

# Contents

<b>List of Contributors</b>	<b>xi</b>
<b>Acknowledgement</b>	<b>xiii</b>
<b>Introduction</b>	<b>xiv</b>

## **Part One: Conceptual perspectives on the development of talent**

### **1. Developmental theory and the expression of gifts and talents 3**

*David Henry Feldman*

Introduction	3
The need for a framework to guide research and practice	6
Towards a framework for the study of giftedness and talent	7
The universal to unique continuum	8
The development of gifts and talents	10
The evolution of gifts and talents	12
Conclusion	14

### **2. Slumbering talents: Where do they reside? 17**

*Ad W. Smitsman*

Introduction	17
Talents as hidden core: Preformism and unwanted dichotomies	20
Development and the organism—environment system	23
The significance of the environment for an organism's developing capabilities	28
Enhancement of capabilities to act by tool use	32
Conclusion	38

**Part Two: Intellectual giftedness****3. Successful intelligence: A unified view of giftedness 43***Robert J. Sternberg*

- The concept of successful intelligence 44
- Components of successful intelligence 47
- Putting together the three aspects of successful intelligence 58
- Acknowledgement 62

**4. The role of intelligence as a major determinant of a successful occupational life 67***Franz E. Weinert and Ernst A. Hany*

- Introduction 67
- The GOLD study: Method 76
- Results 82
- General discussion and concluding remarks 92

**Part Three: Specific talents: Personality, morality, emotionality, academic achievement, and art****5. The gifted personality: Resilient children and adolescents, their adjustment and their relationships 103***Cornelis F.M. van Lieshout, Ron H.J. Scholte, Marcel A.G. van Aken, Gerbert J.T. Haselager, and J. Marianne Riksen-Walraven*

- Different approaches to personality 104
- Resilience across the primary school years 106
- Resilient adolescents 108
- Subtypes of resilient children and adolescents 109
- Agentic and communal resilient, perceived support, and sociometric status 115
- Boys versus girls 119
- Conclusions 121

**6. The morality paradox: Choosing not to be moral as a component of moral excellence 125***Tjeert Olthof*

- Introduction 125
- The nature of morality 126
- Moral excellence 127
- The case of R 133
- The hazards of untamed moral commitment 140
- In search of moral excellence: Beyond the fusion of goals 142
- Acknowledgements 147

**7. Talent for development: Responding to contextual promises 151***Peter Heymans*

- Introduction 151

- The developmental nexus and its dependence on symbolic structures 154
- The developmental nexus 154
- Young Marc making a developmental opportunity come true 158
- Concluding observations 164

**8. Successful achievement in mathematics: China and the United States 167***Harold W. Stevenson, Shinying Lee, and Xiaotong Mu*

- Introduction 167
- Academic achievement in China 168
- High achievers in China and the United States 172
- Conclusions 181

**9. It's (im)possible to become a genius! The development of drawing 185***Werner Deutsch*

- Introduction 185
- A short survey about drawing 185
- The documentation of children's drawings 186
- The development of drawing: Three individual case studies 188
- Development and talent 198
- Acknowledgements 198

**Part Four: Supporting the development of talent****10. Gifted infants: What kinds of support do they need? 203***J. Marianne Riksen-Walraven and Jolien Zevalkink*

- The role of experience in the development of talents 203
- A supportive environment for gifted infants is one that fosters competence motivation 205
- Quality of support provided by parents 209
- Quality of parental support and achievement of excellence in Surinamese-Dutch infants 211
- Conclusions: Back to the beginning 224

**11. Teaching for talent: Lessons from the research 231***Joan Freeman*

- Problems of definitions 231
- Some specific research concerns 233
- How the talented are different 236
- Educating for the development of talent 238
- Current trends in developing talent 241
- Conclusions 244

**12. The Juilliard model for developing young adolescent performers: An educational prototype 249***Rena F. Subotnik*

- Introduction: The Juilliard School 249
- Structure of the study 251

X CONTENTS

Explicit talent-development variables	252
More implicit talent-development variables	260
Conclusions	273
Note	275

**13. Talent and self-narrative: The survival of an underachieving adolescent 277**

*Hubert J.M. Hermans and Margreet F. Poulie*

The temporal organisation of self-narrative	278
Valuation theory: Self as an organised process	280
The self-confrontation method: Affective organisation of meaning units	282
Leo's story: From the cold road to the road of fire	287
The relevance of becoming aware of one's talent	294
Acknowledgement	296

**14. Support for university students: Individual and social factors 299**

*Kurt A. Heller and Petra Vieh*

Introduction	299
Current findings on research into talent and excellent performance in higher education	300
The programme evaluation study: Method	306
Results	311
Discussion	315

<b>Author Index</b>	<b>323</b>
<b>Subject Index</b>	<b>329</b>