

Contents

Preface	v
1 What Is Giftedness?	1
1.1 Introduction	1
1.2 Theories and Models of Giftedness and Exceptional Achievement	5
1.2.1 Expertise	5
1.2.2 Models of Giftedness	8
1.2.3 Performance Definitions Versus Potential Definitions	9
1.2.4 Unidimensional Definitions	10
1.2.5 Multidimensional Definitions and Models	11
1.2.6 Systems Theory Models	17
1.2.7 Mega Model	18
1.2.8 TAD Framework	22
1.2.9 Conclusions	25
1.3 The Role of Intelligence in Models of Giftedness	26
1.3.1 What Is Intelligence?	27
1.3.2 The Intelligence Quotient	33
1.4 The Role of Creativity in Models of Giftedness	36
1.4.1 Creativity: Definition and Models	36
1.4.2 Creativity as a Systemic and Relational Phenomenon	40
1.4.3 Creativity and Intelligence	41
1.5 Conclusion	44
2 Pioneering Studies and Methodological Challenges in Giftedness Research	46
2.1 Selected Longitudinal Studies on Gifted Students	46
2.1.1 Terman Study	47
2.1.2 Study of Mathematically Precocious Youth	50
2.1.3 The Marburg Giftedness Project	53
2.2 Methodological Challenges in Researching Giftedness	56
2.2.1 Sample Selection and Groups Not Selected	56
2.2.2 Using an Appropriate Control or Comparison Group	57
2.2.3 Participants' Knowledge of Their Own Aptitude	58
2.2.4 Intervention Versus Pure Observation	59
2.2.5 Different Definitions and Operationalizations of Giftedness	59
2.3 Conclusion	60

3	Characteristics and Development of Gifted People	62
3.1	Achievement-Related Characteristics	62
3.1.1	Relationship Between Intelligence and Achievement	62
3.1.2	Studies on the Academic Development of Gifted Students	64
3.1.3	Threshold Hypothesis on the Relationship Between Intelligence and Achievement	67
3.2	Personality-Related Characteristics	68
3.2.1	Implicit Theories: Everyday Conceptions About Gifted People	69
3.2.2	Socioemotional Adjustment of Gifted Individuals	72
3.2.3	Personality Traits	76
3.2.4	Gender Differences	80
3.3	Underachievement	84
3.3.1	Concept	84
3.3.2	Possible Causes	87
3.3.3	Progression	89
3.4	Peculiarities in the Development of Gifted Children	91
3.4.1	Asynchronous Development	91
3.4.2	Special Features of Exceptional Giftedness	92
3.4.3	Persistent Underchallenge in School	92
3.4.4	Perfectionism	93
3.4.5	Increased Sensitivity (Overexcitability)	94
3.4.6	Fear of Prejudice and Stigmatization	95
3.5	Family Background of Gifted Individuals	96
3.5.1	Giftedness as a Stressor for the Family?	96
3.5.2	Gifted Children From Lower Income Families and Minoritized Students	97
3.6	Conclusion	100
4	Giftedness Identification and Assessment	103
4.1	Introduction and Overview	104
4.2	Intelligence Tests in Giftedness Identification and Assessment	105
4.2.1	Possibilities and Limitations of Intelligence Tests in Giftedness Identification and Assessment	107
4.2.2	Assessment Strategies for Identification of Minoritized Students	110
4.2.3	Description of Intelligence Tests With Regard to Their Suitability for Use With the Gifted	113
4.3	School Achievement Assessment	122
4.3.1	Gifted Identification	122
4.3.2	Selection of Suitable Students for Special Programs	123
4.3.3	Recognizing Underachievement	123
4.3.4	School Grades	123
4.3.5	Standardized School Achievement Tests	126
4.4	Assessing Underachievement	130

4.4.1	Statistical Methods for Identifying Underachievement	131
4.4.2	Nomination Methods for Identifying Underachievement	135
4.5	Assessment of Creativity and Divergent Thinking	136
4.6	Nominations and Checklists	140
4.6.1	Nominations by Teachers	140
4.6.2	Nominations by Parents	142
4.6.3	Peer Nomination and Self-Nomination	142
4.7	Selection Process for a Gifted Class as an Example of a Multimethod and Multimodal Approach to Identify Giftedness	143
5	Support in School and Early Childhood Education	147
5.1	Introduction	147
5.2	Support of Gifted Children at School	148
5.2.1	The Four Pillars of School-Based Support for Gifted Students	151
5.2.2	Differentiation Within the Classroom	156
5.2.3	Acceleration	164
5.2.4	Enrichment	176
5.2.5	Combination of Acceleration and Enrichment: Early Entrance Programs	182
5.2.6	Ability Grouping for Gifted Students in Special Classes and in School ..	184
5.3	Support in Early Childhood and Preprimary Education	190
5.3.1	Gifted Children in Early Childhood and Preprimary Education	190
5.3.2	Support Opportunities in Early Childhood Education	192
5.4	Conclusion	195
	Afterword	197
	References	199
	Glossary	237