

Gifted Development Center a service of ***The Institute for the Study of Advanced Development***

Institute for the Study of Advanced Development President's Report for the Annual ISAD Board Meeting Activities for the 2023 Calendar Year February 12, 2024

Mission

Institute for the Study of Advanced Development (ISAD) is a public 501(c)3 nonprofit education and research corporation directed toward uncovering abilities in underserved populations, studying advanced development in children and adults, and fostering undeveloped potential in women. Unlike the traditional view of adult giftedness as high levels of productivity and creativity, ISAD's view of advanced development involves the strengthening of one's values, broadening of one's scope of responsibility, consciousness of the meaning of one's existence, concern for others, and commitment to service.

Purposes

- To uncover and study the right-hemispheric visual-spatial abilities of underserved populations, such as Native American, Hispanic, Black, Asian and indigenous groups globally; gifted children with learning disabilities; individuals talented in any of the fine arts; and at-risk students.
- To offer in-depth, comprehensive assessment of cognitive strengths and weaknesses, learning style, self-concept, personality, disabilities, talents, and extreme levels of giftedness.
- To offer low-cost assessment for low-income families and pro bono assessments to families in need.
- To publish our professional journal, *Advanced Development*, publish books and articles related to our mission, and contribute to the professional literature through books, chapters, research, articles and columns.
- To initiate local, state, national and international networks of agencies serving the gifted.

Our work includes:

- research on emotional development, overexcitabilities, self-concept, modality weaknesses, and the assessment of gifted and multi-exceptional children and adults.
- disseminating information about child-centeredness through virtual and in-person presentations locally, nationally and globally.
- mentoring individuals in Dabrowski's Theory, multi-exceptionality, psychometric assessment, Gifted Qualitative Assessment, and understanding the inner world of the gifted.
- developing differentiated teaching methods for Native American students.
- creating international support groups related to our mission for parents, educators, and therapists.
- developing instruments for the study of advanced development in children and adults.
- guiding major test constructors in designing individual IQ tests more appropriate for the gifted.
- furthering awareness and understanding of gifted adults.
- preserving the contributions of Dr. Leta Stetter Hollingworth, founder of gifted education; Dr. Annemarie Roeser, founder of Qualitative Assessment of the gifted and the Roeser School; and Dr. Linda Silverman, founder of Gifted Development Center and ISAD.

Gifted Development Center (GDC), a subsidiary of ISAD, has been in operation for 44 ½ years, serving the international community through assessment, counseling groups, consultations, instruments, research, video courses, presentations, publications, conferences, national policies, and influencing IQ test construction. We have assessed over 6,500 gifted and twice exceptional children, amassing the largest databank (over 1,000) on exceptionally and profoundly gifted children (IQ scores of 160 or higher). Our database is available to graduate students and researchers.

GDC/ISAD founded the Child-Centered Gifted Consortium, the Dabrowski Study Group, the Gifted Adult Summit, the International Network of Child-Centered Advocates, the Visual-Spatial Learner Study Group, PG Retreat (for families of children with IQ scores of at least 160), the National Consortium of Schools for the Gifted, the Colorado Consortium of Schools for the Gifted, the International Wisdom Keepers Meditation Group, and the international World Game group. We also sponsor The Columbus Group, which developed the construct of giftedness as asynchronous development.

Another legacy of GDC/ISAD is the construct of the visual-spatial learner. We contributed *Upside-Down Brilliance: The Visual-Spatial Learner* and *Picture it! Teaching Visual-Spatial Learners*, the main resources on this topic. We developed the *Visual-Spatial Identifier*® (VSI®) over a period of 21 years, first validated in 2001 with funding from the Morris S. Smith Foundation.

The following is a summary of the accomplishments of the Institute for the Study of Advanced Development for the calendar year of **2023**.

Study and Support of Giftedness/Advanced Development

1. In 2023, GDC/ISAD assessed 49 children. Linda Silverman conducted 50 initial consultations (ICs) prior to assessment and 12 consultations unrelated to testing. Kimberly Roper observed several consultations, co-led a few with Linda Silverman, and conducted two ICs independently. In addition to working with families throughout the United States, consultations were done with two families from Italy, one from Canada, one from Bermuda, one from The Philippines, and one from Brazil.
2. One child was assessed pro bono by Bev Weiler and Connie Tucker, and the family received \$3,350 worth of services from Bev, Connie and Linda Silverman, including the Initial Consultation and Post-Test conference.
3. Vanessa Ewing provided assessments to 11 low income, culturally diverse preschoolers and kindergarteners seeking placement at Hope Academy, an inner-city program for gifted children. She also provided support for district-wide gifted/talented testing, K – 12th grade, in Denver Public Schools.
4. Michele Kane connected Lin Lim, President of SENG, with Linda Silverman. As a result, Gifted Development Center (GDC) and Supporting Emotional Needs of the Gifted (SENG) collaborated on offering three Professional Development Courses, each of which generated 6 American Psychological Association (APA) Continuing Education Units (CEUs). Linda Silverman taught “What is Giftedness?” on April 27th to 80 participants (18 signed up for APA CEUs) and “New Ways to Identify Twice-Exceptional Children on the WISC-V” on May 25th to 65 participants (15 for APA CEUs). Drs. Fernette and Brock Eide taught “Dyslexia and the Gifted: A Course for Psychologists” on June 22nd, to 44 participants (19 for APA CEUs). The videos are available through SENG for self-study.

5. GDC/ISAD sent out 19 communications via Constant Contact in 2023. Our newsletter has been opened by 26,708 unique users in the last 12 months – as compared to 13,623 in 2022. In 2023, our newsletters have averaged an open rate of 51%, which is 9% higher than the industry average. We currently have 3,522 contacts and have generated 723+ new contacts from our website and other sources in 2023. Our June 2023 issue, “Curious about Giftedness and Dyslexia?” generated an open rate of 56.7%, an exception in the industry and one of our most-opened of all time. Our newsletter is created by Linda Silverman, Cheri Miranne and Gabriella Visani, with monthly contributions by Jerry Flack, Diana Zaheer and Forest Olson.
6. GDC/ISAD’s Facebook page continues to rank third in user engagement among pages related to giftedness. All our site engagement is organic and has required no paid boosting. We had 9,075 page followers. Our cumulative Facebook reach was 15,600 users and our page visits increased by 15% to 4,031. Our post on April 10th about Linda Silverman’s presentation on “Still Gifted After All These Years” for the Boulder Valley School District was our best-performing on Facebook and Instagram. It was created in our new graphic design program and reached 3,900 users. Many people who were unable to attend in person requested a recording, indicating a strong interest in the content.
7. The GDC/ISAD website had 54,000 unique visitors last year, which is a 19% increase from 2022. Our Home Page had 12,491 views. Linda Silverman’s biography page and “Assessment” generated the next-highest number of views. This is a departure from previous years, indicating that users are searching our Assessment resources more often. We generated 4.5K in revenue last year through our website sales alone, which is a 152% increase. This can be attributed to the Gifted Adult Counseling Groups GDC hosted, which were advertised on Facebook and Instagram. 2,468 users clicked on the button “Is your child gifted?” which we featured on our homepage, indicating that we should continue to provide questionnaires, resources, and digestible information for our community. Our website stands out in the field of nonprofit, educational and research-based organizations.
8. In September of 2022, GDC/ISAD launched an Instagram campaign on “What is giftedness?” This was our first social media experience with Instagram and followed the recommendation that Instagram is a more viable platform for our community. Our presence on Instagram has grown exponentially, culminating in 1,391 profile visits in 2023, a 332% increase from 2022. We gained 386 new followers on Instagram and have received referrals for consultation based on our advertising (unpaid) on Instagram.
9. Linda Silverman designed a 14-session course to certify practitioners in the Foundations of Gifted Assessment. This course is a prerequisite for a practicum in Gifted Qualitative Assessment or a practicum in Assessment of Giftedness. The course will be videotaped with invited participants in 2024. The Gifted Qualitative Assessment practicum will be conducted virtually with Anne Beneventi. The practicum in Assessment of Giftedness requires a 6-month internship at Gifted Development Center with supervised practice in assessing gifted and multi-exceptional children.
10. Tina Harlow created The World Hope Project, an international children's video troupe, in March, 2020, to bring together gifted children from around the world to instill hope in one another and the greater world. Many of the group’s young participants were found through ISAD’s Child-Centered International Collaboration on the Gifted. The project continued for nearly four years, culminating in 2023. She, along with co-producer Rosa Medina, created a series of videos that have been shown in schools, businesses and conferences around the world. They have done podcasts, presentations, and panel discussions. In 2021, the National Association for Gifted Children presented them with

the Annemarie Roeper Global Awareness Award. Throughout 2023, Tina and Rosa held several Zoom meetings with the participants. The team released their last video, "Flex Your Joy," in December, showcased in the January, 2024 *Gifted Development Center Newsletter*.
https://www.youtube.com/watch?v=n1AaHxSDNy8&ab_channel=WorldHopeProject

11. Kim Carroll Boham initiated a new service for GDC: an Acceleration Consultation and Study. This research-based study is a comprehensive process to determine if a child is a good candidate for whole-grade or single-subject acceleration. The study involves an analysis of the child's testing history [IQ and achievement testing], developmental factors, qualitative data, the child's school, and programming options. It is particularly persuasive in schools that do not have an acceleration policy.
12. In addition to coming to Denver to test at GDC, Kim Carroll Boham is now offering GDC assessment in Omaha, Nebraska. She solicited articles for *The GDC Newsletter* on reflex integration, from Ruth Murray, a former GDC client, and Optometric Multi-Sensory Training (OMST), by Tanner Gates, OD., both in Omaha. Coordinated services are now available for multi-exceptional GDC clients in Omaha.
13. Kim Carroll Boham developed a number of curricular materials, district policy statements, identification improvement proposals, and communication documents to improve gifted programming, identification, and communication. These include: district policies for identification of gifted students, as well as whole-grade and single-subject acceleration; Advanced Learning Plan Template; eligibility letter; gifted program and acceleration information brochures; Parent Acceleration Request Form; Parent Information Document for Whole-Grade Acceleration and another for Single-Subject Acceleration; Flow-chart for acceleration.
14. Kathee Jones took over Frank Falk's facilitation of the monthly Dabrowski Study Group, hosting the meetings, maintaining contacts, sending readings to the participants, and leading discussions. Meeting online through Zoom allows the participation of individuals throughout the U.S. and abroad. Participants have included Michael Piechowski (Wisconsin), Michele Kane (Wisconsin), Shelagh Gallagher (North Carolina), Truus van der Kaaij (The Netherlands), Janneke Frank (Alberta, Canada), Elizabeth Mika (Illinois), as well as Nancy Miller, Linda Silverman, Bruce Allen, Amy Ladebue, Catherine Zakoian, and Chris Wells (all in Colorado), among others.
15. Jenny Cooper and Jacob Schott co-facilitated the first Gifted Adult Counseling Group that has been offered by GDC/ISAD. Supervised by Linda Silverman, the group met in the Fall of 2023. Planned originally for six 1 ½ hour sessions, the participants requested that the group be extended to 11 sessions. Various topics were addressed, such as characteristics of giftedness, overexcitabilities, levels of positive disintegration, twice exceptionality, perfectionism, entelechy, validation, trauma, masking, family systems, career aspirations, interpersonal communication and how the gifted adapt to society. Linda Silverman offered a Q & A for one of the sessions. The group was so successful that another one is planned for 2024.
16. Nancy B. Miller, Editor, *Advanced Development Journal* (ADJ), worked with Michael Piechowski, Associate Editor; Kathee Jones, Assistant Editor and Book Review Editor; and Bruce Allen, Poetry Editor, to solicit, review, and provide feedback on material submitted for Volume 20.
17. Michael Piechowski, co-founder of Camp Yunasa, was a leader for two camps this year, at Shady Brook YMCA Camp in Deckers, Colorado, June 8-18, and at Howell Nature Center, in Howell, Michigan, July 21-30. He participated in IEA planning meetings in Pasadena, CA, February 10-13

and was honored at the IEA 25th Anniversary Gala, September 23, 2023, with a plaque: “For Your Leadership and Dedication to the Children We Serve.”

18. Bruce Allen, Poetry Editor, successfully solicited sufficient poetry for Volume 20 of *Advanced Development Journal* (ADJ).
19. Since 2008, Michele Kane has been a Board Member of PG Retreat, originally founded by GDC/ISAD. She holds the position of Gifted Professional Liaison and chairs the Scholarship Committee and the Admissions Committee. She also leads the Mom’s Group.
20. Dan Tichenor leads the Dad’s Group at PG Retreat, facilitating the group online every month. He also assists with other activities, such as hikes and outdoor games for the younger children.
21. Michele Kane is involved as Past President of the Illinois Association for Gifted Children. She serves on the Advisory Board of Gifted Research and Outreach (GRO) and Coalition of Schools Educating Mindfully (COSEM).
22. Michele Kane organizes monthly Columbus Group meetings, the ISAD-sponsored group that defined giftedness as asynchronous development.
23. The Gifted Adult Summit Organizing Committee, consisting of Maggie Brown from New Zealand, Willem Kuipers from The Netherlands, Fiona Smith from Australia, and Michele Kane and Ellen Fiedler from the U.S., met quarterly in 2023 to further understanding of gifted adults and therapy for gifted adults.
24. Michele Kane was a consultant for St. Charles, IL #303 for the Infinity Program, a self-contained program for highly gifted learners. She delivered four sessions to 6/7/8 grade students on social emotional learning including the gifted adolescent brain/neurodiversity, and sensitivity, intensity, and perfectionism. Additionally, she delivered four sessions to the gifted teachers in the program related to social emotional learning and gifted middle school students.
25. As an appointed member of the Toolbox Subcommittee of the National Association for Gifted Children’s (NAGC) Diversity and Equity Committee, Steven Haas continued his collaboration in the creation of Parent, Teacher, and Administrator Race/Culture Toolboxes.
26. Lin Lim produced “An Animal School: A Tale of Gifts” as a free media material to increase awareness and advocacy of twice-exceptional children.
<https://youtu.be/r4etWS0emb0?si=9JZnzcLqGzkhLJl>
27. Lin Lim produced the episode, “Quark Human Range: Finding Me/Us,” featuring Dr. Chris Wells, Founder of the Dabrowski Center. <https://youtu.be/pJ01PHq0sPM>
28. Joi Lin is finishing her term as a community representative for Congressional District 1 with the Colorado Gifted Education State Advisory Committee.
29. Joi Lin was the chat moderator for the 2023 Mensa Foundation Colloquium on the Talent Potential of Neurodiversity in Baltimore, MD in July. The Colloquium featured presentations by Lawrence Fung, Don Ambrose, and Thomas Armstrong.

30. Joi Lin continues to serve as Chair of the Mensa Foundation's Education and Gifted Youth Committee to award educators and researchers with funding to support research into giftedness and intelligence. She finished her service as the Denver Mensa Gifted Youth Coordinator.
31. In 2023, Joi Lin started her final year as a member of NAGC's Diversity and Equity Committee and was a NAGC program reviewer.
32. Vanessa Ewing was the co-founder and is current Secretary of Gifted and Talented Leaders of Color and Allies (GTLCA).
33. Jerry Flack contributed reviews of 15 children's books, each with related activities for children to do at home or for students in school. The reviews are showcased in our monthly newsletter, with the full reviews and activities on our website.
34. Anne Beneventi and Linda Silverman participated in the meetings of the International Wisdom Keepers, the Child-Centered Gifted Consortium and the Columbus Group.
35. Throughout 2023, Linda Silverman and Michele Kane served on the planning committee of the Gifted World Experience conference in Athens, Greece.
36. Anne Beneventi conducted 175 Gifted Qualitative Assessments (GQAs) in Northern California, including all applicants for Tessellations: The Beneventi School, which she founded in Cupertino, CA. GQA consists of an hour-long interaction with each child followed by a parent meeting to discuss the child's needs in the context of giftedness, interpret prior IQ testing and GDC forms (as taught by Linda Silverman), and make recommendations to families.
37. Anne Beneventi reviewed all GDC forms, psychoeducational evaluation reports of test results, interpretations and recommendations from tests administered for applicants to Tessellations School, and she provided valuable feedback for the Admissions Committees.
38. As the gifted specialist at Tessellations School, Anne Beneventi participated in all development and admissions meetings, hiring of learning specialist and, as a Board Member, participated in a national search to hire a Director of K-8.
39. Since 2020, GDC/ISAD has sponsored a weekly virtual meditation group, known as the "Wisdom Keepers," comprised of 25 members of ISAD's Child-Centered International Collaboration on the Gifted, with participants from New Zealand, Australia, Denmark, and the United States.
40. Cheri Miranne responds to our Facebook clients. She assists them in finding information about our services at Gifted Development Center. Often, they sign up to receive our newsletter, which expands our exposure. Cheri writes handwritten notes of appreciation to support our clients, donors and followers on social media.
41. Linda Leviton counseled 15-20 gifted children and adults weekly in her clinical practice in Southern California.
42. Since 2020, Mindy Solomon has adapted her clinical practice to meet the needs of gifted and twice exceptional adolescents by offering telehealth and in-person support to these adolescents related to the pandemic, political upheaval, and social justice concerns.

43. Michael McMurray serves as Board Chair of PG Retreat, created by GDC/ISAD in 2002 as a means of supporting the families of exceptionally and profoundly gifted families. It is now parent-run. There is an annual gathering each summer to share experiences, build friendships and create community, as well as regional gatherings.
44. Bruce Allen, Michele Kane, Dan Tichenor, Michael McMurray, Nancy Miller, Crystal Punch, Mindy Solomon, and Rebecca Dull served as Board Members for the Institute for the Study of Advanced Development (ISAD), and Victor Taube, served as Treasurer of ISAD.

Awards

1. Vanessa Ewing received the Teaching Excellence Award in Early Childhood Education at Front Range Community College based on student nominations in 2023.
2. Michael Piechowski received a plaque from the Institute for Educational Advancement for his leadership and dedication to the gifted children attending Camp Yunasa since its inception.

Training, Education, Mentoring, Reviewing, Consultation, Supervision

45. Linda Silverman did weekly supervision of Jennifer Cooper, MS Candidate in Mental Health Counselor, and Jacob Schott, MM, counselor-in-training, who conducted an 11-week Gifted Adult Counseling Group.
46. Linda Silverman mentored Dr. Lin Lim, post-doctoral intern, in IQ test interpretation. Lin participated in two post-test conferences. They have had discussions about IQ test construction, clinical versus educational use of assessments, relationships with different concepts of giftedness, and contemporary approaches to human development, such as complex dynamic systems (e.g., dynamic skill theory, Fischer, 1980).
47. Erika Amalie Egeland Soma, a Norwegian graduate student in psychology from Sigmund Freud University in Austria, did an internship at GDC/ISAD, beginning January 17, 2023, with readings and interviews with Linda Silverman. Erika attended the Gifted World Experience in Athens, Greece, as part of her internship. She spent the month of November in Colorado, attending initial consultations and post-test conferences, observing the Gifted Adult Counseling Group, attending weekly supervisions with the co-leaders of the group, attending the Dabrowski Study Group, visiting schools for the gifted, entering data into ACCESS, and continuing her research in the field. Linda has agreed to be the primary supervisor on Erika's Masters Thesis on the topic, "The Lived Experiences of Gifted Women."
48. Michele Kane is an adjunct professor in the Department of Counseling at Northeastern Illinois University, Chicago, IL and taught COUN 409, Career Development, during the Summer 2023 semester.
49. Joi Lin is an adjunct professor of the Teacher Education Program Gifted Education Workshop at the University of Denver.
50. Vanessa Ewing serves as an adjunct faculty member in the Psychology and Early Childhood programs at Front Range Community College in Westminster, CO.

51. Nancy B. Miller reviewed a manuscript for *Roeper Review* on “Parents’ perceptions of personality factors and overexcitabilities among young gifted children.”
52. Michele Kane is a Contributing Editor to *Roeper Review*. She reviews articles for *Advanced Development*, *Roeper Review*, and *SENG Journal*. She reviewed 3 manuscripts for *Roeper Review* in 2023.
53. Nancy B. Miller reviewed all psychoeducational evaluation reports of test results, interpretations, and recommendations from tests administered at GDC/ISAD. She provided valuable feedback for examiners on improving report-writing.
54. Nancy B. Miller worked with Gabriella Visani, Website Manager, and Jacob Schott, Office Manager, to update and format information regarding *Advanced Development Journal* on the ISAD website.
55. Kathee Jones reviewed submissions to *Advanced Development Journal* (ADJ), and researched potential contributors and readers to send information about ADJ. She met with Michele Kane and Linda Silverman on August 13th to design a plan for acquisitions for the journal.
56. Kathee Jones enlisted Amy Ladebue to take a leadership position in the creation and dissemination of ADJ and is mentoring her. Kathee and Amy agreed to guest edit the next issue of the journal. They met with Linda Silverman on November 18th to discuss the contents of ADJ, develop plans for increasing submissions and readership, and outline the responsibilities of guest editing. Kathee requested a list from GDC of all those who had purchased the journal since 2020. She has arranged a meeting January 27, 2024 of all ADJ staff to introduce Amy and expand the purview of the journal.
57. Kathee Jones read a large number of books to determine which might be suitable to review in *Advanced Development*. She has agreed to write a review for ADJ and Amazon of the second edition of *Different Minds* by Deirdre Lovecky.
58. Kim Boham mentored Omaha-based school psychologist, Carmon Haun, on gifted assessment, including the use of extended norms; identification of twice exceptionality; test interpretation; and resources for the gifted. Carmon was able to recommend a candidate for the Davidson Young Scholar Program.
59. In May, Linda Silverman provided editorial feedback to Shalelia Dillard on the development of her Multicultural Nomination Tool (MNT) designed to identify more gifted children of color by evaluating sociological and linguistic characteristics and attributes related to gifted identification and determination practices.
60. Vanessa Ewing created “The Twice Exceptional Learner” and “Psychology of the Gifted” courses for Denver Public Schools, generating graduate school credit through Adams State University.
61. Vanessa Ewing is a Curriculum Specialist in Gifted and Talented Education in the Denver Public Schools.
62. September 21, 2023, Vanessa Ewing offered training on the use of the Reynolds Intellectual Screening Test, 2nd edition (RIST-2) and creating protocols for gifted students at Hope Academy.

63. Anne Beneventi conducted training for new staff members at Tessellations—The Beneventi School on the identification and needs of gifted children.
64. Anne Beneventi completed 8 nominator applications for students applying to Davidson Young Scholars and completed high school recommendations for Tessellations students.
65. Anne Beneventi participated in several parent conferences and all student support team meetings at Tessellations School.
66. Anne Beneventi mentored Tessellations staff on observing giftedness in prospective students at admissions workshops.
67. Anne Beneventi continues to provide guidance to teachers and parents at Tessellations. She regularly met with Tessellations parents to discuss emerging learning, social and emotional issues and provided presentations on giftedness and executive functioning.
68. Anne Beneventi embarked on training Rachel Bagnani and Kari Ramirez in Gifted Qualitative Assessment and consulted with Linda Silverman as part of the training process.
69. Anne Beneventi participated in several meetings and a staff retreat to vision and plan for a new high school at Tessellations School opening fall 2024.
70. Anne Beneventi helped to screen applicants and launch a new preschool at Tessellations School.
71. Kathee Jones did developmental, content and line editing for *Advanced Development Journal*.
72. Steven Haas, in February, served as a reviewer of workshop proposals in the Special Populations strand for the annual NAGC convention.
73. Steven Haas volunteered as a reviewer of applications for the Javits-Frasier Scholarships of the Equity and Diversity Committee of NAGC. He participated in the committee selection of 12 Javits-Frasier Scholars to attend their first NAGC national convention in Orlando, in November, 2023.
74. In November, Steven Haas opened the NAGC 2023 annual conference in Orlando with a Land Acknowledgment, on behalf of Jerry Lassos, who had created that ceremony honoring the Seminole Tribe and the Miccosukee Tribe and the spirits of the Ancient Peoples of that land.
75. In November, at the NAGC annual conference, Steven Haas participated as a member of NAGC's Native American/Alaska native Indigenous Peoples Special Interest Group (NAANIP SIG) in planning outreach activities to connect with the National Indian Education Association (NIEA) to collaborate in Gifted and Talented identification and programming for this population.
76. Mindy Solomon provided education, training, and resources for working with gifted children/teens and their families to the junior clinicians she supervised.
77. Linda Leviton worked as secretary of the Board of the International Human Learning Resources Network.

Research

1. Dr. Lin Lim, President of SENG and Dean of the Bridges Graduate School of Cognitive Diversity in Education, began a post-doctoral internship at GDC/ISAD. The purpose of the internship is a pilot investigation of twice exceptionality within the PG population (defined as 160+ IQ). GDC is one of the few organizations able to provide twice exceptional researchers interested in the PG population data to further the understanding of this population. Linda Silverman and Lin have discussed how to efficiently convert clinical files into research data (e.g., dealing with intake file changes over time in terms of additions/rephrasing and different sequencing of questions; should all families be administered the same instruments to satisfy research statistical requirements?) Due to time constraints and the interest in PG intersecting twice-exceptionality, overexcitabilities, and visual-spatial learners, the initial sample of 136 subjects was too small after filtering missing data and organizing data into various exceptionalities x OEs x visual-spatial data. The current plan is to return in the Summer of 2024 to collect data on a larger sample.
2. In July, 2023, Caitlin Goh, PEG student at Mary Baldwin College, Applied Math Statistics Major, was a research data intern at GDC/ISAD. Caitlin takes raw data conversions from clinical files very seriously, provides questions around treatment of raw data, missing data, and performs the data entry process very carefully and thoughtfully. She extracted data from our files on children in the 160 IQ and above range.
3. In the summer of 2023, Steven Haas, working in coordination with NNAT leadership, provided to NAGC's Diversity & Equity Committee and to the Executive Director of the National Indian Education Association his research update (as data allows) showing national percentages of under-identified Black (46.7% missing), Hispanic (47.6% missing), and Indigenous (55.5% missing) students for gifted and talented identification and programming.
4. Our Norwegian intern, Erika Amelie Egeland Soma, a graduate student in psychology from Sigmund Freud University in Austria, is undertaking a qualitative study of "The Lived Experiences of Gifted Women" for her Master's Thesis. Linda Silverman is her Primary Supervisor and has been guiding Erika in the design of the study and assisting her in locating resources.
5. For the last year, Kim Carroll Boham was an integral part of a district gifted identification subcommittee to research and improve the process of selecting students for a gifted program.
6. Kim Carroll Boham proposed the idea of using z-scores to normalize ability, achievement, and rating scale data in a matrix for determining selection to a gifted program in Elkhorn School District in Nebraska. Her recommendations will be presented to the Elkhorn School Board in 2024 for approval and implementation.
7. Until his untimely death April 23, 2023, R. Frank Falk was the Director Research of GDC/ISAD. He oversaw the database, and he reviewed all research proposals for the use of our data. In addition, he facilitated the monthly Dabrowski Study Group, and chaired the Scholarship Committee. Frank signed the original papers incorporating ISAD as a 501(c)3 nonprofit organization.
8. Sharon Duncan, co-founder of GRO (Gifted Research & Outreach) has been in contact with Frank Falk and Linda Silverman since October, 2015. GRO's mission is educating the world on giftedness; researching the physiology of giftedness; educating medical, psychological, and teaching professionals about the physical and psychological impacts of giftedness; and cultivating a national campaign to inspire social change so that the needs of gifted individuals may be openly discussed. In 2023, through the efforts of Michele Kane, Sharon renewed GRO's connection with

Linda Silverman, and is hoping to procure funds from the GRO Board to digitize GDC/ISAD's databank.

9. Johnnie Rasmussen, psychologist, co-founder of the Gifted Institute, in Denmark, has amassed WISC-V data on nearly 300 gifted children. In 2023, Johnnie and Linda discussed the possibility of doing a cross-cultural study. This project will be implemented when GDC/ISAD obtains a new research director and a means of data entry.
10. For the last two decades, Megan Locke, Aud., Director of Able Kids Foundation in Fort Collins, Colorado, has worked with hundreds of GDC-referred clients. In 2023, Megan was part of a team who had an article accepted for publication: [DeBonte, A., McCaffrey, C., Wisdom, H. K., Locke, M. E., Torgerson, N., & Lucero, T. (in press). Auditory processing disorders and visual processing disorders in twice-exceptionality (2e): Are these foundational factors being overlooked? (*Journal for Education of the Gifted*, Spring, 2024)]. The article contains data on gifted children entitled, "Behaviors of 55 **Self-Reported** Gifted Individuals Later Diagnosed with APD." Megan and Linda Silverman plan to conduct a study in 2024 of gifted individuals referred to Able Kids Foundation for evaluation. GDC will gain data on the percentage of our referred clients diagnosed with Central Auditory Processing Disorder, and Able Kids Foundation will obtain data on which cases were documented with gifted IQ scores at GDC. Then the wording, "Self-Reported" can be removed from Megan's publications.

Publications

1. Gilman, B. J., Peters, D. B., Silverman, L. K., Lovecky, D. V., Kearney, K., Rogers, K. B., Amend, E. R., & Rimm, S. (submitted for publication). Use of the WISC-V for gifted and twice exceptional Identification: Robust, strength-based indexes address discrepant scoring and uninterpretable Full Scale IQs. *SAGE Open*,
2. Allen, B. (in press). *Pearl in a petri dish*. Amazon. (2024 release)
3. Silverman, L. K. (in press). The overlooked role of modalities in twice exceptional children. *Roeper Review* (Spring, 2024). (This paper was written and revised throughout 2023.)
4. Lim, L., & Laningham, A. (2023). *An animal school: A tale of gifts*. Bright Child Books.
5. Lim, L. (2023). Visual mapping and guiding framework for the educational success of twice-exceptional learners: Nest!LE2e. In Neal, T. (Ed.). *Strategies and considerations for educating the academically gifted*. IGI Global. <https://doi.org/10.4018/978-1-6684-6677-3>
6. Bentley, G., & Lim, L. (2023). *Using picture books to help little ones learn about themselves*. GHF Press.
7. Laningham, A., Lim, L., & Wilson, V. (2023). *Gifted & struggling – Twice-exceptional children: What our parents need to know*. Bright Child Books.
8. Laningham, A., Wilson, V., & Lim, L. (2023). *Gifted & struggling – Twice-exceptional children: What our teachers & schools need to know*. Bright Child Books.
9. Lim, L. (2023). Volunteerism: Maintaining your well-being while supporting gifted communities. *Parenting for High Potential*, 12(1), 16-19.

10. Lim, L. (2023). Is being formally identified as gifted beneficial – within academic, social, medical, and psychological settings? Beneficial, yet creates barriers. *Parenting for High Potential*, 12(1), 20.
11. Silverman, L. K. (2023, Jan. 6). Q & A with Linda Silverman - #7 (2) Self-esteem (translated into Italian by Francesca Godani). Gifted Italia, L'essenza della giftedness. <https://gifted-italia.com/index.php/2023/01/06/le-risposte-di-linda-silverman-10/>
12. Flack, J. (2023, Jan. 9). Review of Blackhall, S. *Farmhouse*. *Gifted Development Center Newsletter*. Website post: <https://gifteddevelopment.org/musings/farmhouse>
13. Silverman, L. K. (2023, Jan. 9). Lee Ann Powell 1951-2002. *Gifted Development Center Newsletter*.
14. Silverman, L. K. (2023, Jan. 12). Does gifted education serve the gifted? (translated into Italian by Francesca Godani). Gifted Italia, L'essenza della giftedness. <https://gifted-italia.com/index.php/2023/01/12/la-gifted-education-e-al-servizio-dei-gifted-di-linda-silverman/>
15. Silverman, L. K. (2023, Jan. 31). Q & A with Linda Silverman - #8 Perfectionism (translated into Italian by Francesca Godani). Gifted Italia, L'essenza della giftedness. <https://gifted-italia.com/index.php/2023/01/31/le-risposte-di-linda-silverman-11/>
16. Boham, K. (2023, Feb. 12). Acceleration: Is it right for your child? *Gifted Development Center Newsletter*. Website post: <https://gifteddevelopment.org/musings/acceleration>
17. Flack, J. (2023, Feb. 12). Reviews of Lomax, B. *Moon USA national parks: The complete guide to all 63 parks* and Siber, K. *National parks in the U.S.A.* *Gifted Development Center Newsletter*. Website post: <https://gifteddevelopment.org/musings/nationalparks>
18. Flack, J. (2023, March 5). Review of Franco, B. *Counting in dog years and other sassy math poems*. *Gifted Development Center Newsletter*. Website post: <https://gifteddevelopment.org/musings/countingindogyears>
19. Silverman, L. K. (2023, March 5). The miracle of creativity. *Gifted Development Center Newsletter*. <https://mail.google.com/mail/u/0/#label/INBOX%2FGDC%2FGDC+Newsletter/WhctKKXpXjNvqDSMDmQrQplRXLNltKlGftmrkWjdnvHNbsLVJqtrwVcLfNzSZqsBCNNcmNQ>
20. Flack, J. (2023, March 29). Review of Salati, T. *Hot dog*. *Gifted Development Center Newsletter*. Website post: <https://gifteddevelopment.org/musings/hotdog>
21. Silverman, L. K. (2023, March 29). Autism Awareness Month with Temple Grandin. *Gifted Development Center Newsletter*.
22. Flack, J. (2023, May 9). Review of Denise, C. *Knight owl*. *Gifted Development Center Newsletter*. Website post: <https://gifteddevelopment.org/musings/knightowl>
23. Silverman, L. K. (2023, May 9). My spiritual brother, Frank Falk. *Gifted Development Center Newsletter*. Website post: <https://gifteddevelopment.org/musings/frankfalk>
24. Flack, J. (2023, June 13). Review of Weatherford, C. B. *How do you spell unfair?* *Gifted Development Center Newsletter*. Website post: <https://gifteddevelopment.org/musings/spellmemorable>

25. Silverman, L. K. (2023). Foreword for *Different minds: Gifted children with ADHD, ASD, and other dual exceptionalities* (2nd ed.), by Deirdre Lovecky. London: Jessica Kingsley.
26. Flack, J. (2023, July 25). Review of Neri, G. *Christo and Jeanne-Claude wrap the world: The story of two groundbreaking environmental artists*. *Gifted Development Center Newsletter*. Website post: <https://gifteddevelopment.org/musings/isitart>
27. Flack, J. (2023, August 14). Review of Goade, B. *Berry song*. *Gifted Development Center Newsletter*. Website post: <https://gifteddevelopment.org/musings/berrysong>
28. Flack, J. (2023, September 6). Review of Lessac, F. *A is for Australian reefs*. *Gifted Development Center Newsletter*. Website post: <https://gifteddevelopment.org/musings/australianreefs>
29. Flack, J. (2023, October 4). Review of Reynolds, A. *Jasper Rabbit's creepy tales!* (Boxed set). *Creepy carrots! Creepy pair of underwear! Creepy crayons*. *Gifted Development Center Newsletter*. Website post: <https://gifteddevelopment.org/musings/creepytales>
30. Flack, J. (2023, November 12). Review of Soontornvat, C. *A life of service: The story of Senator Tammy Duckworth*. *Gifted Development Center Newsletter*. Website post: <https://gifteddevelopment.org/musings/alifeofservice>
31. Flack, J. (2023, December 3). Review of Barnett, M. *How does Santa go down the chimney?* *Gifted Development Center Newsletter*. Website post: <https://gifteddevelopment.org/musings/santachimney>
32. Silverman, L. K. (2023, Dec. 14). Characteristics comparison: The auditory-sequential learner and the visual-spatial learner, from Silverman, L. K. (2002). *Upside-down brilliance: The visual-spatial learner* (pp. 70-71). (translated into Italian by Francesca Godani). Gifted Italia, L'essenza della giftedness. <https://gifted-italia.com/index.php/2023/12/14/funzioniuuditivo-sequenziali-o-visuo-spaziali-consigli-per-gli-insegnanti/>

Presentations

1. Silverman, L. K. (2023, Jan. 24). *Outliers are my bag!* [Invited virtual presentation], Inaugural SENG Chat.
2. Ewing, V. (2023, February). *Supporting the social needs of our students*. [Invited presentation]. Early Learning Academies Teacher In-Service, Loveland, Colorado.
3. Ewing, V., Rodriguez, A., & Quintanilla, C. (2023, March). *Inspiring creativity in the children we teach*. [Refereed conference session]. Rocky Mountain Early Childhood Conference, Denver, CO.
4. Lim, L. (2023, March). *Nurturing complex outliers holistically: Transforming research into practical applications*. [Refereed conference session]. California Association for the Gifted 61st Annual CAG Family Conference.
5. Lim, L. (2023 March). *Supporting twice-exceptional (2e) math at-risk children through a dynamic skill theory approach*. [Refereed conference session]. National Council of Teachers of Mathematics Annual Conference.

6. Lim, L. (2023, April). *Twice-exceptional learners: Life span perspectives*. [Refereed conference session]. SENG Nigeria Regional Conference.
7. Silverman, L. K. (2023, April 12). *Still gifted after all these years*. [Invited presentation]. Boulder Valley Gifted & Talented and Boulder Valley School District, Boulder, CO.
8. Silverman, L. K. (2023, April 18). *Still gifted after all these years*. [Invited presentation]. Conversations with CAGT Facebook Live presentation. <https://youtu.be/VJnqN8PMK4Q>
9. Silverman, L. K. (2023, April 27). *What is giftedness?* [Virtual]. GDC & SENG APA Professional Development Courses.
10. Lim, L. (2023 May). *Engaging GT students in learning: Using knowledge of human development to shape practical school applications*. [Refereed conference session]. Minnesota Council for the Gifted and Talented.
11. Silverman, L. K. (2023, May 15). *The overlooked role of modalities in twice exceptional children*. [Invited virtual keynote address]. First Anniversary Conference, Gifted Institute, Denmark.
12. Silverman, L. K. (2023, May 25). *New ways to identify twice exceptional children on the WISC-V*. [Virtual]. GDC & SENG APA Professional Development Courses.
13. Haas, S. C., & Lassos, J. (2023, June 8). *Culturally responsive reaching: Key to college admission & academic success*, [Refereed conference session]. Native American Student Advocacy Institute, College Board, San Diego.
14. Ewing, V., & Quintanilla, C. (June, 2023). *Conscious discipline for early childhood learners*. [Refereed conference session]. Front Range Community College Early Childhood Conference, Westminster, CO.
15. Ewing, V., & Quintanilla, C. (June, 2023). *Inspiring creativity in young children*. [Refereed conference session]. Front Range Community College Early Childhood Conference, Westminster, CO.
16. Ewing, V., & Quintanilla, C. (June, 2023). *Giftedness in young children*. [Refereed conference session]. Front Range Community College Early Childhood Conference, Westminster, CO.
17. Eide, B., & Eide, F. (2023, June 22). *Dyslexia and the gifted: A course for psychologists*. [Virtual]. GDC & SENG APA Professional Development Courses.
18. Kane, M., & Tichenor, D. (2023, July 20—23). *Growing old gifted* [Refereed conference session]. SENG Annual Conference 2023, Villanova, PA.
19. Kane, M., & Stewart, M. (2023, July 20—23). *Counseling gifted individuals: A case study approach* [APA Pre-conference presentation]. SENG Annual Conference 2023, Villanova, PA.
20. Lim, L. (2023 July). *Gifted outliers unleashed: Demystifying home education myths*. [Refereed conference session]. SENG Annual Conference 2023, Villanova, PA.

21. Kane, M. (2023, July 8—11). *Big ideas* [Invited presentation]. PG Retreat 2023, Estes Park, CO.
22. Kane, M. (2023, July 8—11). *PG 101: The intricate world of the highly and profoundly gifted* [Invited presentation]. PG Retreat 2022, Estes Park, CO.
23. Haase, J., Kane, M., Kroll, S., & Silverman, E. (2023, July 8—11). Panel: *Existential angst* [Invited presentation]. PG Retreat 2022, Estes Park, CO.
24. Silverman, L. K. (2023, July 10). *Interpreting test scores of profoundly gifted children*. [Invited presentation]. PG Retreat 2023, Estes Park, CO.
25. Silverman, L. K. (2023, July 10). *The overlooked role of modalities in twice exceptional children*. [Invited keynote address.] PG Retreat 2023, Estes Park, CO.
26. Silverman, L. K. (2023, July 11). *Know yourself to know your child*. [Invited keynote address]. PG Retreat 2023, Estes Park, CO.
27. Lim, L. (2023, July 22). Radically accelerated gifted girls in a residential university – Social, emotional & academic interactions. [Refereed conference session]. SENG Annual Conference 2023. Villanova, PA.
28. Haas, S., & Lassos, J. (2023, October 19). *Engage students with culturally responsive instruction using ISLA's seven instructional hoops!* [Refereed conference session]. National Indian Education Association 54th Annual Convention, Albuquerque.
29. Lim, L. (2023, August). *Underachievement in gifted Asian Americans – data desegregation and local norms considerations*. [Refereed conference session; virtual]. World Council for Gifted and Talented Children Annual Conference.
30. Lim, L. (2023, August). *Educational experiences of highly gifted autistic teens and families*. [Refereed conference session; virtual]. World Council for Gifted and Talented Children Annual Conference.
31. Ewing, V., Beard, B., & Rodriguez, A., Rowbottom, M., & Moldow, G. (October, 2023). *Social emotional lessons for gifted learners*. [Refereed conference session]. Colorado Association for Gifted and Talented Conference, Loveland, CO.
32. Ewing, V., Quintanilla, C., Wilson, C., Dillard, S., & Trujillo, D. (October, 2023). *Lean into the discomfort: Challenging conversations about race in a safe space*. [Refereed conference session]. Colorado Association for Gifted and Talented Conference, Loveland, CO.
33. Silverman, L. K., & Jones, N. (2023, Oct. 10.) *Are you math phobic? Fun ways to enhance GT math instruction*. [Refereed conference session]. Colorado Association for Gifted and Talented Conference, Loveland, CO.
34. Tichenor, D. (2023, October 24-25). *Forest bathing: Invitation to mindful walking* [Invited presentation]. Gifted World Experience, Athens, Greece.
35. Kane, M. (2023, October 24-25). *Othring and belonging: The power of relationships* [Invited keynote address]. Gifted World Experience, Athens, Greece.

36. Silverman, L. K., & Leviton, L. P. (2023, Oct. 26). *Happy hour at the creativity buffet*. [Invited joint keynote address]. Gifted World Experience, Athens, Greece. https://youtu.be/-5if4_-FiIU
37. Silverman, L. K. (2023, Nov. 6). *Q & A with Linda Silverman*. [Invited presentation]. Gifted Adult Counseling Group, Westminster, CO.
38. Haas, S., & Lassos, J. (2023, November 18). *Lost Native American gifted and talented: How to find them, how to engage them* [Refereed conference session]. National Association for Gifted Children 70th Annual Convention, Orlando.

Website Posts, Podcasts, Webinars, Interviews, Recordings, Newspaper Articles

1. Silverman, L. K. (January 16, 2023). “How should we think about our different styles of thinking?” by Joshua Rothman. *The New Yorker*. Annals of Inquiry.
2. Silverman, L. K. (March 17, 2023). Gifted, autistic, or both? Podcast with Dr. Marlo Payne Thurman. https://youtu.be/VRdk2dAC_Z0
3. Silverman, L. K. (July 6, 2023). Giftedness and dyslexia. Podcasts for The Dyslexia Journey (Interviewed by Nicholas & Sonja Solter), videos and podcasts (both in two parts). Videos: <https://www.youtube.com/watch?v=38QMuWUeRSQ>
<https://www.youtube.com/watch?v=BLC8HPj5gF4>
Podcasts: <https://dyslexiajourney.buzzsprout.com/2077817/13557623-what-are-they-looking-for-in-assessing-your-child-for-dyslexia-ft-linda-silverman-ph-d>
<https://dyslexiajourney.buzzsprout.com/2077817/13598988-the-benefits-of-dyslexia-a-psychologist-s-perspective-ft-linda-silverman-ph-d>

Advanced Training/Continuing Education Courses

1. Joi Lin is now a PhD candidate after successfully passing her dissertation proposal in March 2023 and will graduate in 2024. Her dissertation title is a *Collective Case Study Career Critique of Social Entrepreneurs who are Gifted Adults*.
2. Jenny Cooper completed the following graduate level courses:
 - a. Internship in Clinical Mental Health Counseling (CPY 6700 I)
 - b. Research & Program Evaluation (CPY 5592 I)
 - c. Counselor Preparation Comprehensive Examination (CPY 6800 I CPCE)
3. Jenny Cooper enrolled in NeuroAffective Relational Module (NARM), Level 2 Training – advanced clinical training for mental health professionals working with complex trauma, and Internal Family Systems, Level 1 – clinical training for mental health professionals.
4. Kim Carroll Boham completed the required coursework to earn a Director endorsement in Gifted Education at the University of Northern Colorado.
5. Crystal Punch attended a virtual symposium for Davis Dyslexia International in December, 2023.
6. Crystal Punch received training in “Expanding Our Legacy—Becoming Global Leaders in Neurodiversity” by Jackie Ward.

7. Crystal Punch attended a virtual course on “The Emerging Evidence Base for the Effectiveness of the Davis Life Concepts: A Review of the Quantitative and Qualitative Case Study Research Outcomes” by Abigail Marshall, welcoming Dr. Jacinta Ryan.
8. Linda Silverman earned 6 APA CEUs for virtually attending the course, *Dyslexia and the gifted: A course for psychologists*, by Fernette and Brock Eide, on June 22, 2023, and passing the exam.
9. Linda Leviton attended the Annual International Learning Resources Network CEU presentations, earning 6 Continuing Education Units (CEUs).
10. Linda Leviton attended a weekly Satir International Human Learning Resources Network (IHLRN) women’s support group.

Discounts and Pro Bono Services

1. In 2023, Gifted Development Center/ISAD provided \$43,570 worth of pro bono work.
2. GDC/ISAD offered one free assessment valued at \$3,350.
3. Linda Silverman offered 121 pro bono hours in consultations.
4. Nancy B. Miller contributed 8 hours of pro bono work with families of children assessed at GDC. Four hours was contributed to administer the WAIS to Gifted Development Center intern, Erika Soma, of Norway.
5. Ray Bickerton, previously National Manager Operations Support Systems for Telstra Australia, volunteered to update GDC’s report-writing software (“the report-writing goddess”). He spent approximately 752 hours pro bono in 2023 on this task.
6. Ann DeMers spent 5 hours pro bono and Connie Tucker spent 10 hours pro bono, helping to update the report-writing goddess.
7. In her role as Co-Chair of Diverse Populations for the Colorado Association for Gifted and Talented, Vanessa Ewing contributed 20 hours of her time.
8. As Secretary of Gifted and Talented Leaders of Color and Allies, Vanessa Ewing provided 10 pro bono hours.
9. Crystal Punch offered 15 hours of free consultation time. She gave 40 hours of VSL program time to assist families in need. She devoted 4 hours in her role as co-secretary of the ISAD Board.
10. Bruce Allen devoted 25 hours pro bono as Poetry Editor for *Advanced Development*.
11. Lin Lim donated 75 hours to produce “An Animal School: A Tale of Gifts” as a free media material to increase awareness and advocacy of twice-exceptional children.
<https://youtu.be/r4etWS0emb0?si=9JZnzcLqGzkhLJl>
12. Lin Lim donated 5 hours to produce the episode: “Quark Human Range: Chris Wells Dabrowski Center – Finding Me/Us” <https://youtu.be/pJ01PHq0sPM>

13. Lin Lim donated 15 hours to organize May is Mental Health Month for SENG; she hosted a panel session, “Nurturing Mental Health: Intersections with Psychology, Education, Technology & Parenting.”
14. Lin Lim donated 15 hours to organize a SENG & Friends outreach in person and hybrid event – Neurodiversity Conversations: <https://www.sengifted.org/events/seng-neurodiversity-awareness-event>
15. Tina Harlow provided \$2,400 worth of pro bono services, she worked with a client in Steamboat Springs, CO all year at a 50% discount, and she devoted 40 hours pro bono to The World Hope Project.
16. Bev Weiler offered a pro bono assessment of a Latino youngster. She provided support for parents whose children were suspected or known to be on the autism spectrum. She is also an LGBTQ+ ally for children for whom gender identity is an issue.
17. Anne Beneventi offered several consultations for parents of gifted children free of charge.
18. Kathee Jones contributed 50 hours pro bono as Assistant Editor and Book Reviewer for *Advanced Development*.
19. Steven Haas provided countless volunteer hours to American Indian and Alaska Native tribal schools and tribal school districts on and off reservations, in support of classroom teachers, support staff, and administrators to assist them in better identifying, programming, and engaging the students, and especially the gifted students, that they serve.
20. In March 2023, Steven Haas worked with SCANTRON to provide a supply of 15,000 copies of the Visual-Spatial Identifier© bubble forms for use with a large array of schools and school districts without charge to them.
21. Michele Kane presented a pro bono online presentation for the Parent University of St. Charles, IL #303 related to social and emotional development of gifted adolescents.
22. Michele Kane provided four parent consultations pro bono.
23. Linda Leviton offered 50 free consultations to parents.
24. Kim Boham provided 20 hours of pro bono consultations with families from Gifted Development Center.

ISAD/GDC Team

Linda Kreger Silverman, PhD, Licensed Clinical and Counseling Psychologist; Director
R. Frank Falk, PhD, Director of Research, Dabrowski Study Group convener, Chair of Scholarship Committee, former Board Member and Chief Operations Office
Nancy B. Miller, PhD, Editor, *Advanced Development Journal*; ISAD Board Member; Assessor
Michael M. Piechowski, PhD Associate Editor, *Advanced Development Journal*, Madison, WI
Bruce Allen, MA, Poetry Editor, *Advanced Development Journal*; ISAD Board Member
Kathee Jones, MA, Assistant Editor/Book Review Editor, *Advanced Development Journal*
Lin Lim, PhD, Post-Doctoral Intern; SENG President (2022-2023); Dean, Bridges Graduate School of Cognitive Diversity in Education.
Erika Amalie Egeland Soma, BS, Psychology Masters Degree Intern, Sigmund Freud University, Austria
Caitlin Goh, Research Data Intern, PEG student, Mary Baldwin University, Applied Math Major
Vanessa Ewing, PhD, Assessor for Hope Academy (low income, culturally diverse school for the gifted)
Ray Bickerton, Systems Designer, Melbourne, Victoria, Australia
Steven Haas, MA, MPA, Director, *Visual-Spatial Identifier* Project
Tina Harlow, LCSW, International Liaison for Gifted Children
Joi Lin, MS, Doctoral candidate at DU, Director of Professional Education
Jacob Schott, MM, Office Manager; Co-Facilitator of Gifted Adult Counseling Group
Jenny Cooper, MS, CCC/SLP, Graduate Counseling Intern; Co-Facilitator of Gifted Adult Counseling Group
Cheri Miranne, BS, Fund Raiser, Chapel Hill, NC
Gabriella Visani, BS, Social Media Coordinator
Jerry Flack, PhD, Children's Book Reviewer
Mary Krayner, Assistant Office Manager
Helen McVicar, MBA, Licensed School Psychologist, Supervisor of Staff Training, Assessor
Connie Tucker, MS, NCSP, Assessor
Ann DeMers, MA, NCSP, Assessor
Kimberly Roper, PhD, Assessor
Beverly Weiler, MA, LPCC, NCC, Assessor
Kim Carroll Boham, MA, Affiliate Assessor in Omaha, NE
Linda Powers Leviton, MA, MFT, affiliate, Director, Gifted Development Center West Coast office, Granada Hills, CA
Anne Beneventi, BA, affiliate, Director of AMR Qualitative Assessment, Cupertino, CA
Mindy Solomon, PhD, ISAD Board Member
Rebecca Dull, BA, ISAD Board Member, Secretary
Crystal Punch, BS, ISAD Board Member
Michele Kane, EdD, Parent Liaison; Board Member
Dan Tichenor, MA, Board Member
Michael McMurray, PhD, Board Member
Victor Taube, PhD, CPA, ISAD Board Treasurer/Accountant, Las Vegas, NV
Rena Foxhoven, BS, Bookkeeper
Connor Darnell, IT Specialist