



World Gifted

NEWSLETTER OF THE WORLD COUNCIL FOR GIFTED AND TALENTED CHILDREN



A Message from the President

As we make our plans to attend the conference in Turkey, we once again look forward to participating in the event that fulfills one of the most important purposes stated in the Bylaws of the World Council for Gifted and Talented Children, "to assemble, for an exchange of ideas and experiences, people from all over the world interested in gifted and talented children." It was from this activity, over twenty years ago, that our organization was created. As we plan to come together we might reflect on the importance of this endeavor. It is more than the pursuit of information about the children we serve, more than the renewal of professional ties and stimulation of ideas. It is these things but it is far more.

As we come together we renew our commitment to these children who find themselves often unserved, often misunderstood, often without advocates for appropriate educational experiences, and too often ignored by the very society that will gain the most from the growth and development of their highest potential. Let me briefly remind you of the challenges we as professionals who care about the gifted children of this world still must face, must seek to answer, and must work to resolve.

continued on page 11

New Conference Hotel—Elegance at an Affordable Price

By EDNA MCMILLAN, 1999 World Conference Coordinator

It's official. The World Conference Committee has completed negotiations with the Ceylan (pronounced Jaylan) Inter-continental Hotel in Istanbul, making it the new conference hotel and conference site. This change offers significant reductions in hotel room rates and allows us to hold all World Conference events and presentations in one venue. Alternative lodging can found on the conference website at www.99wconference.org.

The Ceylan Inter-Continental Hotel is an elegant new 5-star hotel with outstanding views of the Bosphorus and the city below. Next to Taksim Park, visitors can easily enjoy a quiet stroll, or take a short walk to many intriguing shops and restaurants. The many historic sights are only a short ride away; if you're energetic, it is an interesting walk as you enjoy the sights along the way and absorb the feel of the city.

Conference rates at the Inter-Conti-

mental are half the usual price: US\$125 for a single, US\$135.00 for a double, and US\$350 for a suite. All rooms are subject to 15% VAT (value-added tax). See page 9 for hotel booking form and instructions. You can also e-mail a reservation directly to the hotel by using the form on the World Council website at www.WorldGifted.org.

Academic program

The World Conference academic program begins on August 2, 1999 with the optional Pre-Conference, which offers a choice of one of six sessions. These 3-

continued on page 8

Inside

Calendar	2
News from Around the World . . .	3
Hyperactive Children—Normal or Combined Exceptionalities? . .	4
Call for Award Nominations	6
Executive Committee Nomination Ballot	7
World Conference '99 Frequently Asked Questions . . .	8
Hotel Reservation Form	9
Parents	11
Youth Summit '99	13

Time to Renew?

Check the expiration date on your mailing address label. To continue receiving *World Gifted* and *Gifted and Talented International* as well as conference mailings, make sure your membership is up to date. Fill in the membership application form on page 16 and mail it with your dues to Headquarters.

The World Council for Gifted and Talented Children, Inc. (WCGTC) is a nonprofit international organization dedicated to the needs of gifted and talented children throughout the world. For membership information contact Headquarters:

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Northridge, California 91326, USA
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www.WorldGifted.org

WORLD COUNCIL PUBLICATIONS

World Gifted is the newsletter of the World Council. Published three times a year, it contains the latest news and information concerning the organization, its membership, and the international gifted education community. It is produced and edited by Sheila Madsen and Barbara Clark. Any article or portion thereof may be reprinted as desired with credit given to the source. Send all news and articles for future editions to Headquarters.

Gifted and Talented International, refereed by an editorial review board of leading international gifted educators, is the official journal of the World Council. The purpose of the journal is to share current theory, research, and practice in gifted education with its audience of international educators, scholars, researchers, and parents and is published twice a year. Prospective authors are requested to submit manuscripts or queries to:

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WORLD COUNCIL EXECUTIVE COMMITTEE

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Utami Munandar	Member
Indonesia	

Calendar

April 16-17, 1999

"Inside-Out: Understanding the Needs of the Gifted"

Christchurch College of Education,
Christchurch, New Zealand. For information and enrollment brochures, write to Eddy Van Til, Executive Events
P.O. Box 647
Rangiora, New Zealand,
or e-mail: eddy@exevents.co.nz

August 2-6, 1999

1999 WORLD CONFERENCE

13th Biennial World Conference of the World Council for Gifted and Talented Children and '99 Youth Summit

"Gifted and Talented: A Challenge for the New Millennium"

Istanbul Ceylan Inter-Continental Hotel
Istanbul, Turkey

For information, contact

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Burhaniye mah. Resmi Efendi sok. No. 4
Beylerbeyi, Istanbul
Fax: 90-0216-318-7021
e-mail: 99wconference@turk.net
www.99wconference.org

or

WCGTC Headquarters
18401 Hiawatha Street
Northridge, CA 91326 USA
818-368-7501
Fax: 818-368-2163
e-mail: WorldGT@earthlink.net
www.WorldGifted.org

July 11-23, 1999

Confratute '99

University of Connecticut, sponsored by the Neag Center for Gifted Education and Talent Development. For information:

University of Connecticut
362 Fairfield Rd., U-7
Storrs, CT 06269-2007
Fax: 860-486-2900
www.gifted.uconn.edu

August 1-14, 1999

12th International Session of the Cosmonautic School and 9th International Conference Space and Gifted

For parents, educators, and high school students.

For information, contact
Krasnoyarsk State University
79 Svobodny, Krasnoyarsk 660041,
Russia
Tel/Fax: 3912-44-57-76
e-mail: dfelitsata@hotmail.com

August 15-18, 1999

3rd Biennial Australasian International Conference

"Education of Gifted Students"

Melbourne Convention Centre
Melbourne, Australia

For information, contact National Curriculum Services 61-3-9415-1299 or e-mail at registration@ucta.asn.au

November 3-7, 2000

National Association of Gifted Children (NAGC), US

"Pathways to the Millennium"

Albuquerque, New Mexico USA
For information,
Tel: 202-785-4268
www.nagc.org

July 2-5, 2000

Australian Association for the Education of Gifted and Talented (AAEGT)

"Development & Education of the Gifted"

Sheraton Towers Hotel
Brisbane, Australia

August 19-22, 2000

7th ECHA (European Council for the Highly Able) Conference

Debrecen, Hungary
For information, fax 52-431-216.

News from Around the World

FROM TAIWAN

Chinese Association of Gifted Education (CAGE)

Gifted and talented education has been formally developed in Taiwan for 25 years. To celebrate the 25th anniversary, many activities have been held this year. The highlight was the establishment of a nationwide professional association, the Chinese Association of Gifted Education (CAGE).

CAGE, established in Taipei on June 6, 1998, set its goal to research and promote the development of gifted and talented education in Taiwan, R.O.C. The first president is Dr. Wu-tien Wu, professor, Department of Special Education, National Taiwan Normal University. Dr. Wu is also a Past President of the World Council for Gifted and Talented Education.

The first move of the Association was to organize a symposium on multiple intelligences and successful intelligences in December 1998. Professor Robert Sternberg was the honorable speaker and made two speeches on successful intelligence and thinking styles. Additionally, the Association is organizing a group of educators to attend the 13th Biennial World Conference to extend international participation and support.

Education Act Revised

Gifted and talented education in Taiwan has moved to a new era. Under the Revised Special Education Act, 1997, there are many features that will help promote the development of gifted education.

- Definition of Giftedness

In addition to general intelligence, academic intelligence, and artistic talents which were listed in the 1984 act, leadership and creativity are now included in the scope of giftedness.

- Use of Mentors

Anyone who has specific talents can be invited as mentors and in the mentorship program.

- Flexibility

The curriculum and instruction and the school year system have become more flexible.

- Diversity

Gifted and talented students with cultural diversities, from disadvantaged societies, or with special needs should be taken care of.

Gifted/Talented Statistics

According to 1997 statistics from the Taiwan Ministry of Education, 32,587 gifted/talented students, grades 1-12 are receiving gifted/talented education. There are resource programs, special classes, and a special school for gifted and talented students from primary schools to high schools available to the children in Taiwan.

Submitted by Wu-Tien Wu

President CAGE, Past President WCGTE



FROM MACEDONIA

School for Talented Students

Highly developed countries understand that taking care of young talented students is a valuable investment and that gifted and talented education is an important component of their educational policies. Research shows that the education of talented students requires a more flexible organization of the educational process to help young talented people carry out their interests and develop their creative abilities in all spheres. To ensure that talented students in Macedonia receive such an education, The School for Talented Students began working in the framework of the Center for Vocational Education, Training, and Development in the city of Bitola. Macedonia is not rich enough to quickly and easily maintain state-of-the-art equipment in schools, so The School for Talented Students is designed to be a place where talented students can become familiar with modern methods and the means for research and scientific work.

To provide an education that is in

step with fast scientific and technological changes, an institution must have a competent professional staff, who can reach top world standards and produce qualitative work in very complex political and economical conditions. To reach these goals The School for Talented Students includes well-known university professors and recognized curriculum experts. The staff also includes young people who have just begun their careers in science and research (e.g., graduate students and post graduate students). We believe that with generation closeness, communication will be facilitated and a sense of freedom among students. The School for Talented Students is a rare example of autonomous initiative of the young, whose values will be based exclusively on scientific achievements in the world.

In 1996, work with talented students began at the Electro-Mechanical School Center, Gorgi Naumov. The youth educational center organized the work of talented students in the fields of astronomy, robotics, and ecology. Since 1997, with the foundation of the Center for Vocational Education, Training, and Development in Bitola, The School for Talented Students has provided activities in astronomy, physics, and ecology, and in the future will satisfy students' interests in other fields.

The work of The School for Talented Students is organized in sessions. Initially students are provided with theory from an appropriate field so they can do experiments and research. By mid-term, students write essays on selected themes and demonstrate their creativity through practical exercises. Information regarding the instruction and experiments has been published in 200 bulletins of The School for Talented Students. In order that the work of The School for Talented Students be developed and upgraded, cooperation has been established with the Research Station in Petnica from FRJ, an institution experienced in working with talented students.

Submitted by Mirjana Davkova

Hyperactive Gifted Children—Normal or Combined Exceptionalities?

By YOLANDA BENITO, Director "Huerta del Rey" Center, Valladolid, Spain

Introduction

As with any child, gifted children may suffer disorders that make academic achievement difficult and result in poor social-emotional development. A gifted child's lack of good internal and social adjustment can be a source of many problems, but this does not imply that such imbalance must be considered as something irregular by itself. However, certain pathological behaviors may arise from these conditions. Gifted children seem to be overrepresented among the population of children with problems (Prat, 1979). The signs more generally shown are unsteadiness and the paradoxical school underachievement (Ajuriaguerra & Marcelli, 1987).

Despite the fact that there is a great deal of literature on the definition and education of gifted children, there is little information about gifted students with associated disorders. Knowing such students' traits is much more important today than it was some years ago, since through this knowledge professionals can more easily address the context from which their student's problems come. Furthermore, professionals can now make use of recently developed educational approaches for helping such students.

This paper presents a report of an actual case of a gifted child with associated problems allowing the reader to view the situation and behavior in an effective and meaningful way. The procedure used to make the student's diagnosis began with the author's meeting and interview with the child and his parents. An evaluation of the child included several sessions of interviews and the completion of questionnaires by the child's parents and educator. The techniques used for the final psycho-

logical diagnosis can be found in *Inteligencia y Algunos Factores de Personalidad en Niños Superdotado* (Benito, 1996). This paper presents the most illustrative examples, although to protect his identity the child's name has been changed. After presenting the case, a discussion follows based on the differential diagnosis. Therapeutic implications will be dealt with in a forthcoming publication.

Despite the use of diagnostic criteria to increase the reliability of results, a certain level of ambiguity is unavoidable. We trust that the reader will consider seriously our formulations, but not view them as infallible.

Attention Deficit Hyperactivity Disorder (ADHD)

Currently, attention deficit hyperactivity disorder (ADHD) is one of the most common differential diagnoses found. This point is more notable in the case of gifted children, since their intense behavior combined with great curiosity and the lack of school motivation, may hide ADHD and be seen as extremely provoking not only to teachers, but also to parents. Furthermore, a real ADHD problem can be compatible with high capacity (Robinson & Olaszewski-Kubilius, 1997).

As with gifted children, ADHD children show, from their first days of life, precocious motor development demonstrated by either raising their heads or crawling in the crib. However, the intense interest in certain topics, the prob-

lems exhibited in the follow-up of school lessons, together with the trouble they have getting in touch with their peers are more typical traits of children who possess not only intellectual giftedness but also ADHD. These combinations of traits can easily confuse educators as well as parents. There can be other problems that have the opposite effect, particularly when parents observe their child's hyperactivity as a result of his or her high capacity.

Case Study

Luis is 10 years and 9 months old and is attending his fifth year of primary education. He began psychological consulting in November of 1997 because he showed maladjusted behaviors, anxiety, and a low level of school motivation. In addition, he complained that he was bored at school.

Development and Learning

Luis had a normal birth after a gestation period of 39 weeks and 4 days. He had an APGAR score of 10 (5 minutes) and as part of his APGAR report, hyperactivity was diagnosed. Natural lactation continued for 8 months. He showed precocious attention to his parents, "At 40 days old, he smiled openly when someone took a photograph of him." With regard to his childhood disorders and illnesses, some accidents and ear diseases were reported. According to his parents' comments, his accidents were mainly produced by the fact that "He always wanted to do everything very quickly, falling down many times, since his head was ahead of his legs; he was extremely active."

With reference to his early language and motor development: "At 20 months old, he was perfectly able to get into conversations and he succeeded in walking alone at 10 months."

Regarding his learning, it is important to point out that from the mo-

Gifted and Talented International

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Joyce VanTassel-Baska, Editor

See page 2 for address

ment he started kindergarten at 20 months, he “knew colors, talked, counted and knew numbers, even numbers with two figures. At two years, he was able to solve a 20-piece puzzle. He was always obsessed by learning new things and at 3 years he was mainly interested in geography although he also found other interests such as the human body, history, and the cosmos. Between 5 and 6 years he almost memorized *Mi Primera Enciclopedia* (*My First Encyclopedia*) by Susaeta, including the length of rivers in meters and the distance between the planets and the sun.”

Family Story

Luis’ family consists of four members: his parents, Luis, and a younger brother, Julio who is 8-years-old. The brothers generally get on well, but many times Luis feels very jealous. His parents’ education reached the secondary level, and both of them work; his father is a civil official and his mother works as an administrative officer. His parents say their son is very impatient and competitive, he always likes to be the first one in any activity. He shows a high level of anxiety, doesn’t like to listen to others, and shows a low level of independence. He doesn’t live in the present moment, and doesn’t enjoy anything because he is always thinking ahead to the next activity or thing; it is as if he is living in another world. He needs to feel loved and he loves attracting everyone’s attention. He finds it hard to bear frustration, is sensitive, affectionate, and goes quickly from maturity to immaturity.

His parents think that his behavior at home is maladjusted. “Anything provokes his screams; he behaves like an idiot and makes faces inappropriately. He is very curious, irritable, impatient, impulsive, rebellious, and talkative. Such behavior gets worse when his daily routine or environment changes, for instance when he visits one of his friends or when anybody visits our house. He is always saying he would like to be a baby or a child. He usually

says just the opposite of what he is thinking, because he simply likes opposing anything systematically.”

His parents say that they were not able to solve Luis’ jealousy problem with his brother, and that this is a possible reason for Luis’ maladjusted behavior; “When his brother was born his character was transformed.” They believed that they had failed to educate their son and they blamed his maladjustment on themselves. They avoided going out with their child for a long time and this has been very difficult for his mother, who was at the point of being ill, and whose character actually changed. His parents commented that

**“Anything provokes
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and makes faces
inappropriately.”**

they usually disagreed on how to bring up their child and their son’s behavior has been the cause of many family discussions.

School Story

Luis attended kindergarten at 20-months-of-age and he adjusted without problems. He was very happy at school, except for the period when he had a teacher he didn’t like and refused to attend school because, he said, she had hit him. His school achievement has always scored at the top, except in physical education. He likes being number one.

Up to the age of 5 years, he attended the same school in Madrid. From the very beginning teachers told his parents he showed a high level of development. When he started his present school at 5-years-of-age, his parents asked the teaching staff to accelerate him based on his high level of learning and his age; he

was one of the oldest children in his classroom. It was impossible for the staff to do this.

In school he tends to be very anxious, it is difficult for him to sit down, and he makes faces continually. He continually says that he gets bored at school. He has gotten along well with his teachers, except with a teacher 2 years ago who didn’t “fit” with him. He speaks very well about his present teacher.

Socialization

Although Luis generally makes friends easily, he sometimes finds it difficult and he is considered to be a bore. Sometimes he is the leader of the group, and at other times he is left out; whether he is a leader or ignored depends on the group.

During his evaluation, Luis did everything the psychologist asked him to do, though he was seen as anxious, open, talkative, and, many times, had problems persisting with the task. He was nice, cheerful, and did not interrupt when the psychologist was speaking with another adult for a short time. This observation was a surprise to his parents. Luis was able to fill in questionnaires alone, though he found them difficult. He is good at problem solving and his basic strategies for school learning are advanced. Throughout the interview Luis used eye contact and was able to remain attentive for long periods of time. His ability to pay attention and to remain centered is normal and he had no problems following directions during the evaluation. It was observed that he needs to improve his ability to work autonomously and to concentrate on repetitive and mundane activities.

Extract of Luis’ Report on the Basis of Result Integration.

Luis scored high on the psychometric tests of intelligence—128 IQ on the Stanford-Binet and 141 IQ on the WISC-R. His abstract reasoning ability is very high evidenced by a score of 95

continued on page 13

Call for Award Nominations

The World Council for Gifted and Talented Children is accepting nominations for the following awards which will be presented at the 13th Biennial World Conference in Istanbul, Turkey, August 2–6, 1999. Nominations must be received by May 14, 1999.

Distinguished Service Award

Selection Criteria: Outstanding contribution to gifted education as reflected in service to the World Council and the furtherance of its purposes over 10 or more years.

International Creativity Award

Selection Criteria: International recognition as a researcher in creativity; significant contribution in promoting creativity in education.

International Award for Research

Selection Criteria: International recognition as a researcher in gifted education; significant contribution through research in establishing gifted education as a recognized field of study in education, in extending the knowledge base of gifted education, and in improving the practice of gifted education.

A. Harry Passow International Award for Leadership in Gifted Education

Selection Criteria: International stature as a leader in gifted education; a person whose life and work has significantly influenced policy and practices in gifted education; outstanding contribution in promoting the cause of gifted education worldwide.

Award Nomination Form

Your name _____ Position/Title _____
Address _____
City _____ State _____ Country _____ Zip or postal code _____
Preferred telephone number _____ Preferred fax number _____
E-mail _____

I nominate the following person for:

- ☐ Distinguished Service Award ☐ International Creativity Award ☐ International Award for Research
☐ A. Harry Passow International Award for Leadership in Gifted Education

Nominee's name _____ Position/Title _____
Address _____
City _____ State _____ Country _____ Zip or postal code _____

Attach a letter of nomination and nominee's curriculum vitae with completed form and return to:

World Council for Gifted and Talented Children
Award Nominations
18401 Hiawatha Street
Northridge, CA 91326 USA
Fax: 818-368-2163 e-mail: WorldGT@earthlink.net

Deadline for submissions: May 14, 1999

Executive Committee Nomination Ballot

World Council for Gifted and Talented Children

1999 Executive Committee Members Election

Eligibility Requirements

- Nominees must be current members of the WCGTC.
- Nominees must be willing serve and must be attending the 1999 World Conference in Turkey. (Please verify this information with the person you are nominating.)
- The Executive Committee may only have one member from a country. The following Executive Committee members have two years remaining in their terms of office; therefore, the nominations you make for the two new Executive Committee members may not include:

Germany (represented by Klaus Urban)

Indonesia (represented by Utami Munandar)

USA (represented by Barbara Clark)

South Africa (represented by Shirley Kokot)

Spain (represented by Juan Alonso)

You may nominate members from any other country.

Nomination Procedures:

- Type or print the names and addresses of persons you wish to nominate for the position of Executive Committee Member.
- Use a separate form for each nomination, if you are nominating more than one individual, .
- Complete this form and enclose a short (half-page single spaced) biography and statement about the qualifications of the person.
- Include verification of willingness to serve.
- Include the signature of the seconder who must be a current member from a different country than the original nominator.
- Send nomination materials to WCGTC, Nominations, 18401 Hiawatha Street, Northridge, CA 91326 USA.
- Nominations must be received by April 15, 1999.

Your Name _____

Address _____

City _____ State _____ Country _____ Zip/Postal code _____

Preferred telephone _____ Preferred fax _____ e-mail _____

Name of Nominee _____

Address _____

City _____ State _____ Country _____ Zip/Postal code _____

CONFERENCE

continued from 1

hour workshops will provide ample time to dialog with the presenters.

The full conference features over 150 presentations—individual, symposia, and poster sessions—with presenters from more than 30 nations.

Youth Summit '99

The Youth Summit for students, ages 12 to 18 runs concurrent to the World Conference. The four-day program provides young people with a full daily agenda of workshops, speakers, tours and social activities. Space is limited, so sign up early.

See the sidebar on this page and page 12 for additional details and registration.

Special Events

A rich choice of optional daily tours and events will make your visit to Istanbul unforgettable. Touring the palaces, the Blue Mosque, St. Sophia, cruising the Bosphorus and shopping the the Grand Bazaar will dazzle the senses. Tickets for a sunset cruise, special luncheons and a grand Turkish evening of food and entertainment will be available upon your arrival. Participation will be limited.

Turkish educators are busy with plans to help you enjoy their city and country to the fullest. The "must see or do" list is very long. Plan on spending 3 or 4 days in Istanbul either before or after the conference to really enjoy the varied areas of the city. You will need at least 4 days to a week to see the awe-inspiring historic sights and landmarks throughout the country.

Join your international colleagues for an unforgettable experience.

For additional details, contact:

Dr. Edna McMillan

WCGTC 1999 World Conference Coordinator
Burhanlıye mah. Resmî Efendi sok. No. 4

Beylerbeyi 81210, Istanbul, Turkey

Fax: 90-216-318-7021

e-mail: 99wconference@turk.net

www.99wconference.org

WORLD CONFERENCE '99 FREQUENTLY ASKED QUESTIONS

GENERAL TRAVEL Q & A

Where can I make flight arrangements?

The best prices can be arranged through your local travel agency. You can also search the Internet for airfare specials.

How do I sign up for special events?

Tickets for special events will be available for purchase at the conference site.

Do I need a visa?

Visa requirements differ from country to country. Check with the Turkish Consulate in your country to see if you need a visa. If a visa is required, make sure you allow ample time for processing.

What is the best way to get from Ataturk Airport in Istanbul to my hotel?
Taxis are readily available.

What is happening in Istanbul with the current political situation between the Kurds and Turks?

Istanbul and the surrounding areas are very quiet. There is no evidence of anything unusual in daily life. There are no sightseeing trips into eastern Turkey, but that area has never been a popular tourist attraction since it contains no resorts or historic sights.

YOUTH SUMMIT '99 Q & A

Approximately how many students are expected?

Sixty to eighty students.

What sightseeing is planned for students?

The tourist attractions of Istanbul.

What is the adult-to-student ratio and what supervision will be provided at night?

One adult for every six students. Group leaders will be living at the dormitories where students are housed. Activities are planned for each evening. The facilities have permanent security personnel.

Should I arrange for my child to attend conference special events such as the conference banquet?

No. Students will have a full program of their own.

When can students sign in and pick up registration materials?

The Youth Summit registration desk in the Inter-Continental Hotel will be open Monday, August 2, 1999 from 2:00 p.m.-6:00 p.m. Students will be taken from the hotel to the Darrussafaka campus by bus. Students cannot be accommodated at the campus before August 2nd.

Can parents stay with the students and participate in the youth program?

No. This is a "students working and interacting with students" program. If you feel your child might be uncomfortable in this setting, it would not be advisable to participate.

How can I get in touch with my child if necessary?

You will be provided with the campus phone number.

PRE- AND POST-CONFERENCE TOURS

Sign up for a one-week classical tour of western Turkey, including Troy, Pergamon, Ephesus, The House of Virgin Mary, and Pamukkale. Pre-conference and post-conference tours are available. Price per person in a double room is US\$449.00, US\$649.00 for a single room. Prices include 7-night stay at 4-star hotels, breakfast, lunch, dinner, bus, guide, entrance fees to sites and VAT.

To register for a tour, contact:

Oger Tours

Tel: 90-212-296-3482

Fax: 90-212-224-0357

Deadline: June 28, 1999

Istanbul Inter-Continental Hotel Reservation Form

Istanbul Ceylan Inter-Continental Hotel

Askerocagi Cad. No. 1, 80200 Taksim Istanbul, Turkey

Tel: 90-212-231-2121 • Fax: 90-212-231-2180 • e-mail: ayse nil altay@interconti.com

World Council for Gifted and Talented Children • 13th Biennial World Conference

August 2-6, 1999

Complete form in BLOCK CAPITAL LETTERS and fax to 90-212-231-21-80 or e-mail reservation information to ayse nil altay@interconti.com.

Name _____

Position _____

Company or organization _____

Address _____

City _____ State _____ Country _____ Zip/postal code _____

Telephone _____ Fax _____ E-mail _____

PAYMENT

☐ AMEX

☐ VISA

☐ MasterCard

☐ Diners Club

Cardholders name _____

Credit card number _____

Expiration date _____ Signature _____

☐ Bank Draft

Prepayments should be transferred to our account and must be received by June 10, 1999 or reservation will not be guaranteed. Mail payment to the following address:

Bank Kapital/Taksim Branch, Asler Pcago Cad. Taksim - Istanbul, Turkey
Account number 1855/56

Reservations that are not guaranteed by credit card or bank draft will be released automatically on June 26, 1999.

DATES AND ACCOMMODATIONS - Indicate which nights you require accommodations:

Check-in date: _____

Check out date _____

Number of nights: _____

Type of Room

☐ Single standard room US\$125

☐ Double standard room US\$135

☐ Business suite US\$350

Room rates are subject to 15% VAT (value-added tax).

CANCELLATIONS - One-night room rate will be charged to your credit card if you cancel a reservation after June 26, 1999.

DEADLINE - To receive conference room rates, reservations must be received by June 10, 1999.

13th Biennial Conference
World Council for Gifted and Talented Children
Gifted and Talented: A Challenge for the New Millennium



Co-sponsored by Yeni Ufuklar Koleji

August 2-6, 1999

Ceylan Inter-Continental Hotel • Istanbul, Turkey

JOIN US IN ISTANBUL AT THE 1999 WORLD CONFERENCE. Exchange ideas, research findings, and teaching activities with your international colleagues, and explore the magnificent city of Istanbul.

OPTIONAL PRE-CONFERENCE

August 2, 1999, 9:00 a.m.-12:00 noon

Presenters of three-hour workshops include Barbara Clark, USA ; François Gagné, Canada; Miraca Gross, Australia; Lannie Kanevsky, Canada; Eunice M. L. Soriano de Alencar, Brazil; Klaus K. Urban, Germany

YOUTH SUMMIT '99

August 2-6, 1999

The popular Youth Summit provides students, ages 12-18, with activities designed to promote leadership and problem-solving skills and enhance awareness of personal strengths. The historic city of Istanbul is the backdrop for examining the legacies of the past and exploring the possibilities of the next millennium.

ACADEMIC PROGRAM

August 3-6, 1999

The four-day conference program features daily keynote addresses, lectures, symposia, cooperative and individual presentations, poster sessions and opportunities for informal meetings with educators, researchers and parents from around the world.

Keynoters include:

Eunice M. L. Soriano de Alencar, Brazil
"Mastering creativity for education in the 21st century"

Reuven Feuerstein, Israel
"The gifted underachiever. The silent majority."

François Gagné, Canada
"The complex choreography of talent development"

Todd Siler, USA
"Tapping the creative power of the gifted and talented: The future of education in a civil society"

A. Harry Passow Memorial Lecture
Lannie Kanevsky, Canada
"A Sense of the Individual"

FOR INFORMATION AND REGISTRATION MATERIALS World Council for Gifted and Talented Children, 18401 Hiawatha Street, Northridge CA 91326 USA, Tel: 818-368-7501, Fax: 818-368-2163, e-mail: WorldGT@earthlink.net. Visit the World Council website at www.WorldGifted.org or the conference website at www.99wconference.org for additional information and registration forms.

Parents

A Parent's Concern

To ensure that your gifted child will not needlessly suffer, join with other parents and find your voice to improve the education and overall quality of life is the advice of Deb Andrews, a parent of a gifted child. She portrays her efforts to have the needs of her son met as a journey—through, over, and around the educational system. She has helped to organize a statewide support and advocacy group for parents, and has been involved internationally with other parents of gifted.

She has found that parents all over the world share similar concerns.

- Parents need to be provided with information about the characteristics and subsequent needs of their gifted children.
- Schools need to value input from parents. Are parents customers or inmates of the educational system?
- Schools need to focus on meeting the needs of the students rather than the system. Keep the main thing the main thing...an appropriately challenging curriculum.
- Gifted children need to be provided the opportunity to be with intellectual peers, and be taught by teachers that have had gifted training.
- When inappropriate behavior is a problem at school or at home, the learning environment needs to be considered for possible solutions. When you "fix" school you "fix" almost everything for them.

Andrews' favorite references for parents of gifted children are *Growing Up Gifted* by Barbara Clark, *Exceptionally Gifted Children* by Miraca Gross, and *Guiding the Gifted Child: A Source book for Parents and Educators* by James Webb. ■

PRESIDENT

continued from 1

The development of giftedness involves the challenge to develop an environment that is stimulating and can interact with the genetic endowment to bring forth innate talents, capabilities and processes. This is a dynamic process that must continue throughout a lifetime. How can we help each other to meet the challenge of ensuring this development?

Our political and social systems must provide equal opportunities for all children recognizing that for true equal opportunity, a variety of learning experiences must be available at many levels so that all children and youth can develop their unique talents and abilities. What strategies can we share with each other that can ensure these opportunities?

Our educational system must recognize that when human beings are limited and restricted in their development by inappropriate learning experiences or minimal resources they suffer phys-

ical and psychological pain, feel diminished as persons, and fail to realize their gifts and talents. What evidence can we provide to challenge attitudes and beliefs that limit development?

Contributions to society in all areas of human endeavor come in overweighted proportions from the population of gifted and talented individuals. Society will need the gifted adults throughout the world to play demanding and innovative roles to create a fulfilling and fruitful future for the planet and for humankind. How can we together gain the knowledge, methods, and courage to continue to meet the challenges we must face to support the children and youth we serve?

Society gains from the advancement of all abilities and from the highest development of the talents of all of its members whatever their strengths. That which nurtures and actualizes each individual nourishes us as a society. Let us come together, to share our ideas and our experiences and through this conference help each other to meet this truly global challenge. ■

In Memoriam

With deep respect for the service he provided to the World Council, the Officers and Executive Committee share with the membership the news of the recent death of David W. Belin. From the fall of 1995 to the fall of 1997, Mr. Belin provided fiscal support for the operations of the World Council headquarters through the Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development which he founded at the University of Iowa. Mr. Belin was a member of the Belin Lamson McCormick Zumbach Flynn law firm of Des Moines and had on three occasions been included in the *National Law Journal's* list of the 100 most influential lawyers in the country. He served as Counsel to the Warren Commission, was appointed by President Ford as Executive Director of the Rockefeller Commission, and from 1984 to 1990 served on the President's Committee on the Arts and the Humanities. We feel privileged to have had his interest and generous support during his full and productive life.



Summer in Turkey - Youth Summit '99



"A Challenge to Youth for the New Millennium"

August 2-6, 1999 • Istanbul, Turkey

Once again, the popular Youth Summit takes place as part of the 13th Biennial World Conference. Amid the ancient ruins, historical mosques and dazzling bazaars in the magnificent city of Istanbul, students will examine issues concerning young people today and into the next millennium. The four-day program for students*, ages 12 to 18 features workshops, speakers, sightseeing tours and social activities. Large- and small-group sessions will be held at Darrussafaka Campus, a new school/sport complex which opened last year and at various venues in the city. Join us for an exciting adventure as we examine the legacies of the past and explore the possibilities of the next millennium! **Register early—enrollment is limited.**

* Students must be accompanied to Istanbul by a parent or guardian.

REGISTRATION: Registration fee of US\$295 includes

- Accommodation for 4 nights at Darrussafaka Campus
- Breakfast and dinner daily, snacks and some lunches
- Daily workshops and speaker sessions
- Materials for the program
- Sightseeing tours of Istanbul
- Social activities
- Local transportation
- Souvenir gifts

REFUND POLICY: 50% refund for cancellation before June 18, 1999

REGISTRATION FORM (Please print clearly. Use one form for each registrant.)

STUDENT'S Last name: _____ First name: _____ Middle initial: _____

Address: _____

City: _____ State: _____ Country: _____ Zip/Postal Code: _____

Home Tel: _____ Home fax: _____ e-mail: _____

Please list **any** health problems or allergies: _____

Languages spoken: ☐ English ☐ Other _____

PARENT'S Last name: _____ First name: _____ Middle initial: _____

Address (if different than above): _____

City: _____ State: _____ Country: _____ Zip/Postal Code: _____

Home Tel: _____ Home fax: _____ e-mail: _____

If a chaperone is accompanying student, complete the following information:

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HYPERACTIVITY

continued from 5

on the Raven Standard Progressive Matrices. This percentage corresponds to students in their sixth year of primary education. Luis scored 138 PIQ in the practical intelligence test (Alexander Performance Scale for the Measurement of Practical Ability), indicating a very high level of skills. His verbal comprehension reached an age of 16 years.

His scores on the Digit Span Subtest from WISC-R were low, his score of 7 is equivalent to age 7 years and 6 months. His levels of visual memory and visual-constructive abilities were normal, which implies, according to his correct answers, an equivalent age of 10 years, and according to his incorrect answers an equivalent age of 11 years (TRVB, correct score = 6, incorrect score = 6). This test is usually sensitive to the mental age of gifted children and to their emotional disorders. In Luis' case, his score was not equivalent to the score he reached on the Stanford-Binet (Form L-M), on which he scored a mental age of 14 years and 8 months.

Based on his complete evaluation, Luis has an extraordinary capacity for learning and abstract reasoning, and is identified as intellectually gifted.

In our diagnostic assessment, Luis showed evidence of attention deficit hyperactivity disorder and disturbing behavior of the combined type. Luis' behavior includes an overexpression of emotions, an ambivalence of reactions, lack of both inhibition and attention, and a continuous change in his words and gestures. He easily passes tests that require a great amount of energy for a short period of time, although he also shows attention deficit and perceptive difficulties. He finds it much more difficult to do tasks that have little complexity but which require inhibition and planning.

From birth, hyperactivity and motor behavior disorders were observed, "At birth he was already crying...when I arrived at the room, the hospital staff

brought him to me because they could not stop his crying. He was freezing and nobody could get him warm. He moved his inferior mandible very quickly; he stills does it. The child was diagnosed as hyperactive by the pediatrician. He was extremely active, and there have been few if any changes since."

Despite his extraordinary academic results (i.e., he scores the highest except in physical education) his school behavior is maladjusted. "He is not centered, he makes faces continually, and cannot stay quietly in his chair. He gets nervous studying. When he reads comics at home, he is so anxious to know the ending that he reads very quickly and skips words and syllables. At a glance, he interprets the meaning, but sometimes says another word with the same meaning."

He finds it difficult to control his impulses, "Instead of keeping up with others, he is usually behind and becomes nervous and anxious resulting in his inability to concentrate. He often attracts the attention of others by interfering in their conversations. He is also unable to listen to others. He doesn't like starting new activities and changes get on his nerves. He gets tired of everything; he begins activities eagerly but gets tired of most almost immediately. He gets bored with long games and generally doesn't like any table games." He is unable to establish deep and emotional interpersonal relations with others despite the fact that he is open and is always prepared to talk to everybody. "He gets on well with his peers in the classroom, but is unable to make friends out of school." He displays evidence of emotional disorders, "He suffers sudden emotional changes and usually says just the opposite of what he wishes, simply because he likes opposing others."

According to Luis' parents, his adaptation problems are the result of his jealousy of his brother and his high intellectual capacity, "his brother's birth seriously affected his life, he got frustrated and he thought that we took more care of his younger brother than

him, so, we were really very careful to avoid actions that made him suffer. He overcame it little by little and we have never blamed him. We talked to him about it, advising him to overcome his jealousy little by little, without guilt." On the other hand, his parents had a psychopedagogical report which recorded his high intellectual capacities (he scored 157 IQ on the WISC at the age of 5 years and 6 months).

His parents disregarded the diagnosis of hyperactivity given at birth. In summary, Luis has problems paying attention and staying centered. Socially, he is immature and unable to make behavioral adjustments to adapt to the different environments of his life. He finds it difficult to adapt and has special difficulty in making friends, except with his classmates.

We think that his concentration problems are related to his social problems. For now, his social problems do not seem to be as serious as a diagnosis of Generalized Disorder of Development would indicate, and there is no proof of social phobia. Through the years, Luis has found it difficult not only to pay attention, but also to keep it, to listen to others, and to finish the task he has been asked to do. He has never known how to live in the present moment. These are the signs which prove the existence of attention deficit hyperactivity disorder (ADHD). Once identified, his signs of hyperactivity

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and impulsiveness (e.g., he cannot be quiet and is continuously making faces) suggest that his diagnosis be specified as the combined type.

Intellectual giftedness is not necessarily linked to emotional imbalance, inability to make friendships, or the inability to engage in monotonous tasks, since these traits are not displayed by all gifted children. Children with intellectual giftedness have no special conditions that cause maladjusted behaviors in their family environment. They generally behave properly in all social environments and don't need to be continually speaking or moving. They show frustration tolerance according to their age, usually like to complete the tasks they are interested in with detailed perfection, and are usually able to organize themselves to complete long-term tasks. They don't have the tendency to suffer accidents because they are alert and aware of danger. And furthermore, they listen to others, although they often don't pay attention.

Diagnosis

A proper diagnosis allows for social and emotional educational interventions which can meet Luis' needs, and give his parents, who generally feel guilty and frustrated by his disorders, an actual view of the educational implications and their limits with the child.

It is important to state that Luis' lack of attention and hyperactivity are not caused by his parents' child care practices or by the birth of his brother. Perhaps the latter event has had a negative effect on him, but Luis was 2-years-old when his brother was born, and at this age children are becoming more independent and are able to more openly express their temperament.

According to Clarke and Clarke (1989), it is difficult for any intervention in children's lives to significantly modify their development, unless their environment is far from the norm. We know how to rescue children from extremely bad situations and return them to regular developmental paths getting

them into appropriate educational environments; but in the case of children whose development implies a predictive but undesirable evolution and whose parents give them continuous support, interventions only have temporary and limited effects. Children can learn useful strategies and skills to behave properly in certain situations, but their intellectual and individual traits will not be significantly changed (Scarr, 1992). Furthermore, it is not uncommon for parents to have complaints from teachers about their child that parents do not know how to solve and which make them feel guilty and misunderstood.

Hyperactive children are usually judged as lazy and irresponsible by their parents and teachers, since their children perform certain tasks very well and fast, but not others. They are also confused at the irregularity of the children's performance, since the children may complete a task one day and not the following day. Such behavior is not predictable; it depends on how novel the task is, on how interested the child is in it, and on how much continuous effort is required. An academic environment that is hardly stimulating makes the maladjustment problems of children with intellectual giftedness greater. Such children are usually "ill-treated" by the frustration and exhaustion they produce in adults.

This kind of disorder has been observed only in male gifted children and not in female gifted children. According to DSM-IV, the prevalence of this disorder is 3% and 5% for school aged children, in a male and female ratio of from 4:1 to 9:1, depending on whether the population used is the general or clinical one.

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1999 MEMBERSHIP CAMPAIGN

The World Council's 1999 membership campaign has a new offer—a one-year free membership for every five members you sign up. You can, of course, use the free membership for yourself, or donate it to a parent, educator, or researcher who cannot afford the dues.

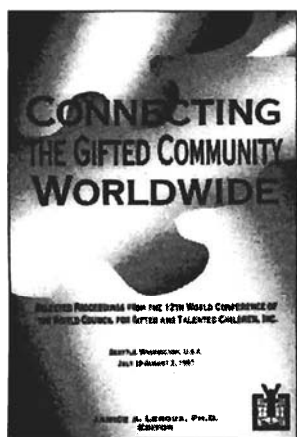
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Connecting the Gifted Community Worldwide

Selected Proceedings from the 12th World Conference of the
World Council for Gifted and Talented Children

Edited by Janice Leroux



Connecting the Gifted Community Worldwide is a collection of the keynote and invited addresses from the 12th World Conference of the World Council for Gifted and Talented Children, held in Seattle, Washington, USA, July 29–August 2, 1997. The book presents insights from international scholars and leaders in gifted education. Divided into four sections: Curriculum and Programs, Creativity and Identification, Emotional Development, and Professional Development, *Connecting the Gifted Community Worldwide* is a valuable resource for researchers, educators, parents, and others interested in gifted education.

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