Tougaloo College
Division of Education, Supervision and Instruction

(SAMPLE PAPER)
Format for Submission of Prospectus for Senior Paper

CONTENT AREA: Special Education
(State the content area)

RELATED SUBJECTS: Gifted children; learning disabilities
(Name subjects that are related to the content area).

PROPOSED TOPIC: The Emotional and Intellectual Needs of Gifted Children with Learning Disabilities in Grades K-4.
(Choose and define a broad topic; this may be refined later).

RELATED SUB-TOPICS: Hearing impairments, severe physical handicaps, visual impairments, teaching strategies, coping strategies, etc.

RATIONALE: Write at least one paragraph stating why this has research value/interest.
Students with learning disabilities have a chance of having special talents overlooked; addressing their needs is of great importance. This topic was chosen because all students must be given an opportunity to learn. Educators have a tendency to see gifted children on one end of the intelligence spectrum and learning disabled children on the other. However, special focus should be given to students who fall into both categories. This topic is of interest to me because it is an area in which I'd like to become knowledgeable.

SPECIFIC FOCUS: How will you go about conducting the research? What is the specific focus?
(Professional journals, periodicals, and other reference books, descriptive research practices will be used to conduct the research.)

PROSPECTUS OVERVIEW: Write one to two pages describing key features of the proposed project/paper). **NOTE:** See the following page for an example.

REFERENCES: Research must include 10-15 references pertinent to the topic. Use the American Psychological Association (APA) writing style.

(continued)

One area of disabilities that has been given particular attention recently focuses on the child who's both gifted and learning disabled. Kirk, Gallagher, and Anastasiow (_), authors Educating Exceptional Children define gifted and talented children and youth as children and youth who perform highly in areas, such as intellectual, creative, artistic, or leadership capability, or in specific fields. They also require services or activities not ordinarily provided by the school in order to fully develop such capabilities as stated in Public Law 100-297. Gifted children with disabilities may not be able to see, hear or walk, but this does not mean that they are not intellectually gifted. It only means that they stand a good chance of having their special talents overlooked. The intent of this research project is to address strategies that will help fulfill the intellectual and emotional needs of students with learning disabilities.

The discussion will address current trends in the education of gifted children with disabilities and ways to identify their special needs and talents. The abilities of children with physical and sensory handicaps often are undiscovered because of educators do not search for their talents. Some students can be gifted and have neurologically based problems or visual perceptual problems that can cause reading or spelling errors. Provisions have to be made for these students to develop their full potential despite their handicapping conditions.

Research on the emotion and intellectual needs of gifted children with learning disabilities also lends itself to topics such as hearing impairment, visual impairments, severe physical handicaps, coping strategies and teaching strategies. Legislation affecting the gifted and learning disabled and case studies pertinent to the enrichment of educational programs for the gifted with disabilities will also be addressed.