



## Meet the Advisory Board

**Edward R. Amend, Psy.D.** is a clinical psychologist at The Amend Group, a comprehensive center for psychological, educational, and gifted services in Lexington, Kentucky. Dr. Amend is licensed to practice in both Kentucky and Ohio, where he focuses on social, emotional, and educational needs of gifted, twice-exceptional, and neurodiverse youth, adults, and their families. He has worked in private practice and community mental health settings, and consulted with clinics, hospitals, schools, and other organizations.

Dr. Amend is co-author of two award-winning books: *A Parent's Guide to Gifted Children*, and *Misdiagnosis and Dual Diagnoses of Gifted Children and Adults: ADHD, Bipolar, OCD, Asperger's, Depression, and Other Disorders* (Second Edition). Dr. Amend has authored or co-authored several articles, book chapters, and columns about gifted children. He presents nationally and internationally about gifted children, and his service has included various roles with NAGC, SENG, and *The G WORD* film's Advisory Board.

**Maggie Brown, Ph.D.** is a psychotherapist, a psychology researcher and a university lecturer. Currently based in New Zealand, she takes a strong multi and cross-cultural approach to both research and clinical practice. Dr. Brown contributes knowledge built over many decades of research and study about intelligence, neurobiology, human development and psychology, all with a focus on adults. Her most recent research project brought together global experts in topics related to gifted adults, and also groups of gifted adults themselves. These studies—conducted over several years—bring to light important new ideas and issues related the psychology and lived experiences of gifted adults. Dr. Brown's clinical psychotherapy work addresses the complex and often misunderstood inner and social worlds of gifted and other neurodiverse adults. Areas of specialty include identity-formation and integration, workplace stress, emotional dysregulation and the causes and impacts of relational trauma.

**Chandra B. Floyd, Ph.D.** is an Assistant Professor of Gifted Education and the Coordinator for the Gifted Education Endorsement Program at Kennesaw State University (KSU) in Georgia. Her research focuses on equity in gifted education including how gifted education functions in the broader P12 educational enterprise; leadership that advances equitable access to gifted education; and teacher preparation that results in, not only high-caliber instruction, but also robust advocacy for gifted individuals, underrepresented groups, and the field of gifted education at large. A recent graduate of William & Mary, in 2021 she received an award from the NAGC Research & Evaluation Network for her dissertation *Promoting Equity in Gifted Education: Stories from Selected Virginia Gifted Education Leaders*.

In addition to teaching and program coordination, Chandra serves as co-faculty advisor for #BlackTeachersMatter, a KSU student organization that centers the needs and experiences of pre-service and in-service teachers while examining and advancing Black educational issues. Before becoming a professor, she worked in P12 schools for nearly 25 years as an English teacher, a gifted education resource teacher, and a district-level administrator for gifted education. Chandra is a mother and a grandmother, and in her spare time she enjoys reading, writing, painting, and traveling.

**Andrea D. Frazier, Ph.D.** is a professor with Columbus State University. She earned her doctorate in educational psychology from Ball State University in 2009. Before attending Ball State, she worked at the Illinois Mathematics and Science Academy, a residential school for students gifted/talented in math, science, and technology, for 7 years. Her research interests encompass the educative experience of students of color and girls, with recent work exploring possible selves and academic self-concept in high-ability African American students

and possible selves as a pathway to STEM degree attainment for underrepresented students. She has served as assistant editor and guest editor for the *Journal for the Education of the Gifted*, and she is co-editor of "Special Populations in Gifted Education: Understanding Our Most Able Students from Diverse Backgrounds" with Jaime Castellano. She has published with *Roeper Review*; the *Journal for the Education of the Gifted*, the *British Journal of Education, Society, and Behavioral Sciences*; the *Journal for Applied Social Psychology*; and the *NALS Journal*. She has also contributed to *The Handbook for Counselors Serving Students with Gifts and Talents: Development, Relationships, School Issues, and Counseling Needs/Interventions* (2nd edition edited by Tracy L. Cross and Jennifer R. Cross, Prufrock Press, 2021), *Social-Emotional Curriculum with Gifted and Talented Students* (edited by Joyce VanTassel-Baska, Tracy L. Cross, and F. Richard Olenchak, Prufrock Press, 2009) and *African American Students' Career and College Readiness: The Journey Unraveled* (edited by Jennifer R. Curry and M. Ann Shillingford, Lexington Books, 2015).

**Nancy B. Hertzog, Ph.D.**, University of Washington, USA, is professor and director of Learning Sciences and Human Development and the former Director of the Robinson Center for Young Scholars. In addition to studying the outcomes of Robinson Center alumni, her research focuses on teaching strategies designed to differentiate instruction and challenge children with diverse abilities. From 1995 to 2010, she was on the faculty in the Department of Special Education and directed University Primary School, an early childhood gifted program, at the University of Illinois at Urbana-Champaign. She has published three books and several chapters on early childhood gifted education, and numerous articles in gifted education.

**Mihyeon Kim, Ph.D.** is the Director of the Precollegiate Learner Programs at the Center for Gifted Education, William & Mary. She develops and implements academic services for K-12 students for various student populations, including Saturday, summer, and residential programs. Under her leadership, K-12 programs at the Center for Gifted Education, William & Mary expanded their educational services to international students. Her passion to serve diverse students has given her a staunch commitment to providing educational opportunities to disadvantaged students. She is eager to make a difference in the lives of high-ability students who may not have been given out-of-school educational opportunities.

**Christopher Lawrence, Ph.D.** serves as an associate professor of counseling and human services at Northern Kentucky University. He studies creativity and self-compassion, exploring the applications of both in academic and clinical settings. Christopher was a recipient of the NKU CARES Award, which recognized individuals who made extraordinary contributions to student, faculty, and staff success during the ongoing COVID-19 pandemic. Outside of the university, Christopher serves as a licensed professional clinical counselor in the Commonwealth of Kentucky, as well as a Certified First Responder Counselor.

**Sakhavat Mammadov, Ph.D.** Sakhavat Mammadov is Associate Professor of Gifted and Creative Education (GCE) in the Department of Educational Psychology at the University of Georgia (UGA). He serves as the Coordinator of GCE online programs. Prior to his appointment at UGA, Dr. Mammadov was an Assistant Professor at Valdosta State University (VSU) where he taught research methods, program evaluation, assessment, and gifted education. He received a doctorate in gifted education from William & Mary. Among his primary research interests are social and emotional experiences and well-being of children with gifts and talents, motivation in learning contexts, personality, and creativity. His articles have appeared in *Journal of Personality, Learning and Individual Differences, Educational Psychology, Gifted Child Quarterly, Journal of Creative Behavior, Creativity Research Journal*, among others. Dr. Mammadov currently is an associate editor for *Gifted Child Quarterly* and serves on NAGC's Research and Evaluation Network as a program chair.

**Kristie L. Spiers Neumeister, Ph.D.** is a professor in the Educational Psychology department where she directs the graduate gifted licensure and certificate programs. Her professional interests include perfectionism, twice-exceptionality, and gifted program evaluation. She is a member of the National Association for Gifted Children's Board of Directors and a co-

author of the books *Perfectionism in the Academic Context* and *Gifted Program Evaluation: A Handbook for Administrators and Coordinators*.

**Colm O'Reilly Ph.D.** is the Director of the Irish Centre for Talented Youth (CTYI) at Dublin City University. CTYI provides fast paced classes for academically talented students aged 6 – 16 years from all over Ireland and overseas. Colm has worked in the area of gifted and talented education for the last 20 years and has written articles and presented papers at numerous conferences around Europe and worldwide. His research interests include working with gifted students in out of school programmes and their academic and social development. He is currently the secretary of the European Council for High Ability and the treasurer for the European Talent Support Network. He serves on the advisory board for the Center for Gifted Education at William & Mary and has just led an EU project to design an online programme for teachers of high ability students in regular classrooms.

**Susannah M. Wood, Ph.D.** is currently a professor in the Department of Counselor Education at the University of Iowa. She is also a faculty partner with the Connie Belin and Jacqueline N. Blank International Center for Gifted Education and Talented Development, where she provides professional development opportunities for undergraduate students, graduate students, and practicing educators related to the social and emotional concerns of gifted students. Her research interests encompass preparing school counselors for practice, with a particular focus on serving the gifted population in collaboration with other educators and professionals. Dr Wood's research has been published in such peer-reviewed publications as *Gifted Child Quarterly*, *Roeper Review*, *Journal for the Education of the Gifted*, *Journal of School Counseling*, *Journal of LGBT Issues in Counseling*, and *Journal of Counselor Leadership and Advocacy*. In 2018 she and Dr. Jean Sunde Peterson published *Counseling Gifted Students: A Guide for School Counselors* with Springer Publishing Company.