

Presentation Topics for Linda Silverman

Keynote Addresses and Break-out Sessions

Each of the following topics is designed as a 1 1/4 - hour keynote address. As there will be insufficient time to take questions, it is recommended that a keynote address be followed by a Question and Answer period to enable interested participants to further explore the topic with the presenter. One additional break-out session can also be scheduled.

GIFTEDNESS 101: PSYCHOLOGICAL REALITY VS. POTENTIAL FOR SUCCESS

What is giftedness? Is it the potential for success? Shouldn't everyone have an equal opportunity to be successful? When we equate giftedness with the potential for noteworthy achievement in adult life, we create an inequitable criterion for children of color, children who are economically disadvantaged, and females. Giftedness is color-blind, is found in equal proportions in males and females, and is distributed across all socio-economic levels. There are many more gifted children in the world living in poverty than those who are wealthy. Giftedness is a psychological reality; it involves developmental differences in abstract reasoning, emotional sensitivity and intensity; it is the experience of being an outsider; it can be observed in very young children; it can be documented on measures of general intelligence; it is lifelong; it creates qualitatively different life experiences; it leads to a set of issues unique to this group, making them vulnerable; it indicates significantly different needs from the norm; and it requires early identification, intervention and accommodations to assure healthy development.

UPSIDE-DOWN BRILLIANCE: THE VISUAL-SPATIAL LEARNER

The higher a child's IQ, the more likely that child is to be a visual-spatial learner. Validation studies with our *Visual-Spatial Identifier* have shown that over one-third of the students in regular classrooms are visual-spatial learners. Anecdotally, we have found that three-fourths of gifted children are visual-spatial. They take great intuitive leaps. They have highly active right hemispheres, enabling them to see the big picture. They often see the answer all at once in a great, "A-Ha!" They find step-by-step learning tedious. They need time to visualize how all the parts are related to a whole; they need to be allowed to reach conclusions in their own way; they may need more time to translate their mental images into words and numbers; they need more visuals and fewer words; they need more access to computers; their work needs to be evaluated separately for their ideas and their mechanics; they need other opportunities to demonstrate mastery besides writing assignments (e.g., PowerPoint presentations, photographic essays, dioramas, etc.); and they need like-minded peers.

(Books are available by Linda Silverman on these two topics.)

WHO ARE THE VISUAL-SPATIAL LEARNERS?

Visual-spatial learners are blessed with phenomenal right hemispheres. They see the big picture, take great intuitive leaps, see in 3 or more dimensions, and reach conclusions all at once—"Aha!" They need time to visualize how the parts are related to a whole. They

need to be allowed to reach conclusions their own way. They need more visuals and fewer words. They are our fine artists, designers, poets, empaths, inventors, musicians, architects, pilots, surgeons, mathematicians. While $\frac{3}{4}$ of gifted children tend to be visual-spatial, traditional teaching is all about left hemispheric, auditory-sequential skills. We need to see these children to reach them.

NEW WAYS TO IDENTIFY THE GIFTED ON THE WISC-V

Not all parts of an IQ test have equal ability to identify gifted children. As IQ tests add more factors, the Full Scale IQ Score weakens as a unitary construct. Subtests loaded in abstract reasoning reveal the stunning cognitive power of the gifted mind. There are now new ways to identify giftedness that provide more accurate estimates of the abilities of gifted children than the Full Scale IQ. In August 2015, *Technical Report #1* of the WISC-V was released, creating the Verbal (Expanded Crystallized) Index (VECI) and the Expanded Fluid Index (EFI), both of which identify gifted and twice exceptional children who are missed when using the Full Scale IQ (FSIQ). The newly created Expanded General Ability Index ("Gifted Index") is a short form of the WISC-V; it balances the verbal and nonverbal subtests that capture gifted abilities most effectively. Extended norms are now available for the WISC-V. A national study of 390 gifted children undergirds guidelines for selecting students for gifted programs in the NAGC position statement, "Use of the WISC-V for Gifted and Twice-Exceptional Identification."

AT WHAT POINT DOES WATER BECOME STEAM? THE TIPPING POINT OF QUALITATIVE DIFFERENCES

At the extremes, quantitative differences become qualitative differences. Like water, which turns to ice at one extreme and steam at the other, individuals at the extremes of intelligence have qualitatively different experiences throughout the lifespan. When giftedness is defined too broadly, these differences may be undetected. Empirical findings on the gifted are primarily drawn from studies of children in gifted programs, which may serve children in the top 5%, 10%, 20% or even 33% of the school. Academics who rely on these studies claim that there are no qualitative differences in the gifted. Some simply work harder. What is the tipping point at which the gifted demonstrate overexcitabilities, moral concern, loneliness, sensitivity, empathy, intuition, asynchrony, complexity, abstract reasoning, autonomy, invisibility, a need for meaning and other qualitative differences?

OVEREXCITABILITIES: MYTHS, REALIZATIONS AND NEW RESEARCH

The term "overexcitability" made its debut in gifted education in 1979. Over the last 4 decades, we have embraced this concept, credited it as being the main cause of the misdiagnosis of the gifted, rejected it in some academic circles and misconstrued it in others. What is overexcitability (OE)? What is its theoretical basis? Why is the concept so controversial? How do we distinguish OE from ADHD, sensory processing disorder, and other treatable diagnoses? Are gifted children more overexcitable? What does the research say? How should parents and teachers respond to overexcitabilities?

Presentations for Parents

IF OUR CHILD IS SO SMART, WHY AREN'T OUR LIVES EASIER?

Gifted children are expensive and time-consuming. They usually need less sleep than you do, ask more questions than you can answer, want 100 percent of your attention 24 hours a day, have obsessive hobbies, react intensely to everything, endlessly long for a best friend who understands them completely, hold perfectionistic standards for themselves and you, want to know the meaning of life when other children only want to know how to whistle, and keep their bedrooms in a condition you can never show company. In order to be the perfect parent, you need unlimited funds, unlimited patience, an encyclopedic mind, and someone to sleep for you. In this session, we will be discussing such issues as coping with the characteristics of giftedness; siblings and birth order; understanding introversion; and keys to successful parenting. You will receive an owner's manual, "Guidelines for Parents of the Gifted," which contains suggestions for harmonious family life. There will be a question and answer period, but I don't have all the answers. ***Trust Yourself!*** No one knows your child better than you do.

QUIRKY KIDS: PARENTING VISUAL-SPATIAL LEARNERS

Does your child: Think mainly in pictures instead of words? Build things without looking at the directions? Have a wild imagination? Take things apart to see how they work? Remember how to get to places? Have terrible spelling? Lose track of time? Know things without being able to explain how? Appear hopelessly disorganized?

Congratulations! You have been given the gift of a visual-spatial learner with a magnificent right hemisphere. Your child learns differently and can do things others cannot do. Once you understand how the right hemisphere works, and know how to utilize visual-spatial strengths, you'll stop trying to fit a round peg into a square hole. And you will be amazed at how much easier life on the home front will become.

HELP! MY CHILD WON'T WRITE!

Are your conversations with your child so profound that you want to record them; yet, when asked to write, all that intelligence seems to evaporate? You are not alone. The greatest gripe of gifted children is handwriting. Their hands can never keep up with their minds. If, in addition, your child has difficulties with eye-hand coordination or processing speed or putting ideas into words, handwriting is avoided at all costs. Your child probably suffers from a writing disability. Try having your child dictate assignments. Try keyboarding. Try sensory integration or vision therapy. Obtain early documentation so that your child can receive accommodations.

On Personality and Giftedness

INTROVERTS AND EXTRAVERTS: DIFFERENT REALITIES

We live in an extraverted society with extraversion being considered the norm for appropriate social adjustment for all. The introverted minority is rarely understood and appreciated. Within the gifted population, there are as many introverts as extraverts, and in the highly gifted population, there are more introverts. Many well-meaning individuals try to “cure” this trait in children and may inadvertently do damage. It is essential that anyone working with the gifted have an understanding of this personality type. Extraversion and introversion will be compared, and techniques for parenting, counseling and teaching introverts will be shared.

PERFECTIONISM

Perfectionism comes with the territory of giftedness and is its least appreciated aspect. Impossible dreams are realized, unrealistic goals achieved, insurmountable obstacles surmounted by individuals whose vision is a more powerful reality than the limitations most of the world accepts as real. Perfectionism is a function of asynchrony, as a more advanced mind sets more advanced goals. Personality type plays a role as well: introverts are more likely to be perfectionists than extraverts. Environment can exacerbate this trait: when schoolwork is too easy, the only challenge a gifted child can create is accomplishing it perfectly. Perfectionism has the potential for propelling one toward unparalleled greatness or plummeting one into despair. The secret to harnessing its energy is learning how to set priorities. Hints for channeling perfectionism will be provided.

On Social and Emotional Needs of the Gifted

THE UNIQUE INNER LIVES OF GIFTED CHILDREN

Intricate thought processes and complex emotions are held in delicate balance in the gifted individual. Idealism, self-doubt, perceptiveness, excruciating sensitivity, moral imperatives, desperate needs for understanding, acceptance, love—all impinge simultaneously. Gifted children develop more asynchronously than others, and often feel unable to relate to age-mates. When they are forced into a mold that doesn’t fit, they begin to experience their differences as deficits. All who interact with them must understand their unique characteristics. Then they can learn to appreciate themselves and develop their own unique paths. We will explore the emotional needs and social realities of gifted children and discuss ways to nurture their full development.

**GIFTEDNESS AS ASYNCHRONOUS DEVELOPMENT:
A PHENOMENOLOGICAL APPROACH**

The construct of giftedness as asynchrony has a strong theoretical foundation in the works of Hollingworth, Terrassier, Dabrowski, and Vygotsky. It is a child-centered perspective that can guide parenting, teaching and counseling of gifted children. Asynchrony is comprised of uneven development, complexity, intensity, heightened awareness, risk of social alienation, and

vulnerability. It is not a source of envy any more than its mirror image, retardation. When giftedness is equated with potential for success in adult life, it engenders backlash from those who feel that they are denied equal opportunity in the competition for fame and fortune. Asynchrony is not a competitive concept: More asynchrony is not better! Giftedness as asynchrony offers both an understanding of the inner experience of gifted individuals throughout the lifespan and a sound framework for responding to the developmental differences of this group.

THE UNIVERSAL EXPERIENCE OF BEING OUT-OF-SYNC

When giftedness is defined as asynchronous development, it is not limited by ethnicity, gender, age, socio-economic status, or geographical or political boundaries. In all cultures, there are children who progress through the developmental milestones at a more rapid rate than their peers. The brighter they are, the more uneven their development is likely to be—intellectually, physically, socially, and emotionally. They are also likely to be out-of-sync with their agetates and with age-related cultural norms. Intellectual and personality characteristics accompany asynchrony: sensitivity, intensity, curiosity, perceptiveness, complexity, reflectiveness, and perfectionism. These characteristics are lifelong and differentiate the experience of gifted individuals from birth to maturity.

THE PSYCHOLOGY OF GIFTEDNESS

Giftedness creates a different organization of the Self. It is a ground of experience that differs significantly from the norm. Yet, because gifted individuals look like everyone else and often can pretend to be like everyone else, they are usually judged by a set of standards based on the norm. Professionals recognize that those who are developmentally delayed have a unique set of characteristics and issues, but the set of challenges that face the gifted are not as clearly understood. Behaviors typical of the gifted population may be misjudged as dysfunctional, while significant weaknesses may go undetected: high abstract reasoning abilities often enable the gifted to compensate well enough to score within the average range. All who work with the gifted need to be aware of what is characteristic of gifted individuals in order to recognize what is atypical for this population, rather than comparing the gifted to norms for the general population.

DABROWSKI'S THEORY: OVEREXCITABILITIES AND LEVELS

Polish psychiatrist Kazimier Dabrowski observed characteristics in bright and creative children that he called “overexcitability” (OE). Overexcitability (OE) can be expressed in five areas: Psychomotor, Sensual, Imaginational, Intellectual and Emotional. *Psychomotor OE* is characterized by high levels of physical activity, surplus of energy and love of movement. *Sensual OE* is enhanced sensitivity of taste, touch, sound, sight, and smell. *Imaginational OE* is expressed through a creative imagination and a penchant for inventiveness. *Intellectual OE* involves an insatiable quest for knowledge, endless curiosity, keen analytical skills, and love of complex ideas. *Emotional OE* is recognized as intense feelings, identification with other’s feelings, strong emotional ties, and attachments to others. He also described five levels of development, from self-centered to altruistic. Dabrowski proposed that the overexcitabilities, combined with high intelligence and talent, result in greater developmental potential to attain high levels of moral development. These concepts will be discussed as well as their implications.

EMPATHY: THE HEART OF DABROWSKI'S THEORY

The ability to feel others' feelings, openness to others' pain, deep concern for others—these empathic characteristics—are observable in children and form the basis of altruism. At lower levels of development, there is no capacity for empathy, only what Dabrowski (1970) called, “primitive, impulsive forms of syntony” (p. 178). Dabrowski felt it was essential to distinguish syntony from empathy, which he called a “higher emotion.” Empathy “contains strong intellectual components,” resulting from inner psychic transformation and positive disintegration (p. 178). Studies demonstrate that some children are truly empathic. Is it possible, then, to be multilevel in childhood? [<https://www.youtube.com/watch?v=SSChvuCcFTM>]

MORAL SENSITIVITY, EMPATHY AND COMPASSION IN GIFTED CHILDREN

Psychologists, counselors and researchers who focus on the inner worlds of gifted children have observed a constellation of personality traits related to high IQ scores, including sensitivity, compassion, empathy and ethical concern for the welfare of others. Gifted children not only experience deeper feelings, but also are more in tune with the depth and variety of feelings experienced by others. This empathy develops from an early age. As development proceeds, gifted children advance more quickly than age peers in understanding of how feelings interweave with others' perspectives. Gifted children are more advanced than age peers in understanding aspects of social perspective taking, which can lead to altruistic responses. Research on empathy in gifted children will be shared, as well as examples of advanced concern for others.

On Twice Exceptional Learners

HIDDEN TREASURES: TWICE EXCEPTIONAL STUDENTS

At least one-sixth of the gifted population suffers from hidden learning disabilities. The twice exceptional (2e) learners are elusive to identify and diagnose. But so worth the effort! They exhibit the abstract reasoning (high intelligence) and personality characteristics of gifted children, without the school achievement. Gifted children mask unusual weaknesses by using their extraordinary abstract reasoning abilities to compensate. Early identification and intervention, as well as assistive technology, are keys to success for twice exceptional children. Often late bloomers, these hidden treasures respond rapidly to appropriate interventions. We have documented increased IQ scores after vision therapy. Occupational therapy, ear filters, dyslexia therapies have enabled countless 2e children to be successful. Classroom accommodations, such as computers, calculators, audiobooks, headsets, visual rather than written assignments, being graded on ideas, preferential seating, a quiet place to retreat, and opportunities for movement, all turn struggling students into surprising success stories. Most of all, they thrive on relationships with caring teachers who see their gifts and teach to their strengths.

UNDERACHIEVER? TWICE EXCEPTIONAL? OR JUST “LAZY”?

Underachievement is like a skin rash: It can be caused by many different conditions; it calls for comprehensive diagnosis before an effective treatment plan can be put in place. A surprising number of underachievers suffer from hidden disabilities. Is it “I won’t” or “I can’t”? Refusal to complete written assignments may be due to coordination or processing speed weaknesses. Use of a keyboard and extended time can ameliorate these problems. Gifted children need differentiated homework as much as they need differentiated instruction. Motivation increases when the work is relevant. A mismatch between teaching style and a student’s learning style can also lead to underachievement. Strategies will be offered for parents, teachers and students.

TWICE-EXCEPTIONAL LEARNERS WITH VISUAL-SPATIAL GIFTS

How can a child be both exceptionally able and “dis-abled”? This appears contradictory. However, advanced abstract reasoning (giftedness) can be combined with deafness, blindness, cerebral palsy, manic depression, etc. Over one-sixth of the gifted population suffers from learning disabilities that impact left hemispheric skills: reading, writing, spelling, calculating or organizing. In many cases, right hemispheric skills, such as artistic talent, empathy and intuitive knowing, are enhanced. These big picture thinkers flourish in the classroom when they are taught through visual-spatial strategies. They need more time to translate their mental images into words and numbers; more visuals and fewer words; access to computers; an emphasis on concepts instead of skills; and opportunities to demonstrate mastery in other ways besides writing assignments. Their visual-spatial gifts are prized in today’s workforce.

On Educational Needs of the Gifted

OPTIMAL DEVELOPMENT OF THE GIFTED

The goal for the gifted is *not* success. Success is a worthy goal for all students. The gifted develop optimally when their complexity, intensity and overexcitability are supported. To promote optimal development in the gifted requires responsiveness to individual differences. To teach, counsel and parent gifted children effectively, the most important principle is, “Ask the child.” We can support inner development or we can act as agents of socialization, exhorting the gifted to “work harder” to attain external trappings of success. The main obstacle the gifted face in school is a value system that denies them the right to struggle. It is only through struggling that true learning occurs. The gifted need teachers, parents and others who care about them and are willing to adapt to their needs.

WHAT DO GIFTED CHILDREN NEED? ASK THEM!

If we ask them, gifted children can tell us what they need. A group not in special programs were asked, “What do you wish teachers knew about gifted students?” Another group in a public school for the gifted were asked by their teacher, “What do gifted children need?” In this session, we will hear their responses. Gifted children beg to be understood and to be challenged. They need to be allowed to progress at their own pace through a rigorous curriculum. Their social and emotional development depends on their developing close friendships with *true peers* who are like themselves. Most of all, they need teachers who care about them and are willing to adapt the curriculum to their learning needs. A Bill of Rights for the Gifted will be shared.

WHY WE NEED GIFTED EDUCATION

Why do we need gifted education? Because gifted children learn differently from their age-mates, and they suffer when their learning needs are ignored. Because it is wrong to thwart the intellectual growth of any segment of our school population. Because democracy is endangered by substituting socialization for education. We cannot strengthen the weak by weakening the strong. Bringing the top down does not bring the bottom up. All children have the right to learn new concepts in school every day. As educators, we have a moral obligation to respond to individual differences, including those of the gifted.

On Gifted Girls

THE MYSTERY OF THE DISAPPEARING GIFTED GIRL

What happens to gifted girls? Gifted boys are more visible, even in the preschool years. They come to school eager to learn something new, and if they already know what is being taught, they may become disruptive or withdraw. But gifted girls blend. They often pretend that they can't do things so that they will fit in better with the other girls. Gifted boys are at risk for being held back in Kindergarten if they cannot relate socially to children whose development is less advanced. Gifted girls are chameleons—they treat school as a social experience. Myra Sadker wrote, “Girls are the only group who begin school scoring ahead and leave behind, a theft occurring so quietly that most people are unaware of its impact.” Parents, as well as teachers, are more likely to recognize giftedness in boys and to miss it in girls. As a result, gifted girls often slow down their natural rate of learning and give up their dreams. A pledge for gifted girls will be shared.

WHO CARES IF I’M SMART, AM I THIN ENOUGH?

Today’s models weigh 23% less than average women. Super-skinny teen stars are the role models for desirable appearance. Eating disorders are at an all-time high among adolescents, claiming thousands of lives. Pictures of girls in third-grade textbooks have gotten relentlessly thinner, while the weight of the boys depicted has not changed for the last century. Valued for their appearance rather than their abilities, gifted young women often aspire to an underweight conception of beauty, rather than academic excellence. Some bright girls eat barely enough to keep them alive, let alone provide sufficient caloric intake for complex mental work. Full development of female potential is essential. In this session, strategies will be discussed for achieving this elusive goal.

On Feminism, Ethics, Leta Hollingworth & Annemarie Roeper

LETA HOLLINGWORTH: CHAMPION OF THE GIFTED

Leta Stetter Hollingworth was the foremother of gifted education. She wrote the first textbook, taught the first course, was the first counselor of the gifted, conducted 30 excellent studies, created exemplary programs, and developed a set of educational principles that are still relevant.

She was concerned with the special “perplexities” of adjustment faced by gifted children. She believed in “emotional education” for the gifted. Her “child-centered therapy” inspired Carl Rogers and her above-level testing inspired today’s talent searches. *Children Above 180 IQ*, her best known work, remains unparalleled. In addition, her research on women’s intelligence led to women being given the right to vote. A visionary whose wisdom was nearly lost for half a century surfaces as an inspiration for today’s world. Considered “the bulwark of the suffragette movement,” Leta’s research helped women in the U.S. gain the right to vote in 1920. In 2020, we need to rediscover her and provide her with her rightful place in history.

TWO HEARTS IN A GARDEN OF ETHICS: LETA HOLLINGWORTH AND ANNEMARIE ROEPER

Ethical development of gifted children has been embedded into the fabric of gifted education since its inception. Had Leta Hollingworth, the founder of our field, selected a philosophical successor, it would have been Annemarie Roeper. While they never met, both emphasized the importance of community responsibility, ethical development, appreciation of diversity, sensitivity to the needs of others, and emotional development. Rather than the pursuit of fame, the purpose of gifted education should be ethical responsibility for the welfare of others. Hopefully, the precious legacy of Leta Hollingworth and Annemarie Roeper will light the way for future generations.

A FEMININE PERSPECTIVE OF GIFTEDNESS

Galton equated giftedness with eminence. This is a masculine perception that favors males. Galton’s half-cousin, Darwin, proposed the variability hypothesis to explain why very few women are eminent. According to the variability hypothesis, males are presumed to be more variable in intelligence; therefore, more males are at the extremes of intelligence (e.g., gifted), whereas women tend toward the mean. In 1914, Leta Hollingworth completely discredited this hypothesis. Her research was critical in women gaining the right to vote in the United States in 1920. Research for 100 hundred years has demonstrated that there are at least as many gifted girls as boys—even in the highest IQ ranges. Men now disparage IQ tests. Hollingworth offered a feminine perspective that includes girls, the economically disadvantaged and the culturally diverse. These groups have little opportunity for eminence. Yet, internationally, the field still defines giftedness as the potential for eminence. It is time to question patriarchal views of giftedness.

For Gifted Adults

GIFTED FOR LIFE

Are you gifted if no one can see it? Some would say no, you are only gifted when you do something **others** deem remarkable: “Outstanding achievement or eminence should be the chief goal of gifted education.” It is problematic to have been identified for a gifted program as a child and then learn that you can only be a gifted adult if you’re eminent. If you aren’t eminent, does that mean you were never gifted in the first place? When giftedness is removed from the competitive realm of recognized achievement, it becomes clear that it is a form of atypical development, which leads to unique experiences throughout the life cycle. Acknowledging your

giftedness leads to compassion for others and deeper understanding of yourself and your loved ones.

BEING OUT-OF-SYNC: THE GIFTED EXPERIENCE

Many gifted adults—the walking wounded—feel estranged and lonely, not realizing it is their own giftedness at the heart of this experience. Many have never been identified at all; others feel that they only “used to be gifted” in childhood and that they outgrew it when they left school. Most feel that there is something wrong with them that is not fixable. They struggle constantly between integrity and accommodation, viewing all of life as a complex set of ethical dilemmas. When giftedness is removed from the realm of recognized achievement, it becomes clear that it is a form of atypical development, which leads to unique experiences throughout the life cycle. Gifted children and adults are asynchronous. Asynchrony is uneven development, advanced cognitive complexity, and heightened sensitivity and intensity, leading to unusual awareness and the consequent feeling of being out-of-sync with others on the planet, as well as within oneself. These characteristics are lifelong and differentiate the experience of gifted individuals from birth to maturity. It is essential that gifted individuals come to terms with their differences and the impact their giftedness has had on others’ perceptions of them and their own self-perceptions.

IMPOSTERS? WOMEN WITH RIGHT-HEMISPHERIC GIFTS

Highly successful women often feel like imposters waiting to be unmasked. Our intuitive powers are our greatest asset, but they fail us when we’re asked the burning question, “How do you know that?” Intuition is not accepted as real knowledge. Seeing the big picture, sensing when someone is being deceptive, feeling when an action is imperative, predicting outcomes, responding passionately, multi-tasking, and synthesizing information from a vast array of unrelated sources, are all essential for success. Yet, these gifts of the right hemisphere have been denigrated for most of our lives, while the cool, linear, analytic, sequential facets of the left hemisphere have been unduly lauded. Leonard Shlain proposed that the right hemisphere, the home of imagery, is essentially our “feminine side,” and that it has long been under the domination of our overly developed “masculine” left hemisphere. However, these neglected abilities have begun to be valued in industry. They need to be celebrated.

ADVANCED DEVELOPMENT: A NEW PERSPECTIVE ON ADULT GIFTEDNESS

The study of giftedness in adults has been focused on factors that lead to eminence. As only a small percentage of the gifted become eminent, a paradigm shift is needed to see how giftedness manifests in adult life. *Advanced Development*, the only journal on adult giftedness, provides a vehicle for examining how giftedness is reflected in the quality of one’s life, not just in the influence of one’s work. Begun in 1989, the journal explores theoretical and philosophical perspectives, moral exemplars, issues of gifted adults, etc. It is the official publication of the Institute for the Study of Advanced Development, a public nonprofit research agency, directed toward the study of giftedness, advanced development and undeveloped potential—especially in women. The journal originated in the Dabrowski Study Group at the University of Denver. A brief analysis shows the impact of Dabrowski’s theory on articles in all categories: theory research, case studies, gifted issues, and applications.

For Counselors, Mental Health Workers and Psychologists

COUNSELING NEEDS OF THE GIFTED

Gifted individuals not only think differently from their peers; they also feel differently. Certain personality characteristics are associated with the experience of giftedness throughout life: sensitivity, intensity, curiosity, perceptiveness, complexity, and perfectionism. Gifted children are born with more intense reactions to various types of stimuli—“overexcitabilities.” Their asynchronous development makes them feel out of sync with children their own age and with age-related expectations. Counseling is needed to assist gifted children in dealing with their intense emotional lives, their heightened awareness, and their difficulties fitting in. A broken child is hard to mend; counselors educated in dealing with the psychological needs of gifted young people can save lives.

ISSUES IN PSYCHOTHERAPY WITH THE GIFTED

Psychotherapy with the gifted not only involves different issues, it also involves different goals and a more complex relationship with the therapist. It is essential that gifted individuals come to terms with their differences and the impact their giftedness has had on others’ perceptions of them and their own self-perceptions. This discussion may be as worthwhile for the self-development of the therapist as for his or her clients. This session is designed for all those in the helping professions.

USING TEST RESULTS TO SUPPORT CLINICAL JUDGMENT

Clinical judgment is the basis for diagnosis in medicine. Test results are useful within the context of other information obtained, such as presenting symptoms, medical history, family history, and patient interview. The test results themselves are of limited value unless interpreted by a skilled clinician who has had experience with the presenting problem. Yet, in diagnosing giftedness, too often the test results are expected to be able to do the job alone. Clinical judgment, if used at all, is subservient to the numbers, and has been disparaged. As in medicine, accurate assessment of giftedness is dependent upon the skill and experience of the examiner in interpreting protocols of gifted children within the context of all the other information obtained.

BREAKTHROUGHS IN ASSESSMENT OF THE GIFTED

Dramatic changes in test construction render Full Scale IQ (FSIQ) scores meaningless for large numbers of gifted students (Silverman, 2018). Yet, many view the FSIQ as the main qualification for students to obtain gifted services. A study of 390 gifted children from 7 sites on the WISC-V found that the degree of disparity among composite scores rendered Full Scale IQ scores “uninterpretable” for the majority of sample. In August, 2018, NAGC issued a position statement on use of the WISC-V in the selection of gifted and twice exceptional children. In December, 2019, extended norms for the WISC-V were released to enable the identification of exceptionally

gifted students. Three new expanded indexes provide better estimates of giftedness on the WISC-V than the FSIQ. All who rely on intelligence tests to be aware of the breakthroughs and their implications for identifying the gifted. [<https://www.youtube.com/watch?v=6vxskJWNOco>]

GIFTED QUALITATIVE AND QUANTITATIVE ASSESSMENT

Originated by Annemarie Roeper, Qualitative Assessment is a unique approach to evaluation for giftedness that relies completely on qualitative knowledge of the child. This method identifies and interprets giftedness as an emotional, internal difference, rather than high achievement or talent development. It has been used successfully for over a decade to determine placement of students in a school for the gifted. Individual, standardized IQ tests (quantitative assessment) scientifically document differences in abstract reasoning of gifted children. But IQ tests provide insufficient information, are frequently misinterpreted, and are susceptible to coaching. When the two methods are combined, we gain a deeper, holistic understanding of the child. Gifted Qualitative Assessment (GQA) will be introduced, which combines the approach of Annemarie Roeper with the qualitative forms developed by Gifted Development Center. It can be used as a stand-alone method of identifying the gifted or combined with psychometric testing.

For Optometrists

HOW IQ TESTS CAN DETERMINE THE NEED FOR VISION THERAPY

Gifted Development Center (GDC) predominantly assesses twice exceptional (2e) children: gifted children with learning disabilities. We refer more 2e children for vision evaluations than for any other type of evaluation or therapeutic intervention. One pilot study suggested that approximately half of our 6,300+ clients have been referred for vision therapy. The newer IQ tests are more visual than verbal, which makes visual processing weaknesses easier for a knowledgeable clinician to detect. However, it is now more difficult for gifted children with visual processing deficits to attain high IQ scores. This session describes the structure of the new IQ tests and analyzes the test profiles of gifted children referred for developmental vision evaluations.

THE IMPACT OF VISION THERAPY ON IQ SCORES FOR THE GIFTED

For 4 decades, Gifted Development Center has been collecting data on children who have been referred for vision therapy. When scores on visually presented subtests are significantly lower than verbal subtests, a vision evaluation is usually recommended. Gifted children often have lower scores in Processing Speed, as their visual-motor coordination is never as advanced as their abstract reasoning. Several children have returned for IQ re-assessment after vision therapy was completed. Significant improvement has been documented with varied IQ tests, achievement tests, vision therapy interventions, and locations (US, UK, Australia). Twelve cases are presented with before and after assessment. The most startling improvement was seen in the Processing Speed Index: 112 on pre-testing and 164+ on post-testing—a gain of 52 points. After nine months of vision therapy, this fourth grader's reading ability jumped from first grade to college level. Vision therapy has enabled many gifted children to qualify for needed programs and services.

For Corporate Executives

UNDERSTANDING ADULT GIFTEDNESS AND WORK

How would you recognize a gifted co-worker? The *Giftedness in Adults Rating Scale* and the *Responsiveness Scale for Executives* have been used to identify gifted adults in corporations. How do you support gifted co-workers? These individuals need autonomy, opportunities to express their creativity and an ethical working environment. Gifted people leave the corporate world when their integrity is compromised. They also are likely to leave if they are supervised by insecure, competitive people who are threatened by their intelligence. Gifted employees have excellent suggestions for improving efficiency of organizations. In addition to being good problem solvers, they are good problem finders, and can often predict when a problem will occur. This session is geared to understanding one's own giftedness as well as the needs of gifted colleagues.

WINNING THE WAR FOR TALENT

There is currently a war in industry for attracting and keeping talented employees. International investment firms pay millions of dollars to train recruits who fail to produce or leave the company before they become productive. To address this talent drain, many executives now have the added responsibility of "talent management" in their companies. Are those of greatest promise recruited or overlooked? How can the most able be attracted to the organization? What does it take to keep a rising star in a corporation? How can talented individuals be found within the organization? What are the characteristics of those with greatest potential? What can a corporation do to develop talent and dedication?