

# ***Gifted Development Center*** *a service of* ***The Institute for the Study of Advanced Development***

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## **President's Report September 21, 2016 Highlights of 2015 Calendar Year**

The following is a summary of the primary accomplishments of the Institute for 2015. The activities have been organized according to categories in our mission statement.

### **Study and Support of Giftedness**

1. ISAD created a Scholarship Committee, consisting of Mary Haynes, Board Member; Dr. Diana Howard, Board Member; Dr. Nancy Miller, Board Member; Cheri Miranne, Fund Raiser; Dr. Frank Falk, Director of Research; Lee Ann Powell, Office Manager; and Dr. Linda Silverman, President. We received a \$20,000 challenge grant, and matching funds were used to locate and assess gifted children in poverty. Diana Howard found our first two scholarship recipients—both African immigrants. Nancy Miller tested the two children in August and Linda Silverman participated in the post-test conferences. Both children tested in the gifted range in abstract verbal reasoning. One of the children was subsequently offered a full scholarship to the Logan School for Creative Learners based on our assessment. The other, who hopes to become a doctor, was given a free audiological evaluation by Able Kids Foundation in Ft. Collins and fitted with an ear filter for central auditory processing disorder (CAPD), a hidden disability recognized during his assessment.
2. Dr. Vanessa Ewing provided assessment to 18 low income, culturally diverse preschoolers and Kindergarteners seeking placement at Hope Academy: An Inner-City Program for Gifted Children. She has found a marked difference in IQ scores for low income, culturally diverse preschoolers applying to Hope Academy when she continued to offer children items after they missed 2 in a row (the discontinue rule). This slight departure from standardized procedures, recommended by Bobbie Gilman, has identified gifted children from culturally diverse, low income backgrounds who might otherwise have been missed; they are succeeding in the gifted program. This method can serve as a model for identifying culturally diverse gifted children throughout the country.
3. Bobbie Gilman, Associate Director of GDC, has been involved in three major national initiatives to support gifted and twice exceptional children: Bobbie spearheaded efforts to gain legislation to assure eligibility for services for twice exceptional (2e) children; she created national policy regarding the assessment of 2e children; and she orchestrated a study to improve IQ tests for highly gifted children. She worked closely with legislators, the Office of Civil Rights, psychological examiners throughout the United States, and IQ test constructors. She coordinated the Assessment Special Interest Group (SIG) for the National Association for Gifted Children (NAGC), organizing a national study to create extended norms for highly gifted children on the WISC-V. She pressed the Federal Office of Special Education to produce a letter to state special education directors clarifying the eligibility of 2e children for Individual Education Plans. The Letter from Melody Musgrove, Director of the Office of Special Education Programs (April, 2015) is the most important legislative

breakthrough for 2e children since IDEA 2004; it enables thousands of 2e children throughout the United States to gain eligibility for services, when they were previously denied.

4. ISAD has created the only professional journal on gifted adults, *Advanced Development*, which birthed a new discipline: counseling gifted adults. Dr. Nancy Miller, Board Member, serves as Editor, Dr. Michael Piechowski as Associate Editor, and Dr. Linda Silverman as Consulting Editor. Bruce Allen, Board Member, accepted the invitation to become Poetry Editor; he published his own poetry and solicited poems from others for Volume 15. Kathee Jones joined the *Advanced Development* team as Assistant Editor, offering many innovative ideas. Under Nancy's direction, the staff solicited manuscripts, worked closely with authors on their improvement, selected reviewers, sent manuscripts to reviewers, copy edited and prepared seven major articles for publication in Volume 15. The volume also contains book reviews, and, for the first time, line drawings. It is scheduled for release early in 2016.
5. Linda Silverman was interviewed for an extensive article in *The Sun* magazine on understanding gifted children. The article appeared in May (Issue 473). [<http://www.thesunmagazine.org/issues/473>] The article generated interviews on National Public Radio [<http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need?>] [<http://www.smithsonianmag.com/smart-news/hidden-costs-having-gifted-child-180957313/?no-ist>], as well as a considerable number of Letters to the Editor. Linda was given the opportunity to respond, and wrote "The Right to Struggle," [<http://www.thesunmagazine.org/issues/476>]
6. Catherine Zakoian, Licensed Professional Counselor, joined the staff of Gifted Development Center, offering counseling services to gifted children. Michael Davis, our staff counselor for nearly 35 years, passed away in May. Catherine and Linda Silverman conducted a Council for Gifted Girls and a Mother/Daughter Council in Sunnyvale, CA. They also offered a workshop for parents and teachers at Gifted Development Center on "Creating a Sanctuary for Gifted Empaths."
7. The Columbus Group, an alliance of professionals who forged a new definition of giftedness as asynchronous development, officially became affiliated with ISAD after the publication of *Off the Charts: Asynchrony and the Gifted Child*. Rosemary Cathcart, founding member of ISAD's International Network of Child-Centered Advocates, hosted the Columbus Group in an international symposium on asynchrony in Auckland, New Zealand, April 14<sup>th</sup> through 16<sup>th</sup>.
8. At a national meeting involving The Roeper Institute from the Roeper School, the Core Group of the Annemarie Roeper Method of Qualitative Assessment, and members of The Columbus Group, the AMR Method of Qualitative Assessment (AMR QA), combined with the client forms of GDC, officially became The Columbus Group Method of Qualitative Assessment, under the Direction of Anne Beneventi. Linda Leviton, Director of GDC's West Coast office, is also a trained QA evaluator. This method of identifying gifted children has been used since the inception of The Helios School in the Bay Area, and it has proven more successful than IQ tests in identifying students who succeed in a school for the gifted. Anne Beneventi conducted 90 QA assessments in the Bay Area in 2015 and Linda Leviton assessed 65 children in Southern California, Northern California, Washington and Colorado.

9. One of the families assessed at GDC is producing a documentary on the needs of gifted children, *The G Word*, with the assistance of an award-winning director and film crew. Linda Silverman was interviewed for the documentary in Portola Valley, CA.
10. October 10<sup>th</sup>, a Strategic Planning Meeting for ISAD/GDC was held at Daniels Fund, facilitated by Nancy Cebula. The purpose of the retreat was to focus our energies on effective goals for the future of the organization.

### **Training in Gifted Assessment and Teaching Strategies**

1. At the annual international conference on Supporting Emotional Needs of the Gifted (SENG), in July, Linda Silverman, Anne Beneventi and Linda Leviton were invited to conduct a half-day course for psychologists on “Qualitative and Quantitative Assessment.” This course was approved by the American Psychological Association (APA) for Continuing Education credits for licensed psychologists.
2. Bobbie Gilman, Dr. Dan Peters, Dr. Mike Postma, and Kathi Kearney offered a half-day APA Continuing Education course for psychologists at SENNG, entitled, “Recognizing Hidden Twice-Exceptionality (2E): Why the Role of Professionals and Parents is Critical.” Bobbie received a prestigious *Health Care Professional of the Year* award from SENNG.
3. Dr. Frank Falk and Dr. Nancy Miller were invited to the University of Denver in November to provide training to faculty and graduate students in rating overexcitabilities.
4. Dr. Vanessa Ewing taught “Differentiation for Gifted Learners” and a Practicum in Gifted Education to graduate students at the University of Colorado at Colorado Springs.
5. Fiona Smith, a certified psychologist in Sydney, Australia, came to GDC for advanced training with Bobbie Gilman and other staff members.
6. In September, Linda hosted a three-day meeting of leaders of Gifted Children Denmark, to assist them in creating a grant proposal for educating the gifted in Denmark. She trained this group in methods of educating gifted children within the regular classroom. Linda was appointed an Ambassador to Gifted Children Denmark.
7. Bobbie Gilman and Linda Silverman refined *The Teacher/Counselor/Parent Checklist for Recognizing Twice Exceptional Children*, which includes general characteristics of 2e learners, symptoms of central auditory processing disorder, visual processing deficits, sensory processing disorder, ADHD, dyslexia, stealth dyslexia, Asperger Syndrome and autism. Bobbie Gilman presented the checklist at two major conferences: NAGC and SENNG.
8. Bobbie Gilman, Linda Silverman and Linda Leviton each shared their expertise in locating and serving 2e children at several local, national and international conferences. Linda Silverman and Linda Leviton spoke at the SENNG international conference on “Illuminating the Invisible Wall: Overcoming the Challenges of Twice Exceptionality.” Bobbie Gilman, Dr. Dan Peters, Dr. Mike Postma and Kathi Kearney presented at NAGC on the critical role of primary teachers in

recognizing hidden 2e children. They also presented on a similar topic at SENG. Linda Silverman presented on visual-spatial learners at Athena Academy—a school for gifted children with dyslexia. She met with a twice exceptional support group in Dunedin, New Zealand. Linda Leviton gave presentations on 2e learners in Southern California.

9. Linda Silverman was interviewed by Diane Kennedy and Rebecca Banks on June 11<sup>th</sup> on the topic, “Overexcitabilities: Misconceptions and New Understandings,” for The Coffee Klatch, Bright-Not-Broken Blog Radio Show.
10. Steven Haas, Linda Leviton and Linda Silverman had a chapter published on learning styles in an international handbook that will be used for teacher training around the world.
11. Steven Haas and Jerry Lassos trained teachers of Northern Arapaho, K–12, in the Fremont #38 School District in Wyoming, co-teaching lessons with classroom teachers. These lessons were video recorded, edited, and redistributed to the school district as part of the compilation of a video library encompassing all grades and subject areas. Steven also observed and taught teachers in a remote Alaska Native School in Nanwalck, AK. He worked with tribal education office officials and school district officials of Klamath Tribe, Klamath Falls City Schools, Bandon Tribe, Coos County School District, Coquile Tribe, North Bend School District, Lane County School District, Salem Keizer Public School District, and the Portland Public Schools Indian Education Program Manager.
12. Dr. Nancy Miller provided mentoring to Kathee Jones on editing manuscripts for *Advanced Development*.
13. Dr. Frank Falk mentored Caelan Darnell in entering and analyzing data in SPSS.

## Research

1. Dr. Frank Falk continues to oversee the digitization of GDC/ISAD files. GDC has assessed over 6,300 children in the last 37 years. Data from over 1,800 of these files have been entered to date into an SPSS program for analysis. This is the largest data bank in the world on gifted children. Agreements and confidentiality forms have been developed for graduate students, researchers and university faculty members to use our data bank, while protecting the identity of the subjects. Only clients who have signed releases to use their children’s data for research are included in the data bank.
2. Pearson Assessments has contracted with GDC to organize a national study of the WISC-V to collect data on which to base extended norms. Data collection began in October, when it was necessary to switch to the WISC-V for most of our clients. The extended norms will allow highly, exceptionally and profoundly gifted children to receive credit for all of the raw points they have earned. We also worked with Pearson on the development of extended norms for the WISC-IV, which have been extremely helpful for more accurately assessing children at the extremes of intelligence. Extended norms have enabled children to qualify for the Davidson Young Scholars Program, PG Retreat and schools for the gifted.

3. Bobbie Gilman and Dr. Deirdre Lovecky have undertaken a separate study of the effects of increasing the discontinue criteria on the WISC-V. The discontinue criteria were shortened to make the test easier and shorter for average children. However, gifted children—especially twice exceptional children—often can answer several more difficult questions after they have missed two. This study could potentially help the identification of 2e children nationally, and possibly lead to different discontinue criteria for the gifted.
4. Steven Haas assisted researchers in Iran and Dubai to study the effects of color on spatial intelligence. They translated our *Visual-Spatial Identifier*. Results were published in the *International Journal of Applied Linguistics & English Literature*.
5. Dr. Frank Falk worked with Erin Hough on collecting data on the OEQ-II with gifted high school students in Turkey. This eventually led to a co-authored poster session, “Overexcitabilities and ADHD: Profile of Gifted Turkish Students.” This research challenges the popular notion that ADHD is synonymous with Psychomotor overexcitability.
6. Dr. Frank Falk continues to refine all of the instruments developed (many under his direction) to assess overexcitabilities. He has rewritten the manuals for the *Overexcitability Inventory for Parents, Second Edition* and the *Overexcitability Questionnaire for Children (OEQ-IIc)*. The *OEQ-IIc* was released in 2015 and is currently being used to obtain direct information from children, ages 5 – 11, about their overexcitabilities.
7. During the Spring, Steven Haas continued collection and analysis of percentile growth data in reading and mathematics achievement on standardized tests for students in grades 1 through 9 in the Arapaho SD in Wyoming. After being taught with more culturally relevant, visual-spatial, strength-based instruction, many of the students demonstrated double-digit growth.
8. Eve Law Wen Her (with the assistance of Fatimah Haron) in Kuala Lumpur, Malaysia, studied the relationship between giftedness in adults, creativity, and postformal thinking. They gave 263 Malaysian adults with bachelor’s degrees the *Giftedness in Adults Rating Scale* developed by Linda Silverman. Results on this instrument predicted scores in creativity and postformal thinking. Reliability and predictive validity of the instrument were established.
9. In July, Anne Beneventi, Linda Leviton, Frank Falk and Linda Silverman discussed methods of verifying Qualitative Assessment, and the therapeutic applications of the *Overexcitability Inventory for Parents, Second Edition (OIP-II)*.

## **Publications and Presentations**

1. Silverman, L. K., Leviton, L., & Haas, D. (2015). Engaging different types of gifted learners. In H. Videregog & C. R. Harris (Eds.), *Applied practice for educators of gifted and able learners* (pp. 25-41). Rotterdam, The Netherlands: Sense Publishers.
2. Silverman, L. K. You and your amazing children. Blogpost on Gifted Development Center website (posted Dec. 29, 2015): <http://www.gifteddevelopment.com/blogs/bobbie-and-lindas-blog/you-and->

[your-amazing-children](#)

3. Silverman, L. K. Giftedness is who you are. Blogpost on Gifted Development Center website (posted Nov. 30, 2015): <http://www.gifteddevelopment.com/blogs/bobbie-and-lindas-blog/giftedness-is-who-you-are>
4. Silverman, L. K. The right to struggle. Blogpost on Gifted Development Center website (posted Nov. 16, 2015): <http://www.gifteddevelopment.com/blogs/bobbie-and-lindas-blog/right-struggle>
5. Silverman, L. K. Is height a social disease? Blogpost on Gifted Development Center website (posted Nov. 2, 2015): <http://www.gifteddevelopment.com/blogs/bobbie-and-lindas-blog/is-height-social-disease>
6. Neumann, L. Illuminating the invisible wall: Overcoming the challenges of twice-exceptionality (Linda Leviton and Linda Silverman). *2e Twice-Exceptional Newsletter*, 2015 (September/October), Issue 72, pp. 8-9).
7. Silverman, L. K. Linda Silverman responds. *The Sun*, Issue 476, p. 3, Correspondence. [<http://www.thesunmagazine.org/issues/476>]
8. Leviton, M. (2015, May). Beyond their years: Linda Kreger Silverman on understanding gifted children. *The Sun*, Issue 473, pp. 4-13. [<http://www.thesunmagazine.org/issues/473>]
9. Wasserman, J. D., Kearney, K., & Silverman, L. K. Leta Stetter Hollingworth's enduring legacy after new historical discoveries and appraisals of her legacy. *Conceptual Foundations Newsletter* (National Association for Gifted Children), 2015 (Spring), pp. 11-17. [http://images.magnetmail.net/images/clients/NAGC/attach/CF\\_Spring2015\\_NewsletterWEB.pdf](http://images.magnetmail.net/images/clients/NAGC/attach/CF_Spring2015_NewsletterWEB.pdf)
10. Neumann, L. Linda Silverman on Introversion. *2e Twice-Exceptional Newsletter*, 2015 (March/April), Issue 69, pp. 7-9.
11. "The hidden costs of having a gifted child." Quoted by Marissa Fessenden. Smithsonian.com, November 17, 2015. [<http://www.smithsonianmag.com/smart-news/hidden-costs-having-gifted-child-180957313/?no-ist>] Reposted on *NAGC Newssource* website, November 25, 2015.
12. "Who are the gifted and talented and what do they need?" Interview with Anya Kamenetz, National Public Radio (NPR) blog posted Sept. 28, 2015. [<http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need?>]
13. "Giftedness." Interview with Virginia Prescott, New Hampshire NPR, aired August 20, 2015. [<http://nhpr.org/post/82015-katrina-and-disaster-profiteers-gifted-kids-why-babies-make-you-sad>]
14. Dr. Mindy Solomon, Board Member, wrote an article for *Advanced Development* with a client, Claire Trainor, who recovered from an eating disorder. The article will be published in the next issue.

15. In November, Frank Falk, Nancy Miller and Linda Silverman presented on “Overexcitabilities: Verifying the Inner Worlds of the Gifted Globally” at NAGC.
16. In October, Linda Silverman was invited to give a Signature Session at the Colorado Association for Gifted & Talented in Loveland, CO, on “Overexcitabilities: Myths, Realizations and New Research.”
17. GDC/ISAD sent 10 issues of the *GDC Newsletter* to over 2,500 readers. We elicit and publish original thought-provoking articles on a variety of topics.
18. D. Vanessa Ewing presented on “The Importance of Play for Gifted Children” to the Colorado Association for Gifted and Talented (CAGT) and “What is ‘Gifted’?” to Jefferson County middle school families at Moore Middle School.
19. At the October meeting of the National Indian Education Association, Steven Haas presented “Connecting the Generations: Culturally Respectful Instruction and Strength-Based Learning.”
20. In November, Jerry Lassos and Steven Haas, working with the Education Assistance Center of Metropolitan State University of Denver and with the Indian Education Outreach Program of the University of Montana, presented a live webinar to 140 elders of the Confederated Salish and Kootenai Tribes, the Blackfeet Tribe, and the Cheyenne Tribe who teach language and culture in their local tribal communities. The webinar was “Strength-Based, Culturally Responsive Instructional Programming For Native American Students.”

### **Discounts and Pro Bono Services (2015)**

1. Discounts totaling over \$9,886 were offered to families who obtained assessments at GDC.
2. Dr. Linda Silverman, Dr. Nancy Miller, Dr. Diana Howard, Dr. Frank Falk, Mary Haynes, Lee Ann Powell and Cheri Miranne served on the ISAD Scholarship Committee, overseeing the scholarship program.
3. Dr. Frank Falk dedicated over 160 hours to research efforts refining the *Overexcitability Inventory for Parents (OIP-II)*, the *Overexcitability Questionnaire (OEQ-II)* and *The Overexcitability Questionnaire for Children (OEQ-IIC)*.
4. Dr. Vanessa Ewing served as the Educator Liaison for the Colorado Association for Gifted and Talented.
5. Steven Haas devoted hundreds of hours to observing Native American classrooms, assisting teachers and working with tribal leaders on improving their education.
6. Steven Haas volunteered as a reviewer on Javits-Frasier Scholarships of the Equity and Diversity Committee of the National Association for Gifted Children.

7. In California, Linda Leviton contributed over 200 hours providing information about the assessment of giftedness and twice exceptionality, as well as offering local, regional and international *pro bono* presentations on giftedness, personality and learning style.
  
8. Bobbie Gilman continues to devote hundreds of hours in her efforts to obtain legislative support and the creation of national policies regarding comprehensive assessment of twice exceptional (2e) children. She helped Georgia Montoya, Attorney for the U. S. Department of Education, Office of Civil Rights, Region VIII, become aware of the needs of 2e learners, and secured her as a resource for parents whose 2e children qualify for Section 504 Plans but have been denied services. She coordinates the Assessment Special Interest Group of the National Association for Gifted Children. She is a national leader in advocacy for twice exceptional students.