

Institute for the Study of Advanced Development Past Accomplishments and Future Plans

MISSION

Created in 1986, Institute for the Study of Advanced Development (ISAD) is a nonprofit research corporation, dedicated to uncovering the abilities of underserved populations, studying advanced development in children and adults, and fostering undeveloped potential in women. While giftedness is most often equated with eminence, ISAD redefines giftedness as advanced development throughout the lifespan. In early childhood, it manifests as rapid progression through developmental milestones, unusual capacity for abstract thought, creative imagination and heightened sensitivity. Advanced development in adults involves the deepening and strengthening of one's values, broadening of one's scope of responsibility, consciousness of the meaning of one's existence, concern for others and commitment to service.

ISAD was approved as a public nonprofit corporation August, 1987. Every year, the President's Report outlines the activities related to ISAD's mission, according to the following categories: study and support of giftedness, training, research, publications and presentations, as well as scholarships offered for services. The reports are posted on our website:

<http://www.gifteddevelopment.org/reports/presidents-report>

ACCOMPLISHMENTS

In 1989, ISAD launched an official publication, *Advanced Development*, providing an international forum on higher human values: e.g., empathy, responsibility, integrity, authenticity, moral courage. *Advanced Development* is the first psychological journal on adult giftedness; it publishes articles on theory, research, therapy, case studies of moral exemplars, inner experiences of the gifted, as well as poetry, art and book reviews. *Advanced Development* is listed in *Psychological Abstracts* and all articles undergo blind review by three reviewers. *Advanced Development* birthed a new discipline: counseling of gifted adults. There are now counselors and coaches of the gifted globally.

ISAD has created and validated several instruments to measure advanced development and has conducted a considerable amount of research. In 1995, Dr. Linda Silverman donated Gifted Development Center (GDC) to ISAD, which offers assessment of children and adults, consultations, counseling, presentations and publications. The mission of Gifted Development Center is consistent with the mission of ISAD, enabling the collection of data on advanced development in children. By 2020, more than 6,400 children had been assessed and parent permissions to conduct research had been obtained for most cases. To date, data on 1,188 cases, each with 212 variables, have been entered in a data analysis program. This data base is available for graduate students and researchers. In 2013, Dr. John Wasserman and his doctoral student, Thaïphi Bui, conducted the first study with ISAD's data. Dr. Wasserman and Dr. Frank Falk, our Director of Research, developed comprehensive guidelines for use of the data bank.

Gifted Development Center (GDC/ISAD) has become an international leader in assessment of gifted children, specializing in gifted children with learning disabilities (twice exceptional), who are underserved in school. Linda Silverman constructed the concept of the visual-spatial learner to promote understanding of the twice exceptional, indigenous groups, artists, musicians, mathematicians, designers, engineers, empaths—all of whom have strong right hemispheric gifts. She published *Upside-Down Brilliance: The Visual-Spatial Learner* in 2002 (DeLeon Press), 25,000 copies of which are now in circulation globally. ISAD developed and validated the *Visual-Spatial Identifier*, with assistance of two grants from the Morris S. Smith Foundation. The instrument was translated into Spanish and research has been conducted with numerous culturally diverse populations. Most current research is with Native Americans. The visual-spatial construct has been incorporated into standardized measures of intelligence in the major IQ tests: the Wechsler and Stanford-Binet scales.

2013

Five books were released in 2013 by ISAD associates as resources for understanding advanced development. *Giftedness 101*, by Linda Silverman, (Springer), has been translated into Swedish and Korean. *Picture it! Teaching Visual-Spatial Learners*, by Betty Maxwell and Crystal Punch, provides techniques for teachers. *Off the Charts: Asynchrony and the Gifted Child*, by Christine Neville, Michael Piechowski, Stephanie Tolan and The Columbus Group (Royal Fireworks Press) won The Legacy Book Award. “*Mellow Out*,” *They Say: If I Only Could* (2nd ed.), by Michael Piechowski (Royal Fireworks Press) synthesizes research on overexcitabilities and spiritual giftedness. *Peace Within, Peace Between* by Linda Leviton (Science & Behavior Books) describes learning styles of the gifted and provides a blueprint for family harmony.

In 2013, Indigenous Students Leap Ahead (ISLA) was established as a special project of ISAD to train Native American educational leaders in visual-spatial and culturally relevant teaching methods. Two grants were obtained by ISAD to support the work of ISLA. ISAD designed the admission requirements for Hope Academy, an inner-city program for culturally diverse, economically challenged preschoolers. We provide low cost testing to applicants.

Bobbie Gilman, Associate Director of GDC/ISAD, leads the National Association for Gifted Children Special Interest Group on Assessment of Giftedness (NAGC Assessment SIG). In 2013, NAGC adopted a position statement, composed under Bobbie Gilman’s direction, insuring that gifted children with learning disabilities have access to comprehensive assessment. During that year, Bobbie spearheaded the publication of “Critical Issues in the Identification of Gifted Students with Co-existing Disabilities” (SAGE Publications) by the NAGC Assessment SIG.

Linda Silverman keynoted the World Council for Gifted & Talented Conference and Gifted Children Denmark Conference in 2013; both presentations are available on YouTube. In addition, she gave keynote addresses in Tasmania, Arizona, Colorado, Nebraska and Washington. Steven Haas and Jerry Lassos keynoted the Wyoming Indian Education Conference. Linda Silverman established a \$1,000 Mary Parkinson scholarship fund in Tasmania for a teacher to receive advanced training in gifted education. Linda Silverman and Kim Boham established a \$1,000 annual Leta Hollingworth scholarship fund for a Nebraska teacher of the gifted. ISAD’s International Network of Child-Centered Advocates was expanded to include

Denmark and Canada, along with current members from Australia, New Zealand, Hong Kong and The Philippines.

2014

GDC/ISAD received a \$20,000 challenge grant at the end of 2014 to locate and assess gifted children of poverty. We launched a new website to promote understanding of the inner experience of giftedness. We created and refined a *Checklist for Recognizing Twice Exceptional Children*. We developed a new method of comprehensive assessment, combining Qualitative and Quantitative Assessment (QQA) and piloted this method in the Bay Area, CA. QQA was introduced to psychologists in Grande Prairie, Alberta, Canada in Sept. 2014.

Three ISAD staff members participated in the 11th International Dabrowski Congress in Alberta, Canada in 2014. Linda Silverman delivered a keynote address on, “Empathy: The Heart of Dabrowski’s Theory,” available on YouTube. Three ISAD staff members contributed a chapter on learning styles to a book published in The Netherlands and Linda Silverman contributed to a handbook published in Brazil.

2015

Pearson Assessments contracted with ISAD in 2015 to orchestrate a national study on the performance of highly gifted children on the *Wechsler Intelligence Scale for Children, Fifth Edition* (WISC-V). The data served as a basis for creating extended norms for the WISC-V to more accurately assess highly, exceptionally and profoundly gifted children. Earlier, Pearson contracted with ISAD to collect data to create extended norms for the WISC-IV. Bobbie Gilman and Linda Silverman influenced the development of two new composite scores on the WISC-V designed, in part, for the gifted. They appear in *Technical Report #1*, posted on Pearson’s website, August, 2015.

The Columbus Group, an alliance of professionals who forged the definition of giftedness as asynchronous development, officially became an affiliate of ISAD in 2015. Rosemary Cathcart, Founding member of ISAD’s International Network of Child-Centered Advocates, hosted a symposium for The Columbus Group in Auckland, New Zealand in April, 2015.

Linda Leviton, Anne Beneventi and Linda Silverman conducted a half-day APA-approved continuing education course on Qualitative and Quantitative Assessment at the 2015 Supporting Emotional Needs of the Gifted (SENG) international conference. Bobbie Gilman organized a half-day APA credit-bearing course at SENG on Recognizing Hidden Twice-Exceptionality.

Linda Silverman presented on empathy in Colorado in March and in North Carolina in August, 2015. She was interviewed for an extensive article in *Sun Magazine* and videotaped for a documentary film on the needs of gifted children: *The G Word*. Both interviews took place in the Bay Area, CA.

ISAD created a scholarship committee in 2015. Two of the scholarship recipients were African immigrants. One was offered a full scholarship to the Logan School for Creative Learners based on our assessment. We arranged for the other child, who hopes to become a doctor, to receive a

pro bono audiological evaluation at Able Kids Foundation in Ft. Collins, CO, and an ear filter for central auditory processing disorder, a hidden disability discovered during his testing.

2016

Eve Law Wen Her and Fatimah Haron administered ISAD's *Giftedness in Adults Rating Scale* to 263 Malaysian adults with bachelor's degrees. Results published in *Advanced Development* indicated that this instrument predicted scores in creativity and ethical reasoning. The study further established the reliability and predictive validity of the adult gifted rating scale.

In 2016, ISAD hosted a Leta Hollingworth Summit in hopes of creating a website and documentary film about gifted education's founder. Family members of Dr. Hollingworth were invited to view a draft of the website, add original letters and photos, and provide consent for the project.

Dr. Michael Piechowski received the *Lifetime Achievement Award* from SENG and the *Annemarie Roeper Award for Global Awareness* from NAGC.

Several of ISAD's staff presented at the 12th International Congress on Dabrowski's Theory in Alberta in 2016. Frank Falk, Linda Silverman and Paul McGaffee gave a signature session on "Dabrowski's Interest in the Gifted," using primary source materials obtained from psychologist, Paul McGaffee, who worked with Dr. Dabrowski. The Dabrowski Study Group in Denver was reinstated after the conference.

ISAD co-sponsored a workshop on "Teaching Visual-Spatial Learners" in 2016 in Adams 12 Five Star Schools. Linda Silverman offered a keynote address at this workshop. She also delivered a keynote address and 8 other presentations at a conference in The Netherlands. These presentations were videotaped and are available on YouTube.

2017

Throughout 2017, Bobbie Gilman orchestrated the first large-scale national study of gifted children's performance on the WISC-V, involving 390 cases from 7 sites. The data were used as the basis of the NAGC Position Statement, "Use of the WISC-V for Gifted and Twice Exceptional Identification." The highest mean score for the sample was the Verbal Expanded Crystallized Index (133.77). The second highest mean was the Expanded General Ability Index (133.13). The lowest score for the sample was the Processing Speed Index (106), clearly showing that gifted children do not demonstrate their abilities well on timed tests. The NAGC Position Statement states that the Full Scale IQ score (which includes Processing Speed) should *not* be used to exclude children from gifted services. This policy will have wide-ranging impact on the selection of underserved gifted children.

In April of 2017, Linda Silverman and Dr. Lynn Hellerstein presented a course for optometrists on *The Impact of Vision Therapy on IQ* at the College of Optometrists in Vision Development (COVD) 47th Annual Meeting. Linda Silverman received the *Making Vision Therapy Visible Award* at COVD, in Jacksonville, FL. In May, Dr. Colin Kageyama, an optometrist from Campbell, CA, and Anne Beneventi, ISAD affiliate in Portola Valley, CA, met with ISAD staff

to explore the possibility of studying a new method Dr. Kageyama has devised for improving low visual processing speed scores in gifted children.

Anne Beneventi received the *Lifetime Achievement Award* from SENG in Naperville, IL, August, 2017. Linda Silverman and Anne Beneventi gave a joint keynote address at an international conference in Oviedo, Asturias, Spain, in June. Linda Leviton delivered the opening plenary address at the 48th Annual International Learning Resources Network in Oregon. She also offered two workshops for continuing education credits. Linda Silverman introduced The Gifted Index to Canadian psychologists in Edmonton, Alberta in a workshop in April. Bobbie Gilman, Linda Silverman, Chris Wells and Steve Haas presented sessions at the NAGC conference. Linda Silverman presented at the Closing General Session of the conference.

Frank Falk published a study on “Personality, Intellectual Ability and the Self-Concept of Gifted Children: An Application of PLS-SEM” in an edited volume on *Partial Least Squares Modeling*. Michael Piechowski published a theoretical analysis of Dabrowski’s theory in *Roeper Review*.

Chris Wells, ISAD’s Director of Qualitative Research, made three trips to Wisconsin to interview Michael Piechowski and conducted two recorded interviews for her 2017 NAGC presentation honoring Dr. Piechowski’s contributions to Dabrowski’s theory. Dr. Wells created an archive of Dr. Piechowski’s work. She also collected data from the GDC/ISAD data bank for her doctoral dissertation on *The Experience of Parenting Stress on Parents of Twice-Exceptional Children* and published an article on “The Primary Importance of the Inner Experience of Giftedness” in *Advanced Development*.

Linda Silverman was asked to serve on the advisory panel of the *Wechsler Adult Intelligence Scale, Fifth Edition* (WAIS-V). Earlier, she served on the advisory panel of the *Stanford-Binet Intelligence Scale, Fifth Edition* (SB-5). Test constructors seek guidance from Linda Silverman and Bobbie Gilman in the development of individual IQ tests used in the identification of gifted and twice-exceptional children and adults.

In March, 2017, norms were developed for a “Gifted Index” Linda Silverman created November 19, 2016. The “Gifted Index” was renamed the Expanded General Ability Index (EGAI). Data were collected throughout 2017 at GDC/ISAD and Gifted Resource Center of New England; they were presented at the NAGC conference in 2017 in Charlotte, NC, by WISC-V author, Susan Raiford, and Linda Silverman.

ISAD created a new organization in 2017 to further child-centered gifted education. The inaugural meeting of the Child-Centered Collective was held in Colorado, October 27th-29th. A second meeting with more individuals was held in conjunction with the NAGC conference in Charlotte, NC, November 12th.

2018

In April, 2018, members of ISAD’s Child-Centered Collective (a group of 14) traveled to Denmark from the US, Canada and Greece, to obtain training on The World Game, a 100-year-old projective test, to determine if it can be used as an inexpensive, nonverbal measure of

intelligence to identify young, culturally diverse, economically disadvantaged gifted children. Participants received certification in this methodology. A Danish study with 200 gifted children suggests that The World Game holds promise as a new method of identifying giftedness qualitatively.

The Helios School in Sunnyvale, CA has been employing Qualitative Assessment (QA) for the selection of gifted students since its inception 12 years ago. QA is conducted in the child's home by ISAD affiliates, Anne Beneventi and Linda Leviton. Parents complete ISAD's instruments. In 2018, Dr. Patti Wilczek, Head of School, initiated collaboration with ISAD on the validation of QA through IQ tests, and the development of a program to train practitioners in the QA method.

ISAD conducted the first training workshop for the Clinical Interpretation of Overexcitability Instruments in 2018. One person participated via Internet from Greece. Participants received licenses to administer and interpret the OEQ-II and OIP-II.

A Gifted Women's Symposium in Westminster, CO, and a Gifted Mamas Retreat in Steamboat Springs, CO, were hosted by ISAD in 2018.

Several ISAD staff members presented at the International Congress on Dabrowski's Theory in Naperville, IL in 2018 on research on overexcitability and *Advanced Development* journal. ISAD's International Network of Child-Centered Advocates was expanded to Greece. Linda Silverman developed a new model of ranges of giftedness and presented it at the Global Gathering of the Triple Nine Society.

Interviewed for NAGC's Legacy Project, Linda Silverman was honored at NAGC in 2018 as an influential leader in gifted education. NAGC approved and posted the position statement, "Use of the WISC-V for Gifted and Twice Exceptional Identification." Bobbie Gilman organized a signature session with several members of the NAGC Assessment SIG on the new position statement. Chris Wells and Steve Haas also presented at NAGC. Dr. Wells was appointed Director of Qualitative Research at ISAD and Archivist. She has collected and compiled all of Michael Piechowski's published and unpublished papers.

Three important publications were released in 2018. Bobbie Gilman and Dan Peters wrote the lead chapter for Scott Barry Kaufman's book, *Twice Exceptional* (Oxford University Press), "Finding and Serving Twice Exceptional Students," which includes ISAD's *Checklist for Recognizing Twice Exceptional Children*. Linda Silverman wrote the chapter, "Assessment of Giftedness," for *Handbook of Giftedness in Children* (2nd ed.) (Springer) and "Hidden Treasures: Twice Exceptional Children" for *The SAGE Handbook of Gifted and Talented Education* (Sage, London).

The impact of GDC/ISAD's work can be seen in how it has changed children's lives. A child from England we assessed in 2018 is the first student the school has ever allowed to skip a grade. An impoverished African refugee is thriving on a full scholarship to the Logan School for Creative Learners. Twice exceptional children are gaining access to gifted services throughout the United States, and overcoming their disabilities through auditory, visual and sensory

integration interventions. Visual-spatial learners, particularly in indigenous groups, are now recognized throughout the globe and are receiving differentiated teaching methods.

2019

Through our leadership in the National Association for Gifted Children (NAGC) Assessment Special Interest Group (SIG), we have conducted national research studies on the performance of gifted children on individual IQ tests. Based on our research, extended norms were developed for the WISC-IV (Zhu, Cayton, Weiss, & Gabel, 2008) and were published December 11, 2019 for the WISC-V (Raiford, Courville, Peters, Gilman, & Silverman, 2019). We influenced the development of expanded index scores for the WISC-V for gifted and twice-exceptional children (Raiford, Drozdick, Zhang, & Zhou, 2015) as well as developing a “Gifted Index” for the WISC-V (Raiford, Silverman, Gilman, & Courville, 2019), released this year.

Linda Silverman and Bobbie Gilman completed, “Best Practices in Gifted Identification and Assessment: Lessons from the WISC-V” and submitted it to *Psychology in the Schools*. Bobbie Gilman completed the book, *Gifted Minds Empowered: Advocacy to Develop Gifted Children’s Strengths*.

Dr. Linda Silverman received the George Betts Inspiration Award from the Colorado Association for Gifted & Talented, October 21, 2019. Dr. Michele Kane was awarded Ms. NAGC by the LGBTQ Network for long time advocacy and as a founding member of the LGBTQ SIG and eventually network. Dr. Vanessa Ewing won the Outstanding Customer Service Award from Denver Public Schools.

March 31 to April 11, 2019, Linda Silverman and Tina Harlow traveled to Copenhagen, Denmark, to conduct a series of events for Gifted Children Denmark. Linda delivered a keynote address on “*Why Egalitarian Societies Need Gifted Education*” at the Talent Development and Talented Children and Young People Scandinavian conference (Denmark, Norway, Sweden, Finland, Iceland), Aarhus University, Copenhagen, Denmark. Tina and Linda provided workshops to parents and children and led an all-day training with Gifted Children Denmark Consultants on overexcitabilities, asynchronous development, sensitivity, perfectionism, building relationships, identification and assessment of giftedness, visual-spatial learners, siblings, and underachievement.

Tina Harlow published, *Helping gifted kids thrive: Insights from the experts* (Expanded version). Steamboat Springs, CO: Author. <https://guidingbright.lpages.co/expertebook> Tina interviewed 28 experts in the field of giftedness regarding the question, “What one thing can parents do now to help their gifted child to thrive in the future?”

Linda Silverman gave the keynote address, *Understanding Adult Giftedness and Work*, at the Future of Work Summit, Westlake Village, CA.

In July, Bev Weiler, LPCC, began facilitating free bi-weekly support groups at GDC/ISAD for parents of twice-exceptional children and parents of children on the autistic spectrum. Beginning in July, Bev Weiler also ran a social skills group for autistic twice-exceptional boys at

GDC/ISAD twice per month. July 19-22, 2019, Dawn Kinard and Linda Silverman met in Dallas, TX, and developed a method of documenting giftedness in a twice exceptional child with autism. The WISC-V, usually a 1 – 1.5 hr. test, took three days to administer.

Frank Falk worked with the Seattle Relationship Therapy group to collect data with their clients on the *Overexcitability Questionnaire, Second Edition* (OEQ-II), *Overexcitability Questionnaire Two for Children* (OEQ-II C), and the *Overexcitability Inventory for Parents, Second Edition* (OIP-2). Christiane Wells and Frank Falk conducted research, including statistical analysis, of the relationship between psychomotor and imaginal overexcitabilities (OEs) and the hyperactivity-impulsivity and inattention dimensions of attention deficit/hyperactivity disorder (AD/HD).

FUTURE PLANS

Our first priority is to conduct a multi-method study of assessment instruments to locate young gifted children of color.

Bobbie Gilman will lead the NAGC Assessment SIG in writing up the performance of 390 gifted children from 7 sites on the WISC-V.

Advanced Development journal will continue to publish issues every 12-18 months. Willem Kuipers, author and gifted coach in The Netherlands, guest edited Volume 18, released in 2020. Dr. Michele Kane will guest edit Volume 19.

The *Giftedness in Adults Rating Scale* will be used in more studies to establish reliability and validity of the instrument.

ISAD initiated a study in 2018 to validate the *Characteristics of Giftedness Scale*, which has been used for more than 41 years with 6,400 children at GDC/ISAD. The instrument is used to identify children for gifted programs in several school districts, and as part of the assessment process by clinicians in the United States, Hong Kong, The Philippines and Australia. Cross-cultural studies are planned. We intend to continue research to determine the level at which quantitative differences in intelligence become qualitative differences. In our first preliminary study, significant differences were found at 2 SD (130 IQ) and 3 SD (145+ IQ).

ISAD has begun collaboration with Gifted Resource Center of New England on a study of empathy in gifted children with AD/HD and Asperger Syndrome.

Frank Falk and Chris Wells are currently conducting a study of gifted children with AD/HD and overexcitabilities. Results will be compared with data collected in Turkey by Erin Hough, under Frank Falk's direction, described in "Overexcitabilities and ADHD: Profile of Gifted Turkish Students."

Susan Raiford, Deirdre Lovecky, and Linda Silverman will write an article introducing the Expanded General Ability Index of the WISC-V and describing data collected on the new index. This is a joint project of ISAD, Gifted Resource Center of New England and Pearson Assessments.

A joint research project will be undertaken by ISAD and Able Kids Foundation in Ft. Collins, CO, to determine the effect of an ear filter that synchronizes the timing of the two ears on IQ scores of gifted children with Central Auditory Processing Disorder.

A study of the predictive validity of Gifted Qualitative Assessment (GQA) and a training program are in the planning stages.

Cross-cultural studies using The World Game with young gifted children in Denmark, Greece and the US are anticipated.

ISAD plans to co-sponsor a Dabrowski Congress in Denver. Chris Wells, Tina Harlow and Joi Lin are involved in the organizing committee. Presentation proposals will be sought internationally and will undergo blind review. ISAD will collaborate with Supporting Emotional Needs of the Gifted (SENG) to provide APA-approved continuing education credits for all presentations given by psychologists.

A series of training programs are planned to license clinicians in the clinical administration and interpretation of the overexcitability instruments.

A major goal of ISAD is to create a research and training center with an archive of all books and journals in the field of gifted education, as well as unpublished papers and studies on Dabrowski's theory and the psychology of giftedness. The extensive libraries of Michael Piechowki, Linda Silverman, Frank Falk, Nancy Miller, Michele Kane, and others who have primary source material, have been promised for this archive. ISAD has amassed the largest data bank in the world on gifted and twice exceptional children, which needs to be housed in a permanent facility for future research, with the information protected. We plan to offer pre- and post-doctoral fellowships to researchers.