

## **Volume 1: January 1989**

### **Positive Disintegration**

**Nelson, Karen C.**

**Dabrowski's Theory of Positive Disintegration** (pp. 1-14)

Abstract: The life of Polish psychiatrist and psychologist Kazimierz Dabrowski is briefly described as the context for the development of his Theory of Positive Disintegration (TPD). The theory is presented along with current research on TPD. The five developmental levels are discussed with illustrating examples from life and literature. Dabrowski's concept of developmental potential is described and the five types of increased psychic excitability (OE) which are its expression. Finally, implications of TPD are offered for parents, teachers, and counselors of the gifted and for gifted individuals themselves.

**Hague, William J.**

**State of the Art Moral Development: Moral Development in the Post-Kohlbergian Age**  
(pp. 15-26)

Abstract: Lawrence Kohlberg's cognitive developmentalism seems too restrictive to contain some of the directions in which Kohlberg himself appears to have been heading – particularly in the areas of emotional and higher level development. Dabrowski's theory of emotional development (Theory of Positive Disintegration) is proposed as potentially encompassing these new directions and enriching them.

**Shannon, Constance**

**Hand in Hand: An Interview with Annemarie and George Roeper** (pp. 27-39)

Abstract: Example has consistently served as a powerful teacher through aeons of time. There have always been individuals who have set examples that guide us to higher levels of human and moral development. In this conversation with George and Annemarie Roeper, founders of the Roeper City and Country School we encounter two such individuals who devote their lives to creating a vision that blends the concepts of growth of the unique individual with the interdependent global community. The Roepers offer a living example of Maslow's Gemeinschaftsgefühl, which expresses the ideal of fellowship and community feeling. The history and development of the school, the Roepers' philosophy of life, and their philosophy of education for self-actualization are discussed in this interview.

**Silverman, Linda K. & Kearney, Kathi**

**Parents of the Extraordinarily Gifted** (pp. 41-56)

Abstract: This article provides descriptive data on families of 38 children who scored above 170 IQ on the Stanford-Binet L-M. The families participated in one of two support groups that were formed in Maine and Colorado for parents of exceptionally gifted children. A brief description of the children is presented, followed by a description of the parents: their socioeconomic status, occupations, education, interests, family values, and evidence of giftedness. The remainder of the article describes the impact of the extraordinarily gifted child on family life and the specific issues these families face.

**Noble, Kathleen D.**

**Living Out the Promise of High Potential: Perceptions of 100 Gifted Women** (pp. 57-76)

Abstract: In 1986, a unique conference for and about gifted women was held at the University of Washington, and was attended by 142 women, aged 19 to 75. Participants were asked to respond to a propositional inventory about the experience of being gifted and female, and their answers were examined in light of current research about the challenges confronting highly capable women. This article reports the results of that study, offers guidelines to help psychologists and educators enable gifted women to develop and express their high potential, and suggests research directions to expand the body of knowledge about girls, women, and giftedness.

**Alvarado, Nancy**

**Adjustment of Gifted Adults** (pp. 77-86)

Abstract: The potential difficulties associated with being highly intelligent or creative are examined, based upon naturalistic study of members of Mensa, as well as research, case studies, and biographical material. The different world view and assumptions of gifted adults are examined, and a different standard for judging normality is proposed. Internal and external conflicts and coping styles of the gifted are described, stressing the need for such adults to develop a coherent self-identity and group-identity.

**Colangelo, M. Kay Ogburn**

**Giftedness as Multilevel Potential: A Clinical Example** (pp. 87-100)

Abstract: This article presents an example of the application within clinical counseling of the Theory of Positive Disintegration (TPD), a theory of emotional development. TPD offers a unique perspective that can be used to identify and counsel gifted individuals. When emphasis is placed on the individual's overall emotional development, counselors can take a new role in working with gifted. A tapescript is presented in which the counselor applies TPD principles to the client, Sara, a gifted college student. The tapescript is interrupted at points to explain how the counselor is utilizing the theory.

**Volume 2: January 1990****Models of Integration****Geller, Jeffrey L.****The Concept of Individuation from Plato to Jung** (pp. 1-9)

Abstract: The history of psychological analysis is traced to Plato, whose theory of the human psyche can be regarded as the prototype of subsequent structural models. After reviewing Aristotle's teleological theory of the psyche, the article examines Jung's theory of individuation, which incorporates elements from both Plato and Aristotle and compares it to Hegel's philosophical theory. Finally, the prospects for psychic synthesis according to Jung, Freud, and Lacan, respectively, are assessed.

**Brown, Bob****Finding One's Way: The Phenomenology of Individuation** (pp. 11-16)

Abstract: This article describes the Jungian analysis of a dream using the case material of a client who is in psychotherapy. The resulting transformation of the client's awareness and attitude is examined in the light of its contribution to her evolving self-realization.

**McLean, Barbara****Jung and I: A Study in Personal Integration** (pp. 17-21)

Abstract: Integration may be the central issue for a gifted American female over age 30. Mid-life crisis seems universal in our culture, and if Dabrowski is correct, it can strike the gifted hard. A female is particularly torn between the demands, needs, and expectations of others and her own need for individuation, and American culture offers little support or encouragement. But we are discovering that individuation personal integration - is the only foundation for integration with loved ones and society. My own struggle has been enhanced by Jungian thought in my reading, and I was fortunate to find a Jungian therapist to assist me. The struggle has seldom been painless, but it has always been fascinating.

**Brothers, Barbara Jo**

**Self-Esteem and Congruent Communication: Virginia Satir's Road to Integration**  
(pp. 23-34)

Abstract: Carl Jung's model of individuation focused on reconciling conscious and unconscious elements of the psyche, but left out the interpersonal domain. Virginia Satir's model of "becoming more fully human" concentrates on the individual in context. Her methods provide a roadmap for achieving integration through the development of self-esteem and congruent communication. She worked toward wholeness, congruence, harmony in all systems - from the physical body to the greater family of humankind - and beyond to where our edges touch the Mystery of Life itself. Satir and Jung meet on those same edges of Mystery of the Self.

**Piechowski, Michael M.**

**Inner Growth and Transformation in the Life of Eleanor Roosevelt** (pp. 35-53)

Abstract: This article describes Eleanor Roosevelt's discipline of inner life. An earlier study (Piechowski & Tyska, 1982) showed that Eleanor Roosevelt met all the criteria of self-actualization as given by Maslow. Maslow labeled her a "doer" rather than a "seer" or a visionary. But she was an inspired person, "a woman with a deep sense of spiritual mission" (Lash, 1971) and, as such, much more a "seer" than Maslow gave her credit. Christ was her inner ideal. Her methods of inner work are described in the sections on the courage to know oneself, coping with inner conflict and emotional pain, self-discipline, and the inner ideal. Her inner growth is briefly analyzed in terms of Dabrowski's theory of emotional development - a theory particularly well equipped toward understanding lives engaged in the process of inner psychic transformation.

**Bell, Lee Anne**

**The Gifted Woman as Impostor** (pp. 55-64)

Abstract: The Impostor Syndrome, the doubting and discrediting of one's abilities and achievements, is especially disabling for gifted women. Reasons for this phenomenon are explored, suggestions for corrective measures given, and the vision of a newer feminine, more egalitarian presentation of success is suggested.

**Lovecky, Deirdre V.**

**Warts and Rainbows: Issues in the Psychotherapy of the Gifted**(pp. 65-84)

Abstract: This article is an attempt to generate a set of hypotheses about gifted people and their interactions with others, about the social/emotional issues gifted adults face, and about how these issues impact on self-esteem and on interpersonal relationships. These hypotheses are intended to generate a thoughtful and open dialogue with gifted psychotherapy clients about the fact of their giftedness and its impact on their lives. Specific therapeutic issues also are explored in the context of the social/emotional development of the gifted person.

**Grant, Barry**

**Moral Development: Theories and Lives** (pp. 85-91)

Abstract: Most theories of moral development aim at universality. One problem with trying to achieve this goal is that individuals' moralities and paths of development often are distorted by the terms the theories provide to describe them. Research that explores individuals' points of view on their lives and morality may be a valuable corrective to "theory-driven" methodologies. The value of this approach is illustrated by comparing aspects of two lives to two theories - those of Lawrence Kohlberg and Kazimierz Dabrowski.

**Volume 3: January 1991****The Possible Human****Maxwell, Elizabeth & Silverman, Linda K.****An Interview with Jean Houston** (pp. 1-14)

Abstract: Three hours of phone and face-to-face interviews with Dr. Jean Houston have been condensed into this article. She addresses her own sources of strength and inspiration, her early research, her little known work with the gifted, the importance of wounding in the development of the personality, her therapeutic method-known as "therapeia," the rise of the feminine, and her vision of human potential.

**Houston, Jean****The Reign of Archetypes** (pp. 15-34)

Abstract: This article examines archetypes at each of four levels of interior experience: sensory, psychological, mythic and spiritual at this critical time of earth transformation. It investigates the importance of re-emerging forms of ancient archetypes, as well as newly emergent ones: the Earthling, the Pattern Reader, Divine-Human Partnership. It delineates three major realms of experience, proposing archetypes as bridges of communication among these realms and the four levels, leading to healing expansions of selfhood and human possibility. Finally, it depicts the planetary benefits of such expansion.

**McCleskey, David M.****Jean Houston - An Ecology of Culture** (pp. 35-48)

Abstract: The work of Jean Houston is presented in terms of her contribution to the emerging discipline of cultural ecology. Her programs and writings are discussed regarding the function and role of the ecologist in the cultivation of ethnic cultures and backgrounds. Jean Houston's approach is described as taking individuals and groups through four levels of human consciousness. These individual and group processes are seen as ways to develop the individual's unrealized potential and thereby preserve and enable the growth of their cultural patterns and unique ways of living. Jean Houston's approach to cultural ecology is then related

to direct experiences with the cultures of China, India and the United States. Finally, implications for the future work on cultural ecology are listed.

### **Brothers, Barbara Jo**

#### **Jean Houston and Possibility** (pp. 49-56)

Abstract: Convinced of the extended varieties of human possibility, Jean Houston produces and orchestrates illuminating transformational experience. Her "sacred psychology" provides a means of furthering evolution. The continuity between Teilhard de Chardin's work and Jean's is described in this article, along with some of Jean's pathways for the expansion of the self.

### **Spaltro, Kathleen**

#### **A Symbol Perfected in Death: Etty Hillesum as Moral Exemplar** (pp. 61-74)

Abstract: A young Jewish Dutchwoman, Esther Hillesum, wrote diaries and letters from 1941 to 1943 that document a remarkable spiritual progression amid devastating circumstances. Intense emotional and intellectual growth crystallized in her free decision to work in the hospital of the transit camp Westerbork, the last stop on the way to Auschwitz. If one views Etty's diaries through the prism of Kazimierz Dabrowski's theory of moral development, they show her progression through the confusion and maladjustment that characterize Dabrowski's Level III to her embodiment of her ideals in daily service that signifies her attainment of Level IV. Her letters from Westerbork illuminate how a human being might feel, think, and live at Level V.

### **Kerr, Barbara & Claiborn, Charles D.**

#### **Counseling Talented Adults** (pp. 75-83)

Abstract: Talented adults' career development includes resolving multi-potentiality, finding mentors and advanced training, and attaining productivity. The social influence model of counseling may provide the most powerful strategies for helping talented adults to achieve their full potential.

### **Roeper, Annemarie**

#### **Gifted Adults: Their Characteristics and Emotions** (pp. 85-98)



Abstract: Giftedness can be both a positive and a negative force in an individual's life, but the positive aspects are rarely described. In this article, the unique characteristics and emotions of the gifted are discussed, along with their positive and negative consequences. The characteristics of gifted adults often appear in childhood and shape their life experiences. While the environment has an important impact on the development of gifted individuals, these individuals also have a powerful impact on the environment.

**Delisle, James**

**Remembering the Roepers** (pp. 99-101)

Abstract: It is difficult to fully appreciate the significance of life's coincidences until they are seen from a distance, over time. Such was the case in my own life and career as they relate to my introduction to the Roepers, their school, their work, and the journal that bears their name.

## **Volume 4: January 1992**

### **The Self**

**Brown, Molly Y.**

**Psychosynthesis: A Path toward Wholeness** (pp. 1-13)

Abstract: Psychosynthesis, based on the work of Roberto Assagioli, is a powerful, harmonious path for those yearning to make a better world. Central concepts are of the Self, will, identification, and the integration of the various parts of personality. The self is an integrating center underlying behaviors, feelings, thoughts, and body. It is a center of pure awareness and of will, aligned with the Higher Self and Transpersonal Will. By disidentifying from the parts of our personalities (subpersonalities), we identify with the self and can meet the valid needs of our subpersonalities and utilize their gifts. Examples from psychosynthesis sessions are included.

**Firman, John**

**The Concept of "I" in Psychosynthesis** (pp. 15-29)

Abstract: Roberto Assagioli's psychosynthesis views deepest personal identity "personal self" or "I"-as distinct from the content and process of the psyche-soma. "I" is a center of consciousness and will, the subject who continues throughout all changes in the psyche and soma, and is distinct but not separate from these changes. This view seems to account for the experience that "I" can identify with, or disidentify from, the various changing psychosomatic contents such as sensations, feelings, and thoughts. Since the experience of "I" is so often confused with different formations of the personality, psychosynthesis attempts to describe "I" in such a way that this deeper human identity can be discovered among the changing experiences of daily living. Distinctions are drawn between dissociation, disidentification, and the experience of "I." Will and freedom are discussed and the relationship of personal "I" to deeper Self is shown to underlie a transformation not simply linear but inclusive of peaks and valleys, pain and ecstasy.

**Maxwell, Elizabeth**

**Self as Phoenix: A Comparison of Assagioli's and Dabrowski's Developmental Theories**  
(pp. 31-48)

Abstract: Two developmental theories, Psychosynthesis and the Theory of Positive Disintegration, both inclusive of higher level development, are compared as to structure and content. The similar vision of the theorists, Roberto Assagioli and Kazimierz Dabrowski, is noted, as well as their recognition of many psychological symptoms as harbingers of growth. The two theories are seen as complementary as well as mutually reinforcing. Particular attention is paid to the dynamics which foster growth at higher levels.

**McCallister, Frank C.**

**Becoming Self Through Suffering: The Irenaean Theodicy and Advanced Development**  
(pp. 49-58)

Abstract: Both the theories of Dabrowski and Assagioli view the highest level of personal development as the attainment of self or spirit. In this respect, they describe a state very similar to the unitive and transcendent experience described by mystics. However, the process of attaining this state is painful and arduous. The role of suffering in the attainment of transcendence is affirmed by both Dabrowski and Assagioli, as well as many others. The way in which suffering promotes advanced development is discussed. The views of Dabrowski and Assagioli are related to the Irenaean theodicy which sees suffering as essential to our spiritualization.

**Rush, Ann with Rush, John**

**Peace Pilgrim: An Extraordinary Life** (pp. 61-74)

Abstract: The life of Peace Pilgrim, as she chose to be known, is traced, by friends who knew her well, from her unassuming beginnings through an extraordinary transformation to a life of unusual commitment. Pieced together from interviews, letters, personal communications and her own words, her life story unfolds, showing the steps along the way to her life of total service. This service took the form of a pilgrim's life, lived in utter simplicity and spiritual trust, as she walked America for 28 years, speaking for peace.

**Rocamora, Mary**

**Counseling Issues with Recognized and Unrecognized Creatively Gifted Adults, With Six Case Studies** (pp. 75-90)

Abstract: This article describes the issues most frequently encountered in therapy with gifted and talented adults, particularly those in the performing arts. A distinction is drawn between those clients who knew they were gifted and those who at first did not. Issues and characteristics of both groups are examined. Six representative clients contribute their personal retrospectives on the work that they did in therapy which made greater self-actualization possible.

**Harris, Carole R.**

**The Fruits of Early Intervention: The Hollingworth Group Today** (pp. 91-104)

Abstract: Leta Stetter Hollingworth made significant contributions to the body of knowledge on educating the gifted. Among these was the provision of differentiated model programs for three groups of gifted children in New York City during the 1920's, 1930's, and 1940's. This article discusses aspects of the larger Hollingworth Longitudinal Study - a follow-up of these groups originally designed to parallel the 1972 Sears follow-up of the Terman longitudinal study of gifted children and to compare the two groups. The following account concentrates on the Hollingworth group and includes both material from the original class memoirs, recently discovered, and the personal reflections of the students, some of whom are in their late seventies. This lends substance and depth to the quantitative data and provides a retrospective, enriched view of the influence of early curricular intervention on adult development over the life span.

**Piechowski, Michael**

**Etty Hillesum: "The Thinking Heart of the Barracks"** (pp. 105-118)

Abstract: "The thinking heart of the barracks" is how Etty Hillesum described herself when she was an inmate of a German concentration camp in World War II. She entered voluntarily to prepare herself for the inevitable end. Her diary is the story of her inner transformation, of being within herself a battlefield for the problems of our times, of finding joy and inner peace in the face of persecution, suffering and death. Love perfected her will - love for people and love for God. Her diary is one of the most detailed records of the work of love and will that makes advanced development possible.

**Comeaux, Elizabeth**

**The Quantum Self and the Four Levels of Psyche** (pp. 119-131)

Abstract: This article synthesizes two writings with important implications for an emerging new psychological paradigm. The first is Jean Houston's overview of archetypes in terms of the four levels of psyche - "The Reign of Archetypes" - which appeared in Volume III of *Advanced Development*. The second is Dana Zohar's book, *The Quantum Self*, which uses quantum physics to provide a scientific basis for consciousness. The article takes Zohar's view of consciousness beyond its depicted operation on the Physical and Psychological levels on to the Mythic and Unitive levels, giving a review of quantum physics on the way. It further investigates what this new understanding of consciousness may mean, both in interpersonal and planetary scope, and shows how it gives entry to that possible culture named by Houston as Type I High Civilization. Jurisprudence is shown as one institution among many where change would be necessitated by these concepts.

**Volume 5: January 1993****Valuing the Feminine****Surrey, Janet****Self-in-Relation: A Theory of Women's Development** (pp. 1-11)

Abstract: While most developmental theories emphasize the importance of disconnection from early relationships to achieve a separate and bounded sense of self, women's experience contradicts such theory and suggests that a new model of development is needed to account for the centrality and continuity of relationships throughout women's lives. This paper outlines the framework of such a model, postulating the "relational self" as the core self-structure in women, and describing the formative dynamics of this relational self-structure within the early mother-daughter relationship. Key structural and developmental aspects of this relationship are suggested.

**Miller, Jean B.****Growth Through Relationships** (pp. 13-25)

Abstract: Relationship and connection emerge as central in women's lives and in relational developmental theory. This article defines relationship in terms of the development of mutual empathy, authenticity, and full engagement with others. It describes five observable "good things" which are enhanced within growth-promoting interactions. A relational interaction is analyzed in step-by-step detail to show the process of building a mutually empowering relationship. Ways in which we enhance or diminish each other within interactions are examined.

**Jordan, Judith K.****The Movement of Mutuality and Power** (pp. 27-36)

Abstract: This article explores the central importance of movement toward mutuality in relationships between men and women and in psychotherapy. The ways in which power dynamics interfere with the development of mutuality are explored in both situations. In a patriarchal system "power over" others defines broad areas of social interaction and leads to a breakdown of empathy and growth-enhancing connections. Gender differences occur in the

exercise of power, the use of violence, and the experience of sexuality. In psychotherapy, power imbalances and objectification of the client also interfere with the growth of mutuality. In contrast to therapy characterized by the abuse of power, good therapy creates mutuality and empowerment. This article is a shortened version of a paper presented at a Stone Center Colloquium on April 3, 1991.

**Silverman, Linda K. & Conarton, Sharon**

**Giftedness and the Development of the Feminine** (pp. 37-58)

Abstract: The development of the feminine appears to be central to the full development of giftedness in both men and women. Patriarchal values have overemphasized the masculine aspect without providing the balance of its feminine counterpart. This article outlines a series of phases in the development of the feminine: bonding, orientation toward others, cultural adaptation, awakening and separation, the development of the conscious feminine, empowerment, spiritual development and integration. The way in which gifted women relate to each of the phases is described. Appropriate therapeutic interventions are suggested for each phase.

**Sturges, Megan**

**Beyond the Feminine Stereotype** (pp. 59-71)

Abstract: The myths and belief systems of our culture are predominately male-oriented. This article notes how such myths and beliefs influence our images and ideas of divinity and how these affect our cultural values. These values in turn have a large impact on our self-concept and self-esteem. Alternative images of the feminine, such as the ancient Sumerian goddess, Inanna, and the goddesses of ancient Greece, are explored with suggestions as to how these may alter cultural stereotypes and personal self-concepts.

**Harris, Carole R.**

**The Matrilineal Marshalls: Cultural Survival, Conflict, and Change** (pp. 73-86)

Abstract: This article is directed to female development from the perspective of a matrilineal society in the throes of cultural conflict and change. Attributes of the societal structure are discussed in the light of the effect of cultural erosion on culturally embedded traditions, gender roles, respect patterns, and artistic expression. The discussion concludes with an argument for

further study and timely research with a view to the irreversibility of culture loss and unique female dominant value systems.

**Godfrey, Gwen**

**The Dog and the Apple Blossoms** (pp. 87-96)

Abstract: This selection overflows categories to become an essay-story exploring connectedness, emotion and the Rules of Men.

**Silverman, Linda K.**

**Leta Stetter Hollingworth: Passionate Pioneer** (pp. 99-102)

Abstract: Our moral exemplar for this issue is Leta Stetter Hollingworth (1886-1939), the first champion of gifted women. Foremother of the gifted education movement and early pioneer in the study of women's psychology, her accomplishments tell only part of the story.

**Piechowski, Michael M.**

**The Heart of Leta S. Hollingworth** (pp. 103-115)

Abstract: Leta Stetter Hollingworth was both a quietly ecstatic being and a versatile activist who wanted her life to be absorbed in the service of others. She was an innovative, multifaceted researcher, psychologist, feminist and educator of the gifted. Her accomplishments in numerous fields remain remarkable today. Here, her life is analyzed in terms of Maslow's characteristics of self-actualizing persons to demonstrate, within the constraints of limited biographical material, her high level of personality development.

**Lovecky, Deirdre V.**

**Creative Connections: Perspectives on Female Giftedness** (pp. 117-129)

Abstract: Many reasons have been given for the fact that there are few eminent women: lack of opportunity, sex role stereotyping, and the ignoring of known achievements when they have occurred. However, in addition, the definition of giftedness in terms of eminence has been problematic for women. This paper hypothesizes that women's giftedness has followed unique



patterns of development, different from those of men. Most often, women's giftedness has been utilized in empathic relationships and creative connections with others.

## **Volume 6: January 1994**

### **Becoming Authentic**

**Gruba-McCallister, Frank & Levington, Caryn**

**Authenticity as Open Existence** (pp. 1-10)

Abstract: Experientially, authenticity is a familiar and yet elusive dimension of human experience. Moreover, it is a critical concept to psychology because it explicates the meaning of being fully human and thus the goal toward which all psychological endeavors should ultimately be directed. However, a shortcoming of many definitions of authenticity is that they characterize this concept in a polarized and one-sided fashion. This paper offers a view of authenticity as open existence and the embracing of the paradox of being human. Existential and mystical philosophy are cited to support this view.

**Hague, William J.**

**Authentic Morality: The Route to High Moral Ground** (pp. 11-26)

Abstract: Developmental psychology concentrates on movement toward higher levels which, at least implicitly, equates with "better." Better is a value statement, even a moral value statement when it moves into questions of ought and should. It is a call to higher values and subsequently higher morals. It also opens the way to objective morality through authentic subjectivity. This theme is traced through Heidegger, Lonergan, and Taylor, leading to a presentation of Dabrowski's Theory of Positive Disintegration as an appropriate theory of authentic moral development.

**Erickson, Rebecca J.**

**Our Society, Our Selves: Becoming Authentic in an Inauthentic World** (pp. 27-39)

Abstract: The concept of authenticity is introduced as one aspect of today's socio-historical context that lends insight into the social psychological assumption that self reflects society, and society, the self. In keeping with the belief that self and society are but two sides of the same coin, this article outlines some of the recent structural and cultural changes within Western society that have contributed to both personal and sociological interest in authenticity during the past four decades. This review illustrates that the experience of authenticity has been viewed as increasingly rare and problematic at the same time that such experience has become a valuable commodity for both our culture and our selves. A general discussion follows of how these socio-historical changes have influenced sociological approaches to the self. Finally, a conceptualization of authenticity is introduced that takes into account this increasingly complex cultural context.

**Morgaine, Carol A.**

**Toward Authenticity: A Critical Theory of Self-Formation** (pp. 41-55)

Abstract: The search for the authentic self has been the subject of philosophers since the beginning of reflection. This critical theory of self-formation is proposed as facilitating that search. Based on the assumption that contemporary societies hinder and oppress the emergence of the authentic self, critical theories assume that inauthentic individuals are capable of becoming more authentic as they reflect, with reasoned logic, on their life experiences. The critical theory of self-formation provides a framework for this reasoned reflection, and, as such, is expected to facilitate illumination and emancipation.

**Nixon, Laurence**

**Multilevel Disintegration in the Lives of Religious Mystics** (pp. 57-74)

Abstract: In this article it is argued that scholarly analyses of the inner struggle reported by many mystics correspond to Kazimierz Dabrowski's psychological account of the higher levels of personality disintegration. In addition to the case of St. Augustine, analyzed by Dabrowski himself, examples of Muslim and NeoConfucian mystical struggle are cited in order to show that personality disintegration in mystical lives is a universal phenomenon. Finally, comparison is made of the transition from Spontaneous to Organized Multilevel Disintegration by two additional mystics, separated by time, geography, and religion. This study suggests that such a transition is, at least for some traditional mystics, contingent upon a supportive environment and access to a mystical mentor.

**Tolan, Stephanie S.**

**Psychomotor Overexcitability in the Gifted: An Expanded Perspective (pp. 77-86)**

Abstract: In Kazimierz Dabrowski's theory of human emotional development five "overexcitabilities" – psychomotor, sensual, intellectual, imaginal, and emotional – accompany unusual developmental potential. As traditionally defined, psychomotor is less clearly connected to advanced development than intellectual, imaginal, and emotional. If the definition of psychomotor (currently identified primarily with the "motor" aspects of bodily movement and physical activity) were expanded to specifically include physical energy generated by intellectual or creative activity, a sense of "the mind driving the body," psychomotor overexcitability might be seen to be more common to the gifted than previously believed.

**An Interview with Kazimierz Dabrowski**

**The Heroism of Sensitivity (pp. 87-92)**

Abstract: In 1979 Kazimierz Dabrowski, the well-known Polish psychiatrist and psychologist, was interviewed in Warsaw by Zbigniew Bierznanski. Dabrowski, most noted for his Theory of Positive Disintegration which focuses on the emotional aspects of personality development, was truly a social reformer. In this interview he specifies the value structure he deemed necessary for personal and societal advancement. The interview was published in Notes of the Group of Political Didactic in 1980 and has been translated for this journal by Ewa Hyzy-Strzelecka.

**Special Edition: 1995****A Collection of Works on Gifted Adults****Silverman, Linda K.****The Universal Experience of Being Out-of-Sync** (pp. 1-12)

Abstract: When giftedness is defined as asynchronous development, it is not limited by ethnic, gender, age, socio-economic, geographical or political boundaries, nor is it dependent upon recognition. In all cultures, there are children who progress through the intellectual milestones at a more rapid rate than their peers. While others look upon the gifted as being advantaged in a race for personal gain, the experience of being different in cultures that value sameness, coupled with acute awareness of the pain and suffering in the world, make the gifted feel distinctly disadvantaged. Gifted children do not see themselves as winners of the competition, but bearers of the burden to make this a better world for all. They only actualize their potential when they discover a unique role for themselves which requires their particular gifts.

**Tolan, Stephanie S.****Discovering the Gifted Ex-child** (pp. 13-20)

Abstract: Most of the attention given to the gifted over the years has been devoted to gifted children, a population identified by unusual mental processing that sets them apart from the norms. Gifted adults, however, are recognized in our society solely by their achievements. The innate qualities of mind that are found in gifted children do not disappear as the children grow up. The unusual developmental trajectory of the gifted creates an extraordinary experience of life for the individual at any age, whether or not that individual is able to achieve in ways society recognizes and values. The achievement orientation that has always existed for adults and is now taking over the field of gifted education makes it difficult for the gifted to understand the qualities of mind that make them different. Such an understanding is essential to honoring the self.

**Roeper, Annemarie****Gifted Adults: Their Characteristics and Emotions** (pp. 21-34)

Abstract: Giftedness can be both a positive and a negative force in an individual's life, but the positive aspects are rarely described. In this article, the unique characteristics and emotions of the gifted are discussed, along with their positive and negative consequences. The characteristics of gifted adults often appear in childhood and shape their life experiences. While the environment has an important impact on the development of gifted individuals, these individuals also have a powerful impact on the environment.

**Wallach, Maddi**

**The Courage to Network** (pp. 35-41)

Abstract: Gifted people throughout their lifespan have unique strengths and struggles. Many of these individuals do not even know they are gifted because our society's presently accepted definition of giftedness is related to advanced, sequential, synchronous development and achievement. This article presents a differing perspective on the nature of giftedness. It represents gifted people who do not necessarily excel by society's standards or fit neatly into our culture. Instead, it addresses the phenomenological reality of gifted people who are asynchronous and unusual in development.

**Nelson, Karen C.**

**Dabrowski's Theory of Positive Disintegration** (pp. 43-56)

Abstract: The life of Polish psychiatrist and psychologist Kazimierz Dabrowski is briefly described as the context for the development of his Theory of Positive Disintegration (TPD). The theory is presented along with current research on TPD. The five developmental levels are discussed with illustrating examples from life and literature. Dabrowski's concept of developmental potential is described and the five types of increased psychic excitability (OE's) which are its expression. Finally, implications of TPD are offered for parents, teachers, and counselors of the gifted, and for gifted individuals themselves.

**Maxwell, Elizabeth and Silverman, Linda K.**

**Inner Conflict as a Path to Higher Development** (pp. 57-64)

Abstract: Seemingly negative aspects of mid-life crisis are examined in the light of Dabrowski's Theory of Positive Disintegration, a theory of emotional development. Five broad developmental levels are viewed to show the constrictive "normalcy" such crises may be

moving away from and the enlargement of autonomy and authenticity they may be moving toward. The role of the therapist is seen as supporting the client in this transformational process.

**Noble, Kathleen D.**

**Living Out the Promise of High Potential: Perceptions of 100 Gifted Women** (pp. 65-83)

Abstract: In 1986, a unique conference for and about gifted women was held at the University of Washington, and was attended by 142 women, aged 19 to 75. Participants were asked to respond to a propositional inventory about the experience of being gifted and female, and their answers were examined in light of current research about the challenges confronting highly capable women. This article reports the results of that study, offers guidelines to help psychologists and educators enable gifted women to develop and express their high potential, and suggests research directions to expand the body of knowledge about girls, women, and giftedness.

**Bell, Lee Anne**

**The Gifted Woman as Impostor** (pp. 85-94)

Abstract: Myra, a university professor, describes being unable to put pen to paper to carry out the publication requirements for her job. Despite high praise for her scholarship and research, she is certain she passed her dissertation orals because the committee members liked her. Each time she sits down to write, she freezes. She sits at her desk, pen in hand, and imagines the ridicule her work will surely receive from other scholars if she ever dares to show it to them. She dutifully labors under this extreme self-criticism for hours, eventually quitting and tearing up whatever she has written in frustration and despair. After each writing session, she begins to imagine going back to teaching junior high school after the inevitable denial of tenure that looms on the horizon.

**Lovecky, Deidre V.**

**Creative Connections: Perspectives on Female Giftedness** (pp. 95-106)

Abstract: Many reasons have been given for the fact that there are few eminent women: lack of opportunity, sex role stereotyping, and the ignoring of known achievements when they have occurred. However, in addition, the definition of giftedness in terms of eminence has been problematic for women. This paper hypothesizes that women's giftedness has followed unique patterns of development, different from those of men. Most often, women's giftedness has been utilized in empathic relationships and creative connections with others.

**Lovecky, Deirdre V.**

**Warts and Rainbows: Issues in the Psychotherapy of the Gifted** (pp. 107-125)

Abstract: This article is an attempt to generate a set of hypotheses about gifted people and their interactions with others, about the social/emotional issues gifted adults face, and about how these issues impact on self-esteem and on interpersonal relationships. These hypotheses are intended to generate a thoughtful and open dialogue with gifted psychotherapy clients about the fact of their giftedness and its impact on their lives. Specific therapeutic issues also are explored in the context of the social/emotional development of the gifted person.

**Leviton, Linda P.**

**Blossoms in Satir's Garden: Lynne Azpeitia's Work with Gifted Adults** (pp. 127-146)

Abstract: This article briefly describes Virginia Satir's Model and introduces Lynne Azpeitia's creative application of the model in psychotherapy with the gifted. Psychotherapist, teacher, and Marriage, Family and Child Counseling supervisor for two decades, Lynne Azpeitia, M A., M F.C C., has spent her career preserving and augmenting the seminal therapeutic work of Virginia Satir. Inspired by the astounding results Satir achieved, Lynne has built upon the technique and theory to further enhance Satir's magical change process. The Satir transformation process blossoms with Lynne's capable guidance, even with seemingly resistant individuals. Through interviews, reports of clients, and Process Illustrations, three of Lynne's innovations are explored in this article: Transformational Family Sculpting; Recalibrating the Family Triad; and Kinesthetic Navigation of Satir's Model.

**Rocamora, Mary**

**Counseling Issues with Recognized and Unrecognized Creatively Gifted Adults: With Six Case Studies** (pp. 147-161)

Abstract: This article describes the issues most frequently encountered in therapy with gifted and talented adults, particularly those in the performing arts. A distinction is drawn between those clients who knew they were gifted and those who at first did not. Issues and characteristics of both groups are examined. Six representative clients contribute their personal retrospectives on the work that they did in therapy which made greater self-actualization possible.

**Kerr, Barbara & Claiborn, Charles D.**

**Counseling Talented Adults** (pp. 163-171)

Abstract: Talented adults' career development includes resolving multi-potentiality, finding mentors and advanced training, and attaining productivity. The social influence model of counseling may provide the most powerful strategies for helping talented adults to achieve their full potential.





**Volume 7: January 1996****A Kaleidoscope of Creativity****Foley, Pamela W.****Artists Who Mother** (pp. 1-18)

Abstract: Being an artist and being a mother demands enormous emotional energy, and, like many dual role endeavors, invites periods of role conflict. In this article, 15 artist-mothers reveal their thoughts, feelings and coping strategies associated with their dual tasks of motherhood and making art. Four professional women (in law, medicine and business), who are also mothers, were interviewed for comparison. Both groups reported substantial contentment with their dualrole lifestyle in spite of periods of role conflict. In contrast to the professionals, the artists experienced a greater degree of role conflict between making art and motherhood.

**Mockros, Carol A.****The Social Context of Extraordinary Individuals** (pp. 19-38)

Abstract: Interviews with 92 highly creative men and women over the age of 60 were examined to learn more about how interpersonal relationships influence the personal and professional development of exceptional individuals. Patterns and trends related to the origins of professional beliefs and contributions show that while there is no single path to eminence, values, attitudes, and aspirations often develop through interactions with others. The findings have implications for understanding the social processes involved in the transmission of eminence from one generation to the next.

**Piirto, Jane****Why Does a Writer Write?** (pp. 39-57)

Abstract: Writing and a writer's life are integrally combined. Jane Piirto shares how voracious reading, life experience, passion, hard work, and a sense of place emerged as the written word for her. The experiences of writing of poetry, novels, and non-fiction are included in this overview of a writer's life to date. Excerpts from *A Location in the Upper Peninsula* (1994). New Brighton, MN: Sampo Publishing.

**Briggs, John****Nuance and Omnivalence in the Creative Mind** (pp. 65-80)

Abstract: Those who create appear to attend to a sensed "thatness" which lies behind our more objective, able-to-be-categorized-and-verbalized reality. This article examines terms, such as nuance, and coins others, such as omnivalence and this \*otherness, to provide tools for exploration of this phenomenon. A broad spectrum of creative areas are included, but focus is upon writer Virginia Woolf, and theorist Albert Einstein as examples of creative individuals both highly original and keenly tuned in to their own creative/productive processes. Paradox, irony, a sense of wonder, and the rich reconciliation of opposites are used to extend our understanding of creativity, which is seen as deeply akin to mystical experience. The writer contends that everyone accesses nuance and omnivalence, but not all hold the intense, persistent focus necessary to bridge and produce works of art or theory. Creativity is seen as a self-organizing phenomenon, unpredictable and untraceable through reductive markers or checklists.

**Nixon, Laurence****Factors Predispositional of Creativity and Mysticism: A Comparative Study of Charles Darwin and Thérèse of Lisieux** (pp. 81-100)

Abstract: Several investigations have suggested that mystics and creative persons are alike in various ways. In this article I introduce a model of temperamental and environmental factors which I believe to be predispositional of a mystical or creative vocation, and apply it to the lives of the discoverer of the theory of evolution, Charles Darwin, and a nineteenth-century French mystic, Thérèse of Lisieux. The purpose of such a comparison is to identify some of the similarities and differences in the temperamental characteristics and environmental circumstances of mystics and creative persons.

**Morrissey, Anne-Marie****Intellect as Prelude: The Potential for Higher Level Development in the Gifted**  
(pp. 101-116)

Abstract: Many gifted children and youth display characteristics indicating an enhanced potential for higher level development, as described by Dabrowski's Theory of Positive Disintegration. This potential is influenced by environment, and its presence in gifted youth implies certain intellectual and emotional needs. Higher level development is placed in the broader context of spiritual and mystical development that occurs across cultures. Within different spiritual traditions there are structures and methods for supporting this development. Two examples are discussed-the Aboriginal medicine man, and Sufism through the life of the Andalusian mystic, Ibn 'Arabi. It is argued that such traditional models of spiritual development can provide contemporary western society with valuable insights into ways of supporting those with the potential for higher level development, including the intellectually gifted.

**Grant, Barry**

**"There Are Exceptions to Everything": Moral Relativism and Moral Commitment in the Life of Hope Weiss** (pp. 119-128)

Abstract: Moral relativism is associated in the minds of many with immorality, indifference, and immature moral development. Excerpts from a case study showing a happy co-existence of moral relativism and moral commitment are presented. Comparisons with the theories of Kohlberg, Gilligan, and Dabrowski are made, and the role of feelings in moral life is discussed.

**Volume 8: 1999****Counseling Gifted Adults****Roeper, Annemarie****Reflections on Counseling Gifted Adults** (pp. 1-7)

Abstract: Counseling's main goal is to help the one counseled see, feel, value and understand his or her own Soul and to move forward. Rapport and trust are essential to this process. The counselor must provide a passionate yet detached safe space for the unfolding of the psychic drama, as if she held a client's heart in her hand. An important issue is to maintain necessary respect for emotional resistances, which at times need to be maintained and at others removed. The counselor of the gifted must be open to the unexpected as well as to intuitional guidance. These counseling methods are also possible for a family member or friend but their use requires care for emotional safety.

**Jacobsen, Mary-Elaine****Encountering the Gifted Self Again for the First Time** (pp. 9-29)

Abstract: The unique attributes and life issues of gifted children do not disappear in adulthood. However, they are usually less obvious and may be hidden within a matrix of defensive cover-ups developed over the years to offset the powerful pull of societal expectations. Unhappy, confused, and misunderstood gifted adults come to health professionals and counselors for suitable assistance. As professionals, we must be mindful of the many words of misunderstanding that undoubtedly continue to ring in their ears and discolor their dreams. As counselors, healthcare providers, and advisors, we are in an opportune and distinct position to offer these powerfully endowed individuals true understanding and artful guidance without attempting to censure or redesign them. For many gifted adults specialized counseling is their best chance to set themselves free to fully express their exceptional gifts, not only for themselves, but for the greater good of all.

**Hazell, Clive G.****The Experience of Emptiness and the Use of Dabrowski's Theory** (pp. 31-46)

Abstract: A Dabrowskian perspective recognizes that gifted individuals, with their heightened overexcitabilities and strong developmental potential, will be prone to experiences of emptiness as intensity drives them forward and older structures collapse. This article relates some dynamics of counseling six gifted adults, whose expressed symptoms of motivational paralysis, isolation, supersensitivity, impostor syndrome and job instability yield over time to insights based on Dabrowski's Theory of Positive Disintegration. The theory and its relation to experiences of emptiness are delineated and used to explain the dynamics of counseling strategies employed. Warnings and aids to counselors working with this unique population are offered. Special attention is paid to the delicate balance between respecting and confronting gifted defenses.

**Silverman, Linda K.**

**Perfectionism: The Crucible of Giftedness** (pp. 47-61)

Abstract: Perfectionism is the most misunderstood aspect of the personality of the gifted. The psychological field characterizes it in extremely negative ways, which may be counterproductive to the development of the gifted individual. There are positive as well as negative aspects of perfectionism, depending on how it is channeled. As one gains higher consciousness, perfectionism becomes a catalyst for self-actualization and humanitarian ideals. Dabrowski's theory allows us to see how perfectionism changes in form at different levels of development.

**Ruf, Deborah L.**

**If You're So Smart, Why Do You Need Counseling?** (pp. 63-75)

Abstract: A reasonably clear perception of self appears to be one prerequisite to advanced emotional development. For people who are outside the norm in any significant way, as gifted people are, obtaining accurate feedback about their abilities, strengths, weaknesses, and the acceptability of their personality characteristics is difficult. The current article gives examples of the confusing feedback that many gifted adults received during their childhoods, feedback that was often so harmful or confusing as to jeopardize the subjects' sense of both purpose and value. Such examples reveal some of the issues counselors of the gifted need to address in order to assist their clients toward the achievement of more accurate self-concepts and support them as they try to find meaning, purpose, and higher-level emotional development.

**Prober, Paula****Gifted Women and Motherhood: A Workshop Model** (pp. 77-86)

Abstract: The gifted mothers of the author's acquaintance undertake parenting with the same intensity, self-analysis, sensitivities, and sense of responsibility that they bring to life in general. Understanding how their giftedness relates to motherhood can be a great relief and can assist these parents in creatively managing their myriad responsibilities, desires, and dimensions. When groups of gifted women come together to explore motherhood, the sense of community created can provide an experience of inclusion and understanding that is often life-changing. This article describes the particular issues these mothers face and presents a model for group work.

**Kutner, Douglas R.****Blurred Brilliance: What AD/HD Looks Like in Gifted Adults** (pp. 87-96)

Abstract: It is challenging to diagnose adults who are highly intelligent and also manifest symptoms of AD/HD (Attention-Deficit/Hyperactivity Disorder) that have significant impact on their daily functioning. Gifted traits, such as intensity, high energy, complexity of thought, and creativity overlap with some traits of AD/HD, making identification difficult. This article shows how AD/HD may appear in adults who are also gifted and how giftedness may mask diagnosis of AD/HD in adults. It offers six themes to help clarify the presence of AD/HD among gifted adults.

**Conarton, Sharon****After the Hero** (pp. 97-112)

Abstract: Much has been written in the past decade about the particular psychological needs of gifted children and women. Little has been written about gifted men's unique needs. The gifted man of eminence and great achievement faces demons and despair far greater than most men at midlife. The development of the feminine archetype is central to the maturation and individuation of gifted men as they find meaning in their lives beyond the myth of the hero. In this article I present, from a woman's point of view, some practical clinical situations that reflect men's particular needs in relation to this hypothesis.

**Gatto-Walden, Patricia**

**Counseling Gifted Females with Eating Disorders** (pp. 113-130)

Abstract: Twenty years' clinical experience with gifted females with eating disorders provides the background for this article, which includes both therapist and client perspectives. Topics include an overview of characteristics, attitudes and behaviors that differentiate those gifted females who develop an eating disorder from those who do not, and a brief outline of holistic therapeutic treatment for gifted females with either anorexia or bulimia.

**Mahoney, Andrew S.**

**Giftedness and Academic Underachievement: What Lies Beneath** (pp. 133-145)

Abstract: This article presents an example within clinical counseling of a highly gifted 19-year-old male student, whose academic capabilities fall in the 99.9th percentile. He entered therapy with a desire to understand his presenting problem of academic decline over the past several years of high school as well as to deal with the impact of his decline, both on his emotional development and his academic future. An analyzed tapescript is presented in which the therapist leads him to recognize and confront his defenses and discover the depth of his emotional distress regaining his current life disposition.

**Tolan, Stephanie S.**

**Self-Knowledge, Self-Esteem and the Gifted Adult** (pp. 147-150)

Abstract: Self-identification as a gifted adult is complicated by the great diversity among the gifted adult population. What does a gifted adult look like? Unfortunately, for many gifted adults, it looks like somebody else. Using a metaphor of Dots and Spaces, the author explains how we tend to see our own deficits (spaces) but others' gifts (dots). This negatively affects self-esteem and often causes gifted assets to be viewed as mere "weirdness."



**Volume 9: 2000****Spirituality and Giftedness****Noble, Kathleen D.****Spiritual Intelligence: A New Frame of Mind** (pp. 1-29)

Abstract: Spiritual intelligence is an innate human ability that can help people grow in psychological breadth and depth. This study used a narrative history approach to examine the lives of nine adults from different cultural and religious backgrounds and the significance of spiritual experiences in their psychological development. Spiritual experiences are defined as crystallizing events that can lead to long-term, positive changes in a person's sense of self and ability to relate to self and others. Spiritual intelligence is a quality of awareness that recognizes the multidimensional reality in which physicality is imbedded and the personal and societal importance of cultivating empathy, self-awareness, and psychological health.

**Harrison, Catherine****Out of the Mouth of Babes** (pp. 31-43)

Abstract: Young gifted children frequently share characteristics that impact the rate and nature of their development. As documented in the literature, these characteristics relate to physical, social, cognitive, emotional, moral, and language development, and suggest that the gifted child's experience of early childhood can be qualitatively different from that of typically developing children. Rarely documented in the literature, however, is the fact that, when given opportunities to voice their inner thoughts, feelings, and reflections, young gifted children may also share distinctive characteristics in relation to spiritual and psychic awareness. This article documents the comments and behavior of several highly gifted young children in relation to spiritual and psychic awareness. Providing insight into the inner world of the gifted child, it raises awareness of these aspects of development and identifies the need for further research. The study of gifted children is multi-dimensional and needs to include the perspective of the child.

**Kerr, Barbara & McAlister, John****Shamanic Journey: An Apprenticeship in Spiritual Intelligence** (pp. 45-55)

Abstract: Shamanic healers, gifted with the ability to alter consciousness in the service of another's healing, have recently been the subject of scientific study and quasi-scientific tales. A personal experience of shamanic apprenticeship is presented by a university professor who found her life transformed in extraordinary ways following the "wake-up call" of her first sweat-lodge ceremony. The stages of her apprenticeship to a remarkable shaman, her Dark Night experience, and the culminating integration of shamanic arts with her professional career bring the experience full circle.

**Kopp, Jane**

**Bright Days and Dark Nights of the Soul** (pp. 57-63)

Abstract: A process that began involuntarily and involved mental, emotional, and physical reconstruction results in expanded mental function, in clarification and purification on the emotional level, and in some out-of-the-ordinary physical and interpersonal experiences.

**Piechowski, Michael M.**

**Childhood Experiences and Spiritual Giftedness** (pp. 65-90)

Abstract: One hundred years ago, William James' study of religious experience was based on reports of spiritually gifted adults. Modern investigators found that when adults were asked about a spiritual experience of lasting significance in their lives, many described an event from childhood. These reports show that children are capable of authentic spiritual experiences of divine presence. God-in-everything, energy shimmering in living things, all-embracing unity and oneness, and much more, comparable to experiences of the great mystics. Moreover, some children on their own have discovered techniques for entering the joyful state of heightened consciousness. Recently advanced arguments for spiritual intelligence prepare the ground for recognition of spiritual giftedness, as distinct from other facets of giftedness.

**Jewkes, Sonya & Barušs, Imants**

**Personality Correlates of Beliefs about Consciousness and Reality** (pp. 91-103)

Abstract: In previous studies of the dissension in the consciousness-research community, Barušs and Moore had empirically identified the material-transcendent dimension of beliefs about consciousness and reality posited to underlie the Western intellectual tradition. The purpose of this study was to find possible personality correlates of the material-transcendent dimension.

Seventyfive undergraduate students completed Barušs and Moore's "Beliefs About Consciousness and Reality Questionnaire" and Jackson's "Personality Research Form-E." Correlational and multiple linear regression analyses revealed a correlation of .57 between the personality trait of Understanding and a global Transcendentalism scale, indicating that those who are more inquiring, logical and astute are more likely to believe in transcendent and spiritual matters, including the belief that they have had extraordinary experiences, than those who are not. The constellation of personality traits associated with transcendence may be part of a type of giftedness related to Batson's Quest orientation to religious faith.

**Deslauriers, Daniel**

**Dreamwork In the Light of Emotional and Spiritual Intelligence** (pp. 105-122)

Abstract: As a natural, adaptive and transformative process, dreams are intimately related to the unfolding of self. This article discusses how specific dream-related skills – metaphoric and imagistic thinking, appreciation of dream nuances, understanding of the body-mind boundaries, intentional dreaming, openness to guidance, and empathy – are connected to the notion of emotional and spiritual intelligence. It is postulated that the sustained practice of dreamwork leads to the development of these skills and helps adult dreamers find creative and meaningful ways to relate to their dreams.

**Chauvin, Jane C.**

**Spirituality, Psychotherapy, and the Gifted Individual** (pp. 123-135)

Abstract: Equipped with strong intellectual curiosity and heightened powers of analytical reasoning, some gifted adults feel compelled to explore such concepts as morality, ethics, and human behavior on their journey to self-actualization. This intellectual searching provides an impetus to wrestle with complex values, including spiritual values. Some gifted individuals will choose psychotherapy as a means to confront and resolve some of the questions and even fears they possess around spiritual values. One type of psychotherapeutic orientation, existentialism, is postulated as particularly well suited to gifted individuals. Existential topics, such as self-awareness, freedom and responsibility, identity and relationships, the search for meaning, anxiety, and death are discussed and implications for therapy presented.

**Volume 10: 2006****Exploring Intuition**

**Nation, Jan** (published posthumously)

**The Way of Intuition**(pp. 11-18)

Abstract: Jan Nation, B.A., was an Australian radiographer who in 1969 married and moved to New Zealand where she obtained a bachelor's degree in anthropology. In 1979 she moved to London to work for Lucis Trust, becoming Chair of the Commonwealth Headquarters in 1985. Ill health caused her to resign and return to New Zealand in 1999, where she and her husband, Steve Nation, founded the organization, Intuition-in-Service, which may be accessed at [www.intuition-in-service.org](http://www.intuition-in-service.org).

**Silverman, Linda**

**Honoring Both Sides of the Gifted Self** (pp. 19-31)

Abstract: The human condition involves living with polarities. Many people seem oblivious to the contradictory elements of themselves, but the gifted have a logical imperative that forces them to confront and wrestle with the parts of themselves that are at odds. In addition, the gifted mind is capable of understanding and grappling with paradoxes. But powerful intellect can also denigrate intuitive knowledge that is not supported by logic. The pathway to higher consciousness requires transcending dichotomies—unifying disparate elements of the Self. Full actualization of the Self involves harmonious integration of the polarities.

**Carr, Christine**

**From Bud to Blossom: How Intuition Unfolds from Self to Service** (pp. 32-44)

Abstract: Based on my observations, interviews, readings, and, most of all, my own involuntary experiences with intuition and synchronicity, this article explores intuition as a process of expansion that begins in the personal realm but eventually opens awareness to serving the collective. More suggestive than definitive, it examines how cultivation of personal intuition sets something much larger than the personal into motion; and how intuitive callings ultimately lead to the sharing of our gifts of love and compassion, strength and wisdom with the wider human family.

### **Tolan, Stephanie**

#### **Imagination to Intuition: The Journey of a Rationalist into Realms of Magic and Spirit** (pp. 45-57)

Abstract: This article describes the author's exploration of the realm of imagination and the discovery that this natural human capacity, so evident in children, so often dismissed and downplayed, but so necessary to creativity, is an aspect of the intuitional, nonrational side of human consciousness— another way of knowing. Imagination, described by Edgar Cayce as "the doorway to the psychic," may also provide us with a doorway to spirituality and new ways of understanding the universe. In a larger sense, it may be that imagination lies at the center of all creation.

### **Wallach, Maddi**

#### **Meaning and Mystery: Exploring the Creative Process** (pp. 63-72)

Abstract: This article explores the creative process from many different angles. It is written as art using the creative process including intuition in non-linear form. It asserts that our society is out of balance and could benefit from using creative, right-hemispheric means of processing in equal measure to left-hemispheric in all facets of our society.

### **Prober, Paula**

#### **Individuation, Intuition, and the Argentine Tango** (pp. 73-78)

Abstract: Individuation is a complex journey toward self- actualization defined originally by Swiss psychiatrist C.G. Jung. A personal experience of this search for wholeness is presented by a psychotherapist who has found the Argentine tango to be a fitting vehicle for this phase of her process. Like many survivors of sexual abuse, the author was dissociated from her body much of her life. The tango leads her to reconnect to the intuitive awareness her body holds and to

integrate body-mind-spirit in order to return home to herself and to evolve as a human being dancing with the world.

### **Loye, David**

#### **A Vision of the Future** (pp. 80-95)

Abstract: This article is based on Chapter Nineteen and other parts of my book *The Glacier and the Flame: Rediscovering Goodness*. The term “Glacier” portrays the long-time icy spread of a globally-ingrained paradigm of social repression. The “Flame” we know as moral sensitivity demonstrating as freedom, equality, democracy, etc. The Glacier repeatedly snuffs out the Flame of goodness which, however, always rises again, basically unconquerable. In related imagery, the term “Ice Age Science” stands for the kind of science prevailing throughout the 20th century that gave us the Atom Bomb. “Ice Age Religion” depicts all the varieties of religious regression exemplified by rightwing Islamic and Christian extremists—that is, a science with no place for values or moral sensitivity, and religions with no place for intelligence, decency, or moral sensitivity. Within this background, this article explores the power our species has going for it through the evolutionary emergence of moral sensitivity as well as what the future for our species is likely to be through this and into the next century. Among studies demonstrating the evolutionary power of moral sensitivity, this article examines some implications of Darwin’s long-ignored theory of love, the evidence of gifted children studied by the Gifted Development Center, Abraham Maslow’s self-actualizers, and the rescuers of the Jews during World War II.

### **Atwater, P.M.H.**

#### **Near-Death Studies: A Transformation of Consciousness**(pp. 96-114)

Abstract: Any consideration of near-death experiences must also address aftereffects and the challenge of integration. If the NDE phenomenon is seen in context of the “before” and “after” lives of experiencers, surprising considerations arise that are often at variance with what is reported in the popular press. This article focuses on adult experiencers and relates an analysis of post-experience attitudinal and behavioral changes to issues of spirituality and transformations of consciousness.



**Volume 11: 2007****Social Issues of the Gifted****Kuipers, Willem****How to Charm Gifted Adults into Admitting Giftedness: Their Own and Somebody Else's**  
(pp. 9-25)

Abstract: Many gifted adults are not aware of their giftedness or deny it for lack of adequate knowledge about the subject. They often carry the load of being different all alone and unaware of the true reasons for those differences. In 2001 we introduced the concept of Xi, eXtra intelligence, in the Netherlands, to charm gifted adults into learning more about giftedness and what it means to themselves. By comparing definitions of giftedness and Xi, it becomes apparent why it is not easy to admit to giftedness as an adult. The low threshold to acknowledgement of being Xi helps gifted adults to find new ways for personal expression and development of a well-balanced gifted identity.

**Miller, Nancy B.****Sources of Hope: PeaceJam Participants as Exemplars of Advanced Development**  
(pp. 26-39)

Abstract: The lives and goals of PeaceJam participants—Nobel peace prize recipients and their student activists—provide examples of some of the higher-level components of personality. Five levels of emotional development in Dabrowski's theory are distinguished, reflecting a range of dynamisms that shape individuals' values, self-feelings, and relations with others. Using the 2006 PeaceJam conference as a referent, peace efforts are illustrated with the work of the laureates in their "global call to action" and in the student projects generated. PeaceJam participants are seen as sources of hope and a sign of the growth of moral sensitivity in society.

**Makarem, Hala****A Journey of Self-Discovery in a Diversified Culture: Social Belonging vs. Social Integration**  
(pp. 40-57)

Abstract: In this moving personal account, Hala Makarem, who has struggled much of her life with a haunting sense of being "outside the circle," shares how she came to feel at home in a variety of social milieus. She describes how, in precarious and difficult circumstances (though always with a sense of being cherished), she was able to hold to her own integrity yet grow step



by step in solidarity with increasingly larger social circles. This transformation was aided by the positive contributions and opportunities offered by her dedicated parents, her involvement in diverse cultures, her ability to venture yet retain self-control, and her ability to balance heart and mind. Important milestones included the discovery of her own voice, an inner resource she states that we all have; the expansion of spirit her extroverted husband brought to their marriage; and the discovery of her own giftedness that came when she sought help for her gifted children. In this article, Makarem distinguishes between Social Integration (diminishing oneself to fit a given social circle) and Social Belonging (balancing the authentic self and the group). She coins a new term, "Social Relatedness," richly including balance between group and authentic self together with the dynamic influence such a balance brings to the group.

**Hyzy, Ewa**

**Care Ethics and Kazimierz Dabrowski** (pp. 58-80)

Abstract: Dabrowski called for a "third revolution" in psychology— following two earlier periods of radical change that were dominated first by behaviorism and then by cognitive theories. In this article, I propose that Dabrowski should be recognized as a precursor, perhaps even an originator, of this third revolution that ushered in a new direction in psychological/ ethical studies. This revolution may be connected to the beginning of "women's psychology," as it was developed by Jean Baker Miller (1976), Nancy Chodorow (1978), and Carol Gilligan (1982). It is also connected to the beginning of "feminine ethics" (also referred to as "care ethics") by Nel Noddings (1984), among others whose work came shortly after. Dabrowski's acknowledgment of the emotional and intuitive correlates as basic requirements for human moral development connects these approaches.

**Harris, Carole R.**

**Domains in Leadership: Jewish Russian Women in the former Soviet Union and Western Women** (pp. 82-105)

Abstract: This article presents research directed to the role of emerging women leaders as catalysts in heritage education. The sample of 300 women who convened in Kiev, Ukraine, represents 79 communities in the Former Soviet Union and 8 Western countries. Based on information from field questionnaires, 12 subjects from the Newly Independent States (NIS) were selected for in-depth interviews. Open-ended questionnaires, reiterating interview questions, then were distributed to all NIS women. Findings in nine major domains are discussed: political and economic change, communication and isolation problems, health, cultural regeneration, ethnicity, self-esteem, empowerment, traditional roles, and future vision. Commentary on meaning, outcomes, and implications of the research is included.

**Perrone, Kristin M., Jackson, Z. Vance, Wright, Stephen L., Ksiazak, Tracy M., and Perrone, Philip A.**

**Perfectionism, Achievement, Life Satisfaction, and Attribution of Success Among Gifted Adults** (pp. 106-123)

Abstract: This study examines perfectionism, achievement, life satisfaction, and attributions of success among gifted adults. Super's (1990) life span, life space theory and Weiner's (1985) attributional theory provide the conceptual framework. Participants were 83 men and women who had been involved in a longitudinal study since their high school graduation. Correlational data indicated that neither overall perfectionism nor achievement was related to life satisfaction. However, role-specific perfectionism led to achievement in many life roles (e.g., academic, marital, community, leisure). Further, marital role achievement increased life satisfaction. Multivariate analysis found level of higher education predicted perfectionism and achievement of potential. Men and women's attributions of success were similar across all areas examined. Findings are discussed in relation to theory and previous empirical research.

**Optimum Intelligence: My Experience as a Too-Gifted Adult**

**Kottmeyer, Carolyn** (pp. 125-129)

Abstract: Is there such a thing as Optimum Intelligence, a level above which those lucky few gifted people just aren't socially acceptable to the rest of the world? Isn't that just another way of saying that some very gifted people discourage their own friendships with "normal" people? That certainly isn't my experience, either in a high-tech job or a middle-class neighborhood. Everything was great – I fit perfectly – until I had children. Then I learned quickly, it is not acceptable to be the parent of exceptional children...

**Kotleras, Reuven**

**The Workplace Mobbing of Highly Gifted Adults: An Unremarked Barbarism**  
(pp. 130-148)

Abstract: Workplace mobbing leads to severe health consequences, both physical and psychological. It can result in the destruction of an individual's personality and his effective expulsion from the labor force. The distinctive traits of highly gifted adults put them at increased risk of workplace mobbing. These traits may include their difference from others and others' misunderstanding of that difference, a distinct moral sense, drivenness and strength of feeling, perfectionism and estheticism, overwhelming perceptiveness, overwhelming

multifacetedness, and the need for solitude and search for meaning. Paradoxically, however, the sensitivities and overexcitabilities of highly gifted adults may diminish their ability to interpret and confront the experience of being mobbed. Highly gifted adults who have been mobbed in the workplace may require differential therapeutic intervention, for the same reason that gifted children who are tormented by schoolyard bullies do.

## **Volume 12: 2010**

### **Life Transitions**

**Lefever, Joel**

#### **Digging In and Finding Giftedness: An Autobiographical Case Study (pp. 9-25)**

Abstract: Hidden giftedness is a very real phenomenon and intensely frustrating for those whose abilities aren't measured in traditional ways, or who have learning challenges. In this article, the author describes his developmental and educational difficulties, as well as his discovery, at age 41, that his performance IQ measures in the gifted range. Searching for explanations for his experience led him to research developmental disorders and giftedness, and to undergo educational and psychological testing, the results of which left as many questions as answers. The article closes with the author's suggestions for evaluating twice-exceptional individuals and areas of future research.

**Green, William N. and Noble, Kathleen D.**

#### **Fostering Spiritual Intelligence: Undergraduates' Growth in a Course About Consciousness (pp. 26-49)**

Abstract: Despite a growing interest among college and university students in exploring questions about spirituality through higher education, few are provided with opportunities to do so. An integral approach to the study of consciousness addresses this gap by examining theories of consciousness and spirituality from diverse epistemological perspectives, including Western science and non-Western wisdom traditions. This study explored the intellectual and personal effects of this approach for undergraduate students who were enrolled in an Honors course about consciousness at the University of Washington during Winter Quarter 2008. Results indicated that students became more open to diverse ideas about consciousness, more self-aware, and more committed to meditation and self-reflection. Implications for the growing discourse about spirituality in higher education and the development of spiritual intelligence are discussed.

**Nixon, Laurence F.**

**Individual Identity and Union With the Absolute: An Analysis of Dabrowski's Critique of Asian Religions** (pp. 50-69)

Abstract: In this paper I begin by describing Dabrowski's criticisms of Asian religion, with special emphasis on his principal objection—i.e., his objection to religious, or philosophical, monism—which he believes characterizes the “majority of Hindu, Buddhist ... systems” of religious thought. I then show how Dabrowski's objections follow from the way he conceives of advanced personality development. Next, I argue that Dabrowski's generalization regarding the views of Asian religions on the question of individual personality misrepresents the actual positions of many Hindus and Buddhists. Further, I suggest that when scholars and practitioners of Asian religion interpret philosophical monism psychologically, their description is very close to Dabrowski's portrayal of advanced personality development. Finally, I end with a plea for a separation of Dabrowski's empirically based theory of personality development from his religious or metaphysical views.

**Piirto, Jane**

**21 Years With the Dabrowski Theory: An Autoethnography** (pp. 70-92)

Abstract: This autoethnography gives a personal and cultural account of my work with the Dabrowski theory. I have administered the Overexcitability Questionnaire (OEQ) and the Overexcitability Questionnaire II (OEQ-II) to 16 cohorts of talented high school sophomores and juniors (N = 600+). I have written about much of this in my books, but the studies have not appeared in the journal literature, though they have been presented at national and international conferences. Comparison studies have been done with both instruments. In addition, I organized three of the first Dabrowski conferences in the U.S., edited a newsletter, and my graduate students used the OEQs in their own studies. In this autoethnographic account, I describe several studies with the OEQ and the OEQ-II. The appeal of the Dabrowski theory itself, as it posits levels of adult development gained through reactions to challenges, seems to appeal to people by means that seem to be mysterious and mythic.

**Treat, Alena R.**

**La Vida Intensa: Photovoice Portrait of a Lesbian Living With Overexcitabilities**

(pp. 97-108)

Abstract: A photovoice technique is utilized with the subject "Marisa," an adult lesbian who scored above the norm on the OEQ-II in all five overexcitability categories: psychomotor, sensual, imaginal, emotional, and intellectual, but especially high in emotional and intellectual. Marisa provided pictorial examples of three overexcitabilities and two journal entries that fit the emotional category. An analysis of repetitive refrains was conducted to determine any themes that were revealed through Marisa's pictures and rich writings. Together, these writings and pictures paint a portrait of a gay woman experiencing a multi-faceted, highly emotion-filled *la vida intensa*, an intense life.

**Davis, Michael**

**Three Parts of the Mind: A Model for Transformation** (pp. 109-118)

Abstract: This article explains the model of three parts of the mind and how that model, and the practice of choosing that emerges from that concept, has impacted me both personally and professionally. The idea of our mind having three parts comes from my understanding of the teachings contained in *A Course in Miracles*, and a brief explanation regarding the "Course" is provided. The three parts of the mind are: a part that believes we are separate, a part that knows we are joined and connected, and a part that decides which part to use as a "counselor." I include examples of how these parts of my mind, and my choices, have affected my experience and why teaching this model to clients has benefited them.

**Volume 13: 2012****Adult Giftedness****Tolan, Stephanie S.****Change Your Story, Change Your Life: Putting Story Principle to Work** (pp. 12-22)

Abstract: As our lives unfold, each and every one of us is telling ourselves stories about our experience—about what has happened to us, what is happening, what is going to happen, and what it all means. But few of us think of them as stories. We believe we are dealing with reality, solid and unchangeable. For gifted children and adults, who don't fit easily into a world of norms, this reality is often uncomfortable, and those who wish to help them have struggled for generations to change the world. What changes have been accomplished, however, don't last. This article is an introduction to a surefire method of creating lasting change, one personal story at a time.

**Fiedler, Ellen****You Don't Outgrow It! Giftedness Across the Lifespan** (pp. 23-41)

Abstract: Gifted adults often deny their abilities, believing they couldn't possibly be "gifted" even if they were identified at earlier ages. Some believe they "outgrew" giftedness. Even those who recognize their true nature as gifted individuals spend much of their lives masking their giftedness and concealing who they really are. Complex issues of giftedness manifest themselves at various stages of life for gifted adults—from young adulthood, through the middle years, and on through the remainder of their lives. These issues transcend standard expectations such as those described by Erikson, Sheehy, Jacobsen, Streznewski, Armstrong, and others. Experiences commonly shared by gifted adults are worth examining at each stage of life, as well as considering how, throughout their lives, these individuals might explore and discover their giftedness.

**Nixon, Laurence F.****The Function of Mystical Experiences in Personality Development** (pp. 42-67)

Abstract: In this paper I begin with a brief description of Kazimierz Dabrowski's model of personality development, the theory of positive disintegration, followed by a description of the characteristics of mystical experiences, and an articulation of Dabrowski's understanding of the role such experiences play in personality development. Next I provide examples of two ways

mystical experiences function in the process of positive disintegration—they can initiate a multilevel struggle and can facilitate a transformation in the personality level of organized multilevel disintegration toward the level of secondary integration. Last I argue that one reason why mystical experiences function in this way is because they provide a foretaste of Dabrowski's final level of personality, secondary integration.

**Hoffman, Edward , Resende, Cristina, and Ho, Man Yee**

**Peak Experiences Among Brazilian Youth** (pp. 68-83)

Abstract: This study marks the first empirical investigation of youthful peak experiences among Brazilians. The sample comprised 117 native Brazilian college students who generated 129 retrospective reports (occurring up through the age of 14). Early peaks involving interpersonal joy, especially the two subcategories of family togetherness and romantic bliss, were most frequently reported. In frequency, these were followed by those involving a developmental landmark, and then equally by peaks concerning either nature or materialism. Retrospective peaks pertaining to skill mastery, external achievement, or formal religious participation were relatively rare. The relevance of these findings for fostering Brazilian youth development from a positive, strength-based perspective is discussed. Avenues for future research are highlighted.

**Miller, Angie L. and Speirs Neumeister, Kristie L.**

**Multiple Variables for Predicting Creativity in High Ability Adults** (pp. 84-102)

Abstract: The current study investigated how the variables of intellectual overexcitability, openness to experience, and self-oriented perfectionism work together to predict creativity in a high ability population. An online survey with a battery of instruments was completed by 323 undergraduate students in the honors college of a Midwestern university. Using creativity as the outcome variable, multiple regression analysis indicated that intellectual overexcitability and openness to experience are positive predictors of creativity, while self-oriented perfectionism is a negative predictor of creativity. Additional regression analyses incorporating creativity subscales provided further understanding of the relationship between different components of creativity and the predictor variables. These findings support a multidimensional conceptualization of creativity in high ability young adults. Further research on this topic with larger and more diverse samples is recommended.

**Dijkstra, Pieterneel, Barelds, Dick P. H., Ronner, Sieuwke, and Nauta, Arnolda P.**

**Personality and Well-being: Do the Intellectually Gifted Differ From the General Population?** (pp. 103-118)

Abstract: To date hardly anything is known about the personality characteristics of gifted adults and their relationship to well-being. The present study therefore examined the personality characteristics (those derived from the Five-Factor Model of personality and, in addition, sensitivity and emotional intelligence) of 196 adult members of the Mensa society. The relations between these characteristics and well-being were compared to findings in a sample derived from the general community.



**Volume 14: 2014****Dabrowski's Theory of Positive Disintegration****Battaglia, Marjorie M. K.****The Life of Kazimierz Dabrowski (1902-1980)** (pp. 12-27)

Abstract: This research study serves to better acquaint the members of the field of advanced development with the life and history of Kazimierz Dabrowski. The study was conducted in the archives in Poland, Canada, and the United States. It also is the product of the author's journey in the footsteps of Dabrowski through Poland. The life history spans the two World Wars and includes Dabrowski's life in Poland during the Nazi and Stalin regimes. The study also follows Dabrowski into Canada. It is the hope of the author that knowledge of Dabrowski's life will serve to better illuminate and deepen understanding of his theory and its contribution to the understanding of the emotional development of the gifted.

**Piechowski, Michael M.****The Roots of Dabrowski's Theory** (pp. 28-41)

Abstract: Dabrowski's theory emerged from the neurology and clinical experience of the late 19th and early 20th century. Dabrowski addressed the problem of the tension of unbearably intense experience that can only be resolved through self-mutilation, suicide, or inner transformation. He identified the potential for advanced development in the qualities of heightened experiencing (overexcitabilities) and in the "own forces" of autonomous self-determination.

**Jones, Kathee****An Exploration of Personality Development through Mythic Narratives** (pp. 42-58)

Abstract: This article examines the ways in which story development in mythic narratives overlaps with personal development as described by Kazimierz Dąbrowski; in both cases development progresses via conflict, anxiety, and a search for meaningful resolution. The hero's journey mono-myth structure proposed by Joseph Campbell is compared with Dąbrowski's theory of positive disintegration. Using examples from well-known stories, this article relates stages of the hero's journey to dynamisms and levels of development. Additionally, there is a discussion of ways that narratives can be resources for people pursuing personal development.

**Imburgia, Taylor**

**Comparing Overexcitability Scores between STEM Talented Students and Generally Gifted Students Using the OEQ-II** (pp. 59-72)

Abstract: Gifted individuals have been shown to have higher developmental potential, making them more likely to exhibit overexcitabilities (OEs) classified as psychomotor, sensual, intellectual, imaginal, or emotional. The OE profiles between IMSA males and females and between IMSA students interested in STEM and Ohio generally gifted students were examined using the Overexcitability Questionnaire-Two (OEQ-II). Data from 70 IMSA sophomores were analyzed using descriptive statistics, ANOVA, and Bonferroni correction method. Results showed that IMSA females had significantly higher sensual and emotional OE scores than males. Both IMSA males and females exhibited significantly lower imaginal OE scores and significantly higher intellectual OE scores than the Ohio students. IMSA males also had significantly lower sensual and emotional OE scores than the Ohio males while IMSA females had significantly higher emotional OE scores than the Ohio females. This study contributes evidence that supports previous findings and offers a comparison of OE scores in gifted and STEM populations.

**Silverman, Linda K. and Miller, Nancy B.**

**Dabrowski's Theory and Advanced Development Journal: How It Began and Where We Are Today** (pp. 73-88)

Abstract: We begin with a historical account of how people and events came together to make possible the publication of Advanced Development. After 25 years, we take a look at the types of articles that have appeared in this unique journal focusing on adult giftedness. A brief analysis shows the impact of Dabrowski's theory on articles in all categories: theory, research, case studies, gifted issues, and applications.

**David, Hanna**

**Joy: A Young Gifted Underachiever** (pp. 89-108)

Abstract: Joy is a 22-year-old female in her second year at a teachers' college in Israel. She was identified as gifted at age 8 but dropped out of the program, as happens quite frequently in the Israeli programs for gifted students. Like many adults who have been identified as gifted in childhood, both in Israel and elsewhere, Joy has gotten rid of her "gifted identity." This paper sketches the main stages and processes—familial, social, and educational—that contributed to

how Joy changed from a very lively, talkative, and curious young girl to a student in a mediocre institution with low prospects of realizing her former giftedness.

## **Volume 15: 2016**

### **Gifted Adults and Mental Health**

**Nixon, Laurence F.**

#### **Creativity and Positive Disintegration** (pp. 12-31)

Abstract: In this presentation I summarize Dąbrowski's view of the role of creativity in the process of positive disintegration in terms of: (1) the correspondences between research on the predisposing characteristics of creative persons and the predisposing characteristics of advanced development (psychic OE and high intelligence quotient); (2) the role of creativity in personality development; and (3) creativity at the five levels of personality. In Dąbrowski's opinion while there can be no personality development without creativity, there can be creativity without personality development. Hence I will also look at the phenomena of a developmental creativity, evil creativity, and creative justifications for immoral acts. Further, I describe Dąbrowski's understanding of the developmental role of creative works (music, visual art and literature) as providing a defense against excessive developmental tension and as providing models of positive disintegration. Finally, I add to Dąbrowski's understanding, a more direct role for creative works in inducing personality disintegration by reviewing some recent empirical research on the developmental effects of exposure to music, visual art, and literature.

**Silverman, Linda K.**

#### **Empathy: The Heart of Dąbrowski's Theory** (pp. 32-46)

Abstract: 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 Dąbrowski (1970) called, "primitive, impulsive forms of syntony" (p. 178). Dąbrowski 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?

**Her, Eve Law Wen & Haron, Fatimah**

**The Association of Giftedness, Creativity, and Postformal Thinking in Malaysian Adults**  
(pp. 47-62)

Abstract: To study the relationship of giftedness with creativity and postformal thinking, creativity with postformal thinking, and age with postformal thinking, 263 Malaysian adults (minimum first degree holders) of two age groups—young adults 18-39, and middle-aged adults, 46-65— were recruited online and administered a demographic questionnaire, Giftedness in Adults Rating Scale, Creative Personality Scale, and Postformal Thought Scale. Correlation design was adopted for the first three relationships and a single factor independent design for the fourth relationship. As hypothesized, giftedness predicted creativity and postformal thinking positively; creativity predicted postformal thinking positively. However, the fourth hypothesis that postformal thinking would be greater in middle adulthood than in young adulthood was not supported. Implications of the findings are discussed.

**Grant, Peter**

**Coming to Grips with Asperger: A Story of Struggle, Accommodation, and Acceptance**  
(pp. 63-80)

Abstract: This extended self-reflection by a twice-exceptional adult at midlife, about feelings and behaviors related to Asperger Syndrome during various stages of development, offers information not only about behaviors and limitations related to Asperger Syndrome, but also about the internal world of a gifted individual with a disability. School life, college life, and employment were affected when sensory stimuli felt overwhelming, social anxiety depleted energy, unexpected changes were disorienting, and short-term memory and ability to prioritize and synthesize information failed. Developmental challenges, performance in advanced classes, workplace efficiency, self-acceptance of disability, and guidance for invested adults are among other areas discussed. Purposeful volunteer activity helped to counter a long period of social withdrawal in adulthood.

**Solomon, Mindy & Trainor, Claire**

**Unexpected Gifts: A Young Woman's Journey from Mental Illness to Recovery**  
(pp. 81-95)

Abstract: The following narrative chronicles, in her own words, the story of a gifted young adult who almost lost her life to severe depression and an eating disorder. The therapist provides comments and observations of the nature of eating disorders and the phases of Claire's treatment.

**Smith, Fiona**

**Walking in Another's Shoes and Getting Blisters: A Personal Account of the Blessing and Curse of Intense Empathy** (pp. 96-106)

Abstract: The role of a psychologist is multi-faceted. It can include many aspects of assessment and counseling with a diverse population. In my role as a psychologist specializing in working with gifted children, their parents, and teachers, I have become fascinated by the impact of empathy both on my clients and on myself. "Walking in Another's Shoes and Getting Blisters" is largely an account of my own battle with 'reactive empathy.' I argue that it is important to me for building rapport so that I can best understand, support, and effectively assess and counsel my clients. I also delineate the flip side of the coin, showing how debilitating intense empathy can be at a personal, even physiological level.

**Jones, Kathee**

**La Duende: A Short Story** (pp. 107-124)

Abstract: Through allegory this short story examines the overlap of the sources of inspiration in artistic work and in personality development—both creative endeavors. Federico García Lorca's angel, muse, and duende share characteristics with the developmental factors in Kazimierz Dąbrowski's theory of positive disintegration. The afterword includes a brief discussion of some of the story's references and suggested topics for further reflection.

## **Volume 15: 2016**

### **Gifted Adults and Mental Health**

**Mendaglio, Sal**

**Dąbrowski's Dynamisms: Shapers of Development and Psychological Constructs**

(Vol. 16, 2017, pp. 1-17)

Dąbrowski's dynamisms, unlike overexcitabilities, have received little attention in the literature in gifted education. The lack of attention given to dynamisms is in stark contrast to their importance in the theory of positive disintegration (TPD). Dynamisms are the sine qua non of advanced development as defined by Dąbrowski. Lower levels of human functioning are replaced by higher values and goals through the activation of dynamisms. Development occurs through the combined actions of disintegrating and developmental dynamisms. An understanding of their role in TPD requires a reformulation of psychological constructs. Traditional conceptions of personality, self-concept, emotion, and intelligence are inconsistent with Dąbrowski's dynamisms. This article discusses the role of dynamisms in development and their implications for common psychological constructs.

**Küster, Sabine****Sherlock Holmes and Giftedness: Descriptive Characteristics in a Historical Perspective**

(Vol. 16, 2017, pp. 18-30)

Sir Arthur Conan Doyle, creator of the famous detective Sherlock Holmes, was a qualified physician. He published his Holmes series between 1887 and 1927, when the realist movement was prevalent in the arts, which explains the way he portrays characters and settings. Drawing on knowledge from his medical studies and practice, he conceived Holmes as a highly intelligent and complex character—the prototype of an investigator with amazing analytical capabilities. This portrayal of Holmes's character is contemporary with the early research on intelligence. While Doyle published his Holmes series, psychology was developed into a scientific discipline, in particular on the basis of psychometric methods. Although Doyle didn't seem to be influenced by this development, his characterization of Holmes shows relevant similarities to our current scientific concept of characteristics of gifted individuals.

**Tillier, William****Surviving Authentic Development: Suicide Risk in Psychoneuroses and Positive Disintegration**

(Vol. 16, 2017, pp. 31-53)

In Dąbrowski's approach to authentic personality development, two prominent features, psychoneuroses and positive disintegration, are associated with increased suicide risk. A brief review of Dąbrowski's theory will highlight several of his unusual approaches including the personality ideal, his emphasis on emotion, the definition of personality, and overexcitability. The characteristics of the psychoneurotic will be discussed, emphasizing suicidal potential.

Dąbrowski's analysis of suicide on each of the major levels of his theory will be presented. General awareness of suicidal potential for therapists will be emphasized. The often-subtle nature of suicidal triggers will be highlighted. A practical approach to talking to the suicidal person is presented. The strong stigmas associated with suicide spawn various myths that are explored, including the idea that suicide attempts may not reflect "true" suicide, the assumption that high talent or success will prevent suicide, that suicide is a rare act, that children are rarely suicidal, and that external intervention is effective. Suicide prevention and some of the Dąbrowski's psychotherapeutic approaches will be mentioned. Significantly, postvention approaches to assist suicide survivors will be discussed.

### **Windhorst, Eric**

#### **Uniting Inner Nature and Outer Nature: Guiding Adult Development and Ecotherapy**

(Vol. 16, 2017, pp. 54-69)

Gifted adults remain an understudied, and often misconstrued, population. This article addresses this gap in our understanding of gifted adults by highlighting their advanced developmental potential and demonstrating how nature (i.e., the natural world) might nurture gifted adults' personality development. The article begins by describing who gifted adults are, what they are like, and the common challenges they face. Next, Kazimierz Dąbrowski's developmental theory of positive disintegration (TPD) is used to interpret adult development. Drawing from ecopsychological and ecotherapeutic literature, the article concludes by presenting four unique ways that gifted adults' inner nature can be united with outer nature (namely, nature as inspiring developmental model, nature and relaxation, nature and self-reflection, and nature as supportive community), and how these connections can assist gifted adults on their developmental journeys.

### **Prober, Paula**

#### **Your Rainforest Mind: A Guide to the Well-Being of Gifted Adults and Youth: Excerpts**

(Vol. 16, 2017, pp. 70-77)

Highly intelligent and creative individuals are like the rain forest: complex, sensitive, intense, and misunderstood. Their inquisitive, empathetic, and analytical natures generate controversy and confusion. Even though these gifted adults are quite diverse and often self-sufficient and resourceful, they can experience serious anxiety, depression, isolation, and despair. In the following excerpts from my book *Your Rainforest Mind: A Guide to the Well-Being of Gifted Adults and Youth*, I describe how I began my career as a psychotherapist for the gifted. The

second excerpt is from the chapter on loneliness and explains how gifted adults grapple with experiences of isolation.

**Robinson, Shawn Anthony**

**Intersection of Race, Giftedness, and Dyslexia: Triple Identity Theory**

(Vol. 16, 2017, pp. 78-94)

There is a lack of scholarship addressing conceptual and theoretical perspectives, empirical literature, and the social/cultural impact on gifted Black males with a learning disability (i.e., dyslexia). Further, scholars have not fully considered the intersection of race, disability, and giftedness, nor the lived experiences of Black males. Throughout the academic system, Pk-20, Black males have been viewed as outsiders. The purpose of this article is to call attention to a theory that examines the intersection of giftedness, race, and dyslexia. First, I review literature that is relevant to my lived experience. Next, I describe the Triple Identity Theory, a theory designed to explore and understand the intersection of giftedness, race, and dyslexia. The final section discusses implications and future research.

**Wells, Christiane**

**The Primary Importance of the Inner Experience of Giftedness** (Vol. 16, 2017, pp. 95-113)

Based on my autoethnographic work, this paper illuminates the consequences of allowing a focus on achievement to overshadow the importance of the inner experience of giftedness. Growing up identified as a gifted child, but lacking an awareness of what it means to be gifted, created great inner conflict as I struggled with feeling too different and out of sync from the norm. As an adult, I have found that Dąbrowski's theory of positive disintegration provides a framework for understanding the power of multilevel development. Lacking guidance to help me understand that these differences were indicators of strong developmental potential—and not mental illness—led to two decades of inappropriate treatment. To ignore or deny the inner experience is an injustice to gifted individuals of all ages.