

CONCEPTUAL FOUNDATIONS



Newsletter of the Conceptual Foundations Network of the National Association for Gifted Children

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“Thought is the blossom; language the bud...”

This issue of *Conceptual Foundations* seems to represent many of the strengths of the CF Network. Abbey Cash highlights our active representation at the past NAGC conference and our plans for the future conference in St. Louis. Our welcoming and collaborative spirit is shown in the message from our Chair-Elect Robert Shultz. Our new Assistant Editor Stephen Schroth and his colleague Jason Helfer bring us an interview with Margaret Laney Leigh who served the network as our newsletter editor for many years. The Conceptual Foundations Network honors those who have mentored the younger generation.

A strength of our network is the dynamic slate of presenters we support during NAGC’s annual conventions. In this issue we have two articles based on presentations given at the 2008 conference. Terry Friedrichs takes us on a journey of political advocacy from the home to the Capital Building. Then the focus shifts to looking within ourselves and our perspectives of the gifted label as discussed by Donna Matthews and Joanne Foster.

As a final treat in our “Reader’s Corner” we share with you a review by Vlad Glăveanu of the book *Living with Intensity* and information about the newly published, *Morality, Ethics and Gifted Minds* because one can never have too many good books! ~ Erin Morris Miller, Editor

A MESSAGE FROM THE CONCEPTUAL FOUNDATIONS CHAIR

Abbey Block Cash



Post Conference Activities:

The leaders of Conceptual Foundations (CF) have been occupied with many post-conference responsibilities since we last met in October. Paramount has been establishing the new conference schedule for St. Louis in November. Proposal time is always hectic for everyone, and this year was particularly time consuming; the NAGC process was done 100% online, including the final selections made by the Program Chairs. Nora Cohen once again organized the process, and this time garnered assistance from our Chair Elect, Robert Schultz. I also was part of the effort as were several members from our CF Network who volunteered to do reviews.

The online procedures proved to be cumbersome, and several problems surfaced. The Chairs were left to make their final decisions in only 3 days (reduced from the original 10 days), and the small font necessitated

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that Nora use a magnifying glass! At this time, from the 45 original proposal offerings that we received, CF was permitted to assign 15 slots with a number of additional poster sessions for presentations that would be suitable in this venue. Final decisions are in the hands of NAGC.

Legacy Series-Portraits in Gifted Education:

The Legacy Series Project for 2008, **A Conversation with Joe Renzulli**, generated a large, enthusiastic audience - nearly 400 attendees. Everyone enjoyed hearing Joe artfully recount the many contributions he has made to the field of gifted education during his lifetime, all of which unfolded against the backdrop of his early roots and personal history. The DVD video will be divided into Part I and Part II, in order to include most of the footage. The edits are being made now, and it is coming together as a memorable video. It should be available for purchase early this summer. Please check the NAGC website for an update. CF is also planning to do its third interview in St. Louis in 2009. Our announcement of our next **Gifted Great** will be made sometime in the early summer.

Network Academies:

CF, in cooperation with the Global Network, has collaborated to offer a Network Academy one-day prior to the St. Louis Convention on Wednesday, November 4. The title for the session is **“Nothing is so Practical as a Good Theory: Global Perspectives on Giftedness from Past to Present”**. It will focus heavily on theories associated with Dabrowski, Maslow, Roeper, differentiation, and values education (to name a few), and follow them to their practical applications in the classroom. Michele Kane (Global), Kathi Kearney (CF) and I assumed responsibility for developing this session which, along with the coordinators, will feature major gifted advocates including **Linda Silverman, Michael Piechowski, and Stephanie Tolan**, among others. We hope you will plan to come a day early to the St. Louis Convention and attend this worthwhile full day session.

New CF Leadership:

Our CF Leadership, beginning in September 2009, is listed below; some updates are likely to be made during our Conference Business Meeting.

Chair	Robert Schultz (Abbey remains chair to 8/09)
Chair Elect	TBD
Acting Program Chair	Nora Cohen
Assistant Program Chair	Kathi Kearney
Treasurer	Abbey Cash
Acting Secretary	Barbara Romey
Newsletter Editor	Erin M. Miller
Assistant Newsletter Editor	Stephen T. Schroth
Membership Chair	Elizabeth Romey

Current NAGC Elections:

Several leadership positions are available currently at NAGC, beginning in September 2009, **but the time frame for submitting your application and materials will be closing shortly**. The date that all materials must be submitted and postmarked is **April 13**. More information is available on the NAGC website (www.nagc.org). Especially important to our CF members is the position of Chair Elect and the Network Board Representative. Please check the requirements for both positions on the website, as well. I would like to encourage anyone interested in the Chair Elect position to contact me at acash@berk.com so that I can help explain our CF leadership responsibilities, which I can also make available in a list form. I look forward to hearing from you.

CF is looking to meet with YOU in St. Louis this fall, November 4-8. Our work session meeting is generally scheduled for Thursday, in the afternoon. We hope you will consider arriving early enough to attend our planning session, and have a major voice in our CF operations. Our business meeting usually falls directly after lunch on Friday. CF needs your voices, your ideas, and your participation.

See you in St. Louis!

A MESSAGE FROM THE CONCEPTUAL FOUNDATIONS CHAIR-ELECT

Robert A. Schultz
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It is my pleasure to introduce myself as the Chair Elect for the Conceptual Foundations Network. My, how things have changed since my last stint in the Division's (now, Network's) leadership! Yet, things mysteriously remain the same.

Our focus as a network remains as watch-keeper for the foundations and historical record that guides our work with gifted individuals, young and old. I am proud to be associated with such a reputable group of individuals collectively bearing the torch of the past for our future.

My vision moving into the position of Chair is to continue to enhance our position as a Network within NAGC. I would like to begin outreach to other fields within education to build bridges and advocate for the nature and needs of the gifted in school settings and communities around the country and the world. Much of this vision requires involvement from all of us, both individually and through collaborative support across university and other borders. We need to stand together in our convictions and develop new ways of recognizing and solving dilemmas and issues that impact the gifted and talented.

Lofty goals, indeed! Fortunately, we have a highly regarded newsletter and many highly esteemed colleagues within our ranks. Add to this the sense of family we share each time any of us informally gather at conferences or other venues. I wish you a happy spring and the "warm, fuzzy" feeling that I'm only an email away!



Interview with Margaret Laney Leigh



Margaret Laney Leigh, EdD

By Stephen T. Schroth
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Educational Studies
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Introduction

The National Association for Gifted Children (NAGC) is built upon the vitality of the various networks that serve its members' interests, passions, and concerns. The networks themselves rely on the input and involvement of their members. Margaret Laney Leigh, longtime newsletter editor of the Conceptual Foundations Network, has retired after nearly two decades of service. As an educator, editor, and researcher, Margaret has made many contributions to the field of gifted education in general and to the Conceptual Foundations Network in particular. Gifted education is built upon the inspiration, insight, and involvement of leaders such as Margaret. The Conceptual Foundations Network newsletter provides advocacy for gifted learners. Without Margaret's work, this forum would not have existed, at least in its present form. In her honor, the Conceptual Foundations newsletter interviewed Margaret, both to pay tribute to her years of service and to memorialize her words of wisdom for future generations of Conceptual Foundations Network members.

Describe your involvement with the Conceptual Foundations Network

My involvement with Conceptual Foundations began when I began attending NAGC conferences. At first I was overwhelmed by the numerous offerings, and tried to sample as many of the different offerings as I could. Over time, I

realized that I found the Conceptual Foundations sessions to be the most significant in terms of my thinking about gifted education as well as my practice. My “administrative” work for the Conceptual Foundations Network began, like many things, serendipitously. I saw a flier to join, I joined, and then there was a problem with the newsletter. The group ended up “adopting” me. I came on board temporarily to assist with that and ended up working with the newsletter for almost two decades—and the rest, as they say, is history.

What changes do you consider the most important in gifted education?

I have sensed a lack of respect for the notion of *giftedness*. On the one hand, there is an egalitarian call for access for all, and this is currently very popular. On the other hand, this call has weakened the notion of what giftedness is. Depending upon the perspective one chooses to invoke, the idea that all children are gifted in their own way and all children deserve special care and opportunities seems to make perfect sense. The problem is that if all children are gifted, then none of them are. And this sort of perspective is where the notion of giftedness has lost respect, or better yet, we have lost focus on what giftedness should mean.

As a nation we need to value the various capabilities that children bring to bear in their lives and school experiences. It is wonderful that children are gifted mathematicians, but it is also important that we consider excellence in sports and talent in the fine arts, too. As a nation and a culture we need to value and nurture gifted children, as we need to value and nurture all children. Providing appropriate services to gifted children is not about being exclusive, it is about recognizing, and serving, different needs. *All* children deserve an appropriate and challenging education. This most certainly includes providing gifted children with appropriate educational challenges.

What should those of us beginning with the network know? Why?

Giftedness has much to do with a variety of different ways of conceptualizing intelligence. Yet, *intelligence* has become as much of a socio-political construct as a psychological and philosophical one. In many ways this is understandable, but this also means that those who advocate for gifted children need to advocate for additional resources because while notions of intelligence can be contested in the political arena, those children who demonstrate giftedness in a variety of settings must receive the resources they need so they can flourish in school and life.

The Conceptual Foundations Network is a great avenue by which to affect change. The ideas, and people a member of the network gets exposed to are just amazing and empowering. If a new member keeps coming, and keeps giving of his or her time and energy, the benefits will be tremendous, both individually and for the field of gifted education.

Why did you get involved in the field of gifted education?

My path was not direct, that is for sure! Actually, I would describe it as sideways. I received a degree in education then had six children. When the kids were in school, I went back to school and received an MEd. I had always loved language so I thought about English but gifted education proved to be a better fit. I took some classes and realized that this was a field that was a tremendous fit for me. My mother was a wonderful gifted “educator” despite having little formal education. She engaged us with poetry, newspapers, puzzles and other avenues to learning that motivated me and my siblings. I mean, I knew about gifted education, but this allowed me to meet and work with some wonderful educators, such as Ann Robinson and Mary Prentice, and with many talented fellow-students. I learned so much from them. After a time, I went back and completed my EdD at the University of Arkansas at Little Rock.

What do you consider to be your most significant accomplishment in the field?

The achievements I'm most proud of in gifted education were in developing the talents of others, from my own children through my teacher-education students on the college level. I also was privileged to work with hundreds of elementary-age gifted students over the years. I worked mainly with African-American students in Little Rock, Arkansas. I delighted in finding students who were gifted and didn't know it. I took pleasure in developing their gifts, teaching them to think, to take initiative, to delve into challenging areas of interest and lifting their aspirations toward attending college.

Historically, the United States has discriminated against some groups, including many ethnic minorities. Yet there is so much talent in these communities, opportunity just waiting to happen! Gifted education programs can help to change this. I had some colleagues who thought they had to fudge the eligibility requirements to get enough African-American students into the gifted program to satisfy requirements for equality. I never did. They were there all along, just waiting to be found. It was like a treasure hunt where a variety of identification methods yielded amazing results. I loved it! Developing talents in others is what I love best. It is what all teachers do and it is the act of which I am most proud.

I also was able to teach my own children. All six of them have doctoral degrees. In fact, they all came by recently for my husband's 75th birthday party. It was very special. As a person I just feel very proud of, and fulfilled by, my work as a parent of gifted children.

My college teaching was also very important to me. I worked with pre-service teachers, and was fortunate to teach in a place where we had an entire class devoted to the needs of and strategies for working with gifted learners. I think this is extremely important. So many teachers want to do their best for their gifted students but they just haven't had the exposure

to instructional strategies that support highly able children. Pre-service teachers need more guidance about how best to work with gifted and talented students. We are making some progress but we have a long way to go. This is one area in which NAGC provides such valuable leadership—as a national organization we can advocate for changes in teacher preparation programs that include more information, and classes, about gifted children.

One other way I have thought about what I have contributed is that, through the Newsletter, I have given this group and their ideas and passions to the world. The Conceptual Foundations Network is comprised of such wonderful, insightful, and brilliant individuals. As bright as they are, it is in joining forces as a group that all of their energy and passion transfers into something that really makes a difference. I hope that the Conceptual Foundations Network will continue to benefit teachers, scholars, and, most importantly, children for years to come.

How has the Conceptual Foundations Network evolved over time?

Initially, the Conceptual Foundations Network did not have many publications. As time progressed we have increased the amount of publications and presentations at NAGC. This increased our visibility within NAGC in two ways. First, because of increased visibility we were no longer seen as a step-child to the work of NAGC or advocacy for gifted education. Second, the ideas that we found important, those that ground other areas within gifted education theory and practice, now have their rightful space for consideration.

I am proud of how the Conceptual Foundations Network has evolved. It has continued to grow in strength and influence. When it began it was only a small group of scholars, parents, and teachers, and NAGC did not realize how valuable this group was. They didn't realize what they had. The focus was on how people "become" gifted and not how to nurture this

“becoming.” As a consequence of these sorts of questions we were treated like step-children. But we have grown through sessions at NAGC, and I think this is great for gifted education. The questions we grapple with, such as how best to nurture giftedness, how to value those who engender talent, are some that really make a difference to children we serve in the schools. As the world grows increasingly complex we will rely on the children who are able to grapple with these complexities to help us solve society’s problems. What the Conceptual Foundations Network does ties firmly into that.

What are some of the seminal issues that the Conceptual Foundations Network has grappled with (or should have grappled with)?

It is critical that we continue to grapple with issues in identification. We need to have ongoing discussions about the role and place of IQ scores and test scores in regards to identification. Also, we need to cast a wider net to consider models of gifted education. Renzulli is one important model. There are others. Each of these models has assumptions about what counts in terms of intelligence.

In general, teaching gifted children is not only a challenge, but is also fraught with difficulty. The ideas about identification and models make the core issue, serving gifted children, much more complicated.

Most critically, there is a lack of respect for intelligence in the United States. In fact, I see it as an idea that people shy away from even discussing. There are many reasons for this, but even so, no child should be underserved because of their innate intelligence. We should publicize the good that occurs from the life work of gifted individuals.

How does the work of the Conceptual Foundations Network strengthen/tie into/align with the movement of gifted education in higher education and public education?

We need to inform people in higher education, both indirectly and directly, about the critical

importance of gifted education. In teacher education programs little, if anything, is mentioned about the gifted learner. Many programs have a single course covering all exceptionalities that teacher candidates must complete. Some programs spend as few as a couple of class sessions focusing on the needs of gifted learners. We need to better provide teacher candidates with the skills, knowledge, and dispositions to serve these children. Maybe all programs should require an entire course in gifted education to ensure that future teachers are exposed to the needs of the gifted child within their coursework.

In the home, parents of gifted children should discuss people, famous individuals who demonstrate giftedness. Children should attend summer programs that nurture their gifts. In order to create a destiny or a vision for the gifted child, the child should be challenged from childhood. They need to see themselves for what they can become. Certainly some gifted children do well in a regular classroom, but children and parents must not back down. They need to ask questions, and, if necessary, make demands of their schools so their children can receive appropriate services. After all, they will create the future we will live in.



“Thought is the blossom; language the bud; action the fruit behind it”

~Ralph Waldo Emerson

Gifted Education Politics: Four Theories in Action, for Home, School, State, and Congress

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It sometimes seems like the curricular and instructional worlds of gifted education are increasingly consumed with pragmatics (“What Works”). In contrast, gifted education politics, with seemingly fewer effective outcomes than gifted schooling, seek more and more theories to inspire effective daily practice. At least four theories or sets of philosophical points can produce daily results for gifted education policy advocates (Friedrichs & Sheard, 2008; Sheard, 2008.) These include Kingdon’s *multiple streams of information* theory (1984), Alinsky’s *Rules for Radicals* (1971), Olson’s *Logic of Collective Action* (1971), and Baumgartner and Jones’ *punctuated equilibrium* theory (1993). Each theory or philosophical view has implications for action at the many levels where gifted education politics take place – home, school, state, and federal government.

However, in becoming more familiar with each theory or philosophical outlook – ideas initially overviewed so well in last spring’s version of this newsletter (Sheard, 2008) – it may be helpful to see how that idea has been employed successfully at one particular level. Thus, we will examine how Kingdon’s “Streams of Information” can inform politically-related pro-gifted action at home, how Alinsky’s grassroots organizing can build support in school districts, how Olson’s collective logic can inspire coalition building in states, and how Baumgartner and Jones’s ideas can break up the frequently harmful status quo toward the gifted nationally. Examples of these “theories in action” can be drawn from this author’s several decades of advocacy experience, at various levels, on behalf of gifted students in Minnesota and nationally.

Home

Perhaps more than any of the other three theorists, Kingdon studied electoral politics. He focused on Congressional and other decision makers, and how they must attend to various streams of information as they make selections to move certain proposals to higher places on the public policy agenda. Senators’ and Representatives’ choices to place a certain proposal higher on the agenda is based partly on the size and skill of the involved advocacy group, as well as the timeliness of their issue (Kingdon, 1973).

Kingdon’s ideas have clear implication for gifted education advocates, not just legislative leaders. To be an effective gifted education advocate (or leader) in an increasingly complex society, one must pay attention to extremely varied streams of economic, social, and political information. In attending to these streams, gifted advocates should be able to identify *problems* in the schooling of gifted children, suggest *policies* that would remedy the problems, and engage in *politics* to advocate the policies.

Within gifted education, like other public-policy-related areas, an advocate’s discernment about problems, policies, and politics often begins with private reasoning, at home. For the parent of a gifted child, the initial thought about the *problem* – that his or her child needs a more enriched or accelerated instruction – very frequently starts with the student. The gifted child often is a great finder of schooling problems, as well as a productive initiator of dialogues among family members about pro-gifted solutions to schooling challenges. In Minnesota, I have seen many advocates – from urban, suburban, and rural districts – who have first perceived the widespread problem of gifted students’ educational underachievement when it “came home.” That is, these advocates become sensitized to the needs of the gifted when their own child said, “Today, for the fifth day in a row, I knew the answers to all the math problems before the lesson even started. And I

felt so bored that I wanted to put my head down and sleep!"

After parental consciousness is raised about the child's high ability and lack of challenge, a parent may want to cross-check his or her views about the problem with the child and another parent. In cross-checking, a parent may compare the other family members' information about gifted-related trends at home and in the child's classroom. Concerned parents may also look at their gifted children's learning materials to confirm that there is indeed a significant schooling barrier that requires overcoming. Here, I reflect back on a kindergarten math whiz, who excelled in addition and whom I served as a tutor and consultant. When this boy clearly indicated that he was going to be just as proficient in subtraction, multiplication, and division as he was in addition, his parents began to acknowledge a significant curricular challenge at school, and started to work toward the next of Kingdon's steps – finding a *policy* solution. They began to advocate for math acceleration. On the other hand, when the parents of a first-grade student, skilled in addition but not in the other three math areas, realized that their child's computational strengths were not yet that extensive, they decided that acceleration would not be a timely request. Thus, these parents did not advocate for policy changes at school.

Once a family has agreed on the value of acceleration or enrichment itself (the policy solution), another stream-of-information discussion among parents and gifted children may occur about *how* to pursue the desired option (that is, what kind of advocacy *politics* to engage in). One third-grade parochial-school parent in Minnesota, based on what she heard from her child and from other parents about the third-grade teacher's skill with individual reading accommodations, decided to privately ask the educator to independently assist the student in doing advanced content in the classroom. Such a request, thought the parent, might move acceleration to a higher place on the educator's tentative "policy agenda" for a usual class day. This particular teacher noted that

parent had a personality preference for privacy and one-on-one negotiations. The astute parent, it seems, was aware of the great importance, in advocacy, of honoring the distinctive personalities of organizations and their workers (Merton, 1940). On the other hand, a public school parent, who had heard about how other parents had traditionally been effective in group advocacy for pull-out programming when speaking to their local school board, determined to join other parents in this district in advocating for individualized or small-group gifted-education acceleration. In both cases, a gifted child had contributed leads to the parents about effective, already-existing, acceleration practices.

Local

When initially home-focused advocates decide to take action for more than just their own children, they almost always need to join with other grassroots-level parents to achieve outcomes at the building or district levels. From Saul Alinsky's *Rules for Radicals* (1971), local gifted education advocates can obtain some particularly stimulating ideas for collective, grassroots action. These ideas very much encourage advocates to use their own stories and language, to build their numbers by picking a cause they can all rally behind, and to continually monitor the change process.

For over three decades, in developing his ideas, Alinsky blended political theory and practice. He studied labor leaders and rank-and-file members (Alinsky, 1949), then successfully got to know some of them (and their life stories) well, helped them to successfully organize around common causes of higher wages and better working conditions, and stayed in touch with them to ensure continued progress. Later, he delved into education, organizing teachers *and* parents in Chicago's Woodlawn area, in these advocates' drive for self-governance in their schools. He wisely joined these parental consumers of educational services together with the "street level bureaucrats" who provided the service (Lipsky, 1980). In Chicago and elsewhere, the inspired pairing of parents and

teachers allowed parents to know what sometimes-powerless educators faced in “muddling through” the bureaucratic day (Katz & Kahn, 1966; Lindblom, 1959), and simultaneously allowed teachers to know the extent of parental alienation with the system. Alinsky held that advocacy, in education and elsewhere, must invariably involve many and varied locals, who should be encouraged to advocate together for common goals using their distinctive stories and language, throughout both the enactment and implementation of needed policies.

Alinsky emphasized, in many of his writings, that advocates’ strength is invariably related to their numbers. The causes that build these numbers, he urged, should be causes on which most advocates can agree. When multiple parents in one suburban Twin Cities school were bothered by their children’s daily stories about learning many things that they already knew, the parents started acting productively on their discontent. They asked the school’s leadership, with a minimal but thoroughly-reasoned request, for pull-out instruction at least once a week in math – the subject in which virtually all their children excelled beyond the book.

Alinsky (1967) believed that well-organized, sufficiently numerous advocates, such as those in the suburban Minnesota school, can benefit from using advocacy language that they themselves find particularly inspirational -- even spiritual. Although Alinsky’s personal advocacy has been termed “hard-edged” (Orr, 2007), “provocative” (Maritain, 1994), “urban” (Bailey, 1974), and “professionally radical” (Sanders, 1970), he himself would probably heartily affirm that the aforementioned Minnesota group of well-mannered suburban moms and dads might be wise to choose the petition words that they eventually found inspiring. This was language “kindly requesting a discussion on possible acceleration opportunities.” By contrast, he might strongly encourage some other, self-identified, Minnesota firebrands whom I’ve known to go ahead and demand much faster-moving curriculum.

Finally, according to Alinsky (1971), even thoroughly-represented, articulate advocates need to oversee the change processes that they have initiated. Just because change has been approved, it will not necessarily arrive. For instance, the aforementioned suburban Minnesotans aiming to create a pull-out math program did not rest on an administrative commitment to simply have such a program. Instead, they wisely chose to monitor several critical implementation phrases often overlooked in new programs (Pressman & Wildavsky, 1973): 1) the creation of the program’s initial budget in the spring, 2) the program’s full enactment in the fall, and 3) its successful activities and unanticipated needs along the way. Alinsky probably would be reticent to trust “Establishment” implementation of a program, especially if that program had been substantially designed by grassroots public-service consumers!

State

In moving from the local to the state level of gifted education advocacy, advocates need to consider several factors. Olson’s (1971) work has particular applicability to state advocates, especially in his emphases on the power of articulate, vocal minorities, the tangible benefits of advocacy-group membership, and the building of effective coalitions between advocates for one policy and proponents of another.

Olson, an economist, specialized in explaining how multi-faceted, well-spoken, and very dedicated coalitions can prevail on public policy issues, even in times of limited economic resources (Olson, 1982; Olson & Landsberg, 1973). If coalition members’ distinctive self-interests are thoroughly and consistently met, these coalitions can win, in matters as diverse as English wartime procurement (1963), modern American health care (1981), and Eastern European post-Communist rebuilding (2000).

Olson’s work can particularly inform and inspire embattled gifted advocates, by pointing out how

vocal, well-spoken minorities can achieve policy goals, through conveying the right message, by presenting it to appropriate allies and decision makers, and through utilizing sufficient advocacy stamina. Some recently successful advocates for significant gifted-funding increases in Minnesota experienced these down-and-up feelings frequently seen in statewide gifted advocacy: they started off by hitting a stone wall on several occasions with their initial message; they subsequently engaged in the hard political work of revising that message to build coalitions widely in agreement with their viewpoint; and they finally hit a funding breakthrough when receptive leaders and favorable political and economic circumstances presented themselves. When another Midwestern state's advocates asked for a legislative mandate to train teachers of the gifted, the advocates were also initially turned down. However, these proponents also honed their reasoning and message, developed relationships with the new legislative leadership, and worked with that leadership to attain the state's first-ever gifted credit hours for teachers.

Articulate Olson-inspired advocates – especially when in the minority on issues – often wisely encourage other people to join or to become more active in their organizations. Their encouragement frequently involves more than just the glory associated with group membership. Advocates sometimes offer tangible benefits, such as personal access to professionals who are knowledgeable about gifted children just like their own, or to decision makers who can assist children like theirs. Potential gifted education advocates can be especially attracted to a statewide gifted organization if they can get membership benefits not readily obtainable anywhere else, such as sharing their children's specific stories or needs with the state's professors of gifted education, state department of education gifted officials, or state legislators committed to high-potential youth. In Minnesota recently, some parents were particularly energized to testify before legislators when they discovered that they could recount their own children's stories about scarce gifted education opportunities. They were most

happy to meaningfully engage in the struggle for more opportunities for their children and others.

Finally, Olson mentions the value of building coalitions, both among groups having natural affinities for their causes, *and* among groups not having such affinities. Statewide gifted advocates know the power of gifted education parents and teachers working together, to obtain additional gifted-education funding or training for gifted-education teachers. Yet these advocates may not be as aware of the fruitful coalitions in some states between gifted education and special education advocates, or between gifted education and early-childhood proponents. One Minnesota gifted-advocacy organization successfully utilized parents of twice-exceptional youth -- an informal, built-in, two-part, parent coalition representing both gifted and disabled constituencies -- to lobby legislators successfully for more individualized services to address the strengths of the state's gifted students.

Federal

Unlike Olson – and like Kingdon – Baumgartner and Jones (1993) studied political theory. However, unlike Kingdon, Baumgartner and Jones were broader in their theories than Kingdon, focusing not just on specific policy outcomes, but also on the often-substantial changes in the social order that were needed to produce significant political changes. Baumgartner and Jones noted, in political and other bureaucracies, how difficult it can be to achieve substantial change. Even with the force of public opinion, and with the backing of federal and state law, it can be very difficult to change federal bureaucracies' policies (Givel, 2006). Change can indeed come, but it is more likely to occur in smaller fields (Gershick, 1991) and in change-oriented eras (Pierson, 2004). It is also much more likely to happen when stale policy is not working, and when advocates finally break through bureaucrats' policy monopolies by stating decisive positions, tying their advocacy to more sweeping change movements, being flexible in tactics, and employing dynamic language (Baumgartner &

Jones, 2002; Pierson, 2004). Advocates also help themselves greatly when they become media savvy and graphically bring to the public's attention those same harsh realities that the advocates know so well (Jones & Baumgartner, 2005).

Nationally, despite the challenges, use of Baumgartner and Jones's punctuated-equilibrium theory can very positively influence gifted-education politics. The theory suggests to gifted education advocates that they truly can change our relatively small, and thus adjustable, policy field. Specifically, Baumgartner and Jones (2002) might add that gifted education's too-long-stabilized *policies*, *tactics*, and *words* now give advocates a golden opportunity to make federal lawmakers sit up and take notice.

Gifted education has appeared stuck in a *policy* rut at the federal level – one largely perpetuated by the bureaucracy – for the last two decades. Despite the key role played by the federal government in gifted education curriculum in the immediate post-Sputnik era (Gallagher, 1979), there have been only a few million dollars dedicated to yearly gifted funding appropriated since the 1980's, mostly targeted for research. The federal government has long come to rely almost totally on states and localities for increases in gifted funding (Zettel, 1979). Federal expenditures for gifted education, in fact, amount to three cents for every hundred dollars spent on education (Clarenbach, 2008). If proponents wish to expand gifted funding and services, they now have a propitious advocacy moment, in the form of the current national and international economic crisis. But advocates need to make an emphatic as well as effective case for that expansion, to truly get gifted funding out of the rut. Like advocates at the district and state levels, federal gifted-policy proponents must communicate clearly about how additional monies can make a difference *now* (Roberts & Inman, 2006), both for localities with no accelerated, enrichment, or other direct gifted-student services, and for districts with longstanding funding that may be lost in recessionary times. Advocates must explain how

proposed gifted services are conceptually very much in line with other prime “change-oriented” policy initiatives of the Congress and President in power. Examples of two such current proposals with policy legs might be reading to a child's full ability and Science, Technology, Engineering, and Math, or STEM, development.

Federal advocates' political *tactics* may also need to shift – and fairly sharply so – to reflect their suggested changes in gifted policies. Advocates may need to take an active part in pushing for legislation beyond the traditional stand-alone gifted education funding. They may need to advocate directly for active, “enzymic” funding, to bolster general education classrooms – and the gifted youth in them – with advanced subject matter in reading, science, and math. They may also need to catch the coattails of presently strong Administration and Congressional interests, such as those of teacher effectiveness and stimulating the economy (NAGC, Feb. and Mar., 2009). To enact any of this legislation, advocates need to have many more gifted-education parents, teachers, and youth contact their federal legislators in support of proposed bills. In Minnesota, some gifted advocates recently began to ask proponents to contact federal, as well as state, legislators. And, naturally, federal gifted education advocates may need to go outside gifted education to pass such broadly-intended legislation, developing coalitions with other education-related groups, such as early childhood proponents and business-world STEM supporters.

After prospective federal legislation is drafted, advocates should employ strong *words* that reflect their feelings and policies. Then, they should actually use that language with co-advocates and legislators (Baumgartner & Jones, 1993). Advocates for new STEM programs, for example, might tout how gifted youth can truly engineer a new future for America. With a sterner resolve than the previous attitude seen in some quarters – that of “going along to get along,” an attitude that appeared to treat defeat as acceptable – gifted advocates might remind U.S. Representatives and Senators how gifted

parents' votes may well depend in part on how lawmakers vote on gifted education.

Conclusion

Thus, different political theories and philosophical points may apply well to the various levels at which gifted politics play themselves out. If advocates reflectively practice these theories and philosophies, they may think of ways to apply them successfully to advocacy levels other than those mentioned here. With each successful theory application, advocates can meaningfully extend these theories' helpfulness. And with thoughtful and creative application of these four theories and views at various advocacy levels, gifted advocates may bring gifted education closer to the day when we have political techniques that truly speak effectively to our country's widely-varied gifted education proponents.

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THE GIFTED LABEL: PERSON OR PROGRAM?

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Starting at the End: Drawing Conclusions

Consider the following three statements about the process of labeling gifted students. First, testing approaches should be as informative as possible, and thereby help teachers facilitate student learning in ways that are flexibly responsive, with programming that takes into account children's individual differences in knowledge and in learning rate. Second, diagnostic testing should be followed by suitable instruction. Third, it is better to label programs rather than people. Each seems valid and true, but in order to reach these conclusions let's examine some perceptions of giftedness, going back to a basic question, "Why identify giftedness?"

Back to the Beginning: Why Identify Giftedness?

"The purpose of identifying gifted children is not to stamp them with a blue seal marked 'Premium Gifted Child'. Identification is not an end in itself. Rather, it is the means to the goal of getting each child into the educational program most suited to develop his capacities and his 'whole person.'"

(Robert DeHaan & Robert Wilson, 1958)

Think about this quote. How far have we come in the past fifty years in determining who should receive gifted programming? Was the message valuable or heeded back then? Now? What have we learned in the interim? The responses to these questions provide a framework for thinking about gifted education. Specifically, what are the *benefits* of the gifted label, and what are the *inherent problems*? Other considerations include *current research*, *mindsets*, and *recommended changes* in

educational practice. Each of these matters is examined in turn.

Possible Benefits of the Gifted Label

A gifted label may have certain benefits for a child, as well as his or her teachers and parents. These benefits might include validation of a child's ability, affirmation of differentness in the classroom and other environments, the possibility of educational changes that better match the individual's abilities and interests, and increased opportunities for interactions with intellectual peers.

Problems

But there are problems too. First and foremost, there is considerable lack of consensus among gifted education professionals and theorists about the terminology and even the definition of giftedness (Bracken & Brown, 2006).

Gifted labeling compartmentalizes people. That is, one is either gifted, or not gifted, and that can be problematic. Educational services should be provided in accordance with a student's subject-specific learning needs at a particular point in time. A label should not be necessary in order for that to happen.

Too many children fall through the cracks with respect to the gifted identification process. Examples include, those implicitly labeled "not-gifted" (e.g., siblings; learners advanced in only certain subjects; students just missing cut-off criteria; poor test-takers; minorities); those identified as gifted but who don't find a match in gifted programs; and those who fear failure or avoid challenge. These children may require gifted education services, but be ineligible if they fail to acquire that requisite and sometimes elusive label.

Finally, there are other drawbacks associated with labeling. These can include intensified expectations regarding a child's performance from oneself, parents, and teachers; prejudices

and misconceptions of others; envy or rejection from old friends; unhappiness with perceived elitism; confusion about the meaning of the label; worries about being an imposter; need to change schools for programming; and cultural, racial, linguistic, and SES underrepresentation. The occurrence and severity of these drawbacks will differ from one situation to the next in accordance with each child's unique circumstances. The labeling experience varies according to a child's age; psychosocial factors (e.g., resilience, social competence, personality, maturity); family factors (e.g., support and/or stressors); ability factors (e.g., domain[s] and degree of giftedness, other exceptionalities); educational opportunities following labeling; social and cultural contexts (is it okay to be smart?) So what knowledge do we have about giftedness that can help us make intelligent decisions about educational address?

Current Research Findings

Giftedness is context-specific, domain-specific, and highly variable in its development. There are continuities and discontinuities across the life span. Good programming matches vary across domains and change over time (Matthews, Subotnik, & Horowitz, 2009). Momentum is growing toward understanding giftedness within a developmental diversity framework, and away from a categorical (gifted/not gifted) model. There are enormous differences in the way children develop (e.g., timing, areas of interest, temperament, motivation, family and cultural environment). The old way of identifying, labeling, and segregating children on general intelligence or academic test scores at one point in time is very hard to defend (Horowitz, Subotnik, & Matthews, 2009) and is based on a mindset that is counterproductive.

Mindsets

“Telling children they're smart, in the end, made them feel dumber and act dumber, but claim they were smarter. I don't think this is what we're aiming for when we put positive labels—'gifted,' 'talented,' 'brilliant'—on people.” (Dweck, 2006)

People who have a *fixed mindset* perceive intelligence as innate and fixed (entity theory). People who have a *growth mindset* believe that intelligence develops over time, with opportunities to learn (incremental theory). Across backgrounds and situations, the growth mindset is associated with higher levels of academic and career achievement and satisfaction.

Giftedness from a growth mindset. Giftedness is not a fixed and innate attribute of a person, but rather something that changes over time, and that can be influenced by many environmental factors. This is consistent with the direction of a paradigm shift in the field of gifted education, and consistent with a mastery model perspective (Matthews & Foster, 2005): Giftedness is exceptionally advanced subject-specific ability at a particular point in time, such that a student's learning needs cannot be well met without significant adaptations to the curriculum .

Gifted labeling reflects a *fixed mindset*. Those who have a *growth mindset* conceptualize intelligence as dynamic, developing over time with appropriately challenging and scaffolded learning. By avoiding labeling – and by modeling and nurturing a growth mindset – we can best support giftedness and talent development across diverse learners.

As a result of what is known about labeling and mindset, we recommend several changes to gifted labeling practices. These include:

- Focus on giftedness as domain-specific advancement at a given point in time;
- Avoid the gifted label unless it is necessary for appropriate programming;
- Work toward a learning match for every learner in every subject;
- Provide a range of challenging learning options;
- Label programs, not people (Borland, 2006);
- Using assessment/identification information to help address individual needs, so the teacher becomes a “mismatch diagnostician.”

All of this means rethinking identification: The goal is to find those students whose domain-specific mastery so far exceeds grade-level programming that they do not learn much in the classroom unless appropriate adaptations are made.

What Kind of Assessment Works Best?

The best assessment is ongoing, by subject area, to determine who might need adaptations. It should be flexibly integrated into the teaching/learning process. And, it should be accompanied by teacher development on differentiation. (Lohman, 2005; Robinson, Shore, & Enersen, 2007; Worrell, 2009)

Teachers, parents, and school leaders should consider a child's history of academic achievement in a domain; high-ceiling standardized achievement and aptitude tests that focus on reasoning in that domain; motivation and interest in the domain; and a record of persistence in the typical learning environments of the domain (Lohman, 2005). Students who exhibit high-level ability based on these measures would likely benefit from gifted education services tailored to their specific needs.

Subjective measures include rating scales, checklists, student products, and portfolios. These can be useful for broad-based information, including motivation and attitude. *Objective measures* include intelligence tests; cognitive ability tests; aptitude tests; achievement tests; and school (university) entrance exams. Standardized tests provide additional information and objective confirmation of teacher judgment and other subjective assessment data.

Final Thoughts

By fostering a growth mindset, engaging in ongoing diagnostic assessment, providing a range of challenging learning options, and labeling programs rather than people, educators

and parents can support gifted-level outcomes in diverse learners.



These ideas are discussed in more depth in a recent article published in *Understanding Our Gifted* which you can find at www.beingsmart.ca or www.our-gifted.com

Additional information can be found in the authors' newest book *Being Smart about Gifted Education* published by Great Potential Press, and available June 2009.

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Reader's Corner: Book Reviews and Books of Interest

In this edition's Reader's Corner column we are pleased to bring you a review of *Living with Intensity* edited by Susan Daniels and Michael Piechowski, as well as a description of the newly published *Morality, Ethics, and Gifted Minds* edited by Don Ambrose and Tracy L. Cross.

Many of the contributors to both of these fascinating books are Conceptual Foundations and/or Global Awareness Network members. If your interest is piqued, we encourage you to consider joining both networks.

~ Erin Morris Miller, Editor

Living with Intensity: Understanding the Sensitivity, Excitability, and Emotional Development of Gifted Children, Adolescents, and Adults

Susan Daniels and Michael Piechowski, Editors
(2008) Great Potential Press
ISBN: 0910707898

A Review by:
Vlad Glăveanu, Editor
Europe's Journal of Psychology

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Living as a gifted person, from childhood and youth to late adulthood. Living *with* gifted persons: children, adolescents, adults. In both cases, living with intensity. The book edited by Susan Daniels and Michael Piechowski takes on the huge challenge of making us all aware of how it is to actually live with intensity, to live with and near giftedness. It is a challenge because of the numerous preconceived and/or

misconceived ideas about giftedness, development, and normality maintained by both science and common sense for decades. At the heart of these prejudices stand a group of correlated assumptions: that pain, anxiety and disintegration are always negative, that these could only harm creativity and therefore that any person experiencing these inner states is sure to be pathological rather than creative.

"Living with Intensity", a book edited in 2009 by Great Potential Press, brings together a number of authors that use the conception of Kazimierz Dabrowski in their theoretical and empirical studies of giftedness. Consequently, they all embrace a vision of giftedness that emphasizes the importance of emotions, of personal growth, of overexcitabilities and developmental potential over the entire lifespan. The book offers all readers a comprehensive insight into Dabrowski's theory and its important applications for understanding and cultivating talent and creative potential regardless of age, sex, education, social position; a valuable guide for all interested in or "touched" by giftedness, from gifted persons themselves, to parents and teachers, counselors and psychologists, creativity researchers, social workers, everyone working in fields that promote and depend on the creative energy of the gifted: education, business, science and art to name just a few.

The book is divided into four parts. The first gives a general overview of "Kazimierz Dabrowski, Overexcitability, Giftedness, and Developmental Potential", discussing in two chapters essential notions such as overexcitability and sensitivity (chapter 1) as well as Dabrowski's levels of development (chapter 2). The second part turns to practical aspects in the study of giftedness, "Understanding Intensity: Practical Applications for Parents, Teachers, and Counselors". Here different authors address developmental topics, from young gifted children (chapter 3) to gifted adolescents (chapter 4) and consider carefully important aspects in the life of the gifted, such as the role of stress (chapter 5) and perfectionism (chapter 9). A considerable

number of chapters are dedicated to the delicate problem of distinguishing between giftedness and pathology by calling our attention to instances of missed diagnosis, misdiagnosis and dual diagnosis (chapter 6), counseling work with the gifted (chapter 7) and, in this context, the importance of family dynamics (chapter 8). The third part continues this developmental perspective, “Still Gifted After All These Years – Lifespan Intensity and Gifted Adults”, bringing to the front the advantages and challenges of lifespan intensity (chapter 10), the work of Annemarie Roeper and its relevance (chapter 11), ideas on the process of counseling gifted adults (chapter 12) and outlining in the end what Dabrowski’s legacy could bring to gifted adults (chapter 13). Finally, part four is dedicated to “Current Research and Future Directions” with a dual focus, on research and assessment of the theory (chapter 14) and on possible future applications (chapter 15). The book ends with two useful questionnaires for the assessment of overexcitability, the OEQ Short Form and the Revised OEQ (or OEQ-REV).

One essential merit of “Living with Intensity” is its clear and well-documented account of Dabrowski’s conception, from the notion of overexcitability, an indispensable tool for understanding the mental and behavioral dynamics of gifted individuals, to the bigger framework, the theory of positive disintegration. Kazimierz Dabrowski (1902-1980), a Polish psychiatrist and psychologist, has focused, in an age of behaviorism followed by cognitivism, on the significance of emotional development, of self-reflection and conflict for a person’s psychological growth. His theory of positive disintegration, of great value for giftedness studies, could seem for many paradoxical: psychological suffering stimulates self-development, positive disintegration opens the way to a higher-level re-integration and therefore needs to be cherished and not eliminated or “treated”. Especially the first two chapters of the book describe in a comprehensive way Dabrowski’s notions of developmental potential, multilevelness, overexcitability (OE), and developmental stages,

all central for understanding giftedness. For Dabrowski the developmental potential is not reduced to talent and abilities, but requires also the manifestation of overexcitabilities and the “third factor” of self-directed emotional growth. All five types of OE (psychomotor, sensual, intellectual, imaginal and emotional) and levels of development (primary integration, unilevel disintegration, spontaneous multilevel disintegration, organized multilevel disintegration and secondary integration) are thoroughly described and constantly referred to across the book, along with rich illustrations and detailed applications.

Perhaps the central argument of the book is that gifted children, adolescents and adults and, more generally, giftedness, are often misunderstood. Since OE manifest themselves early in life, as authentic temperamental dispositions, they make the gifted child live much more intensively each experience, to feel more, to think more, to move more, to imagine more. For most parents and teachers gifted children may be hard to live with and hard to educate. They are ahead of their age and ahead of their peers, sometimes even ahead of the adults around them. As Daniels and Piechowski note:

“Their excitement is viewed as excessive, their high energy as hyperactivity, their persistence as nagging, their questioning as undermining authority, their imagination as not paying attention, their passion as being disruptive, their strong emotions and sensitivity as immaturity, their creativity and self-directedness as oppositional. They stand out from the norm. But then, what is normal?” (p.4).

Adopting a life sciences approach to normality rather than a statistical one (normal is optimal and not “average”), the authors of “Living with Intensity” urge parents, teachers and clinicians to change the “lenses” with which we see “normality”, “pain”, “overexcitability”. OEs need to be cherished, nurtured and above all managed (regulated or adjusted; altered or adapted according to circumstance; varied in their expression) and not limited, eliminated or

pathologized (frequently as ADHD in children, and schizophrenia, bipolar disorder and depression at later stages).

A distinctive quality of this book is its balanced presentation of theory, empirical illustrations and useful recommendations, for example the practical advice for parents and teachers on how to modulate OEs without fighting against them. Lists of “strategies” offered for each type of OE describe inventive ways of nurturing the child’s intense experience of the world. As an illustration, those children showing psychomotor overexcitability should be encouraged to use their energy instead of “standing still”: they could stand up when they read if they want to or be allowed to play silently when they listen in a group. Solutions are always at hand when adults care to preserve and cultivate their children’s “gifts”. Second, the book offers a much needed lifespan vision of giftedness, including excellent descriptions of how creativity is experienced in young, middle and late adulthood. A special chapter is of course dedicated to adolescence, a crucial milestone in the development of each individual, and an even more difficult and decisive period in the life of gifted persons. Thirdly, the last part of the book should be of special interest for researchers and practitioners since it includes a review of the main studies that have until now tested Dabrowski’s assertions, meta-analyses of researches concerning the levels of development and overexcitabilities. The presentation of items used in research, typical answers and their significance as well as the two questionnaires included in the appendices can help interested readers in making their own assessments.

Summing up, “Living with Intensity” is both pleasant and instructive reading. It undoubtedly succeeds in its declared aim of making “highly complex material accessible without diluting its essential concepts” (p.265). Using a language that is easy to follow and being filled with illustrations and practical suggestions, this book is essential for all parents, teachers and counselors “dealing” with giftedness and intensity. The message it advocates, that of listening to gifted children and adults, respecting

and understanding them, is an imperative in today’s world both scarred by a series of misconceptions about the creative self and in desperate need of creativity. Dabrowski’s deeper message is also one of hope in our human potential and our capacity to grow and create, strengthening the belief that “it is never too late to be what you might have been”.

Morality, Ethics, and Gifted Minds

Don Ambrose & Tracy L. Cross (Eds.)

(2009) Springer Science
ISBN: 0387893679

The recently published book *Morality, Ethics, and Gifted Minds* brings together leading thinkers from diverse scholarly fields to share and integrate their perspectives on morality and high ability (giftedness, talent, creativity). These two broad areas of inquiry should have much more overlap and interconnection than currently exists. One of the many justifications for such connection making is the pressing need for application of intelligent, creative minds to the many ethical dilemmas plaguing our world today. Another is the troubling propensity for some of the most creative, gifted people to generate or catalyze those ethical dilemmas. Along with many other leading authorities, most of the authors contributing to this book frequently lament the lack of wise analysis and problem solving both in education and in attempts to grapple with moral issues in today’s complex, socioeconomic, political, and cultural arenas.

Considerable work has been done in various fields to understand ethical issues. This book explores much of the current wisdom on ethics and morality while developing new perspectives on the ethical dimensions of high ability. Recognizing that no single discipline can capture the essence and entirety of nettlesome, complex, multidimensional moral issues, prominent authors from diverse disciplines join together in this project to create an

interdisciplinary approach. More specifically, they (a) explore new dimensions of ethics and morality, (b) magnify the importance of applying highly intelligent minds to ethical issues while developing ways to strengthen the ethical awareness of the creative and gifted, and (c) bring diverse, interdisciplinary perspectives to bear on these issues. Many of the contributors are leading scholars in *creative-intelligence* fields such as creative studies and gifted education. Others are prominent scholars from outside fields and disciplines including economics, ethical philosophy, cognitive science, psychology, political theory, legal theory, critical thinking, and theoretical physics. Many contributing authors are the leading minds in their fields. The table of contents below provides an overview of the conceptual and practical terrain covered in this project:

Section 1. Launching The Exploration

Connecting Ethics With High Ability: An Interdisciplinary Approach	Don Ambrose & Tracy L. Cross
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Section 2. Ethical Leadership

Reflections on Ethical Leadership	Robert J. Sternberg
Moral Leadership, Effective Leadership, and Intellectual Giftedness: Problems, Parallels, and Possibilities	Mary-Elaine Jacobsen

Section 3. Interdisciplinary Perspectives On Ethics

Morality and High Ability: Navigating a Landscape of Altruism and Malevolence	Don Ambrose
Identity, Moral Choice, and the Moral Imagination: Is There a Neuroscientific Foundation for Altruism?	Adam Martin and Kristen Renwick Monroe
The Efficient Drowning of a Nation: Is Economics Education Warring Gifted Minds and Eroding Human Prospects?	Tom L. Green
The Continuous Nature of Moral Creativity	Mark Runco
Critical Thinking, Creativity, Ethical Reasoning: A Unity of Opposites	Richard Paul and Linda Elder

Quantum Creativity in Business	Amit Goswami
What Cognitive Science Brings to Ethics	Mark Johnson
Constructing Selves	Meir Dan-Cohen

Section 4. Emotion, Affect, And The Inner Journey

Reflections on the Philosophy of Nonviolence and Peace Studies	Laurence F. Bove
Moral Sensitivity in Young Gifted Children	Deirdre V. Lovecky
The Inner World of the Young and Bright	Michael M. Piechowski
Depth Psychology and Integrity	F. Christopher Reynolds and Jane Piirto

Section 5. Recognizing And Guiding Ethical High Ability

Morality, Ethics and Good Work: Young People's Respectful and Ethical Minds	Scott Seider, Katie Davis, and Howard Gardner
Gifted Minds and Cultural Differences: Facts vs. Values	David A. White
Eastern Perspectives: Moral & Volitional Education of Gifted Students	Chua Tee Teo and Yuanshan Cheng
Giftedness and Moral Promise	Annemarie Roeper and Linda Kreger Silverman
Self-Actualization and Morality of the Gifted: Environmental, Familial, and Personal Factors	Deborah Ruf
Teaching for Intellectual and Emotional Learning (TIEL): Bringing Thinking and Moral-Ethical Learning into Classroom	Christy Folsom

Moral Development in Preparing Gifted Students for Global Citizenship	Kay L. Gibson and Marjorie Landwehr-Brown
Growing Up Smart and Criminal	Maureen Neihart
Character Problems: Justifications of Character Education Programs, Compulsory Schooling, and Gifted Education	Barry Grant

Section 6. Where We've Been And Where We're Going

Capitalizing on Cognitive Diversity in Explorations of Ethical High Ability	Don Ambrose
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~ Don Ambrose

ANNOUNCEMENTS



Navigate to the website of the National Association for Gifted Children at www.nagc.org to see a Preliminary Conference Program

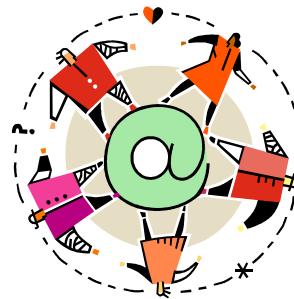
The Conceptual Foundations Network Livejournal is now up and running!

This is a place for interested members to post and comment on any and all topics related to the mission of our Network.

In order to access the community, you will need a Livejournal account (don't worry, it's free!). The community can be found here:

http://community.livejournal.com/nagc_conceptual/

We hope to see all our members there!



One of the advantages of being disorderly is that one is constantly making exciting discoveries.

~ A. A. Milne

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