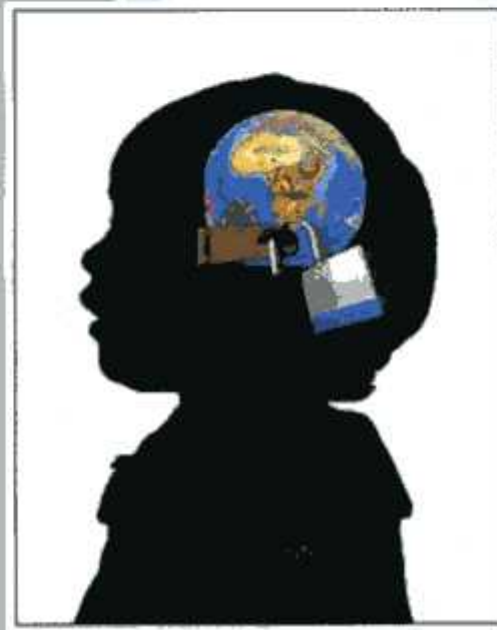


# Second National Symposium On Assessing Gifted Learners

March 27, 2009



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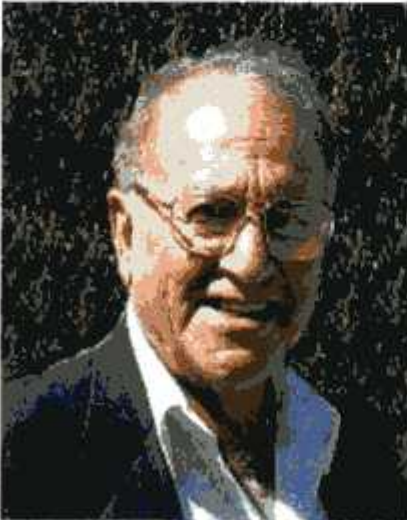
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## Second National Symposium On Assessing Gifted Learners Welcome!



We are thrilled that you could be with us to learn more about testing gifted children. Assessing gifted learners is more complex than most people realize.

Today we will bring you the most up-to-date information in the field. Thank you for joining us!



This symposium brings together individuals who have shaped our conceptions of giftedness and creativity, designed tools that reveal unusual abilities, researched the effectiveness of various instruments, used qualitative and quantitative assessment techniques in clinical and educational settings, and written extensively about the interpretation of these instruments and methods. They have devoted their careers to the exploration of human abilities and helped the world attain a deeper understanding of intelligence, creativity, learning differences, overexcitabilities, emotional development and the phenomenon of giftedness.

The first National Symposium was held in New Orleans, in August, 2005, in conjunction with the World Council for Gifted Children. These symposia were envisioned and sponsored by Richard Boolootian, who realized the difficulties of locating highly gifted children with the new IQ tests when he served as Admissions Director of The Mirman School. As a scientist, Richard's fervent hope is to create a clear understanding of the methods of assessing high levels of giftedness.

We hope that this will be a memorable experience for all of you, that you will be amazed at all you learn, and that you will share this information with those who could not be here with us.

Sincerely,

The Organizing Committee

*Richard Boolootian, Linda Silverman, Linda Leviton, and Donna Hay*

# Second National Symposium On Assessing Gifted Learners

## Schedule

Friday, March 27, 2009  
Airtel Plaza Hotel  
Van Nuys, California

<b>Morning</b>	<b>Location</b>	<b>Registration and Continental Breakfast</b>
7:30-8:30	Lobby	Enjoy juice, coffee, tea, bagels, croissants, muffins, etc.
8:30 – 8:40	Concorde Ballroom III	Welcome and Introduction to Symposium <i>Presenter: Richard Boolootian</i>

### Morning Symposium Sessions

<b>Morning</b>	<b>Location</b>	<b>Keynote Address</b>
8:40-9:40	Concorde Ballroom III	Intelligence and Creativity: A Father-and-Son's Perspective on Gifted Assessment <i>Presenters: Alan S. Kaufman, James C. Kaufman</i>

<b>Morning</b>	<b>Location</b>	<b>Sessions and Presenters</b>
9:40-10:15	Concorde Ballroom III	A New Era in the Identification of the Gifted <i>Presenter: Linda Kreger Silverman</i>
10:15-10:30	Lobby	Break
10:30-11:05	Concorde Ballroom III	Annemarie Roeper Method of Qualitative Assessment <i>Presenter: Annemarie Roeper</i>
11:05-11:50	Concorde Ballroom III	Identification of the Gifted with the WISC-IV: Special Considerations for Students from Diverse Backgrounds <i>Presenter: Dawn P. Flanagan</i>
11:50-12:30	Concorde Ballroom III	The Origin of NAGC's Position Statement: "Use of the WISC-IV for Gifted Identification" <i>Presenter: Bobbie Gilman</i>

12:30-1:30	Concorde Ballroom II	LUNCH

## Afternoon Symposium Sessions

Afternoon	Location	Sessions and Presenters
1:30-2:10	Concorde Ballroom III	Extended Norms for the WISC-IV <i>Presenter: Tommie G. Cayton</i>
2:10-2:50	Concorde Ballroom III	Use of Group-Administered Tests in Selection of Gifted Students: A Comparative Review <i>Presenter: John D. Wasserman</i>
2:50-3:15	Concorde Ballroom III	Whole Child Assessment: Connection, Context & Qualities <i>Presenter: Linda Powers Leviton</i>
3:15-3:30	Lobby	Break
3:30-4:05	Concorde Ballroom III	Don't Throw Away ANY Binet! <i>Presenter: Kathi Kearney</i>
4:05-4:20	Concorde Ballroom III	How Can We Find Highly Gifted Children? <i>Presenters: Sylvia Rimm, Linda Silverman, Bobbie Gilman</i>
4:20-4:55	Concorde Ballroom III	WISC-IV Interpretation in the Light of Gifted Complexity <i>Presenter: Betty Maxwell</i>
4:55-5:25	Concorde Ballroom III	Overexcitability and IQ <i>Presenters: R. Frank Falk &amp; Nancy B. Miller</i>
5:25-5:30	Concorde Ballroom III	Closing Remarks <i>Presenter: Richard Boolootian</i>

## Afternoon Concurrent Personalized Sessions

Afternoon	Location	Questions and Answers
2:15-4:15	Board Room	<i>Alan &amp; Nadeen Kaufman</i>
2:15-4:15	Lindbergh Room	<i>Annemarie Roeper</i>

5:30-7:30	On Own	Supper
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## Evening Sessions 7:30 – 9:30 PM

### Parent Forum

Evening	Location	Presenters
7:30-9:30	Earhart Room	<i>Bobbie Gilman, Betty Maxwell, Kathi Kearney, Linda Leviton, Linda Silverman, Helen Dudeney, &amp; Anne Beneventi</i>

### Evening Office Hours

Evening	Location	Presenter
7:30-9:30	Board Room	<i>Dawn P. Flanagan</i>
7:30-9:30	The Clipper's Club	<i>R. Frank Falk; Nancy Miller; Susan Daniels</i>
7:30-9:30	Lindbergh	<i>James C. Kaufman</i>
7:30-9:30	Lindbergh	<i>Tom Cayton</i>
7:30-9:30	Lindbergh	<i>John D. Wasserman</i>



## Morning Sessions

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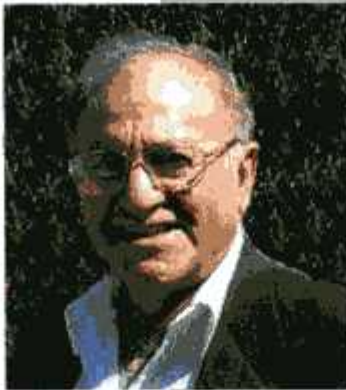
### Introduction to Symposium

8:30 – 8:40 AM

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**Presenter: Richard Boolootian**

Having served as Admissions Director at The Mirman School for Gifted Children, it became apparent that there are serious issues interpreting and comparing scores on the current IQ tests. The Second Symposium on Assessment is the logical extension of the first Symposium which was held in New Orleans at the World Council on Gifted and Talented Children in August 2005. The first symposium was organized to bring together a group of dedicated experts instrumental in the design, evaluation and investigation of various tools used in the assessment of giftedness. The symposium led to new research and methods of assessing extremely gifted children. The current program will provide cutting edge information on measures of intelligence and creativity and qualitative assessment strategies. This second symposium is an extraordinary opportunity for psychologists, examiners, program coordinators, administrators, teachers and parents nationally to learn more about the best methods for identifying gifted learners.



**Richard A. Boolootian, Ph.D.**, Professor Emeritus at The Mirman School for the Gifted, has over 48 years of experience in teaching, writing and research in gifted education. He holds a Ph.D. from Stanford University. He has contributed 24 college textbooks and over 200 original research papers. He serves as an Associate Editor of the *Gifted Education Communicator*, and held the position of Interim Headquarters Director of the World Council for Gifted Children. In addition to his 31-year tenure as a science teacher at The Mirman School, he was appointed Admissions Director for 3 years. The difficulties encountered in determining admission criteria for a school for highly gifted students were what prompted him to sponsor both the first and second symposia. He is driven in the importance in having a clear comparative understanding of the IQ test score values in assessing giftedness in children. He currently works individually with 10 highly gifted (145+) and 7 exceptionally gifted (165+) children in math and science.

**Intelligence and Creativity: A Father-and-Son's Perspective on Gifted Assessment****Presenters: Alan S. Kaufman and James C. Kaufman**

We will discuss advances in intellectual and creativity assessment over the last several decades and their impact on gifted assessment and selection. Alan will talk about the KABC-II, its dual theoretical model, and how gifted assessment played a key role in revising the original K-ABC. James will talk about new advances in creativity assessment, including new studies that examine the parameters by which experts and novices can evaluate creative performance: Do people agree on what's creative? Are there potential biases by ethnicity or gender? Both Alan and James will talk about how their separate research impacts on the identification of gifted children from ethnic minorities.



**Alan S. Kaufman, Ph.D.**, is Clinical Professor of Psychology at Yale University School of Medicine since 1997. He worked closely with David Wechsler in the revision of the WISC and has published, with Nadeen Kaufman, 11 cognitive, achievement, and neuropsychological tests, including the KABC-II, KBIT-2, and KTEA-II. Alan's books include *Intelligent Testing with the WISC-R* and *Assessing Adolescent and Adult Intelligence*. The K-ABC has been adapted for more than 15 countries, with foreign adaptations of the KABC-II underway. With his colleagues, Alan has won several awards for research excellence, including from Mensa. A Fellow of APS and of four Divisions of APA, Alan won the APA Senior Scientist Award and is a NASP "Legend in School Psychology." His students include many international leaders in the field of assessment, such as Cecil Reynolds, Jack Naglieri, Bruce Bracken, and Randy Kamphaus.



**James C. Kaufman, Ph.D.**, is an Associate Professor in the Department of Psychology at the California State University at San Bernardino, where he directs the Learning Research Institute. James is the author or editor of 15 books either published or in press, including *Essentials of Creativity Assessment*, *International Handbook of Creativity*, *Nurturing Creativity in the Classroom*, *Psychology of Creative Writing* and *Applied Intelligence*. His research has been featured on CNN, NPR, *The New York Times*, and the BBC. James is a founding co-editor of the APA journal *Psychology, Aesthetics, and the Arts*, the incoming editor of *International Journal of Creativity and Problem Solving*, and the Associate Editor of *Journal of Creative Behavior*. He received the 2003 Daniel E. Berlyne Award from APA's Division 10.

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**9:40-10:15 AM**

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**A New Era in the Identification of the Gifted**

**Presenter: Linda Kreger Silverman**

We have entered a new era in the testing industry marked by a resurgence of interest in the gifted. In August, 2005, the first symposium on assessment of the gifted was held in New Orleans in conjunction with the World Council for Gifted Children. In June, 2006, the National Association for Gifted Children (NAGC) appointed what was to become the first Task Force on IQ Interpretation. In November, 2007, the NAGC Task Force completed a study of 334 gifted children from 8 sites. In January, 2008, NAGC posted a position statement on the use of the WISC-IV for eligibility to gifted programs. In February, 2008, Pearson Assessments posted extended norms for the WISC-IV. This second symposium was created to discuss the implications of these historic events.



**Linda Kreger Silverman, Ph.D.**, is a licensed clinical and counseling psychologist, who has contributed over 300 publications to the field, including the textbook, *Counseling the Gifted & Talented*, and *Upside-Down Brilliance: The Visual-Spatial Learner*. She founded and directs the Institute for the Study of Advanced Development, and its subsidiary, the Gifted Development Center ([www.gifteddevelopment.com](http://www.gifteddevelopment.com)), which has assessed over 5,600 children in the last 30 years. For 9 years, she served on the faculty of the University of Denver in counseling psychology and gifted education. Co-Chair of the NAGC Task Force on IQ Interpretation,

she also co-chaired the first symposium on assessment of the gifted in conjunction with the World Council for Gifted Children Conference and organized the second symposium. Advising major testing companies, she was a member of the expert Advisory Panel for the *Stanford-Binet Intelligence Scale, Fifth Edition*, and has been instrumental in the development of extended norms for the WISC-IV.

<b>10:15-10:30</b>	<b>Lobby</b>	<b>Refreshments</b>
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**10:30 –11:05 AM**

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**The Annemarie Roeper Method of Qualitative Assessment**

**Presenter: Annemarie Roeper**

Gifted children are emotionally, as well as cognitively, different. The ANNEMARIE ROEPER METHOD OF QUALITATIVE ASSESSMENT is an alternative to IQ testing or it can be used in conjunction with IQ tests. It has been practiced successfully for over 20 years with thousands of children. It uses the evaluator as an instrument who relates to the child with no preconceived agenda. The purpose is to look into the Soul of the child. This method has been demonstrated on videotape through a grant from the Malone Foundation and is now available at Roeper School. The accuracy of this method has been validated repeatedly by other measures.



**Annemarie Roeper, Ed.D.**, is an educational consultant with more than 50 years of experience specializing in the psychological and educational needs of gifted children. In addition to hundreds of articles, she has published *Educating Children for Life: The Modern Learning Community* and *My Life Experiences with Children*. In 1941, she and her husband, George Roeper, founded the Roeper School in Bloomfield Hills, Michigan; they also co-founded the *Roeper Review Journal*. She developed the ANNEMARIE ROEPER METHOD OF QUALITATIVE ASSESSMENT and practitioners are now being certified throughout the United States in this methodology. She recently received a Malone Family Foundation grant to videotape the method. She was the first person to be filmed for the Legacy Series of NAGC.

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**11:05 - 11:50 AM**

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**Identification of the Gifted with the WISC-IV: Special Considerations for Students from Diverse Backgrounds**

**Presenter: Dawn Flanagan**

This presentation will review the recent literature on use of the WISC-IV in the identification of giftedness. Current methods of interpreting the WISC-IV from contemporary theory will be presented. Special attention will be paid to determining the influence of culture and language *difference* on WISC-IV test performance for identification of giftedness in English Language Learners.



**Dawn P. Flanagan, Ph.D.**, is Professor of Psychology and Director of the School Psychology training programs at St. John's University in Queens, NY. She is also Clinical Assistant Professor at Yale Child Study Center, Yale University School of Medicine. In addition to her teaching responsibilities in the areas of intellectual assessment, psychoeducational assessment, learning disability, and professional issues in school psychology, she serves as an expert witness, learning disability consultant, and psychoeducational test/measurement consultant and trainer for organizations both nationally and internationally. She is a widely published author of books, book chapters, and articles. Her most recent books include the second editions of *Contemporary Intellectual Assessment: Theories, Tests, and Issues*; *The Achievement Test Desk Reference: A Guide to Learning Disability Identification*; *Essentials of Cross-Battery Assessment*; and *Essentials of WISC-IV Assessment*. Dr. Flanagan is a Fellow of both APA and the American Board of Psychological Specialties. She is a past recipient of APA's *Lightner Witmer Award* - in recognition of her early contributions to the field of School Psychology. Dr. Flanagan also received an *Outstanding Faculty Achievement Award* from her university in recognition of her dedication to teaching, mentoring students, publishing, and conducting research. Dr. Flanagan is perhaps best known for the development of the CHC Cross-Battery Approach and the development of an operational definition of specific learning disability. Dr. Flanagan's most recent contribution to the field is a 6-hour multi-media professional development course entitled, *Agora: The Marketplace of Ideas. Best Practices: Applying Response to Intervention (RTI) and Comprehensive Assessment for the Identification of Specific Learning Disabilities* [DVD].

**The Origin of NAGC’s Position Statement: “Use of the WISC-IV for Gifted Identification”**

**Presenter: Bobbie Gilman**

In January 2008, the National Association for Gifted Children (NAGC) website offered a new position statement outlining best practices when using the Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV) to identify gifted children. Remarkably, the statement strongly deemphasized use of the Full Scale IQ score (often required for admission to gifted programs) based on concerns that the Composite scores of many gifted children vary excessively, rendering the Full Scale score “not interpretable.” In most cases, the General Ability Index (GAI) is a better indicator of advanced intelligence. How this conclusion and other guidelines were reached will be explored through discussion of the NAGC Task Force for IQ Test Interpretation and the studies the group conducted and analyzed. Effective administration and scoring options will be presented to optimize identification of gifted children using the WISC-IV when assessment with a comprehensive intelligence test can be done.



**Barbara “Bobbie” J. Gilman, M.S.**, Associate Director of the non-profit Gifted Development Center in Denver, assesses gifted children, makes educational recommendations and consults with families worldwide about gifted advocacy. She trains professionals in the intricacies of gifted assessment, and holds degrees in Psychology from Duke and Child Development from Purdue. Bobbie helped create Boulder, Colorado’s charter Summit Middle School and shape its highly successful, accelerated curriculum. Her award-winning book, *Academic Advocacy for Gifted Children: A Parent’s Complete Guide* (formerly *Empowering Gifted Minds: Educational Advocacy That Works*) was updated in 2008. Her new book for educators, *Challenging Highly Gifted Learners* (2008), addresses issues of highly, exceptionally and profoundly gifted learners. Bobbie has been involved with research on the WISC-IV and SB5, and is a member of NAGC’s Task Force on IQ Test Interpretation, carving out its position statement.

12:30-1:30	Concorde Ballroom II	Lunch
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## Afternoon Sessions

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1:30 – 2:10 PM

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### **Extended Norms for the WISC-IV**

**Presenter: Tommie G. Cayton**

Historically the Wechsler Intelligence Scales for Children (WISC) have had maximum obtainable composite scores and intelligence quotients below 160. With the help of the National Association of Gifted Children Task Force on IQ Interpretation, which provided WISC-IV protocols from a range of exceptional gifted children, Pearson has recently provided a Technical Report that extends the maximum obtainable composite scores to 210. This presentation will describe how the norms were developed, their appropriate use, and discuss their merits relative to other approaches of estimating IQ scores beyond their usual range.



**Tommie G. Cayton, Ph.D.**, is the Director of Test Development for the Clinical Assessment Division of Pearson. Dr. Cayton has worked in test publishing for 15 years, first as a research director and then as Director of the Project Management Office and now as Director of Test Development. Prior to that he served 21 years as a clinical psychologist and staff officer in the USAF where he retired as a Colonel. While in the US Air Force he was the Chief Consultant for Ancillary Services for the USAF Surgeon General, Director of Academic Plans and Policy for the National Defense University, and the Mental Health Consultant for the USAFE Command Surgeon where he was the USAF Liaison to the Department of Defense Dependent Schools (DoDDS) for Europe, Germany, and the Mediterranean. Dr. Cayton is co-author of two book chapters and multiple articles.

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2:10 – 2:50 PM

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### **Use of Group-Administered Tests in Selection of Gifted Students: A Comparative Review**

**Presenter: John D. Wasserman**

Large scale group-administered ability testing in school represents a common method of screening students for possible placement in gifted academic programs. This presentation will critically review leading and upcoming group ability tests, including the CogAT, OLSAT, Raven's Progressive Matrices, and NNAT. Findings from a large East Coast gifted and talented screening program will be reported. The strengths and limitations of group testing are described, and directions for future research suggested.



**John D. Wasserman, Ph.D.**, is the founder of the American Institute of Psychology, based in Virginia. He developed and directed the Gifted Assessment Program at George Mason University, while working as an Associate Professor in Psychology through 2007. For nearly a decade, he also conducted research and development of psychological and educational tests at Riverside Publishing and The Psychological Corporation. The author of many book chapters, papers, and professional presentations, he is a coauthor of *Essentials of Nonverbal Assessment*, and he is currently completing a biography of David Wechsler. Dr. Wasserman is a practicing neuropsychologist in Burke, Virginia.

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**2:50 – 3:15 PM**

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**Whole Child Assessment: Connection, Context & Qualities**  
**Presenter: Linda Powers Leviton**

Whole Child Assessment (WCA) is a type of qualitative assessment that uses the interaction and rapport built between the therapist and the child to understand the qualities that make that child unique. Through the use of historical and anecdotal documents, observation, interview, interactive play and trusting connection, the therapist identifies a wide range of qualities that can impact the child's cognitive, social, and emotional reactions in various settings. Parents receive feedback and recommendations concerning the child's learning, and personality styles, as well as their social, emotional, spiritual and cognitive processes. Understanding a child's strengths and weaknesses, skills and deficits, challenges and sensitivities can guide parents in making important decisions that will impact the family for years to come.



**Linda Powers Leviton, M.A., M.F.T.**, is a Licensed Marriage and Family Therapist and Director of the West Coast Office of the Gifted Development Center, in Granada Hills, CA. She helps individuals, couples, and families with social, emotional or educational problems, particularly those related to being twice exceptional. She has developed a qualitative method of helping parents better understand and nurture their children called Whole Child Assessment; using interview, interaction, and observation of a child, she is able to uncover personality, learning, and temperament information that an IQ or achievement test would miss.

<b>3:15-3:30</b>	<b>Lobby</b>	<b>Refreshments</b>
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**3:30 – 4:05 PM**

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**Don't Throw Away ANY Binet!**

**Presenter: Kathi Kearney**

The last three revisions of the Stanford-Binet Intelligence Scale (SBLM, SB-IV, and the current SB5), in whole or in part, remain very useful for assessing specific types of intellectual giftedness and talent. The latest edition (SB5) is one of the best instruments for testing very young gifted children. Because of its wide range and high ceiling, with items suitable for children from aged two through adulthood, there are no artificial limits on measuring capability. This presentation will discuss the use of the SBL-M with gifted children who are highly verbal and as a supplemental test for exceptionally and profoundly gifted children; portions of the SB-IV and SB5 that assist with the documentation of strong abilities in visual-spatial and quantitative reasoning; and the use of the SB5's Gifted Composite Score, Extended IQ, and Rasch-Ratio scores to obtain a better estimate of the abilities of gifted children and teens.

**Kathi Kearney, M.A. Ed.**, currently teaches gifted students at the Knowlton Noble VI School in Berwick, ME and is also a Professional Associate with the Gifted Development Center in Denver, CO. Kathi has worked with children as a teacher and administrator in a wide variety of settings, urban and rural, in public, private, religious, and home schools. She is the Past Chair of the Conceptual Foundations Division of the National Association for Gifted Children (NAGC), serves on the NAGC Task Force on Assessment, and has contributed scholarly journal articles on such topics as assessment, the highly gifted child, rural and distance learning, minority groups in gifted education, and Leta Hollingworth's work on children with IQ scores above 180. Her most recent research project involved conducting validation studies of the *Stanford-Binet Intelligence Scale, Fifth Edition*, for Riverside Publishing.

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**4:05 – 4:20 PM**

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**How Can We Find Highly Gifted Children?**

**Presenters: Sylvia Rimm, Linda Silverman, Bobbie Gilman**

In 1922, Columbia University's Leta Hollingworth divided her highly gifted students into two classes: one with an average IQ of 145; the other, 165. Teaching and observations of the groups were very different. Because contemporary standardized IQ tests rarely score beyond 155, and exceptionally gifted children achieve ceiling scores on some subtests, these tests do not identify the differences among the exceptionally gifted. Many children fail to meet discontinue criteria on the WISC-IV (and other instruments), and may not benefit from extended norms, suggesting a need for more difficult items as well as higher score ceilings. Alternative scoring methods, such as Rimm Ratios, supplementary testing with the SBL-M (which has a higher ceiling), and Rasch Ratio scores on the Stanford-

Binet 5, have all been used to obtain a better representation of abilities at the extremes. Until a new test is developed with sufficient difficulty, a high enough scoring ceiling, and scaling which is developmentally defensible and can be criterion referenced, identification of the exceptionally and profoundly gifted will continue to be problematic.



**Sylvia Rimm, Ph.D.**, is a psychologist who directs Family Achievement Clinic in Cleveland, Ohio and specializes in working with gifted children. She is also a Clinical Professor at Case Western Reserve University School of Medicine. Dr. Rimm speaks and publishes internationally on family and school approaches to achievement. She has authored 22 books and co-authored the popular textbook, *Education of the Gifted and Talented*. Dr. Rimm was a longtime contributing correspondent on NBC's *Today* show and a favorite personality on public radio for many years. She writes a syndicated newspaper column on parenting and has served on the Board of Directors for the National Association for Gifted Children. She founded and co-chairs NAGC's Task Force on IQ Interpretation. **Linda Kreger Silverman's** and **Bobbie Gilman's** credentials are described elsewhere in the program.

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**4:20 – 4:55 PM**

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### **WISC-IV Interpretation for Out-of-the-Box Gifted Children**

There is more to learn from IQ testing than IQ scores. Diagnosticians bring their conceptual knowledge, experience, and observations of patterns to bear on interpreting complex profiles. Many patterns of scores have been researched for children with AD/HD, learning disabilities, receptive and expression language problems, developmental delay, and children on the autistic spectrum. These patterns aid in diagnosis and recommendation of essential instructional accommodations. Other indicators of less well-known or explored groups, namely, visual-spatial learners, children with sensory integration/processing disorders, the twice-exceptional, and the profoundly gifted, leave their traces among test results. Although a high level of intelligence tends to mask such problems, their footprints are not totally invisible to an alert eye. In this presentation, Betty will share her observations of score patterns that reveal these issues in gifted children, allowing the diagnostician to understand and serve the whole child.



**Betty Maxwell, M.A.**, a long time language arts teacher, holds a Master's degree in gifted education and has taught for 15 years in a school for the gifted. She is also a certified psychosynthesis educator and counselor. Senior Staff Director at the Gifted Development Center, she provides Dial-Log telephone consultations for families and individuals, as well as sees clients in person. She serves as Vice President of the Institute for the Study of Advanced Development and was former editor of the Institute's journal, *Advanced Development*. Test administration and analysis help fuel her deep interest in psychological aspects of development and self-actualization. Also Director of Visual-Spatial Resource, she is currently working on a book about ways to teach visual-spatial learners.

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**4:55 – 5:25 PM**

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**Overexcitability and IQ**

**Presenters: R. Frank Falk and Nancy Miller**

Dabrowski's concept of overexcitability has received considerable attention in gifted education. Recent research has focused on two self-report measures: the Overexcitability Questionnaire II (OEQ-II) developed for adults and the Overexcitability Questionnaire 2-c for children (OEQ-2c). A new instrument, the Overexcitability Inventory for Parents (OIP), adapted by Helen Dudeney, has been designed to assess parents' perceptions of children's overexcitability. The OIP has been administered as part of an assessment battery for gifted children since July, 2007 at the Gifted Development Center. In this presentation, OIP items, scoring, use, and reporting will be described and illustrated with selected cases of children's profiles.



**R. Frank Falk, Ph.D.**, is Professor Emeritus of Sociology at The University of Akron. Currently he serves as the Director of Research for the Institute for the Study of Advanced Development/Gifted Development Center. Since 1980, he has conducted research on the personality traits of gifted and talented students and adults, using both qualitative and quantitative approaches. His most recent publications involve the measurement of overexcitability in Dabrowski's theory of emotional development.



**Nancy B. Miller, Ph.D.**, is a social psychologist at the Institute for the Study of Advanced Development and Editor of *Advanced Development*, a journal on adult giftedness. She holds degrees in psychology and sociology and has received advanced training in family processes and children's psychological adjustment. She brings a sociological perspective to her assessment of children at the Gifted Development Center. Her numerous publications focus on Dabrowski's theory of emotional development, gender and giftedness, and women's social support and adjustment.

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**5:25 – 5:30 PM**

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**Closing Remarks**

**Presenter: Richard Boolootian**

**Evaluations and Presentation of Certificates of Attendance**

## Questions and Answers

All presenters will be available to answer questions from the participants. Dr. Annemarie Roeper, Dr. Alan Kaufman and Dr. Nadeen Kaufman will be available in the afternoon from 2:15 to 4:15.

<b>Afternoon</b>	<b>Location</b>	<b>Presenters</b>
2:15-4:15	Board Room	<i>Alan &amp; Nadeen Kaufman</i>
2:15-4:15	Earhart Room	<i>Annemarie Roeper</i>

From 7:30 to 9:30 PM, a special parent forum will be held so that all parents in attendance will be able to ask questions of advocates for the gifted. Special guests include Helen Dudeney, founder of Australian Gifted Support Centre in Sydney, Australia, and Anne Beneventi, who coordinates assessments for the Gifted Development Center in the California Bay area.

<b>Evening</b>	<b>Location</b>	<b>Presenters</b>
7:30 – 9:30	Earhart Room	<i>Bobbie Gilman, Betty Maxwell, Kathi Kearney, Linda Leviton, Linda Silverman, Helen Dudeney, &amp; Anne Beneventi</i>

Other presenters will hold Evening Office Hours to allow for personalized interactions.

### Evening Office Hours

<b>Evening</b>	<b>Location</b>	<b>Presenters</b>
7:30-9:30	Board Room	<i>Dawn P. Flanagan</i>
7:30-9:30	The Clipper's Club	<i>Frank Falk &amp; Nancy Miller</i>
7:30-9:30	Lindbergh	<i>James Kaufman</i>
7:30-9:30	Lindbergh	<i>Tom Cayton</i>
7:30-9:30	Lindbergh	<i>John D. Wasserman</i>

## Additional Guest Bios



**Helen Dudeney, M.A.**, founded and directs the Australian Gifted Support Centre in Sydney, Australia. She has been actively involved in working with gifted children, their parents and teachers since 1990. She has designed enrichment and social skills workshops and camps for gifted children and their families and conducted seminars, workshops and in-service training for parents and teachers. Her Centre specializes not only in gifted children, but also twice exceptional students and visual-spatial learners. Helen designed the *Overexcitability Inventory for Parents*, an adaptation of the *Overexcitability Inventory II*. She has completed the Certificate of Gifted Education at the University of NSW and a Master of Adult Education. During the past 6 years she has been a lecturer in Gifted Education at Australian Catholic University—

Strathfield and Murdoch University in Perth. For 8 years, Helen held the position of President of the NSW Association for Gifted & Talented Children and served as Events Coordinator for 12 years. Helen is a regular presenter at state, national and international gifted conferences.



**Anne Beneventi** has a lifelong passion for working with gifted children. She taught for over 20 years in public and private schools including Nueva School for the gifted. She co-founded two schools: Kaumeya International School in Alexandria, Egypt and Roeper West School for the Gifted in Berkeley, CA. She trained for several years with Annemarie Roeper and in 2002, was the first to be certified as a Master Practitioner of the Annemarie Roeper Method of Qualitative Assessment (QA). She currently has a private practice, evaluating children for giftedness using QA and consulting with families and schools to provide appropriate educational and emotional support for gifted children. She is on the staff of the Gifted Development Center's

Oakland testing clinic and serves on the board of Gifted Homeschoolers Forum as the Professional Outreach Coordinator.



**Nadeen L. Kaufman, Ed.D.**, has been Lecturer on the clinical faculty at Yale University's Child Study Center in the School of Medicine since 1997. Nadeen, who earned graduate degrees in psychology, reading and learning disabilities, and special education (neuroscience) from Columbia University, has been a teacher of learning-disabled children, school psychologist, learning disabilities specialist, university professor, and founder-director of several psychoeducational clinics. With Alan she has co-authored the K-ABC-II and numerous other clinical tests, including the K-CLASSIC in 2007, a

computerized test of cognitive ability and attention for French-speaking countries. Nadeen, a Fellow of APA's Division 16 and a former associate editor of *School Psychology Review*, has co-authored numerous books, including *Essentials of Assessment Report Writing*, and is co-editor of the Wileybook series *Essentials of Psychological Assessment*.

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