceptionally high abilities also having learning disabilities is difficult for many educators to accept. This book brings together experts from both the fields of giftedness and learning disabilities who explore the question of how to characterize, define, identify, and develop programs for gifted children with learning disabilities. The results of empirical research on this population, as well as case studies, are included. Several model programs that were developed specifically for this population are described.

Fox, L. H., Brody, L. E., & Tobin, D. (Eds.). (1983). *Learning disabled/gifted children: Identification and programming*. Austin, TX: Pro-Ed.

Mills, C. J. & Brody, L. E. (1999). Overlooked and Unchallenged: Gifted students with learning disabilities. *Knowledge Quest, 27*(5), 30-34.

Despite the many examples of famous individuals who were obviously talented and yet had great difficulty as students, many people have difficulty understanding that a child can be gifted and also have a learning disability. Because these students are so misunderstood, they are rarely identified and even if identified are often poorly served. This article explores the current policies and practices with regard to defining, identifying, and educating this misunderstood and underserved population.

Mills, C. J. & Brody, L. E. (2002). The Doubly Exceptional Child: A principal's dilemma. *Streamlined Seminar*, 20(4), 1-2.

In an educational environment of limited resources, competing agendas, and budget cutbacks, why should a principal care about doubly exceptional children. The answer is tied to a school's mission to give every child an equal opportunity to realize his or her full potential. This article discusses the characteristics of the child who is both gifted and learning disabled and then addresses the role of the principal in leading and assisting staff to meet the academic needs of these children.

Full text available at:

http://eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED465229&ERICExtSearch_SearchType_0=no&accno=ED465229