

WorldTalentWeb

Newsletter of the World Giftedness Center

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Exceptionality

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August Edition WTW

Penina Kiss & Jennie Quinn

Welcome to the August edition of the WTW newsletter, we are so glad you've joined us for the 19th issue which takes a closer look at our twice and multi exceptional students.

It's winter here in Sydney, Australia where Penina and I both reside and two years on from the start of the COVID pandemic we are still feeling its impact and quite acutely so in our schools where teacher shortages have resulted in the curtailment of many professional development opportunities. Teacher shortages are hugely problematic for obvious reasons but as research tells us, professional development and capacity building of teachers is key to improving outcomes for our twice and multi exceptional learners along with equitable access to gifted programs (Rowan and Townend, 2016; Foley-Nicpon et al., 2013; Gierczyk & Hornby, 2021). We've been heartened in recent weeks by an announcement from the NSW Education Minister, Sarah Mitchell, that up to 20 per cent of places at our state's selective placement schools and gifted classes will be reserved for students from disadvantaged backgrounds including gifted students with disabilities in a bid to address the "... unintended barriers that prevent gifted students from having fair and equitable access." In a recent SMH interview, Mitchell asserted that "A student's academic potential should not be determined by where they live, their background or their disability."

With this in mind, we've asked our friend and colleague Nicole Shepherd to share her thoughts on twice and multi exceptional students from her unique vantage point as a System Leader Specialist of Diverse Learning and former Gifted Education Officer. She shares her insights and 'Lockdown' learnings in support of the affective development of neurodiverse learners.



Nicole Shepherd
Guest Editor

Nicole has worked in the Archdiocese of Sydney Catholic Schools for 30 years as an educator, System Leader and Diverse Learning Specialist.

In July 2021, as Sydney was engaged in week 2 of what eventually became a 15 week lock down due to the highly contagious Delta variant of Covid19 spreading across the city and state, I came across the term 'covid fatigue'. This term describes a set of behaviours and mental states related to uncertainty about what lies ahead. The indicators of covid fatigue are actually an accumulation of ongoing or long term negativity or challenges that can lead to anxiety, depression and feelings of hopelessness. Covid fatigue can result in behaviours such as lack of motivation, irritability, failing to meet deadlines, lower workplace commitment and performing tasks more slowly. At the time, I reflected on what this might be like for people who are already challenged by strong social and emotional responses to many aspects of life.

During the beginning weeks of this 'groundhog day' period when every day looked similar to the day before and the day after, I stumbled upon an Apple TV series called 'The Me You Can't See' hosted by Oprah Winfrey. The series features many gifted and talented people, some not widely known, whose behaviours due to this other social emotional 'exceptionality' have had a profound impact on their lives and relationships. One of the participants in the show was a gold medal hopeful at the then upcoming Tokyo Olympics, whose daily life and functioning is debilitated by extreme Obsessive Compulsive Disorder. What came from her story, and many others in the series was the insight that their struggles were what drove them to achieve or persist in their field- a true example of a double-edged sword. This reminded me of Gagne's Intrapersonal Catalysts in his Differentiated Model of Giftedness and Talent, in particular motivation, volition and self-management. This Olympian's drive to succeed and perhaps to overcome in spite of enormous personal challenges was inspiring.

Listening to these individuals' circumstances and personal stories allowed me to reflect on our twice and multi-exceptional population, and consider the impact of their challenges, which almost always manifest in individual behaviours, sometimes extreme. As humans, we are often defined by our behaviours or dispositions. For example 'she's always friendly' 'he is disorganised and often late', 'she is thoughtful' 'he is argumentative'. What we sometimes don't consider is that those behaviours, or what we show the world, are often manifestations of our inner struggles and corresponding self-beliefs. Behaviour is always a form of communication and the challenge is to decipher what an individual's actions are communicating to others.

This is true in classrooms around the world and can be an all too familiar reality for our gifted students with other exceptionalities. Teachers don't always understand the 'why' behind student behaviours and therefore focus on their surface level observations. As we enter the second half of the 2022 school year in Australia, there has never been a better time for teachers to look past the behaviours they observe at what lies underneath, particularly in an unparalleled time of disruption and anxiety for our communities. Teacher attitudes are key to understanding these students and helping them to thrive.

As the 'Responsive Classroom' approach says, teachers should support the notion 'that educators should hold and communicate positive beliefs and expectations for all students, including those that have different values than they do; are culturally, racially or socioeconomically different from them; who appear disengaged and unmotivated; or who struggle and misbehave.' They should also hold 'the belief that problem behaviours result from unmet needs or lack of skills, rather than the student's character, family background or intention to do harm.' Students who are gifted but are underachieving due to other exceptionalities are still too often labelled by teachers with terms such as 'lazy' and 'unmotivated'.

I can speak from my own teaching experience, and later in my experience as a system leader in Sydney Catholic Schools Newman Selective Gifted Education program, that it is crucial to the trajectory of many students' schooling for teachers to be unwavering advocates for students who are twice and multi exceptional. As a Newman (Gifted Education) Facilitator in my school, I learned to investigate what individual students' strengths were, what challenges they were facing and how to help them thrive by teaching them strategies and to understand themselves better by looking at others with similar challenges. The Newman Program provided exceptional guest speakers such as Lannie Kanevsky and Karen Rogers who shared their incredible insights as to how we can put these beliefs into practice. Closer to home, inspirational educators such as Dr Ruth Phillips and Bronwyn MacLeod shared with our Newman Facilitators their personal stories and their incredible research on exceptional learners. Rena Subotnik was our last visiting international speaker before the pandemic took hold in 2020. She educated us on talent development in a broader sense and the importance of mentors who care. This is especially critical for our twice and multi exceptional students.

At a school level, inspired by everything I had learned from my Newman professional learning days and my studies while completing a Master of Gifted Education course at the University of NSW, I endeavoured to seek out those students who were struggling in social or emotional ways. I surveyed them to find out their specific needs and concerns and then devised a bibliotherapy program to assist with their key issues of concern using the data from their surveys. The insights I gained from these young students were unbelievable and reminded me to always delve more deeply to know 'the me you can't see'. The Newman program has always been driven by using multiple sources of data for identification and the importance of this was profoundly obvious in my work with these children. The bibliotherapy program allowed these students to see themselves in the characters they delved into and to recognise the ways these characters responding to adversity.

One of my other favourite advocates that I met when she was in Sydney in 2018, is Susan Baum from Bridges Academy in California. She highlights the need for a strength-based, talent-focused approach with an emphasis on growth in the following areas: cognitive growth, behavioural and emotional growth and social growth. Bronwyn MacLeod states that tolerance for the asynchronous is essential for teachers, students and parents and that this asynchrony can cause anxiety and unpredictable behaviours (Baum et al, 2009). Teachers need to be understanding of these characteristics, flexible in their approach, find ways to be facilitators of strength-based meaningful learning experiences and work with parents as much as possible.

And know when to get out of their way. The mother of the gold medal Olympic hopeful was very accepting in her approach to her daughter's challenges and said she just lets her daughter do her thing, even when that means using hundreds of dollars of cleaning products every week, otherwise it causes both a great deal of anxiety. Her daughter said she is grateful for that. What a gift it is to understand, to be understood and to have someone in our corner. We can be that for our vulnerable students.

In this month's edition of the WTW newsletter, we look at the efforts of five authors from around the globe determined to support neurodiversity. To begin, Dr Megan Foley-Nicpon, Director of the Belin-Blank Centre for Giftedness and Talent Development shares her thoughts on twice-exceptional students in a series of interview questions captured as part of her 'virtual' academic in residence program at SCS. Rhoda Myra Garces-Bacsal and Hind Tuaib Ghufli share with us an excellent resource of award winning diverse children's literature that enables "the diverse gifted others to see themselves represented in the books that they read as part of culturally relevant, responsive and sustaining pedagogies." And Professor David Rempel and Catalina Beckhoff bring us the second article in the qualitative research series; What Factors Enable Gifted Employees to Fulfill their Potential within Organizations? We hope you enjoy the 19th edition.

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Insights on Twice-Exceptionality from Dr Megan Foley-Nicpon

Dr Megan Foley-Nicpon

Director: Belin-Blank Center for Giftedness & Talent Development

Dr Megan Foley-Nicpon, a globally recognised expert in twice-exceptionally and counselling psychology, has recently been named the new director of the Belin-Blank Center for Giftedness and Talent Development, and will officially begin her exciting role in August.

Gifted Education Officer for Sydney Catholic Schools Australia, Bernadette Bentley, invited Dr Foley-Nicpon to share her vast expertise in twice-exceptionality with teachers and leaders across a system of 80+ schools. The strategically coordinated professional learning targeted a range of state educational standards, particularly those that focus on knowing students and how they learn best, particularly those with asynchronous development.

Below are some valuable insights Bernadette captured from an interview with Dr Foley-Nicpon about twice-exceptionality after the successful virtual events were held.

> What tools/combination of tools have you found most effective in the identification of gifted students, particularly 2e and underachievers?

"I believe the focus of gifted programming identification should be to broaden opportunity for all who need it rather than restrict it to those who demonstrate high ability in every domain. This may require a culture shift in schools, but this is a necessary first step toward increasing inclusivity. For example, if programs rely on teacher nomination as a screening device, it could perpetuate bias as this method of assessment is not objective. Most scholars and professional organizations (e.g The National Association for Gifted Children) recommend using multiple assessments (ability, achievement) from multiple perspectives (teacher, parent). Additional considerations may be necessary when identifying twice-exceptional students. For example, they may need more individualized approaches or examination of index score distributions on standardized measures. Comprehensive assessment is best practice for identifying twice-exceptional youth, and should be an available identification method for all who need it."

> What advice could you provide on best practice in relation to acceleration options, particularly grade-skipping for 2e students?

"I wrote a chapter with a former student, Chuck Cederberg, on this topic for A Nation Empowered. In our chapter, we summarized the acceleration frequency of twice-exceptional students referred to our clinic. Out of 76 twice-exceptional children, only four were whole-grade accelerated, and they all had diagnoses of autism spectrum disorder. Twenty-two were single-subject accelerated, 18 of whom diagnosed with autism spectrum disorder or similar characteristics, 3 with a specific learning disorder, and one with ADHD. In another sample of 54

high ability children from the clinic with diagnoses of ADHD, six were whole-grade accelerated and 28 single-subject accelerated. These data demonstrate that acceleration was available for the twice-exceptional children who were referred to our clinic, but we are not aware of how successful these practices were. My advice would be to make sure twice-exceptional students who are accelerated still have access to accommodations for their disabilities. In a well-cited study 2012, Schultz noted that not all students enrolled in AP (advanced placement) courses obtained their special education services. Schultz went on to note factors impacting acceleration of twice-exceptional students: having a school culture that supports acceleration; offering flexible curriculum and identification options for entry into accelerated classes; and trying acceleration first in more structured environments, such as high school, before entering more independent environments, such as college."

> Why is SEL important to embed in teaching and learning programs for 2e students?

"The Talent Development Mega-model, developed by Subotnik, Olszewski-Kubilius, and Worrel, emphasizes that psychosocial characteristics are central to developing talent. For some twice-exceptional children, psychosocial functioning may be negatively impacted by their mental health diagnoses (e.g., lower self-concept, self-esteem, resilience, tenacity, confidence, etc.). The authors argue these factors are teachable, so they should be a part of the curriculum for all students. They suggest focusing on different skills depending on the child's age and stage of development, which may have to be altered for the twice-exceptional student. For example, it may take more time and attention for a twice-exceptional student to develop and use coping skills for dealing with adversity. Curriculars that include psychosocial components acknowledge the need to attend not only to students' cognitive and academic development in school, but also their social, emotional, and behavioral development."

> Could you discuss the importance of engaging families, school communities and organisations outside of school to support gifted learners, particularly 2e students.

"Because twice-exceptionality is not a familiar concept outside of gifted education, the responsibility of advocating for twice-exceptional students often lies with parents. Speirs-Neumeister and her colleagues conducted a study in 2014 where they interviewed parents of twice-exceptional children and found they recognized their children's strengths (i.e., high ability) and challenges (i.e., disabilities) early on and advocated for their needs, despite resistance from teachers and school officials. They normalized their child's struggles associated with

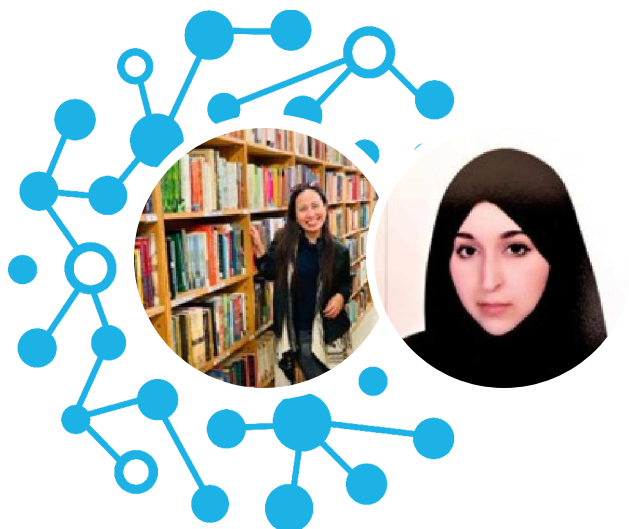
their disabilities yet held high expectations. In a similar study, Benson and his colleagues, 2015 found parental advocacy can be challenging and emotionally burdensome and that positive relationships between home and school facilitated collaboration and student success. In both of these studies, parents had financial and educational resources all parents may not have. Engaging communities in terms of learning what resources would be beneficial in supporting their twice-exceptional students at home is critical.”

> *What are your thoughts on the use of mentors with gifted students and any examples of best practice if applicable.*

“Access to mentors is an important part of career development for all youth. For students of color and/or students with disabilities, it’s beneficial to see someone in a leadership position who has had some of your same lived experiences. Therefore, mentors should come from various backgrounds and be prepared to interact with diverse groups of students.”

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The Gifted Others in Diverse Picturebooks from Around the World

Rhoda Myra Garcés-Bacsal & Hind Tuaib Ghufli

Special Education, College of Education, United Arab Emirates University
myrabacsal@uaeu.ac.ae
200560191@uaeu.ac.ae

Educators often erroneously assume that gifted people are homogenous. This can be especially damaging to gifted students who are double minorities: those who are gifted and of a different cultural and linguistic background from the majority, are of low-income status, dual-exceptional learners, or coming from marginalized communities and disadvantaged backgrounds.

Research has consistently shown that one of the most effective ways to acknowledge and affirm diversity in the classroom is to provide access to diverse children's literature enabling the diverse gifted others to see themselves represented in the books that they read as part of culturally relevant (Ladson-Billings, 2021), responsive (Gay, 2018) and sustaining (Alim & Paris, 2017), pedagogies. Apart from serving as much needed mirrors and windows (Sims Bishop, 2003), diverse picturebooks allow gifted students to critically examine multiple viewpoints, and "to read both the word and the world in relation to power, identity, difference and access to knowledge skills, tools and resources" (Janks, 2013, p. 227; emphasis in original).

We further contend that teachers lack capacity in selecting authentically portrayed diverse narratives and how to introduce them in the classroom (Brinson, 2012). In fact, in our recently concluded study involving 250 students enrolled in a teacher training institute, 67% were found to be non-users of diverse picturebooks in the classroom (see Garcés-Bacsal et al., 2022a in press for more details). This is especially alarming given how teachers often serve as gatekeepers who provide access to literary texts inside the classroom. It has prompted us to ask, for example, how "the continued 'otherness' of the culturally and linguistically diverse gifted [is] reflected, if at all, in the curriculum?" (Garcés-Bacsal & Elhoweris, 2022).

In our research project funded by the United Arab Emirates University, our multi-ethnic, multi-disciplinary research team developed a catalogue of diverse picturebook titles from around the world on exceptionalities and the 'others' in society. Our research involved us sourcing, finding, and reading award-winning picturebooks from eight award categories over the past 10 years: (1) Orbis Pictus for outstanding nonfiction for children (2) Schneider Book Award which honors the artistic expression of the disability experience for child and adolescent audiences, (3) Jane Addams Children's book award for stories that promote peace, connectedness, and humanity, (4) Pura Belpre awarded to Latino/Latina writer and illustrator, (5) Coretta Scott King Award for African American creators, (6) Freeman Award (for creators coming from Southeast Asia, (7) Children's Africana Book

Awards (books coming from Africa), (8) Middle East Book Award, and the Etisalat Prize for Literature – which is unique to the Middle Eastern region.

While some of the books we are sharing in this article come from these award giving bodies, we also wanted to expand our sources to include books coming from White Raven's International Award (given by the International Youth Library in Munich), and outstanding books that have just been published in recent years which may not necessarily have received recognition but fit our criteria for authenticity in narrative (Yokota & Teale, 2017) and outstanding interplay of word/text and image (Serafini, 2009).

The intention of creating such book lists is to broaden teachers' awareness of diverse titles that they can share in the classroom and to build teachers' (and parents') capacity to find powerful titles that can make a world of difference in the lives of the diverse gifted others. It serves to visibilize and surface narratives that have long been silenced and rendered invisible in contemporary and mainstream children's literature. While it does not necessarily guarantee inclusive and culturally-sustaining practices in the classroom, we argue that "exposure to such books opens spaces for other views and experiences to be represented in the teachers' cultural and ideological repertoire for teaching" (Garcés-Bacsal et al., 2022a in press).

Here is a list of diverse picturebook titles from around the world arranged across cognitive traits and socio-emotional qualities of the diverse gifted others (see table below). For more diverse booklists for diverse children, see Garcés-Bacsal et al., 2022a in press; Garcés-Bacsal et al., 2022b in press; Garcés-Bacsal, 2021; Garcés-Bacsal & Tupas, 2021; Garcés-Bacsal, 2020.

Rhoda Myra Garcés-Bacsal serves as the Assistant Dean for Research and Graduate Studies with the College of Education and is an Associate Professor with the Special Education Department at the United Arab Emirates University. Prior to moving to the Middle East, Dr Bacsal has served as a teacher educator in Singapore for 11 years.

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Cognitive Traits of the Diverse Gifted Others		
Details of the book (<i>Title, Author/Illustrator, Year of Publication</i>)	Country Setting of the Story / Awards Obtained	Themes
<i>Magic Ramen: The Story Of Momofuku Ando</i> by Andrea Wang and Illustrated by Kana Urbanowicz (2019)	Japan	Pivotal moments leading to inventions; experimentation and resourcefulness; sense of purpose fueled cognitive skills and hunger to learn
<i>The Boy Who Harnessed The Wind</i> by William Kamkwamba, Bryan Mealer and Illustrated by Elizabeth Zunon (2012)	Malawi, East Africa / Children's Africana Book Awards (2013)	
<i>Confucius: Great Teacher Of China</i> by Demi (2018)	China	Gifted thinkers from outside the United States, Canada, United Kingdom
<i>Al Ghazali</i> by Demi (2015)	Middle East (Syria, Palestine, and Mecca) & Iran	
<i>The Boy Who Dreamed of Infinity: Tale of the Genius Ramanujan</i> by Amy Alznauer and illustrated by Daniel Miyares (2020)	India	
<i>The Amazing Discoveries Of Ibn Sina</i> by Fatima Sharafeddine and illustrated by Intelaq Mohammed Ali (2015)	Middle East	
<i>The Amazing Travels Of Ibn Battuta</i> by Fatima Sharafeddine and illustrated by Intelaq Mohammed Ali (2014)	Middle East, Africa, and Europe	
<i>The Vast Wonder of the World: Biologist Ernest Everett Just</i> by Mélina Mangal and illustrated by Luisa Uribe (2018)	USA Carter G. Woodson Book Award (2019)	Keen Powers of Observation, Attention to Detail, Endless Curiosity
<i>Maryam's Magic: The Story Of Mathematician Maryam Mirzakhani</i> by Megan Reid and illustrated by Aaliya Jaleel (2021)	Iran Mathical Book Prize (2022)	Women in STEM
<i>Hidden Figures: The True Story Of Four Black Women And The Space Race</i> by Margot Lee Shetterly and illustrated by Laura Freeman (2018)	USA	
<i>Counting On Katherine: How Katherine Johnson Saved Apollo 13</i> by Helaine Becker and illustrated by Dow Phumiruk (2018)	USA Giverny Book Award (2019)	
<i>Look Up! The Story Of The First Woman Astronomer</i> by Robert Burleigh and illustrated by Raúl Colón (2013)	US	

<i>Emmy Noether: The Most Important Mathematician You've Never Heard Of</i> by Helaine Becker and illustrated by Kari Rust (2020)	Germany	
<i>Numbers in Motion: Sophie Kowalevski, Queen Of Mathematics</i> by Laurie Wallmark and illustrated by Yevgenia Nayberg (2020)	Russia	
<i>A Computer Called Katherine: How Katherine Johnson Helped Put America On The Moon</i> by Suzanne Slade and Illustrated by Veronica Miller Jamison (2019)	US	
<i>Counting the Stars: The Story Of Katherine Johnson, NASA Mathematician</i> by Lesa Cline-Ransome and Illustrated by Raúl Colón (2019)	US	Role played by fathers for Women in STEM
<i>She Caught The Light: Williamina Stevens Fleming, Astronomer</i> by Kathryn Lasky and illustrated by Julianna Swaney (2021)	Scotland	
Socio-emotional qualities of diverse gifted others		
<i>How To Solve A Problem: The Rise (And Falls) Of A Rock-Climbing Champion</i> by Ashima Shiraishi and illustrated by Yao Xiao (2020)	USA	Motivation and Persistence among athletes
<i>Yusra Swims</i> by Julie Abery and illustrated by Sally Deng (2020)	Syria, Germany (Berlin), Rio (Olympics)	
<i>A Girl Called Genghis Khan: How Maria Toorpakai Wazir Pretended To Be A Boy, Defied The Taliban, And Became A World Famous Squash Player</i> by Michelle Lord and illustrated by Shehzil Malik (2019)	Pakistan	
<i>Fauja Singh Keeps Going: The True Story Of The Oldest Person To Ever Run A Marathon</i> by Simran Jeet Singh and illustrated by Baljinder Kaur (2020)	India, UK	
<i>Sakamoto's Swim Club: How A Teacher Led An Unlikely Team To Victory</i> by Julie Abery and illustrated by Chris Sasaki (2021)	Maui, Hawaii	
<i>Frida</i> by Sebastien Perez & Benjamin Lacombe	Mexico	Overexcitabilities, Heightened multifaceted sensitivities, a more nuanced perception of the world
<i>A Life Made By Hand: The Story Of Ruth Asawa</i> by Andrea D'Aquino	USA	
<i>A Boy Named Isamu: A Story Of Isamu Noguchi</i> by James Yang (2021)	USA	
<i>Rock By Rock: The Fantastical Garden Of Nek Chand</i> by Jennifer Bradbury and illustrated by Sam Boughton (2021)	India	
<i>Dancing Through Fields of Colors: The Story Of Helen Frankenthaler</i> by Elizabeth Brown by and illustrated Aimée Sicuro (2019)	USA	

<i>Yayoi Kusama: From Here To Infinity</i> by Sarah Suzuki and illustrated by Ellen Weinstein (2017)	Japan	
<i>Dreamers</i> by Yuyi Morales (2018)	USA Tomás Rivera Book Award (2019), Pura Belpré Awards- Illustrator Winner (2019)	
<i>The Power Of Her Pen: The Story Of Groundbreaking Journalist Ethel L. Payne</i> by Lesa Cline-Ransome and illustrated by John Parra (2020)	USA	A well-developed sense of moral justice
<i>Miss Mary Reporting: The True Story Of Sportswriter Mary Garber</i> by Sue Macy and illustrated by C. F. Payne (2016)	USA	
<i>We Are Water Protectors</i> by Carole Lindstrom and illustrated by Michaela Goade (2020)	USA Jane Addams Children's Book Awards (2021); Randolph Caldecott Medal (2021)	
<i>The Cat Man Of Aleppo</i> by Karim Shamsi-Basha & Irene Latham, illustrated by Yuko Shimizu (2020)	Syria Middle East Book Award 2020	
<i>The House That Jane Built: A Story About Jane Addams</i> by Tanya Lee Stone and illustrated by Kathryn Brown (2015)	USA	
<i>The Only Woman In The Photo: Frances Perkins And Her New Deal For America</i> by Kathleen Krull and illustrated by Alexandra Bye (2020)	USA Septima Clark Book Award 2021	
<i>Above The Rim: How Elgin Baylor Changed Basketball</i> by Jen Bryant and illustrated by Frank Morrison (2020)	USA Orbis Pictus Award 2021	



Are the commonly used giftedness approaches sufficient to identify all highly intelligent individuals?

Prof. Dr David Rempel & Catalina Beckhoff

IU-Online International Development
Global Talent Mentoring - Africa Coordinator
david.rempel@iu.org
www.iu-dualesstudium.de

(This is the second article of a four-part series based on the qualitative study: **What Factors Enable Gifted Employees to Fulfill their Potential within Organizations?** by Catalina Beckhoff, supervised by Prof. Dr. David Rempel. The first article, addressing potentially alarming consequences of mainly unidentified intellectually gifted adults, was published in June 2022, while this article means to discuss whether the known giftedness approaches are sufficient in identifying all gifted individuals).

Mystically productive individuals have fascinated scholars and society for thousands of years, while it seems like talents, gifted individuals and outstanding personalities are admired by everyone. At the same time, especially fuelled by the public appearance of mad geniuses in series such as "Scorpion" or "The Big Bang Theory", many still associate these mysterious gifted individuals with maladapting and rather weird stereotypes (Baudson, 2016). The wilderness and the dispute about giftedness definitions and theories not only make the identification of such potentials fairly arbitrary and highly subjective but shows to be inhibiting the scientific world to move further in the field (Brown et al., 2020). Scholars arguing about labelling the most promising talents in early years, aim to identify the talents worth nurturing, while new research indicates a far more alarming problem arises if intellectually gifted individuals stay unnoticed within the education system, organizations, and society, as discussed in the first article of this series (Vreys et al., 2016). Despite the missing consensus about the answer to the question: "What is giftedness?", the question of whether all talented individuals can be identified and described by one of the known approaches remains important, not only for educators and hiring managers but especially for dysfunctional or underperforming gifted adults themselves.

Despite the great complexity and high number of different giftedness-approaches, the most common giftedness-definitions roughly fit into one of the following categories: Cognitive definitions, psychometric definitions, economical definitions, pedagogical definitions, developmental definitions, sociological definitions, and psychological definitions. Individuals who score high on intelligence tests are identified as gifted by cognitive definitions, whereas individuals who achieve high results in mental abilities are valued as being gifted by psychometric approaches (Robinson, 2005). Pedagogical, developmental, economical, and sociological definitions mainly assess giftedness as a learning or development process, recognized by high achievements, or as the result of an interaction between the individual and the respective environment, and advocates of these definitions

conceptualize giftedness therefore in multidimensional approaches. Psychological definitions describe a rather new assessment of giftedness as a conglomerate of different personality traits, even though no broadly accepted assessment or approach has been described so far (van Thiel et al., 2019). As typical character traits of intellectually gifted adults can be described and are often witnessed by giftedness counsellors, this topic will be further discussed within the third article of this series.

IQ-based approaches: Despite the shift from a monolithic and static common understanding of giftedness to a pluralistic and dynamic conception of giftedness in the late 20th century (Dai, 2020), the evaluation of giftedness as scoring above the IQ cut-off of 130 on standardized tests remains the most used assessment among educators and society (Silverman & Gilman, 2020). Cognitive intelligence is typically understood as the capability of abstract thinking, abstract reasoning, and problem-solving, which IQ-tests mean to assess through different tasks, either verbal or non-verbal (Gibbons & Warne, 2019; Wollschläger & Preckel, 2016). In one of the most famous long-term studies, Terman included 1,444 gifted children, which he later expanded to 1,528 gifted children, who achieved an IQ score of <135 on the Stanford-Binet-Test and documented the individual's development. Rather surprisingly, none of the research participants has been awarded a Nobel prize, but in contrast the two physicians William Shockley and Luis Alvarez, who have been excluded from Terman's participant group due to their Stanford-Binet-Test scores, won Nobel Prizes in their careers (Warne et al., 2020).

The correlation of high academic performances and IQ-scores has been furthermore studied among 118 high achieving high school students within the "Marburger-Hochbegabtenprojekt" (Rost, 2000). Contrary to the assumption that among the 2% of academically highest achieving students many would achieve equally high IQ test results, only 15% of the academically highest achieving students accomplished IQ-scores of >130, which shows to be another indication for the insufficiency of IQ-test (Warne, 2016). Further studies indicate IQ-scores vary not only among different intelligence tests, over age, but are moreover influenced by education (Baumert et al., 2007; Downing, 1962). While the two physicians William Shockley and Luis Alvarez have undoubtedly found a way to unleash their great individual potential, these examples show quite impressively that IQ-tests are not as objective as the supporter may claim. Furthermore, IQ-test results are highly dependent on one's motivation, dedication, concentration and test performance abilities, while many intellectually gifted individuals often show difficulties in exactly those domains (Kuipers, 2019).

Psychometric approaches: To offset the weaknesses and incompleteness of the described IQ-based models, supporters of fundamental cognitive assessments mean to offer a more objective approach through tests that measure variables such as inspection time, reaction time, lexical speed, or the capacity of one's working memory (Hunt, 1978; Jensen, 2002; Nettelbeck & Lally, 1976). Even though several psychometric assessments have shown a strong correlation between the acquired variables and one's general intelligence, the demanded independency of psychometric results from capabilities such as attention, perception, or decision making, has shown to be inaccurate and not sufficient to determine one's mental abilities (Deary et al., 2010; Schubert et al., 2015). If a person shows for example concentration difficulties, a stimulus on elementary cognitive tests might be easily missed which would be resulting in a poorer test score (Deary et al., 2010). Therefore, cognitive approaches show to be not sufficient to measure cognitive abilities separated from subsequent skills, such as concentration or perception, but undoubtedly contribute to the phenomena of over average fast-thinking and quickly knowledge-gathering individuals.

Multidimensional Models: Supporters of multidimensional models view giftedness either as the result of a learning process, the result of a nurtured development or as a complement of different factors that influence each other. How the assembly of various components affects the performance of an individual can be described either as additive (e.g. Three-Ring Model (Renzulli & Reis, 1986)), interactive (e.g. Munich Giftedness Model (Heller et al., 2005)) or systemic (Aktiotop-Model (Ziegler, 2005)). As most of these approaches understand giftedness as the potential to accomplish outstanding achievements, multidimensional giftedness approaches typically include capabilities such as dedication, concentration, motivation, inter- and intrapersonal intelligence, creativity, environmental factors, as well as mental abilities in their theories to identify potentially performance excellence reaching talents (Gardner, 1983; Heller et al., 2005; Renzulli & Reis, 1986; Ziegler, 2005). These theories are undoubtedly of great value to identify future high achieving individuals, who potentially highly benefit society, and may even accomplish great contributions within their special domain, while these approaches have proved to be insufficient to identify individuals who exhibit high mental abilities but may show lesser levels of non-cognitive capabilities for a variety of reasons (van Thiel et al., 2019). Furthermore, it might be little surprising that individuals, who present high abilities or special talents, experience a supportive environment or favourable conditions, show excellent character traits, as well as applying great motivation and dedication to one specific domain, are likely to realize high achievements.

Individuals who remain left out: Matching the label of giftedness to the assessment of either one of the named approaches shows quite impressively that none of the described approaches seems to measure giftedness completely independent from further capabilities such as motivation, dedication, concentration, or one's ability to perform well in a test. Individuals, who fall through the cracks, may either be accidentally or unintentionally excluded by the described approaches due to not meeting the definition criteria, while the possibility of alarmingly negative consequences for, especially, unidentified intellectually gifted adults has been described by giftedness counsellors (Starc, 2012; Vreys, 2016; Nauta, 2017).

Being aware that different giftedness approaches identify different individuals, as well as of the fact that individuals with a lack of motivation, concentration, or test anxiety may be excluded by the applied criteria raises a very important question: "How do we want to evaluate giftedness as a society?" "What talents and capabilities do we want to appreciate and nurture?"

There are undoubtedly individuals who achieve exceptional achievements, as well as performance excellence within their careers, and are therefore called gifted without great dispute. A surgeon, who has learned from professionals to excellently execute operations on a

daily basis, performing in his field on a far higher level compared to others, might be clearly earning the label "gifted" in terms of most pedagogical or developmental approaches. Questions arise regarding individuals who might never reach expert performance excellence in any specific field due to different reasons but master to resolve every challenge in their daily life, who occupy themselves with deep questions regarding the world problems without finding a way to tackle the problems, or individuals who contribute to the society with their wisdom, knowledge, and creativity. Additionally, individuals who may be overwhelmed by their chaotic and intensive mind, who may be highly maladaptive but could greatly contribute to societal success with their innovative and individual mind if given a fair chance.

Shifting the focus from criteria that enable an individual to carry the label "gifted" to the phenomenon of individuals who compile great abilities, even though they neither have tests that prove intellectual giftedness nor sufficient capabilities to be valued as gifted by multidimensional approaches, might unleash great potential for organizations and society likewise (Persson, 2017). Individuals who exhibit high intellectual abilities show to be not always successful in channelling their talents. As a result, they often remain unnoticed by educators and employers (Vreys et al., 2016), especially these highly intelligent adults who seem to deserve attention in terms of defining strategies to help them unleash their talents. Moving away from over-valuing subjectively defined performance excellence, to enable every talent, as well as critical and innovative thoughts, might therefore not be compatible with pressuring individuals into set giftedness constructs.

Identifying and labelling individuals as gifted seems still well-summarized by the famous title "intelligence as the tests test it" (Boring, 1923), showing that no described giftedness theory proves to be promising in identifying all gifted or talented individuals sufficiently. Opening the strict boundaries to assess the desired label of giftedness, to appreciate and nurture a wide range of individual talents and to send help, especially to those in doubt of their own capabilities, may therefore be the most promising way of handling this complex topic for now. Focusing on typical personality characteristics highly intelligent individuals often share, it becomes obvious that many highly sensitive and intellectually gifted adults share high ethical values and struggle to find a way to contribute with their being to the well-being of society and others. Increasing the awareness of underachieving and overlooked gifted individuals, as well as focusing on nurturing especially these talents who aim to do good in the world, should therefore be put into focus within the scientific, educational, and economic world (Roeper 1991; Silvermann, 2009; Sternberg, 2017).

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