

WorldTalentWeb Newsletter



ISSUE 23 | APRIL 2023



TABLE OF CONTENTS:

	April 2023 Editorial	
	Penina Kiss & Jennie Quinn	Page 1
	Honoring the winners of the first cycle of the World Giftedness Center's prestigious awards	
		Page 3
	New Perspective on Neurodiversity	
	Pashenka Gribbin	Page 4
	Book Review: 'Start seeing and serving underserved gifted students: 50 strategies for equity and excellence.'	
	Patricia Cummings	Page 6
	The Truth About Giftedness (TAG) : A survey on Popular Myths and Misconceptions	
	Merve Irem Ercan	Page 8
	Call for Articles	
		Page 10
	Call for Advertising Conferences	
		Page 11



April 2023 Editorial

Penina Kiss & Jennie Quinn

Hello everyone, it's wonderful to have you join us for the April edition of the WTW Newsletter. We dedicate this edition to the memory of Aimee Manicaró, Penina's past student and the beautiful editorialist from our February 2023 issue whose young life was tragically cut short after a recent health battle. The powerful impact of Aimee's life story shared so eloquently with us in her Acceleration piece, is a timely reminder of the importance of the work we do. This is a short excerpt from Aimee's funeral which reflected her beautiful nature; *'A limb has fallen from the family tree. I keep hearing a voice that says, "Grieve not for me." Remember the best times, the laughter, the song. The good life I lived while I was strong.'*



Neurodiverse Gifted Students

In recognition of our students with exceptionality, we speak regularly about neurodiversity in the WTW newsletter informed by the positive psychology and neurodiversity movements. The notion of a society that celebrates people's differences instead of requiring them to change to fit other people's ideas of normal is an energising concept. We are keenly aware that focusing solely on children's disorders misses the key benefits of a neurodiversity-based approach which teaches children about the value of human variation and neurological diversity (Armstrong, 2017).

During 2022 my interest in neurodiversity grew exponentially and it seems I wasn't alone. Australian educators in the Primary, Secondary and Higher Education sectors were thirsting to know more and colleagues in the International sector were also keen to fill their cup with insights from the field. This desire to more fully understand neurodiversity culminated for me in a return to post-graduate study about the brain's structure, function, plasticity and how it processes learning and thinking. It's a constantly evolving space where it is hoped that one day the knowledge and tools of neuroscience will have the capacity to provide the understanding that will empower individuals with dual exceptionality to utilize their talents and support their difficulties." (Kelvington et al., 2022 p.10)

Recently, our friend and former colleague, Speech Pathologist, Pashenka Gribbin, spoke to us about the talented and neurodiverse comedian Hannah Gadsby and the dichotomy she presented in her 2019 TEDTalk - *How can someone who struggles with verbal communication, make a successful career out of being a comedian?* Hannah discusses the challenge of losing her verbal ability when overwhelmed by sensory information and regulating emotional distress and her need to get to the "eye of the storm."

As educators of neurodiverse gifted students, Pashenka, Penina and I have certainly seen Hannah's lived experience replicated in different ways in the students we work with. Where the energy required to regulate in a challenging environment can be overwhelming for twice and multi-exceptional learners who will often deplete their energy supplies masking a disability or working hard to overcome extrinsic and internal challenges.

When working with students with exceptionality the research tells us that a team approach reliant on the collective wisdom of all specialists involved is best practice. Championing a strength-based approach certainly requires a team of professionals and we are fortunate to work closely with amazing speech pathologists and other specialists in our work with neurodiverse and gifted students. We asked Pashenka to share her unique experience of working with exceptional students over the next 2 issues and we are excited to bring you part one in the 23rd edition, *New Perspectives on Neurodiversity*.

Other authors contributing to the April edition include two doctoral students, Merve Irem Ercan who has shared an article titled, *The Truth About Giftedness (TAG): A survey on Popular Myths and Misconceptions* and Patricia Cummings from the University of Central Florida shares a book review, *Start Seeing & Serving Underserved Gifted Students - 50 Strategies for Equity and Excellence*. Patricia details the book's authors; Dr. Jennifer Richotte, Dr. Chin-Wen Lee, and Dr. Amy Graefe and their strategies for assisting practitioners to identify and support underserved gifted students.

We hope you enjoy the 23rd edition of the WTW newsletter with its focus on neurodiversity. In closing, along with Dr Sadiq Ismail and the WTW team, we would like to salute the winners of the first cycle of the World Giftedness Center's prestigious awards.

Jennie & Penina

References

Armstrong, T. (2017). Neurodiversity: The Future of Special Education?. *Educational Leadership*, 74(7), 10-16.

Kelvington, B. A., Nickl-Jockschat, T., & Abel, T. (2022). Neurobiological insights into twice-exceptionality: Circuits, cells, and molecules. *Neurobiology of Learning and Memory*, 195, 107684. <https://doi.org/10.1016/j.nlm.2022.107684>



Hamdan Bin Rashid Al Maktoum Foundation for Distinguished Academic Performance

Honored the winners of the first cycle of the World Giftedness Center's prestigious awards

Hamdan Bin Rashid Al Maktoum Foundation for Distinguished Academic Performance honored the winners of its awards at the local regional and international levels in a remarkable ceremony held on March 1, 2023, in Mohammed Bin Rashid Al Maktoum Library in Dubai, UAE. Seventy-two winners of different categories of these awards came together to celebrate their distinguished accomplishments.

Out of the total numbers, the World Giftedness Center (WGC) has four winners of its two awards. Two winners were jointly the recipients of the Applied Research Global Award of Gifted Education. The first joint winner was Dr. Alejandro Veas Iniesta from Spain for his research entitled *"Differences in personal, familial, social, and school factors between underachieving and non-underachieving gifted secondary students"*, and the other joint winner was Dr. Ahmed Mohammed Al-Abbasi from the Kingdom of Bahrain for his research entitled *"Are gifted students more emotionally intelligent than their non-gifted peers? A meta-analysis"*.

The 'School Global Award Initiative of Gifted Education was also shared by two outstanding schools from Australia and the Kingdom of Saudi Arabia. The first joint recipient of this award was for the Newman Team at Sydney Catholic Schools, for their project entitled *"The Systemic Identification of Gifted Students in Newman Selective Gifted Education Program Schools"*, and the second joint recipient was Al-Anjal National Schools in Saudi Arabia for their project entitled *"MACLE" (Motivate, Accommodate, Care, Lead and Enrich)*.

Generally, the main purpose of Hamdan foundation's awards is to encourage and support efforts at the local, regional, and international levels to support and enhance best practices. In the first place, these awards aim to spread the culture of excellence, creativity, innovation, and assume a pioneering role in the provision of services and support to all those involved in nurturing learners' talents and gifts.

The launch of the second cycle of the WGC's awards will be announced very soon.



New Perspectives on Neurodiversity

Pashenka Gribbin

Speech Pathologist

Kids Uni Early Intervention Service, Wollongong University

We live in a beautiful world, rich in variety, from the dense rainforests of the Amazon to the striking icebergs of Antarctica. The diversity of these opposing environments fills our senses and leaves us awe-struck, often compelling us to ask the big questions of our own existence. We also live in a world filled with a diverse population. Diverse in race, ethnicity and culture which weave and thread together across the globe, creating a tapestry that enriches our lives. *'By definition, no human being falls outside of the spectrum of human neurodiversity, just as no human being falls outside of the spectrum of human racial, ethnic, and cultural diversity'* (Walker, N. 2014). However, rather than unite us through inherent beauty, our differences tend to drive us apart. Minnow (1990) explored ideas of difference, stating that the dilemma of difference exists because it has traditionally rested on the assumption that difference is linked to abnormality, which in turn can lead to stigmatisation or fear. Minnow further investigates how to support students who are 'different' without stigmatising them and questions when does treating people differently emphasise their differences and does this further stigmatise or hinder them?

I have recently begun supporting Felipe (*not his real name*), a new client who is considered twice exceptional. He excels in mathematics, gets excited about football, and has an eidetic memory. He is a bundle of energy and joy. He races into our sessions, often not directly noticing or acknowledging me and when he gets excited about a topic, moves around a lot with excess energy. Felipe is also Autistic. Frequently, others find it difficult to understand what he has to say. He has good speech articulation, age-appropriate language skills and enjoys providing great detail about topics of interest, however, he rarely greets familiar people when he sees them and when he is talking, he has a soft voice quality, rarely looks at others and has difficulty remaining still. The main communicative barrier for Felipe is his awareness of pragmatics, or 'social skills'. Pragmatics involves three major skills:

- Using language for different purposes (e.g., greetings, requesting, asking questions);
- Changing language according to the context (e.g., talking to a friend vs. talking to a school principal);
- Following conversational rules (e.g., taking turns, initiating interactions, noticing communication breakdown & implementing repair strategies).

As he is a new client, I have been working with him to assess his communication skills and have written a report detailing his strengths and weaknesses for his family and school. When it came to describing his pragmatic skills, I had a newfound dilemma on how to document his challenges, and even more so, how to best support him to address them as they appeared to be his primary communicative barrier.

As a speech pathologist, I have been trained to 'pathologize' the individuals I support. The pathology paradigm assumes that there is one correct (dominant) style of human neurocognitive functioning (including twice exceptional individuals) and any variations that substantially deviate from this 'norm' are considered pathologies, deficits, disorders (Walker, N. 2016). The pathology paradigm can be said to be aligned with the medical model of disability (the belief that the disabled person is 'broken' and in need of being 'fixed'), which does not consider the environment in which the person is living, the possibility of removing systemic barriers to access and inclusion, nor societal acceptance of disability. This focus on deficits, rather than strengths, has never sat comfortably with me and in the case of Felipe, made me expand my research to look at more inclusive ways of supporting his social communication skills.

At the other end of the spectrum, the social model of disability is a different way of considering disability. It is a way of viewing the world, developed by people with disabilities. It suggests that people with disabilities aren't disabled by their impairments, but by barriers that exist in the world around them, such as buildings not having a ramp or societal attitudes that assume people with disability can't do certain things.

The social model of disability argues that the problem lies with society (which is not accessible or inclusive), rather than the individual. It focuses on identifying and removing barriers that prevent people with disability from meaningfully participating in society. Under the social model, society needs to be more accessible and inclusive to ensure that disabled people can participate just like everyone else (AFDO, 2023).

In the 1990s, sociologist Judy Singer coined the term 'neurodiversity' to refer to the diversity of human brains and minds, believing these should be accepted, accommodated, and celebrated as natural variations of the species. She asked 'Why not appropriate metaphors based on biodiversity, for instance, to advance the causes of people with disabilities? Why not propose that just as biodiversity is essential for system stability, so neurodiversity may be essential for cultural stability? Why not strategically argue that the nurturing of neurodiversity gives society a repository of types who may come into their own under unforeseeable circumstances...' (Singer, J. 2016 as cited in Dwyer, P. 2018). Why not consider then, the potential neurodiversity may have to help us understand our differences and utilise them for the good of both ourselves, and society?

The neurodiversity paradigm is a specific perspective based on Judy Singer's concept that neurodiversity is a natural and valuable form of human diversity. The idea that there is one 'normal' type of brain, or one

(correct) style of cognitive functioning is a societal based construct, just as the ideas around 'correct' ethnicities, races, or cultures. The impact of these social dynamics can range from social inequalities at one end, to opportunities to embrace creative potential at the other (Walker, N. 2014).

The Neurodiversity affirming movement is a social and political movement which strives to end the maltreatment of neurodivergent people by highlighting the positive aspects of neuro-divergences rather than the negatives and, even more importantly, away from neuro-divergences themselves and towards the social contexts that turn neurodivergence into disability (Dwyer, P. 2018).

The Neurodiversity affirming movement is a dynamic and rapidly evolving space, which makes for an exciting time in our history, particularly from an inclusion point of view. With this in mind, for those who are charged with supporting twice and multi-exceptional students, it is more important than ever to stay abreast, not only of evidence-based and empathetic interventions to support individuals, but to be curious about differences and listen to the voices of the community, particularly those with lived experience to help us increase our awareness of how we can generate positive change.

Biography

Pashenka Gribbin is a Speech Pathologist with over 20 years experience in a variety of settings (clinic, hospital, school) and countries (the UK, Spain & Australia). She is passionate about empowering individuals to become independent, autonomous communicators and educating others to value all modes of communication (speech, gesture, sign, vocalisations, specific communication devices). For the past 8 years, she has worked in the Catholic Education System in Sydney, Australia, in a consultative role collaborating with school staff to identify and break down barriers to provide inclusive education for non-speaking students. Most recently, she has joined Kids Uni Early Intervention Service (Wollongong University) and has begun a private practice, working more intensely, 1:1 with school-aged children.

References

- Australian Federation of Disability Organisations [AFDO], 2023. *Social Model of Disability*. Retrieved from: <https://www.afdo.org.au/social-model-of-disability>
- Dwyer, P. 2018. *The Social Model of Neurodiversity*. Autistic Scholar: Thoughts on Autism, Neurodiversity and more. Retrieved from: <https://www.autisticscholar.com/social-model-neurodiversity/>
- Dwyer, P. 2018. *On Neurodiversity: Or how to help out people without calling them broken. Part 2*. Autistic Scholar: Thoughts on Autism, Neurodiversity and more. Retrieved from: <https://www.autisticscholar.com/on-neurodiversity-ii/>
- Minnow, M. (1990). *Making All the Difference: Inclusion, Exclusion, and American Law*. Ithaca, NY: Cornell University Press.
- Walker, N. 2016. *Autism & the pathology paradigm*. The Writings of Dr Nick Walker. Retrieved from: - <https://neuroqueer.com/autism-and-the-pathology-paradigm/>
- Walker, N. 2014. *Neurodiversity: Some basic terms and definitions*. Neuroqueer: The Writings of Dr Nick Walker. Retrieved from: <https://neuroqueer.com/neurodiversity-terms-and-definitions/>



Book Review: 'Start seeing and serving underserved gifted students: 50 strategies for equity and excellence.'

Patricia Cummings, Doctoral Student
University of Central Florida

As the necessary conversation about underrepresented populations in gifted education continues, the question becomes how we identify these students and adapt our instruction to meet their unique needs. True to its title, *Start Seeing & Serving Underserved Gifted Students-50 Strategies for Equity and Excellence* provides realistic and well thought out strategies for assisting practitioners in understanding who these learners are, analyzing practitioners' perceptions, and building on a solid base of tools to enhance the depth of content and social-emotional application of strategies.

Start Seeing & Serving Underserved Gifted Students- 50 Strategies for Equity and Excellence, written by Dr. Jennifer Richotte, Dr. Chin-Wen Lee, and Dr. Amy Graefe and built on the authors' classroom and research experiences, intends to provide usable and beneficial strategies for supporting underserved gifted students. Dr. Jennifer Richotte's conversance with the field of gifted education is encompassing, including experience as a gifted program teacher, parent of gifted children, researcher, and current educator of graduate and undergraduate students in both special education and gifted education at University of Northern Colorado (UNC). Dr. Chin-Wen Lee offers first-hand experience as an English language learner, bringing encouraging dialogue and support to teachers, and focusing on twice-exceptional student support. Both contexts give support for how Lee's background has provided knowledge and experience with populations discussed in detail in this text. Dr. Graefe held several roles that provided experiential understanding and increased her interest in gifted education, including serving as an assistant professor, co-coordinator, and enrichment organizer at the University of Northern Colorado (UNC), years of experience in instructional settings, and parenting gifted children.

The book is split into an Introduction, Preface, and five unique chapters. The introduction and preface provide background information on the text, an overview of the content, and explain how practitioners can use it. A helpful list of the pages from the text that can be reproduced is also included, encompassing a variety of easy-to-use inventories, checklists, and assistive documents. Proceeding this introduction, chapters flow in a clear progression reflecting how we move forward in our understanding as our knowledge increases and we learn to see, understand, teach, challenge, and advocate for underserved gifted populations. Defined in this text as students whose needs are not currently being met within their general education classroom and in the individual environment being evaluated, underserved gifted students are those groups who are least being identified and served (Example: Most of the students being identified or

served in a particular school are not English Language Learners and therefore English Language Learners can be regarded as underserved). The organization of the text is segmented with clear indicators utilized in each chapter to point out tool-kit strategies, spotlights, quotes, real-world examples, and main concepts. Reproducible documents are designated at the end of the chapter to which they apply.

Chapter 1 focuses on defining and discussing who underserved gifted students are. This chapter's design incorporates a refined indication of some of the most common misconceptions (such as high IQ automatically leading to high achievement) and issues we see in the identification of gifted learners, including a specific section clarifying how different giftedness may look in underserved populations. The chapter begins by clarifying who underserved populations are, then moves to a discussion of how to shape an examination of one's own environment and if certain populations are underserved with comprehensive examples. Building on this, practitioners are given approaches to examining their own implicit bias and ready-to-use tools to analyze school and district-based identification strengths and weaknesses. The chapter also offers strategies to identify biases that will guide the growth of the educator's ability to recognize underserved students in the future. An important assistive piece of support included throughout the chapter is powerful quotes and statistics to initiate tough conversations when examining misconceptions and biases.

Chapter 2 of the text centers on building the awareness cultivated in Chapter 1. It begins by describing how a culturally responsive classroom can be built, giving suggestions that foster connections with aspects that hold meaning with the student, family ties, culture, and environment. The chapter then narrows this concept by focusing on stipulating high expectations while fostering a supportive and engaging environment. Experienced advocates will appreciate this section's emphasis on the fact that gifted students should not be expected to have all the knowledge already based on that label. The authors also propose prompting questions for educators to ask themselves to ensure that the expectations they are setting are high. Real-world samples of similar situations in schools across the nation and toolkit strategies help give further insight for developing these expectations within classrooms, supported by research-based approaches and considerations such as Mace's Universal Design for Learning and Vygotsky's Zone of Proximal Development.

Now that readers have tapped into their own biases, considered a growth plan, and recognized the unique needs of their gifted learners, Chapter 3 constructs a blueprint of ideas about four considerations

readers will see as they explore the strategies listed to teach their underserved gifted learners. Creatively, the authors utilize the acronym "C.A.R.E." (connect, ability group, respectfully differentiate and engage) to assist readers in remembering these considerations. Strategies included are designed to connect to students (using the information gathered in Chapter 2), group students of similar ability, differentiate in respect of each student, and provide the opportunity for high-level thought processes. Each of the four considerations is accompanied by mirroring tool-kit strategies and real-world examples, and many have accompanying checklists and rubrics from the Prefaces reproduction list. Types of strategies include service-learning projects, problem-based learning, literature circles, and choice boards. These suggestions are a good refresher for experienced practitioners in gifted education and a helpful starting point for those new to the field.

Chapter 4 circles back to consideration of the Zone of Proximal Development and challenging students, reminding readers of the reason that challenge is so important for gifted learners. Another mnemonic device, A.S.P.I.R.E. (add challenge where appropriate, apply support needed, provide opportunities with mentors, identify possibilities for independent study, recognize when acceleration is needed, and embed curriculum compacting) is used to identify and organize the strategies in Chapter 4 that will guide educators toward building potential in students and motivation in reaching their goals. The chapter starts with tips to help support success in learners, and as in previous chapters, continues to provide concrete examples and tool-kit strategies throughout. Next, mentorships are addressed with specific programs and recruitment options mentioned and successful, related situational spotlights included. The chapter next centers its attention on independent investigations and gives assistive points and planning tips on how to guide students in these situations, again offering specific examples in the spotlight on the successful use of the strategy. The discussion at the close of the chapter moves to acceleration strategies (approaches that challenge students by modifying or changing the pace of material in academics by moving students through faster), giving a scope of options that can span multiple grade levels. The applicability and ability to use acceleration strategies in individual settings may depend on the school or district policy and the level of teacher autonomy in that environment. This chapter is also supported with reproducible documents to guide practitioners.

The close of the book, Chapter 5, conceptualizes the role of an advocate for gifted students. This is initiated first through a review of the meaning behind advocacy, with reflections on this role in the current climate focusing on GPA. Following this concept are details and guiding questions on determining the focus of practitioners' own advocacy, using S.M.A.R.T (Specific, Measurable, Attainable, Relevant, Timebound) goals as a relatable and familiar concept for educators to begin developing individual anchor areas for themselves. Finally, recommendations for advocating beyond the classroom are traversed with toolkit strategies and applicable examples supporting discussion.

Identifying and serving underrepresented populations in gifted education is a timely and important evolving topic. It is crucial that all students showing a need for something beyond their general education classes be identified and served with equal opportunity to give them the support and resources to build their potential. This text provides a structured, innovative, and informative base for practitioners and supervisors alike to examine practice and formulate ways forward in their own unique environments. The text is applicable to varied situations and needs as it encompasses strategies that are not teaching standard or age-specific. Individual and group use through book studies would align with the flow of the book overall. The content included seems most appropriate to practitioners new or developing in identifying and serving students as a starting point but may be more of a review with innovative suggestions for experienced researchers and teachers of gifted education. Quotes included throughout the text are valuable and beneficial for any advocate of gifted education.

Reference

Ritchotte, J., Lee, C.-W., & Graefe, A. (2019). *Start seeing and serving underserved gifted students: 50 strategies for equity and excellence* (Book with Digital Content ed.). Free Spirit Publishing.



The Truth About Giftedness (TAG) : A survey on Popular Myths and Misconceptions

Merve Irem Ercan
Doctoral Student
Friedrich Alexander University

One of the well-established areas of research that has attracted scholarly interest for many years is the study of gifted children. Identification of the giftedness, education of the gifted individuals, views of the teachers who will work with the gifted individuals and the competencies of these teachers are all broad topics. There is a strong connection between gifted students and their parents, between gifted students and their teachers, between parents of gifted students and teachers of gifted students, and between researchers. A major challenge in this multifaceted process involves the myths about gifted individuals. Myths can be defined as information that is believed to be accurate as opposed to existing truths (Gutiérrez-Ruiz, 2022). Myths about giftedness can be grouped under different main headings (Tejera, Rosal, & Naveiras, 2017). In this research, myths will be grouped under five main headings.

The first myth group is the myth of identification, which consists of myths about who gifted and talented individuals are and how they should be identified. Academic achievement and IQ tests are often used to define giftedness (Ziegler & Raul, 2000). For instance, when the criterion of success is accepted as the definition of giftedness, we are confronted with the myth that mathematics is a talent. It is believed that mathematics is an innate talent, and therefore individuals who are successful in mathematics are considered to be gifted (Blackwell, Trzesniewski, & Dweck, 2007). However, with effort, appropriate educational strategies and true mentoring, every student can succeed in math (Chestnut, Lei, Leslie, & Cimpian, 2018).

The second group of myths is about abilities and is based on what is expected of gifted individuals and what gifted individuals are capable of doing. This group of myths includes myths that gifted individuals are always talented and successful in all areas and that they are particularly successful in mathematics and sciences. However, there are also studies showing that giftedness can also occur in creative and artistic fields (VanTassel-Baska, 2008).

The third group of myths is about social-emotional issues and refers to the social and emotional difficulties and behaviors that gifted individuals experience or are expected to experience and their character traits. In this group of myths, it is argued that gifted individuals are emotionally stronger than other individuals. However, research has shown that this is not true and that gifted individuals are more vulnerable to challenging emotional situations (Silverman, 2016).

Another group of myths that have been extensively and widely researched includes myths about academic achievement/education

and also causes debates and categorizations when the expected academic life, expected achievement and expected achievement of gifted students are not at the desired level (Gubbins, Siegle, & Kaufmann, 2012). This group of myths about academic achievement/education includes myths that suggest that gifted students can be successful in any field. There is also information that gifted students can always be successful without the need for additional educational programs and additional educational support. However, when the literature is examined, contrary to this information, there are studies that conclude that when gifted students are not given appropriate educational support in the school environment, these children experience a loss of motivation and cannot realize their potential (Callahan, 2009).

Finally, there are myths about teachers, who are important stakeholders in the education of the gifted. Teachers' perspectives on giftedness, the methods they use and their attitudes in the classroom are very important for gifted education. The way individuals view and perceive situations affects how they react to situations (Jurisevica & Zerk, 2019). Knowing what teachers know about giftedness and their perspectives on myths is an essential step in making the education of gifted individuals more supportive (Lassig, 2009). Although all myths are interrelated, myths about teachers are strongly related to myths about academic achievement/ education. However, myths about identification, myths about abilities, and myths about social-emotional issues should be considered separate groups since they are also strongly related to each other.

To sum up, research on giftedness is numerous and varied. Theories, definitions and recommendations emerging from research on giftedness are based on the data obtained by researchers from their own research groups. As a result of this research, the relationships between stakeholders involved in gifted education, and the discussions about the research, various myths have emerged for various reasons. Unfortunately, the multiplicity and diversity of these myths have a negative impact on giftedness research and the educational programs and methods to be implemented. At this point, in order to have a common perspective on gifted individuals and their needs, it is important to obtain the opinions of researchers working with gifted individuals, teachers and pre-service teachers who will work with these students about these myths and to conduct research on this subject, and it is also important to make cross-cultural comparisons by examining whether the data obtained are limited to a certain country.

References

Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: a longitudinal study and an intervention. *National Library of Medicine*, 246-63.

Callahan, C. (2009). Myth 3: A Family of Identification Myths Your Sample Must Be the Same as the Population. There Is a "Silver Bullet" in Identification. There Must Be "Winners" and "Losers" in Identification and Programming. *Gifted Child Quarterly*, 53(4), 239-241.

Chestnut, E. K., Lei, R. F., Leslie, S.-J., & Cimpian, A. (2018). The Myth That Only Brilliant People Are Good at Math and Its Implications for Diversity. *Education Sciences*, 1-9.

Gutiérrez-Ruiz, K. (2022). Propiedades psicométricas del Cuestionario de Mitos sobre Altas Capacidades Intelectuales en población colombiana. *Revista Complutense de Educación*, 667-677.

Gubbins, E. J., Siegle, D., & Kaufmann, F. (2012). *Best practices in gifted education: An evidence-based guide*. Prufrock Press.

Jurisevica, M., & Zerak, U. (2019). Attitudes Towards Gifted Students and Their Education in the Slovenian Context. *Psychology in Russia: State of Art*, 101-117.

Lassig, C. (2009). Teachers' attitudes towards the gifted: The importance of professional development and school culture. *Australasian Journal of Gifted Education*, 32-42.

Silverman, L. K. (2016). *The social and emotional lives of gifted children: Understanding and guiding their development*. Great Potential Press

Tejera, J. P., Rosal, A. B., & Naveiras, E. R. (2017). Knowledge and Myths about High Abilities. *Revista talento, inteligencia y creatividad*, 40-51.

VanTassel-Baska, J. (2008). Overexcitabilities and giftedness. T. R. Cross, & R. Olenchak içinde, *The social and emotional development of gifted children: What do we know?* Waco: TX: Prufrock Pres.

Ziegler, A., & Raul, T. (2000). Myth and Reality: A review of empirical studies on giftedness. *High Ability Studies*, 113-136.



We would like to invite you to write an article for the WorldTalentWeb newsletter. The theme and writing style are open for the author to determine. Articles could take the shape of an interview with a specialist in the field, a report on research or a recent event, a book or resource review etc. The guidelines for the article are listed below.

Please submit your article to the following email: WorldTalentWeb@ha.ae

Guidelines for submitting an article for the WorldTalentWeb newsletter

1. A submitted article should be between 800 to 2000 words, not including references.
2. WorldTalentWeb newsletter caters to the international community and thus, all articles should be written in English.
3. American or British spelling is accepted.
4. All non-native English speakers should make sure to check their articles for language accuracy before submitting them.
5. The article should be in Times New Roman font, size 12 pt.
6. Authors should avoid using footnotes.
7. Authors should adhere to the APA style and/or formatting guidelines provided in the APA Manual, 7th Edition.
8. The article should be submitted with embedded photos, and tables, and figures if relevant.
9. The article should be submitted as an email attachment as a Microsoft Word document.
10. Articles should be word-processed and single-spaced with 1 inch (2.54 cm) at the top, bottom, left, and right of every page as per the APA 6th edition requirements.
11. Authors should strictly observe the copyrights-requirements and cite the work of others correctly.
12. Relevant permission should be obtained if photos of people are used. An email giving permission to use photos publicly is sufficient.
13. Authors should include their full name, title, institutional affiliation, and a high-resolution color photo.
14. If an article was published before elsewhere, then only submit a summary of the original document with acknowledgment.
15. Authors are encouraged to use supportive pictures.
16. The editorial team reserves the right to edit articles accepted for publication.



Call for Advertising Conferences

Looking to share your conference with the world?

Send a brief description of the conference to:

WorldTalentWeb@ha.ae

(not more than 70 words)

"The WorldTalentWeb newsletter's team is very happy to advertise your conference."



Editorial Board

Editors:

- **Penina Kiss**, Catholic Schools Broken Bay
- **Jennie Quinn**, SCS Australia

Co-editor:

- **Dr. Sadiq Abdulwahed Ismail**, Hamdan Foundation, Dubai, United Arab Emirates

Advisory Board:

- **Prof. Abdullah M. Aljughaiman**, King Faisal University, Saudi Arabia
- **Csilla Fuszek**, The Association of Hungarian Talent Support Organizations (MATHETSZ), Hungary
- **Dr. David Rempel**, IUBH International University of Applied Sciences, Kenya
- **Dr. Jamal AlMehairi**, Hamdan Foundation, Dubai, United Arab Emirates
- **Prof. John Munro**, The University of Melbourne, Australia
- **Dr. Khalifa A. Al Suwaidi**, Hamdan Foundation, Dubai, United Arab Emirates
- **Prof. Leticia Penano-Ho**, Philippine Center for Gifted Education, Philippines
- **Dr. Paula Olszewski-Kubilius**, Northwestern University, US
- **Prof. Sheyla Blumen**, Pontificia Universidad Catolica del Peru (Preu), Peru

Designer:

- **Hessa Alamri**, Hamdan Foundation, Dubai, United Arab Emirates

The *WorldTalentWeb* newsletter is bimonthly published by the World Giftedness Center (WGC) of Hamdan Bin Rashid Al Maktoum Foundation for Distinguished Academic Performance. Dubai, United Arab Emirates



Email: WorldTalentWeb@ha.ae

© All Rights Reserved (WGC)