

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

President's Report **August 20, 2009**

The following is a list of accomplishments of the Institute for 2008. They have been organized according to categories in our mission statement for submission to the Internal Revenue Service.

Statement 8: Study and Support of Giftedness

1. ISAD produces the only journal on adult giftedness—a refereed professional journal that has been germane to the development of a new field: counseling gifted adults. At the end of February, Nancy Miller agreed to become the new editor of *Advanced Development Journal*. Advisory Board member, Michael Piechowski, is the new Associate Editor. Betty Maxwell and Linda Silverman will continue to assist with the editing and production of the journal. The 12th volume of *Advanced Development Journal* is in progress and will be published as an e-journal on the Gifted Development Center/ISAD website in 2009.
2. Our two websites are known globally for offering a wealth of information to the public about giftedness, learning styles, and learning disabilities. We have new webmasters for both websites. Melissa and Ryan Powell are sharing the responsibility of updating the Gifted Development Center website (www.gifteddevelopment.com) and reconstructing the Visual-Spatial Resource website: (www.VisualSpatial.org).
3. Visual-Spatial Resource provides free information to individuals with right hemispheric talents. As Director of Visual-Spatial Resource, Betty Maxwell has reorganized our website in a very attractive manner to appeal to parents and teachers.
4. PG Retreat, a summer camp for families of profoundly gifted, was created by the Gifted Development Center. It is now incorporated as a nonprofit agency and meets over July 4th weekend in Colorado Springs. Linda Silverman presented at this year's retreat.
5. At the behest of Sylvia Rimm, who attended our first symposium on assessment of the gifted, the National Association for Gifted Children (NAGC) organized a Task Force on IQ Test Interpretation, co-chaired by Sylvia Rimm and Linda Silverman. The dual purposes of the Task Force were to create a position statement on the use of IQ tests in the identification of children for gifted programs and to explore methods of identifying exceptionally gifted children. Bobbie Gilman and Kathi Kearney are also members of this Task Force, and Bobbie has been invited to become the new Co-Chair.
6. On January 23, 2008, the National Association for Gifted Children (NAGC) posted a position statement on the "Use of the WISC-IV for Gifted Identification." Bobbie Gilman, Associate Director of the Gifted Development Center, drafted the position statement. This important document provides an avenue for gifted children with learning disabilities, culturally diverse gifted children, bilingual gifted children and visual-spatial learners to gain access to gifted programs through a new interpretation of test results.
7. On February 7, 2008, Pearson Assessments posted an extended norm table for the WISC-IV with maximum IQ scores as high as 210. The Gifted Development Center was acknowledged as having compiled the research on which the extended norm table was based and providing the case studies that were posted.

8. The National Consortium of Schools for the Gifted, a national support group for directors of schools for gifted children, organized by GDC/ISAD, held its third annual meeting in Tampa, Florida in November. ISAD maintains and updates a national listing of schools for gifted children.
9. The Gifted Development Center conducted assessments of gifted children in Oakland, California in January, March, June, August and October. The Baywood Learning Center in Oakland provides the venue and advertising, and Anne Beneventi serves as the local contact.
10. Our staff members continue to travel to Tokyo, Japan, to test children for entrance in the Tokyo Gifted Academy, and to assist the school in its development. In April, Ann DeMers tested 5 children in Tokyo.
11. The Gifted Development Center Speakers' Bureau continues to disseminate information concerning issues of giftedness in children and adults and new directions in testing.

Statement 9: Training in Gifted Assessment and Teaching Strategies

12. On May 31st, Linda Silverman conducted a workshop for psychologists on "Assessing Exceptionally Gifted and Twice Exceptional Learners on the WISC-IV" at Lynn University in Boca Raton, Florida. The workshop was co-sponsored by the Florida Psychological Association and 4 continuing education credits were awarded to participants by the American Psychological Association. This was the first credit-bearing workshop for psychologists on the assessment of the gifted, establishing ISAD as the leader in this field.
13. The Gifted Development Center trained two externs in clinical psychology from the Professional School of Psychology at the University of Denver: Matt Herrmann and Caroline Muller. This allowed us to provide low cost testing for admission to the Hope Academy, a preschool for disadvantaged, culturally diverse gifted children.
14. A licensed clinical psychologist from Los Angeles, Dr. Esther Marron, visited the Center this summer for advanced training in assessment of the gifted. She conducted assessments for us in the Bay area in October, and plans to test gifted children in Los Angeles.
15. Dr. Sandra-Leigh Sprecker, a psychologist from New Hampshire, came to the Center this summer to gain more information on assessment, and to work on a research study on overexcitabilities.
16. Two licensed psychologists, Dr. Deborah Harris in Gainesville, Florida, and Dr. Agnes Meyo from St. Louis, Missouri, obtained additional training on assessment of the gifted.
17. Julie Halpert, a new teacher in a gifted magnet school in Broward County, Florida, received a week of independent study in June on "Instructional Strategies, Assessment, and Guidance and Counseling of Gifted Students."

Statement 10: Research

18. We are continuing to collect data on the performance of gifted children on the WISC-IV, in order to determine best practices in the use of this instrument. Our research has focused on the use of the General Ability Index (GAI) in lieu of the Full Scale IQ score for the identification of gifted children. Dr. Frank Falk, Director of Research, supervised the project and analyzed the data. This work undergirded both the NAGC position statement on identification and the extended norms released this year by Pearson Assessments. The creation of extended norms was a breakthrough in the testing industry, allowing scores on Wechsler intelligence scales to go beyond 160 for the first time in history. We are now looking at the low ceilings on subtests and the effects of discontinue criteria on IQ scores in the gifted range.
19. Dr. David Wheeler, who directs school psychologists in the state of Florida, disseminated a document to all the school psychologists in the state, recommending that the General Ability

Index (GAI) be used instead of the Full Scale IQ score for the identification of children for gifted programs in the state of Florida. Our research paper analyzing scores of 103 gifted children on the WISC-IV (Silverman, Gilman, & Falk, 2004) served as the basis of his argument.

20. Sandra-Leigh Sprecker, Frank Falk and Linda Silverman conducted a study of overexcitabilities and intelligence. Data were collected on the *Overexcitability Inventory for Parents (OIP)* and the WISC-IV. Results were presented at the NAGC Conference in Tampa in November.
21. We served as a distribution site for the *Overexcitability Questionnaire (OEQ-II)* used in cross-cultural research with gifted children and adults in 10 countries. Results of this research were published this year in the following chapters: “Measuring Overexcitability: Replication Across Five Countries” by R. Frank Falk, B. Yakmaci-Guzel, A. Hsin-Jen Chang, R. Pardo de Santayana Sanz and R. Aurora Chavez-Eakle in *Dabrowski’s Theory of Positive Disintegration*, edited by Sal Mendaglio (Great Potential Press, 2008) and “Building Firm Foundations: Research and Assessment” by R. Frank Falk and N. B. Miller in *Living with Intensity*, edited by Susan Daniels and Michael Piechowski (Great Potential Press, 2009—released November, 2008).
22. The *Visual-Spatial Identifier (VSI)*, developed by GDC/ISAD, enables us to locate children with right-hemispheric gifts in culturally diverse populations. We are continuing to conduct research on the VSI. Steven Haas, Project Director, has applied for grants in Ontario, Canada, to study various First Nation tribes. He obtained two prior grants from the Morris S. Smith Foundation for the development of the instrument, and was instrumental in the award of a Javits grant to validate the VSI with Navajo students in Page, Arizona.
23. In May, Steven Haas was invited to the Ninth Biennial Wallace Research Symposium on Talent Development at the University of Iowa to defend the results of research at the Gifted Development Center on “A Validated Instrument for Identification of Visual-Spatial Learners.”
24. We are continuing to collect data on the *Short Sensory Profile* with all clients in order to determine the incidence of sensory processing disorder in the gifted population.

Statement 11: Publications; Presentations; Dissemination of Information

25. Bobbie Gilman released two books this year, *Challenging Highly Gifted Learners* (Prufrock Press), and *Academic Advocacy for Gifted Children: A Parent’s Complete Guide* (Great Potential Press). Both books are excellent contributions to the field and will help parents and teachers work more effectively with gifted children.
26. Betty Maxwell is continuing to work on a book with Crystal Punch, entitled *Picture This! See Yourself Teaching Visual-Spatial Learners*.
27. Frank Falk, Nancy Miller and Linda Silverman all had chapters published in *Living with Intensity: Understanding the Sensitivity, Excitability, and Emotional Development of Gifted Children, Adolescents and Adults*, edited by Susan Daniels and Advanced Development Advisory Board Member, Michael Piechowski (Great Potential Press).
28. “What We Have Learned about Gifted Children (1979-2007)” was printed in *Gambit*, published by the Gifted Association of Missouri, in Spring of 2008, and in the *Montana AGATE Newsletter*, Summer, 2008.
29. The Department of Education and Children’s Services (DECS), Government of South Australia (Ed.), published “Asynchrony: A New Definition of Giftedness,” by Linda Silverman, as a module for *Gifted education and high order thinking: Improving learning outcomes for every student*.
30. The *IAGC/AOT Newsletter* in Dublin, Ireland, published “How to Use the New IQ tests in Selecting Gifted students,” by Linda Silverman, in their Spring, 2008 issue.
31. “The WISC-IV, NAGC, and 2e,” by Linda Silverman, was published in the *2e Twice-Exceptional Newsletter*, 2008, Issue 27, pp. 10-11.
32. “Misdiagnosis and Missed Diagnoses: Giftedness and Disorders,” by Linda Silverman, was

- published in *Dialogue: NAGC Counseling and Guidance Network Newsletter*, 2008, 4(1), pp. 4-6.
33. Bobbie Gilman, Frank Falk, Nancy Miller, Sandra-Leigh Sprecker, Kathi Kearney and Linda Silverman all presented at the National Association for Gifted Children (NAGC) Conference in Tampa, Florida in November. Frank, Nancy, Linda and Advisory Board Member, Michael Piechowski, participated in a pre-conference workshop on Dabrowski's theory.
 34. Tommie Cayton, Director of Test Development for the Clinical Assessment Division of Pearson Assessments, invited Linda Silverman to co-present on the extended norms of the WISC-IV for the NAGC conference. A second presentation by John Wasserman, Tommie Cayton, Kathi Kearney and Linda Silverman focused on the extended norms of the WISC-IV within the historical context of the Wechsler scales. Bobbie Gilman, Sylvia Rimm and Linda Silverman presented on "Optimizing WISC-IV Assessment of Primary-Aged Children."
 35. The Colorado Association for Gifted and Talented invited Linda Silverman to present on "Breakthroughs in the Assessment of Gifted Children" at their annual conference in October. She also addressed "New Developments in Testing Profoundly Gifted Kids" for the PG Retreat in July.
 36. In April, Steven Haas was invited to speak at Colorado Springs District 11 about "Perfectionism and the Gifted."
 37. In October, Steven Haas presented at the Annual Convention of the Colorado Association for Gifted and Talented on "New Research Developments in Perfectionism of the Gifted."
 38. Linda Silverman, Linda Leviton and Richard Boolootian organized the Second National Symposium on Assessing Gifted Learners, to be held in Van Nuys, California, on March 27, 2009. Dr. Alan Kaufman, leader in the field of test development, who has constructed 11 tests, has agreed to keynote the symposium.
 39. Whitworth University in Spokane, Washington, invited Linda Silverman to teach a course on "Meeting the Social and Emotional Needs of the Gifted Learner" in July. She addressed parents on "The Social and Emotional Needs of Your Gifted Child," also sponsored by Whitworth University.
 40. This year, Linda Silverman gave presentations at all of the schools for the gifted in the Bay area: three at The Nueva School in Hillsborough, two as Baywood Learning Center in Oakland, two at Spring Hill School in Santa Cruz and one at Helios School in Palo Alto.
 41. In January, Allie Golon was invited to present on visual-spatial learners as part of the Distinguished Lecture series in Fontana, California.
 42. On February 1st, Linda Silverman was invited to give a keynote address at the South Florida Gifted & Advanced Learner Symposium, in Broward County.
 43. On February 26th, the Pennsylvania Department of Education invited Linda Silverman to present a workshop on "The Two-Edged Sword of Compensation: How the Gifted Cope with Disabilities."
 44. Also in February, Linda Silverman presented on visual-spatial learners for the Lancaster Partners for Gifted Education.
 45. The Boulder Valley Gifted Association sponsored a presentation by Linda Silverman in November on "The Unique Emotional Lives of the Gifted."
 46. Linda Silverman and Annemarie Roeper completed a chapter on "Giftedness and Moral Promise" for D. Ambrose & T. Cross (Eds.), *Morality, Ethics and Gifted Minds*. New York: Springer. This book is due to be released in March.

 47. Linda Silverman wrote a chapter for Joyce VanTassel-Baska's Festschrift: "Searching for Asynchrony: A New Perspective on Twice-exceptional Children." In B. MacFarlane & T. Stambaugh (Eds.). *Leading Change in Gifted Education: The Festschrift of Dr. Joyce VanTassel-Baska* (pp. 169-181). Waco, TX: Prufrock Press. This book will be released in March.
 48. "The two-edged sword of compensation: How the gifted cope with learning disabilities" was submitted by Linda Silverman to *Gifted Education International* in England and accepted for

publication as the lead article in the Spring, 2009 issue.

49. "My Love Affair with Dabrowski's Theory: A Personal Odyssey" was submitted by Linda Silverman to the peer-reviewed journal, *Roeper Review*, and accepted for publication in 2009.

Scholarships and Pro Bono Services

50. \$22,287 was given in 2008 for scholarships for services and \$8,785 in discounts. In addition, the staff contributed hundreds of hours in pro bono consultation for clients with limited means. For example, Linda Leviton contributed 95 hours this calendar year, in e-mail and phone consultations for GDC in Los Angeles, which equals approximately \$1200 per month. Betty Maxwell, Bobbie Gilman and Linda Silverman have also done considerable pro bono work.

As we enter our 30th year, we continue to be on the forefront of assessment practices, research, training, publications, advocacy work and presentations in the field of gifted education. The Gifted Development Center/ISAD has become an international leader in assessment and advocacy for the gifted. We have tested over 5,600 children. We are the standard of excellence in the assessment of profoundly gifted children and twice-exceptional learners. We have brought new awareness to the world by redefining giftedness as asynchronous development; inspiring a new field of counseling gifted adults; originating the visual-spatial learner construct; creating instruments to assess overexcitabilities, introversion and extraversion, visual-spatial learners, and adult giftedness. In addition, our research and symposia have had a powerful impact on the testing industry, influencing all of the major IQ tests.

Respectfully submitted,



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President