

**Linda Kreger Silverman**  
**Biographical Information**  
**Contributions on Twice Exceptional Learners**

Linda Kreger Silverman, Ph.D., is a licensed psychologist, noted author, editor, researcher, and popular speaker. Linda earned her Ph.D. in Special Education and Educational Psychology in 1973 under the direction of Dr. Leo Buscaglia at the University of Southern California. She founded the Institute for the Study of Advanced Development and its subsidiaries, Gifted Development Center (GDC) ([www.gifteddevelopment.com](http://www.gifteddevelopment.com)) and Visual-Spatial Resource in Denver, Colorado. Her research on giftedness led to discovering that one-sixth of the gifted population suffers from hidden learning disabilities, and at least one-sixth of the learning-disabled population demonstrates visual-spatial gifts. A passionate advocate for both gifted and learning-disabled children, Linda affirms the positive aspects of thinking and feeling differently.

With 60 years of experience studying the gifted and a Ph.D. in specific learning disabilities, Linda has become internationally recognized for her expertise on the assessment of twice-exceptional children. In the last 40 years, more than 6,500 children have come to Gifted Development Center for assessment from all over the world, and the vast majority are twice exceptional. Bobbie Gilman, Betty Maxwell and Linda Silverman, senior staff of GDC, created an instrument for identifying twice exceptional children: *The Parent/Teacher/Counselor Checklist for Recognizing Twice Exceptional Children*. The checklist was published in Scott Barry Kaufman's book, *Twice Exceptional*, in 2018 (pp. 39-44). Linda serves on the Editorial Board of 2e *Twice Exceptional Newsletter*.

In August of 2018, the National Association for Gifted Children (NAGC) approved a position statement, "Use of the WISC-V for Gifted and Twice Exceptional Identification," based on research conducted at GDC with 390 gifted children throughout the United States. This position statement strongly recommends expanded index scores be used for placement decisions instead of Full Scale IQ scores, which discriminate against twice exceptional students. As Co-Chair of the NAGC Task Force on Assessment, Linda had a major role in NAGC's adoption in 2008 of a similar position paper on the WISC-IV. In addition, research conducted at the Gifted Development Center led to the development of extended norms for highly, exceptionally and profoundly gifted children. As of February, 2008, the maximum score on the WISC-IV is now 210, instead of 160. This breakthrough allows the measurement of the full extent of the discrepancy between strengths and weaknesses of extremely gifted children with specific learning disabilities. She is currently working on collecting data to create extended norms for the WISC-V.

In June of 2009, Linda delivered two keynote addresses at the SPELD (Specific Learning Disabilities) New Zealand Conference, as well as several breakout sessions. In 2001, Linda delivered the keynote address on "Dual Exceptionality" for the Idaho chapter of the International Council for Exceptional Children. In 2002, she presented an Institute at the 52<sup>nd</sup> North Carolina State Conference on Exceptional Children and the State Exceptional Children's Institute ordered 90 copies of her book, *Upside-Down Brilliance: The Visual-*

***Spatial Learner.*** This book is a guide for advancing the neglected gifts of the learning-disabled, which come from their highly developed right hemispheres. Her work was showcased in the March/April 2006 issue of **2e *Twice-Exceptional Newsletter.***

Formerly the Co-Director of Special Education at the University of Colorado, Linda has taught “Emotional Needs of Handicapped Children”; “Information Processing”; “Seminar in Special Education”; “Practicum with Educationally Handicapped”; and “Teaching the Learning Disabled in the Regular Classroom.” In 1980, she won a Bureau of the Education of the Handicapped grant to establish the first training program for teachers of gifted-handicapped children at the University of Denver.

A prolific writer, Linda has written books, chapter and articles on twice exceptional learners. Her latest publication, “Hidden Treasures: Twice Exceptional Students,” was released in 2018 in ***The SAGE Handbook of Gifted and Talented Education*** (London: Sage). “Assessment of Giftedness” was also released in 2018 in ***Handbook of Giftedness in Children.*** In this chapter, Linda calls for the demise of the Full Scale IQ score. Linda wrote ***Gifted Children with Learning Disabilities*** and four books on identifying and serving learning-disabled preschoolers in Head Start Programs: ***Cognitive Skills, Auditory-Language Skills, Visual-Motor Skills,*** and ***Gross Motor Skills.*** Her manual, ***Information Processing,*** helped teachers understand how to meet the needs of mainstreamed learning-disabled students. Linda began contributing new knowledge to the field with her Ph.D. dissertation in 1973 on ***The Effects of Rule Induction versus Association in Verbal and Nonverbal Modes upon the Acquisition of a Miniature Linguistic System by Learning Disabled Children.***

Her latest book, ***Giftedness 101*** (Springer, 2013) contains a considerable amount of information about twice exceptional children and assessment. It has been translated into Korean and Swedish. Linda infused a special education perspective in her widely adopted textbook, ***Counseling the Gifted and Talented.*** “The Two-Edged Sword of Compensation: How the Gifted Cope with Learning Disabilities” was published in England in June, 2009, as the lead article in ***Gifted Education International.*** An earlier version appeared as a chapter in ***Uniquely Gifted*** (2000). “Gifted Children with Learning Disabilities,” was a chapter in the 3<sup>rd</sup> edition of the ***Handbook of Gifted Education*** (2003). Numerous articles on visual-spatial learners and dual exceptionality can be downloaded from her award-winning website: [www.gifteddevelopment.com](http://www.gifteddevelopment.com). For more information, please contact 1-888-GIFTED1.

### **Related Chapters and Articles**

1. Hidden treasures: Twice exceptional students. In B. Wallace, D. Sisk & J. Senior (Eds.), ***The SAGE handbook of gifted and talented education*** (pp. 144-157). London: Sage Publications, 2018.
2. Assessment of giftedness. In S. Pfeiffer (Ed.), ***Handbook of giftedness in children: Educational theory, research, and best practices*** (2<sup>nd</sup> ed., pp.183-207). New York: Springer Science, 2018.

3. Engaging different types of gifted learners (with L. Leviton & S. Haas). In H. Vidergor & C. R. Harris (Eds.), *Applied practice for educators of gifted and able learners* (pp. 25-41). Rotterdam, The Netherlands: Sense Publishers, 2015.
4. 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.
5. Critical issues in the identification of gifted students with co-existing disabilities. Gilman, B.J., Lovecky, D.V., Kearney, K., Peters, D. B., Wasserman, J. D., Silverman, L. K., et al. *SAGE Publications*, 2013 (September 29). [<http://sgo.sagepub.com/content/3/3/2158244013505855.full>].
6. Visual-spatial learners. In B. Kerr (Ed.), *The encyclopedia of giftedness, creativity and talent*. (Vol. 2, 928-931). Thousand Oaks, CA: Sage Publications, 2009.
7. 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, 2009.
8. The two-edged sword of compensation: How the gifted cope with learning disabilities. *Gifted Education International* (England), 2009, 25(2), 115-130.
9. Diagnosing and treating visual perceptual issues in gifted children. *Journal of Optometric Vision Development*, 2001, 32, 153-176.

### Presentations

***Meeting the needs of twice exceptional learners: A child-centered approach.*** The Helios School, Sunnyvale, CA, Feb. 26, 2018. ***Supporting Twice-Exceptional Children.*** Edmonton Regional Learning Consortium, Edmonton, Alberta, Canada, April 18, 2017. ***Recognizing and supporting twice-exceptional children.*** National Information Centre for Education and Talent Development at the Netherlands Institute for Curriculum Development, Nieuwegein, The Netherlands, September 29, 2016 (on YouTube): [<https://talentstimuleren.nl/index.php/kalender/congres/23/programma/sessie/374>]. ***Illuminating the invisible wall: Overcoming the challenges of twice exceptionality*** (with L. Leviton). 2015 SENG Annual Conference (Supporting Emotional Needs of the Gifted), Denver, CO, July 24, 2015. ***Twice-exceptional (2e) students in two hours*** (with B. Gilman), Boulder Valley School District, Boulder, CO, Dec. 4, 2014; Colorado Association for Gifted/ Talented, Denver, CO, Oct. 20, 2014. ***The two-edged sword of compensation: How the gifted cope with learning disabilities.*** Maine Educators of Gifted & Talented Annual Conference, Orono, ME, Nov. 7, 2014; The Nueva School, Hillsborough, CA, Oct. 21, 2011; PG Retreat, Colorado Springs, CO, July 2, 2011; United ISD, Laredo, TX, Feb. 20, 2009; The Nueva School 40<sup>th</sup> Anniversary Conference, Hillsborough, CA, March 25, 2008; Pennsylvania Department of Education, Hershey, PA, Feb. 26, 2008; PEGY, London, England, Nov. 24, 2005; European Council for International Schools, The Hague, The Netherlands, Nov. 18, 2005; River Forest School District 90, Illinois, Oct. 11, 2005. ***The cloak of invisibility: Why twice exceptional students are missed*** (with B. Gilman). STAR Center, Greenwood Village, CO, July 9, 2014. ***Where does visual-***

*spatial end and twice-exceptional begin?* (with B. Gilman). NAGC (National Association for Gifted Children) 60<sup>th</sup> Annual Convention, Indianapolis, IN, Nov. 9, 2013. ***Identifying Twice Exceptional (2e) Students in America's Schools*** (symposium with B. Gilman, M. Foley Nicpon, E. Amend & S. Rimm). World Council for Gifted and Talented Children 20<sup>th</sup> Biennial Conference, Louisville, KY, Aug. 11, 2013. ***Outside-of-the-box gifted.*** Lake Forest School District, Lake Forest, IL, June 22, 2010. ***Twice-exceptional learner panel.*** The Nueva School, Hillsborough, CA, Oct. 16, 2009. ***Twice-exceptional learners.*** Keynote address for the SPELD (Specific Learning Disabilities) New Zealand Conference, New Plymouth, New Zealand, June 21, 2009; ***Gifted children with learning disabilities.*** The Nueva School 40<sup>th</sup> Anniversary, October 26, 2007 (videotaped); River Forest School District 90, IL, Oct. 11, 2005; ***Gifted and learning disabled.*** Warm Springs Counseling Center, Boise, ID, Oct. 7, 2005. ***At-risk youth and the creative process.*** Keynote address for the ARTS Business Education Consortium, Colorado Springs, CO, Apr. 20, 2005; ARTernatives for At-Risk Youth Conference, Colorado Springs, CO, May 14, 2004. ***Gifted children with learning disabilities: Is compensation the answer?*** Pennsylvania Association for Gifted Education, Apr. 16, 2005. ***Upside-down brilliance: The visual-spatial learner.*** Keynote address for the SPELD (Specific Learning Disabilities) New Zealand Conference, New Plymouth, New Zealand, June 20, 2009; Tokyo Gifted Academy, Tokyo, Japan, May 20, 2006; The January Series, Calvin College, Grand Rapids, MI, January 17, 2006 (videotaped); Maria J. Krabbe Foundation on Visual Thinking, Driebergen, The Netherlands, November 22, 2005; Pre-conference, European Council for International Schools, The Hague, The Netherlands, November 17, 2005; Starjump Special Needs, Melbourne, Victoria, Australia, Mar. 22, 2005; New South Wales Association for Gifted Children, Sydney, NSW, Australia, Mar. 18, 2005 & Canberra, Australia; Mar. 17, 2005; Bayside Learning and Development Network, Brisbane, Queensland, Australia, Mar. 15, 2005; Australian Primary Principals Association, Brisbane, Queensland, Australia, Mar. 14, 2005; Keynote address for the Queensland Association for Gifted and Talented Children, Brisbane, Queensland, Australia, Mar. 12, 2005; George Parkyn National Centre for Gifted Education, Christchurch, New Zealand, Mar. 8, 2005 & Auckland, New Zealand, Mar. 5, 2005; Learning Disabilities Association of the Yukon, Whitehorse, Yukon, Dec. 3, 2004; ***Dual exceptionality: Gifted children with learning disabilities.*** Keynote address for the Idaho Chapter of the Council for Exceptional Children, Sun Valley, ID, Oct. 5, 2002; ***Assessing bright students who are struggling.*** Keynote address for the Vision and Learning Forum, Denver, CO, Jan. 19, 2001; ***Diagnosing and treating visual perception issues in gifted children.*** Invited course for the College of Optometrists in Vision Development 30<sup>th</sup> Annual Meeting, Reno, NV, Oct. 21, 2000; ***Twice exceptional children.*** Davis School District, Farmington, UT; Oct. 11-12, 2000; Jan. 20-21, 2000; Washington School District, Phoenix, AZ, Jan. 26, 2000. ***Perils at both extremes of intelligence.*** Keynote address at the 20<sup>th</sup> anniversary celebration and national parent advocacy conference of the Gifted Development Center, University of Denver, June 25, 1999; ***Gifted children with learning disabilities.*** Keynote Address, New South Wales Association for Gifted & Talented Children, Sydney, Australia, April 24, 1999; ***Strategies for teaching gifted children with learning disabilities.*** San Francisco Unified School District, Oct. 14, 1998; ***Giftedness and learning disabilities.*** McAllen, TX, Sept. 3, 1998; Weslaco, TX, Sept. 2, 1998; Edinburg, TX, Sept. 1, 1998; Laredo, TX, Aug. 31, 1998; ***Recognizing and serving gifted children with learning disabilities.*** Jefferson County Public Schools, Mar. 13, 1998; ***Twice exceptional: Gifted children with learning disabilities.*** Florida Association for the Gifted Conference, Oct. 18, 1997; ***Counseling and teaching gifted/learning disabled children.*** New South Wales Association for Gifted & Talented Children and Children's Hospital, Sydney, Australia, July 19, 1997; ***Different worlds at the extremes of intelligence.*** University of Melbourne Seminar, Melbourne, Australia, July 3, 1997; ***Double-labeled students: Gifted and learning disabled.*** Workshop for psychologists, San Diego Unified Schools, Jan. 31, 1997; workshop for San Francisco Unified School District, Dec. 14, 1996; ***Identification of dually exceptional children.*** Family Medicine Noon Conference, University of Colorado Health Sciences Center, Sept. 4, 1996; ***Learning-disabled gifted students.*** South Australian Association for Gifted and Talented Students, Adelaide, Australia, June 27, 1994; ***Teaching gifted children with classroom adjustment difficulties.*** Invited address for the International Council for Exceptional

Children TAG Division National Pre-Conference on Twice Exceptional: Gifted and Disabled. Denver, CO, Apr. 5, 1994; ***Regional inservice on gifted children with learning disabilities for psychologists, special educators, and gifted education specialists.*** Phoenix, AZ, Feb. 2-3, 1993; ***Gifted children with learning disabilities.*** Featured speaker at the California Association for the Gifted 29<sup>th</sup> Annual Conference, Sacramento, CA, Mar. 21, 1991 (**audiotaped**); ***Gifted children with hidden handicaps.*** American Orthopsychiatric Association 66<sup>th</sup> Annual Meeting, New York, Apr. 2, 1989; ***Hidden gifted learners.*** Keynote address at the P.I.V.O.T. conference, Ann Arbor, MI, Dec. 6, 1989; ***Is the gifted underachiever really gifted-handicapped?*** Pikes Peak Community College, Colorado Springs, CO, Sept. 20, 1986; ***The gifted/ handicapped.*** Illinois State Gifted Conference, Oct. 8, 1985; ***Identifying the gifted and gifted/handicapped.*** Kent Intermediate District Conference, Grand Rapids, MI, Jan. 18, 1985; ***Math games for the handicapped.*** University of Colorado, Boulder, CO, Oct., 1973; ***Instructional materials.*** Santa Monica City College, June, 1970; ***Instructional materials for visual and auditory perception.*** Switzer Center for Educational Therapy, Los Angeles, CA, May, 1970; ***Materials for language development.*** Oglala Sioux Indian Reservation, Pine Ridge, SD, April, 1970.