

## Newsletter: September 2022

Welcome to the September edition of the monthly **Jasneath Education** newsletter. If you missed any previous issues, they are available for FREE download at <https://jasneatheducation.com/newsletters>. Don't forget: website subscribers are able to access additional information that will support the article summary provided in each newsletter.

I am beyond excited to announce that I have now launched the second course in the Understanding Giftedness series. This one is **Understanding Giftedness: Social and Emotional Needs, Tall Poppies, and Wisdom**. This also includes an introduction to transformational giftedness. In keeping with the Jasneath Education philosophy of making information about supporting gifted learners accessible to as many people as possible, the course is priced at \$110 and includes 110 days of access to the materials - and you can start at any time, for just one dollar a day.

Registrations are available from <https://jasneatheducation.com> — just head to the site and click the 'More information and registrations' button.

## AAEGT Virtual Conference: 21-22 October 2022

The Australian Association for the Education of the Gifted & Talented (AAEGT) have announced dates for their 2022 virtual Conference. In addition to Professor Robert Sternberg, they have now announced Scott J. Peters as a Keynote. Scott is an Associate Professor of Educational Foundations at the University of Wisconsin, specializing in measurement and assessment, research methodology, and gifted education. For further information about the conference please see [https://www.aaegt.net.au/whats\\_on](https://www.aaegt.net.au/whats_on)

## Other Conferences:

The European Council for High Ability (ECHA) are holding their conference shortly: Aug 31–Sep 3, 2022, at The Hague. Further information is available at: [echa2022.org](http://echa2022.org).

Also, the American National Association for the Gifted's (NAGC) conference is in November, with more information available at: [nagc.org](http://nagc.org). These are both in-person. If anyone is interested in a virtual conference, the Missouri Conference on Gifted Edtn is in the planning stages. See: [mogam.org/](http://mogam.org/)



Don't forget, if there are other items that you'd find useful, please let me know, as this newsletter is about providing a service and information, so I would love to be able to respond to your interests and needs. If you have any ideas or requests, please email me at [jasneath.education@outlook.com](mailto:jasneath.education@outlook.com)

*Dr Amanda J. Harper*

Atmaca, F., Yağbasanlar, O., Yıldız, E., Göncü, A., & Baloğlu, M. (2022). The backstage of twice-exceptionality: A systematic review of the movies. *Roeper Review*, 44(3), 173-187. <https://doi.org/10.1080/02783193.2022.2071366>

This article considers the way in which twice exceptional (2e) people are portrayed in the movies. 'Twice exceptional' refers to people who are gifted in one or more domain of endeavour, but who also have a learning challenge of some kind, with the most common, according to the authors (2022, p. 173), being "autism spectrum disorder (ASD), specific learning difficulties (SLD), and attention deficit disorder (ADD) with or without hyperactivity (HD)". Atmaca et al. note that diagnosis is challenging, given the complex nature of these learning challenges, in addition to an individual's high cognitive function allowing them to potentially mask, or manage, their symptoms.

For this study, the authors selected 8 movies and undertook a systematic review, classifying the content into 6 themes. They note that movies have a strong place in youth culture and are also highly regarded tools for the development of reflection and empathy. Previous studies examined movies from the perspective of certain groups, however Atmaca et al. assert that these films did not examine 2e characters and the people represented were done so in a one-dimensional way.

Revealing how the media portrays 2e will help increase the awareness of stakeholders' such as teachers, parents, and other caretakers. Thus, such a review will be a resource for teachers and adults. The subject is also important in portraying the characters more accurately, based on scientifically backed information and removed from clichés in future movie scenarios. Identifying movies showing how 2e are depicted is important for providing educational material that can be used in primary, secondary, or higher education (2022, p. 174).

The authors searched the Internet Movie Database (IMDB) for certain key words: *gifted child*, *talented child*, *prodigy*, *genius*, and *brilliant mind*, establishing a pool of 336 films. They then excluded sci-fi, fantasy, animation and documentaries, and any supernatural abilities; and included feature movies with a gifted main character, with at least one disability. The following movies were included in the study:

- My Name is Khan
- Temple Grandin
- Copying Beethoven
- The Theory of Everything
- A Beautiful Mind
- Proof
- X + Y
- Rosso Come il Cielo

All these movies were produced in the last 20 years and were dramas. The authors' analyses of the movies were based around six themes: Personality, Cognitive, Socioemotional, Behavioural, Educational, and Difficulties Experienced by Families. Each of the first five themes encompassed a variety of coding options, grouped into strength or weakness, where the Behavioural theme included only negative traits. The 'Difficulties experienced by families' theme was coded by categories including loneliness, despair, fear, and professional support (2022, p. 180).

The authors found that most characters they examined exhibited traits that are widely seen as both positive and negative by broader society, with the most frequent positive trait being high levels of motivation, and the most negative being high levels of introversion. The paper reports further findings based on each theme and the associated coding groups.

Amongst other findings, a key theme from the analysis is the importance of familial support.

It is clearly visible that the more families are aware of what their child has to fight with and how they can help her/him, the better the results are. When families accept the situation and educate themselves about the condition, they help their children better with regard to both their emotional-behavioral development and social and educational experiences (Atmaca et al., 2022, p. 183).

As a side note, I loved The Theory of Everything. What was your favourite? Jump on to the Jasneath Education Facebook or Instagram account and let me know. *Cheers, Amanda*