

WorldTalentWeb

Newsletter of the World Giftedness Center

Issue 15 - December 2021



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Invitation to participate in the Applied Research Global Award of Gifted Education

Greetings from the WGC of Hamdan Bin Rashid Al Maktoum Foundation for Distinguished Academic Performance.

It is our pleasure to announce the first cycle of the
Applied Research Global Award of Gifted Education

This award recognizes international researchers whose doctoral dissertations and subsequent research are expected to provide a promising contribution to the fields of giftedness, talent development, and related areas. It aims to encourage solid research in gifted education and talent development worldwide.

Eligible applicants are only those researchers who have a maximum of five years involvement in research after their PhD as of the application's point of submission.

The award amount of 25000 US Dollars will be granted every year to one laureate.

Application forms are to be filled out using only English and submitted online via the WGC website (<https://wgc.ae/awards>) by 28 February 2022 at the latest (midnight UAE time). Only research prepared and published in English will be considered.

All submissions should adhere to the Award's criteria. Non-eligible submissions will be excluded.

Please visit the WGC website
(<https://wgc.ae>)
for more information.

For any further inquiries,
kindly send an email (wgc.awards@ha.ae)
or phone us (+97145013423).



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Invitation to participate in the School Global Award initiative of Gifted Education

Greetings from the WGC of Hamdan Bin Rashid Al Maktoum Foundation for Distinguished Academic Performance.

It is our pleasure to announce the first cycle of the
School Global Award initiative of Gifted Education

This award aims to encourage best practices and distinguished efforts in the areas of gifted education and talent development. It is intended for all those involved in gifted and talented education from KG1 through pre-university level. For example, teachers, principals, and counselors involved in gifted education in public or private schools worldwide may apply for this award.

The award amount of 25000 US Dollars will be granted every year to one laureate.

Application forms are to be filled out using only English, and submitted online via the WGC website (<https://wgc.ae/awards>) by 28 February 2022 at the latest (midnight UAE time). Any document prepared and submitted in a language other than English will not be considered.

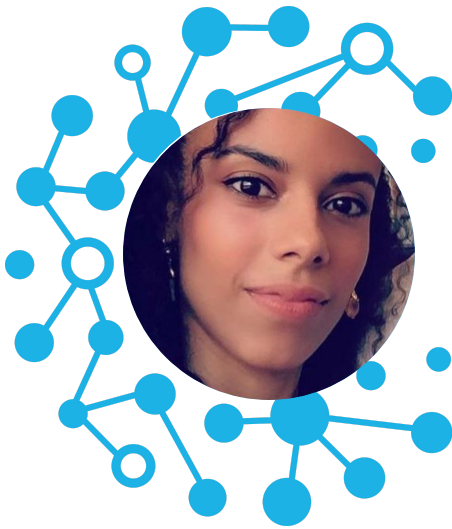
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Letter from the Editor

Miguelina Nuñez, FAU, Germany

Under the auspices of Dr. Sadiq A. A. Ismail and Dr. Albert Ziegler, it is my pleasure to share with you a rather remarkable issue of World|Talent|Web. In this edition of the WGC newsletter, we take a closer look at practical talent development interventions against the backdrop of a rapidly changing landscape. More specifically, we look to the helpers: the scholars, teachers, role models, and mentors that make learning and its many paths toward excellent worthwhile.

First, Dr. Hala Elhoweris of the Special Education Department, UAE University describes the urgent need to engage students with opportunities to solve real-world problems. She explains how her institution was able to meet the needs of secondary school students through the virtual implementation of the Real Engagement in Active Problem Solving (REAPS) model in the context of the United Arab Emirates.

Second, Dr. Med. Natalia Cabal Duque introduces us to the next frontier: where health promotion and talent development converge. Health promotion refers to the process by which an individual can increase control over and improve his or her health. A fresh look at advances in cognitive therapy via Dr. Cabal Duque's contribution is an apt segue into this edition's ethnographic entry.

We draw this special issue to a close with "Roads," by Magalie A. Pinney. Between prose and poetry, Ms. Pinney gives us a glimpse into her experience as a Black, neurodiverse student growing up in the United States. She reminisces about a beloved teacher and his penchant for Robert Frost poems during English class.

Here's to a new year and a renewed appreciation for the many perspectives with which we have been met in 15 editions of this newsletter. Indeed, you might find that "When you change the way you look at things, the things you look at change."* -Miguelina

Miguelina

Miguelina Nuñez

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*Quote by Dr. Wayne Dyer (10 May 1940 – 29 August 2015)



Implementing the Real Engagement in Active Problem Solving (REAPS) Model in UAE Context

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Today's global economy demands a highly skilled workforce equipped with 21st Century skills including ideation, problem solving, empathy, collaboration, data-driven decision making, adaptability, communication and resiliency. To nurture gifted and talented students, gifted and talented students need opportunities to work on real-world problems, engage in collaborative teams, and develop innovative solutions to real community needs. Therefore, in spring 2021, the Department of Special Education at the United Arab Emirates University (UAEU) offered 29 teacher-nominated, academically talented high school students (21 girls and 8 boys) admittance to a training program in the Real Engagement in Active Problem Solving (REAPS). The aim of this program was to develop UAE high school students' 21st Century skills including creative problem-solving skills.

The REAPS model was developed by Maker and Zimmerman in 2004 to improve students' abilities to solve real-world problems in effective ways. The REAPS model is comprised of three models including Problem-Based Learning (PBL), Thinking Actively in a Social Context (TASC), and the Discovering Intellectual Strengths and Capabilities while Observing Varied Ethnic Responses (DISCOVER) curriculum model. The three components of REAPS complement each other, and each one has a unique contribution to the overall approach (Maker & Zimmerman, 2008). Findings from several studies of REAPS in different countries around the world (e.g., United States, China, Saudi Arabia, New Zealand, Australia, and Indonesia) have demonstrated the effectiveness of its use with both exceptionally talented students in special enrichment programs and all students in regular education programs (e.g., Alhusaini, Maker, & Alamiri, 2015; Gomez-Arizaga, Bahar, Maker, Zimmerman, & Pease, 2016; Riley, Webber, & Sylva, 2017; Wu, Pease, & Maker, 2015). Use of REAPS was successful in promoting elementary and high school gifted students' creative problem solving abilities and motivation for learning (e.g., Alhusaini, 2016; Gomez-Arizaga et al., 2016; Riley et al., 2017; Wu et al., 2015).

In this article, I will describe the implementation of the REAPS model that was organized by the Department of Special Education at the UAEU. The implementation of the REAPS model was fully virtual and took place after school. Twenty-nine academically talented high school students, eight Ministry of Education (MoE) teachers, four Special Education faculty members and one College of Education graduate student participated in the implementation of the REAPS model. During the REAPS training program, MoE teachers and UAEU team provided scaffolding and support to the participating high school students. While the students were involved in solving the problem, teachers were

encouraged to ask questions. In this training program, the UAEU team provided follow-up assistance to teachers and oversaw the implementation of the training program. Teachers and the UAEU team were connected with each other through a WhatsApp group in which they had been sharing ideas, supporting each other, and sharing materials.

Prior to UAE high school students engaging in REAPS, the participating schoolteachers (facilitators) and UAEU Special Education faculty members (mentors) and graduate students participated in a ten-day professional learning workshop on the REAPS model. The workshop was delivered by Professor June Maker, Professor Emerita from the University of Arizona and Mr. Randy Pease. In this workshop, the MoE teachers and UAEU team (graduate student and Special Ed. faculty members) were trained on the REAPS model using the eight steps of the TASC wheel including Gather/Organize, Identify, Generate, Decide, Implement, Evaluate, Communicate, and Learn from Experience (See Figure 1 below) in a format like what was used with the students. This training consists of an introductory three-hour session and seven abbreviated sessions of 30 to 45 minutes per session to practice using REAPS model before guiding students. All the nine teachers and UAEU team were actively engaged in solving a real world environmental problem. Teachers' first-hand immersion in the problem solving process was crucial. Additionally, observation of teachers by experts and provision of feedback was highly valued by the MoE teachers. After teachers and UAEU team training, 29 UAE academically talented high school students participated in the REAPS online training program from March 21st-June 23rd., 2021. The training program consists of 13 sessions (60-90 minutes per session). The training program was delivered via platform that was designed specifically for this program. The aim of this training program was to train the UAE academically talented high school students to solve complex, open-ended problems in relation to the environment. The problem was about plastic use and disposal of plastic waste. Although this is a world-wide problem, it is also relevant to the UAE because of the UAE's proximity to the Arabian Gulf. Similar to the teachers, the students' class structure was based on the TASC problem solving process.



Figure 1

At the beginning of the training program, the students were divided randomly into eight groups. In each group, the students worked together to solve the problem of plastic use and disposal of plastic waste from the perspectives of the following stakeholder groups:

- Group 1 Stakeholder: Students for a Plastic-free Abu Dhabi
- Group 2 Stakeholder: Environment Agency
- Group 3 Stakeholder: EEG Waste Management Program
- Group 4 Stakeholder: EEG Waste Management Program
- Group 5 Stakeholder: Plastic Industries
- Group 6 Stakeholder: Plastic Industries
- Group 7 Stakeholder: Environment Agency
- Group 8 Stakeholder: Environment Agency

In this training program, students, teachers, and UAEU team received written materials and videos explaining the process and providing detailed instructions about how to complete each TASC wheel step. At each step, students were expected to share what they have done. For example, at the first step: gather and organize, students were asked to develop a chart with three columns, one with what they know about the situation; the second column with what they need to know about the problem situation; and the third with the source(s) for that information. Then the students shared these charts and the information they have gathered with the UAE team (mentors) and MoE teachers (facilitators). The same structure was implemented with each subsequent step of the process.

At the end of the training program, students presented their findings and solutions to a real audience including teachers, students, and community members. International experts including two from the USA and one from Saudi Arabia evaluated the students' presentations.

In conclusion, The REAPS model was found to be a great teaching and learning model with which to teach high school students creative problem-solving skills. In addition, this model can be implemented in the UAE context. Indeed, the UAE high school students were engaged and excited throughout the program. Finally, the REAPS model is a valuable tool for teachers to use to enhance their students' collaboration, communication, and creative-problem abilities.

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The Next Frontier in Health Promotion and Talent Development: Advances in Cognitive Therapy

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"Aristotle compared the mind of man to a blank tablet on which nothing was written, but on which all things could be engraved ... There is, however, this difference, that on the tablet the writing is limited by space, while in the case of the mind, you may continually go on writing and engraving without finding any boundary, because, as has already been shown, the mind is without limit." (Comenius, 1657)

Nearly 400 years ago, Comenius was a visionary who revolutionized education. Centuries later, there are still tasks left to do and plenty of room for improvement (Urbanek, Hotson, & Leek, 2020). As the understanding of the mind and the body continues to evolve, science has thrown its weight behind health as a cornerstone for talent development. And in doing so, singled out a new frontier - one in which knowledge from clinical fields and aspects of gifted education can be merged. Importantly, health promotion is defined as "the process of enabling people to increase control over, and to improve their health" (World Health Organization, 1986). To appreciate the intersection between health promotion and gifted education is to understand critical aspects of the innerworkings of the brain. The concepts of brain and mind are often used as interchangeable terms, since the mind is the manifestation of the processes (e.g., emotions, thoughts, behaviors) that take place in the brain. The brain is part of a highly interconnected and complex system that operates as an indivisible unit known as the nervous system (NS). Therefore, who we are as individuals and within society depends on the NS. The NS consists of the central nervous system (CNS) and the peripheral nervous system (PNS); the former comprised of both the brain itself and the spinal cord. In addition to a set of nerves called the autonomic nervous system (ANS) that connects the CNS with other organs of the body (heart, lungs, etc.), the PNS consists of nerves connected to skeletal muscles, also known as the somatic nervous system (Figure 1). A bi-directional relationship is created connecting the CNS with other body systems and ultimately, with the external world.

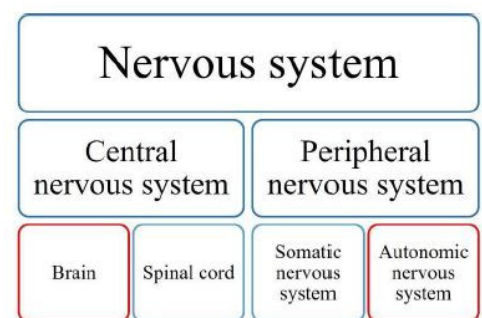
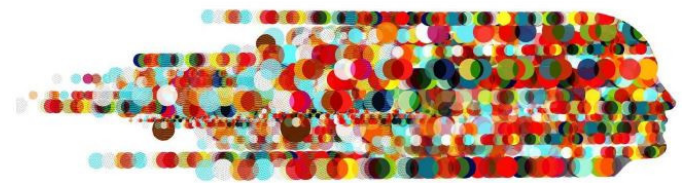


Figure 1. Components of the Nervous System

Nowadays, there is thorough evidence that proves that experiences can have long lasting effects on the function and the structure of the brain, especially during early life stages. While other body systems – as well as brain patterns – account for determinant internal factors, an immense number of external factors (e.g., social, environmental conditions) may positively or negatively influence the brain. Despite the brain's great susceptibility, it exhibits an amazing capacity for both malleability and adaptation, referred to as neuroplasticity. Indeed, recent scientific research provides sound support for ancient knowledge that seeks to accomplish direct control of the brain through the embracement of certain behaviors (Tang, Hölzel, & Posner, 2015). This directly correlates with the concept of health promotion, and given the renowned relationship between well-being and cognitive functioning, the enhancement of endogenous resources would contribute to the establishment of a more suitable platform for talent development. Moreover, health promotion can benefit different learning demands and in turn, contribute to inclusivity in gifted settings (Ninkov, 2020).



Brian Stauffer: "Visionaries". Adapted with permission from "Inventing New Ways to Solve Old Problems" CITATION The18 \l 9226 (The New York Times, 2018).

For centuries, meditative techniques have been successfully implemented to reduce stress and promote well-being. Notwithstanding the current knowledge of the underlying mechanisms is still in its infancy, it is worth noting some of the most promising findings. For example, voluntary breathing, i.e., slow paced and through the nose, is an essential aspect of most meditative practices. It has been proven to aid in the regulation of emotions and cognitive processes (e.g., attention, memory) by modulating the ANS as well as having a direct effect on the brain (Jerath & Beveridge, 2020). Likewise, the ANS is notably related to parts of the brain involved in cognition and emotion. Furthermore, conscious awareness of autonomic processes is recognized as enhancing cognitive processing (Critchley, Garfinkel, & Eccles, 2013). The brain regions shown to be associated with the ANS are referred to as the central autonomic network and are closely related to parts of the brain that play a major role in emotional and behavioral responses (Beissner, Meissner, Bär, & Napadow, 2013). These connections create a platform through which physical and emotional experiences may shape behavior. Most notably, this relationship can, throughout the lifetime, strengthen or weaken these connections per external and internal factors (Mulkey & du Plessis, 2019).

Meditation is a form of brain training that encompasses a wide range of different approaches. One that has received the most attention is mindfulness meditation, defined as deliberate attention that brings awareness to the present moment toward a non-judgmental acceptance of things as they are. A recent notable review has presented evidence on how mindfulness meditation might cause modifications in the structure and function of brain regions implicated in the regulation of emotion, self-awareness, and attention. Moreover, it highlighted the need for more rigorous studies to establish solid evidence that would encourage a broad implementation of these techniques (Tang, Hölzel, & Posner, 2015). However, as in several previous investigations, a clinically promising intervention was not considered. Mindfulness Based Cognitive Therapy (MBCT) was developed combining methods from mindfulness meditation and cognitive therapy. There is robust evidence for its efficacy as proven by stringent, large, randomized controlled trials (Manjaly & Iglesias, 2020)-the most meticulous type of experimental study. The need for tighter integration and collaboration among clinical and neuroscientific fields is now heavily underscored (van der Velden & Roepstorff, 2015). Similarly, of paramount importance is the translation of basic and clinical scientific discoveries into practical strategies to improve health, including mindfulness meditation as a potential intervention strategy (Tang & Leve, 2016).



Brian Stauffer: "Visionaries". Adapted with permission from "Inventing New Ways to Solve Old Problems" CITATION The18 \1 9226 (The New York Times, 2018).

MBCT was developed roughly two decades ago to prevent relapse in recurrent depression. In its development, the founders discovered interesting similarities between aspects of cognitive therapy and mindfulness meditation. The relevance of the interpretation of an experience is attributed to cognitive therapy, whereas the importance of the relationship to an experience is accredited to mindfulness meditation. Importantly, they both downplay the role of the experience itself. Preceding this research, a program called **Mindfulness Based Stress Reduction (MBSR)** generated promising evidence for its efficacy with disorders related to depression (e.g., chronic pain, generalized anxiety). **MBSR** aids in the development of generic skills for attentional control and was presented as an opportunity to improve traditional cognitive therapy via the modernization of conventional approaches (Segal, Williams, & Teasdale, 2013).

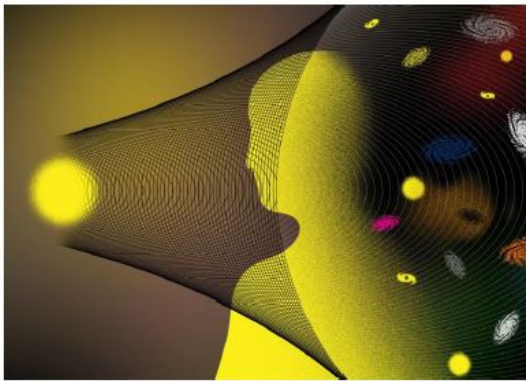
The Brain, the Mind, and the Present

A commonly assumed mode of mind: the drive-doing mode, is goal-oriented; focuses on the discrepancies between actual and desired states; and attempts to reduce the gap between both. Nevertheless, the drive-doing mode becomes harmful when applied to situations that are beyond one's control. One of the core concepts of MBCT is disengaging from the drive-doing mode by bringing awareness to moment-by-moment experiences while also adopting the being mode, in which the present moment can be experienced fully. In the being mode, one's attention is directed to the richness and complexity of the unique patterns that each moment presents externally and internally, whereas the drive-doing mode is mostly anchored to experiences from the past and endeavors to predict the future. Furthermore, the being mode allows mental events (e.g., thoughts, emotions) to arise as they are, without judging or intending to change them. This aspect is related to the act of decentering, another main construct of MBCT. Decentering means to observe those events as they appear without engaging in or identifying oneself through them, thus allowing them to vanish. These occurrences are then experienced for what they are, automatic and temporary events that do not define oneself or represent reality (Segal, Williams, & Teasdale, 2013).

The drive-doing mode and the tendency for individuals to link the self-concept to inescapable but certainly human (i.e. part of the condition of living) mental narratives is reflective of common features of today's society. Currently, many people spend their lives pursuing goals, expecting to make sense of their lives upon reaching those goals (Koutsimani, Montgomery, & Georganta, 2019). This usually results in transitory states that leave individuals perpetually searching for purpose (Hofer & Busch, 2017) without coming to the realization that the fulfillment they seek is achieved in the being mode, i.e., with complete awareness and acceptance of the present moment. Acceptance is not the same as approval, there are certainly situations that one would not approve of and spur one to action-that is, if action is within one's purview. The acknowledgement of one's purview is critical because individuals may have expectations reinforced by desires that may differ from reality, hence creating a discrepancy. Additionally, individuals visualize pessimistic scenarios in such a way that results in a self-fulfilling prophecy, producing negative emotions and undesirable behaviors. Indeed, past experiences may leave the individual with permanent scars and a trove of difficult memories that can suddenly (re)appear. Nonetheless, to disengage from previous conflicting experiences is a part of living in the present. According to existing literature, not only can this mindset lead to brain disorders such as depression, anxiety, and addiction, together with adopted behaviors, such an outlook can have mental and physical adverse effects on the person (Samele, et al., 2018) (Goekoop & de Kleijn, 2021). Therefore, it is certainly important to have or make plans for the future while avoiding negative forecasting; without living in the past; and by keeping in mind one's limitations and conscious motives.

MBCT provides skills that can be practiced in everyday life and that are suitable for just about everyone. Through it, individuals can become aware of how little attention is devoted to daily life, thereupon marveling at the newfound details of the world that surrounds them. The simple act of recognizing and accepting mental events as automatic and transient favors a greater sense of control over one's life, while empowering individuals to step out of automatic patterns and restrain mind wandering. In this next frontier of talent development, the body itself plays the dutiful role of vehicle through which one achieves self-control. It is a learning process that deploys and enhances one's ability to concentrate. Within the **MBCT** program, this learning process is framed in a way that transcends the effects of general discussion or the blind application of conventional techniques. In this way, the cumulative effects of acquired skills are long-lasting. Consequently, a new attitude toward lived experiences is cultivated (Segal, Williams, & Teasdale, 2013). As previously mentioned, the field has settled on the efficacy of **MBCT**. The Bayesian Brain theory is now regarded as a promising approach with which to discern just how **MBCT** works, and how it can be further developed (Manjaly & Iglesias, 2020).

development. Like the brain's susceptibility to change, talent development is also sharpened by external and internal factors, as proposed by the "Actiotope Model of Giftedness." According to this model, exogenous resources (educational capital) and endogenous resources (learning capital) are required for talent development (Ziegler, Debatin, & Stoeger, 2019). Learning capital is notably related to brain function, hence it would be strengthened by the acquisition of the appointed skills. Similarly to how MBCT was developed, the selected generic skills may be adopted and implemented in schools in an attempt to promote mental health and talent development. Accordingly, this hypothesis must be empirically tested but there is promise in advancing MBCT as a sound health promotion and talent development strategy.



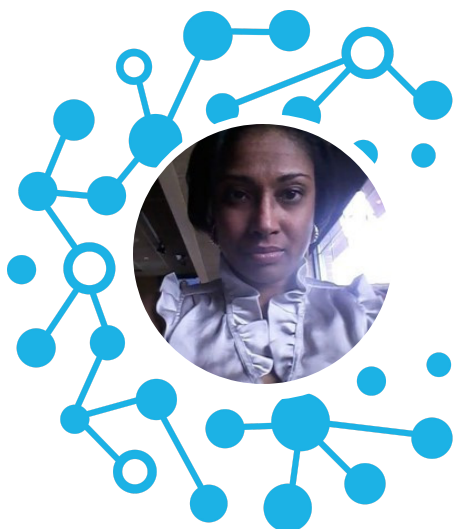
Brian Stauffer: "Cosmic confusion". Adapted with permission from "Have Dark Forces Been Messing With the Cosmos?" CITATION The19 \l 9226 (The New York Times, 2019).

The acquisition of certain attitudes may ultimately become traits that endure throughout life. The way one thinks contributes to the proliferation of certain patterns of brain activity, thus compromising the development of emotions and behaviors. During childhood and adolescence, the developing brain is at the highest degree of malleability, providing a remarkable opportunity to construct and consolidate structural and functional brain connections that are experience-dependent. Neuroplasticity refers to this inherent capacity of the brain to undergo change. Note that there are different forms of neuroplasticity; it is the adaptive plasticity that relates to the reorganization of brain connections that will ultimately yield effects on behavioral outcome (Ismail, Fatemi, & Johnston, 2017). This formidable experience-dependent plasticity offers a one-of-a-kind opportunity to enhance brain functions by intentional repeated activities, namely brain training. Scientific research points to functional and structural modifications that support training-induced neuroplasticity (Tymofiyeva & Gaschler, 2021).

Given its complexity, while the control of influencing external factors suppose a greater challenge, the opportunity to teach young students the kinds of skills that can help them achieve inner control is a revolutionary idea. Nonetheless, an effort to implement best strategies and provide an appropriate, shared culture of learning falls on the shoulders of academic institutions. The set of generic skills that can be adopted through **MBCT** would equip children and adolescents with the mental tools necessary to face life's challenges more successfully. Consider that mental health is a conditioning factor for physical health – mental health significantly impacts physiological processes and adopted behaviors. That is to say, these skills would do more than serve to improve student well-being: they can aid in promoting a culture of excellence at an early and critical period in the process of talent

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Magalie A. Pinney

I remember the first time I read Robert Frost's, "The Road Not Taken." I was in high school and my English literary teacher's name was Robert McEwan, RIP. His reading of this poem mesmerized me for some reason. Perhaps it was the manner by which my teacher discussed this poem afterward? It was more of a monologue with him speaking and seemingly no one else in my class, namely my peers, listening to him, but me. Perhaps it was because I imagined that the older white man with mostly silver hair and built of average stature that stood before me probably looked very similar to Robert Frost in his day and age. Although Mr. McEwan wore a business casual suit and Robert Frost's attire was likely less comfortable and more formal attire. Up until that year I hadn't encountered many male teachers while attending private schools. So maybe that was it. Maybe it was because he was the only person in our classroom to be who and what and where he was at that particular moment.

The poem itself resonated with me because I had felt so alienated from so many of my peers since having started elementary school. I had felt that I had to choose roads not traveled very often because of who and what and where I was at those particular moments. Oftentimes I was that one traveler coming from a place of lone existence who could withstand brief encounters with others if that is what it took, but who remained a loner after everything was said and done. Physically it was apparent that I was different from my so-called peers: lean, brown-skinned, female, ethnic, oddball, rare. I was ambiverted, compliant, timid, expressive, quiet, nonexistent, and contemplative. It was challenging to blend in physically when most of my classmates came from a more homogeneous culture. There's only so much chocolate one must add for the milk to stop being white, per se. I made do because my mother fought hard for me to get here and my father couldn't wait for opportunities to brag about how smart his daughter was with his so-called peers.

As a youth, I had encountered so many roads wherein the doors of diversity appeared to be opening ever wider before me. But, there were nonphysical differences which brought themselves to bear over time. I was neurodivergent. I processed the external and internal worlds I encountered differently than neurotypical youngsters would. My emotions were heightened, my sensitivities were brightened, my thought processes were deep, and my mind's eye was steep. There were complex secrets I had to keep as I was rolling in the deep woods of my rainforest mind. There were native proclivities I had to keep reserved as were the foreign manifestations of the observations I had made and the increased questions I had raised over time.

Roads

What did all that mean? Yeah, I was different not solely based on looks, but also based on my cognitive strengths and weaknesses. However more often than not it was my looks people regarded more. I had to think like this, this and that because I was black. I had to believe that, that and this because that is what people like me were supposed to believe. But, those were the populous roads traveled, these monolithic mannerisms and the stereotypical trappings which coincided with them. Somewhere deep inside there was a place for people like me who looked one way, but thought in a multitude of other ways. The knowledge of where this was would evade me for many years, but somehow I naturally gravitated toward a diverse set of folks, mainly girls, who I learned were neurodivergent themselves if not just plain weird or nerdy.

So I traveled on those roads with them and many times without them depending upon who and what and where I was at those particular moments. I would sometimes merge, sometimes converge with other people traveling on these roads. These were people who were independent, rebellious, creative, bold individuals. They were artists, writers, poets, speakers, creatives and makers who saw things visually, thought with their movements, felt with their paint brushes, pencils and pens. They might have stumbled upon their gifts and talents while taking their journeys. Or, they might have been mentored and guided along these passages. Their roads might have bent and curved, criss-crossed and diverged. Or, they may have been blessed to have been led to walk upon the straight and narrow pathways of life. After all, aren't these variants of roads meant to represent life's choices fraught with opportunities abound or destinies found? Perhaps that was what mesmerized me most about the poem at that time? Perhaps in the twinkling of my mind's eye there laid inkling as to the possibilities which could only become of remaining steadfast and true to the whole person I was beyond my hue. And, doing that has made all the difference for me.

Currently, I am exercising and utilizing my varied interests and passions as a neurodiverse and creative multipotentialite. I am a magazine contributing editor. I love photography. I am a passionate art enthusiast. I am an officer and public relations coordinator for the local Boston chapter of American Mensa. I moderate several social media groups and pages covering politics, multicultural books, events and literature, the spectrum of giftedness and multi-exceptionalities, high abilities, African American homeschooling, parents' advocacy both local and statewide, and this should be no surprise, poetry.

There are many dynamics of my multifaceted wiring that I have been able to explore. I am grateful for all of the stops made along the way: spiritually, mentally, psychologically, emotionally, intellectually, physically, socially and cognitively. My proudest achievements made to date, independent of my having raised my beloved family, have been in the areas of public service and neurodiversity awareness. These have been pivotal accomplishments and have allowed me to reach other people internationally to promote and develop shared understanding on levels I could have never predicted decades earlier. It is important for me to be able to expose others to the nuances that accompany neurodiverse individuals whether they are walking these pathways independently or alongside others who are walking those untraveled pathways as well. In retrospect I can't imagine that I could have traveled them any other way.

Magalie A. Pinney is a Financial Services professional from the USA who is certified in the field of gifted and talented education by the University of Connecticut, Neag School of Education. She received a Communication baccalaureate, cum laude, and is pursuing a masters degree. She is an advocate, chairperson and board member for MAGE, Massachusetts Association for Gifted Education. She serves on the GTAC Gifted Talented Advisory Council to her state's board and department of education.



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

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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, version 6.
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.
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