ISSN: 2149-1410

JGEDC

Journal of Gifted Education and Creativity

Vol. 11 No. 4 December 2024 Winter

Young Wise Publishing

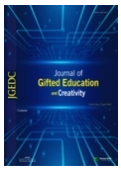
Journal of Gifted Education and Creativity (JGEDC)
e-ISSN: 2149- 1410

Vol. 11 No. 4 December 2024 Winter

Contents

Absracting & Indexing
EBSCO (HW Wilson-Education Source Fulltext), Index Copernicus, SOBIAD, Udledge, WorldCat, ResarchBib, EZB, Google Scholar Note: You can click on them to check the status of JGEDC in indexes.

Genç Bilge (Young Wise) Publishing
Adress: Bahcelievler District 3015 St. No:9/1 Isparta, Turkiye
Web site: http://gencbilgeyayincilik.com/ E-mail: info@gencbilgeyayincilik.com



Journal of Gifted Education and Creativity
11(4), 133-145, December 2024
e-ISSN: 2149- 1410
jgedc.org dergipark.org.tr/jgedc

Genc Bilge Publishing Ltd.
(Young Wise) © 2024
gencbilgeyayincilik.com

Research Article

Examining sports talent in Turkiye from the perspective of Ecological Systems Theory and Matthew Effect

Ahmet Temel [1*] and Hasan Said Tortop[2]

Eskil 75. Yıl Anatolian High School, Aksaray, Turkiye

Article Info

Received: 15 August 2024
Accepted: 4 December 2024
Online: 30 December 2024

Keywords
Sports talent
Giftedness
Ecological Systems Theory
Matthew Effect
Weightlifting

Abstract

The focus of research on gifted education primarily on academic giftedness represents one of the significant challenges in the development of this field. In recent years, alongside the strengthening of discourses around world peace, interest in international Olympics showcasing athletic talent has also increased. This study represents a first in examining athletic talent in Turkiye through the lens of the Matthew Effect and the Ecological Systems Theory. Weightlifting has been chosen as the field of athletic talent. The research employs qualitative methods, including document analysis and discourse analysis techniques. A comparative analysis of Turkiye's success scores in various categories with those of EU countries was conducted. Additionally, 31 posts related to weightlifting, shared between 2020 and 2024 on the official Twitter (X) account of Turkiye's Ministry of Youth and Sports (@gencliksporbak), were identified and analyzed. The results of the in the European Championships, Turkiye ranked 2nd in women's team Olympic scoring and 4th in men's team Olympic scoring. Despite team success, individual athletes did not achieve a top-10 world ranking within the four-year period, and therefore could not secure the desired Olympic quotas. While there are 64 countries in Europe, 28 athletes from 16 European countries were invited to the Olympics, reflecting a 22% representation rate. Countries like Armenia, Bulgaria, Italy, and Georgia achieved notable success in weightlifting in Europe. In the Ministry of Youth and Sports' social media posts on X, themes such as “the excitement of lifting weights,” “pride,” “the second most successful branch after wrestling,” “desire to learn about weightlifting,” “introducing weightlifting in two words,” “congratulations from the Minister,” and “evoking new excitement for the country” were prominent. Other posts focused on medals won and successes achieved. These themes were found to include elements such as “national pride,” “ministerial appreciation,” and “social enthusiasm.” According to the Ecological Systems Theory, these findings can be interpreted as the sport of weightlifting functioning as a macro-system influence by linking gifted individuals to “social values” and “political structures.” Additionally, the sharing of posts featuring the names of successful athletes, in the context of the Matthew Effect, can be seen as a support mechanism for increasing the “social recognition” of successful athletes. However, no posts were found related to supporting early achievements in weightlifting, providing educational and financial support, or offering opportunities for emerging talents in this field.

To cite this article:
Temel, A., and Tortop, H.S. (2024). Examining sports talent in Turkiye from the perspective of Ecological Systems Theory and Matthew Effect. *Journal of Gifted Education and Creativity, 11*(4), 107-123. DOI: https://doi.org/10.5281/zenodo.14599707

Introduction

In developing countries, giftedness is predominantly addressed with a focus on academic achievement, while other talent domains receive limited attention. This emphasis can be attributed to Tannenbaum's (1986) perspective on the societal value assigned to specific talent domains and the socioeconomic status that gifted individuals in those areas can achieve. Consequently, athletic talent remains an underexplored area in the field of giftedness research. Van Rossum (2009), in

[1] Corresponding Author: Dr., Physic Educ. and Sport Teacher, Eskil 75. Yıl An. High School, Aksaray, Türkiye. Email: dr.ahmettemel@gmail.com, ORCID: 0000-0001-215-6106
[2] Assoc.Prof.Dr., Director, Editor, Isparta, Turkiye. Email: hasansaidfen@gmail.com ORCID: 0000-0002-0899-4033

a chapter within a renowned handbook, comprehensively examined athletic talent. Unlike academic giftedness, athletic talent has not been prioritized due to the relatively smaller population engaged in this field. Nevertheless, national-level interest in athletic talent and the Olympics has been steadily increasing.

In recent years, Turkey has emerged as a remarkable success story among developing countries by achieving significant accomplishments in various sports disciplines. The establishment of the Ministry of Youth and Sports of the Republic of Turkey in 2014 may have played a crucial role in this development.

This study aims to explore athletic talent within the conceptual framework of giftedness by utilizing two theoretical perspectives that explain the transformation of high potential into exceptional ability through environmental factors. The role of parents, the environment, and schools is particularly critical in identifying young individuals with exceptional athletic talent and in fostering their ability to showcase their potential (Cular et al., 2024).

The findings of this research are significant in understanding the influence of genetics and the environment on the achievements of gifted athletes (Hsu et al., 2024)

Weightlifting

Weightlifting has been an essential part of the modern Olympic Games since their inception. As a sport featured in the Olympic Games, weightlifting is a highly competitive discipline with ever-expanding and growing international participation (Storey & Smith, 2012). Olympic weightlifting consists of two fundamental movements: the snatch and the clean and jerk (Garhammer & Takano, 1992).

The snatch movement involves lifting the barbell from the platform overhead using the proper technique. This can be achieved either with the hip and knee joints not fixed (power snatch technique) or with these joints fixed (squat snatch technique). The snatch consists of several stages, including the start position, pull, bar catch, lockout, and rising to a standing position while holding the bar overhead with a wide grip (Gough et al., 2018).

The clean and jerk technique involves two coordinated movements: the clean and the jerk. The clean entails lifting the barbell in one motion to the shoulder area, while the jerk involves pushing the barbell from the shoulders to an overhead position with arms fully extended in a single movement (Erdağı, 2022).

In weightlifting competitions, athletes are allowed three attempts for the snatch and three attempts for the clean and jerk, making a total of six attempts. Athletes must successfully complete at least one lift in both the snatch and the clean and jerk. The competitors achieving the highest combined total weight are awarded Olympic rankings. Athletes who place in the top three receive medals (Chiu & Schilling, 2005).

If a weightlifter fails all three attempts in either the snatch or the clean and jerk, the athlete cannot earn points for the team. Moreover, if competing in the Olympics, the athlete also forfeits their individual ranking. Since failed attempts in the snatch and clean and jerk can significantly affect the team's total score, achieving success in these lifts is crucial (McGuigan & Kane, 2004). To achieve successful results, it is vital for weightlifters to train within a competitive framework.

Photo 1. Ahmet Temel's snatch lift at the Senior Turkiye Championship held in Kayseri (2010) (Ahmet Temel's personal archive)

Photo 2. Ahmet Temel's clean and jerk lift at the Senior Turkiye Championship held in Antalya/Serik (2012) (Ahmet Temel's personal archive)

The development and establishment of weightlifting in Turkiye began with Naim Süleymanoğlu's defection from Bulgaria. At the 1988 Summer Olympics held in Seoul, South Korea, Naim Süleymanoğlu secured Turkiye's first-ever gold medal outside of wrestling, convincing all authorities of Turkiye's potential for sports development (Temel et al., 2021). Subsequently, he achieved championships at the 1992 Olympics in Barcelona, Spain, and the 1996 Olympics in Atlanta, USA, becoming Turkiye's first athlete to win three Olympic gold medals (TMOK, 2024).

Naim Süleymanoğlu's defection also accelerated immigration to Turkiye, bringing talented young athletes such as Halil Mutlu, Taner Sağır, and Reyhan Arabacıoğlu to the country. Halil Mutlu followed in Süleymanoğlu's footsteps, winning Olympic gold medals at the 1996 Atlanta, 2000 Sydney, and 2004 Athens Games, becoming the second athlete from Turkiye to achieve three Olympic championships (Temel et al., 2021).

The 2000s marked a significant turning point for women in weightlifting, with Nurcan Taylan becoming the first female athlete from Turkiye to win an Olympic gold medal at the 2004 Athens Games. As a prominent figure for women in sports, Taylan played a vital role in popularizing weightlifting among the masses. In the same year, Taner Sağır, at just 19 years old, claimed the Olympic championship, setting a record as the youngest champion in the history of the Games. In addition, Sedat Artuç and Reyhan Arabacıoğlu secured bronze medals at the 2004 Athens Olympics.

After this period, Turkiye's success in Olympic weightlifting began to decline, with the most recent achievement being Daniyar İsmayilov's third-place finish at the 2016 Rio de Janeiro Games (TMOK, 2024).

Identifying gifted children at an early age and training them under knowledgeable, skilled, ethical, and professional coaches is one of the fundamental responsibilities of sports federations to achieve international success (Bullock et al., 2009). Failure to recognize potential talent by coaches may result in losing a champion athlete and tarnishing national prestige (Baker et al., 2012). A genetic predisposition for weightlifting observed in a child signals that the child could reach optimal performance levels with proper training regimens (Epstein, 2013).

The definition of giftedness may vary depending on the needs of the specific sport. Morphological, physiological, psychological, motor, technical, and tactical elements, as well as the level of open or closed skills required for the sport, are critical factors in assessing giftedness (McCarthy & Collins, 2014). Individuals exhibiting superior muscularity, speed, and explosive athletic abilities compared to their peers are considered gifted in weightlifting (Arabatzi et al., 2010; Chaouachi et al., 2014).

It is crucial for coaches to observe these factors, identify the right athletes, encourage them to pursue weightlifting, and convince their parents and teachers. Gifted athletes respond positively to training regimens, allowing their development to progress to desired levels.

Theoretical Framework

The Ecological Systems Theory is a socio-psychological framework aimed at comprehensively understanding individuals' developmental processes, behavior formation, and environmental interactions (Bronfenbrenner, 1979). This theory defines developmental processes through various environmental systems: the microsystem, mesosystem, exosystem, and macrosystem. While the microsystem encompasses an individual's immediate surroundings (e.g.,

family), the mesosystem examines interactions between these environments (e.g., school) (Bronfenbrenner & Morris, 2006). The exosystem includes external factors that indirectly affect the individual (e.g., urban institutions), and the macrosystem focuses on broader cultural and societal structures shaping the individual's environment (García Coll et al., 1996).

By emphasizing the impact of environmental factors on individual development, this theory provides a vital framework for understanding the influence of social and educational policies on these interactions (Lerner, 2005; Orenstein, 2013). When evaluating the development of athletic talent, it is crucial to assess the role of family, school, immediate environment, and society's perspective and support within this theoretical framework. Hence, this study is designed to analyze athletic talent development from the perspective of this theory.

The Matthew Effect is a concept that can be succinctly summarized as "the rich get richer, and the poor get poorer." In gifted education, it argues that gifted individuals will further develop their talents if placed in environments that support their social and academic success. This effect enhances success by providing additional opportunities and resources to successful individuals (Merton, 1968). Gifted children who exhibit academic success at an early age can benefit from specialized education programs, scholarships, and mentorships that support their talent development (Gottfredson, 2003). This phenomenon exemplifies the Matthew Effect, where success breeds further success (Ceci & Williams, 1997).

Furthermore, gifted individuals often benefit from increased societal recognition and support, which boosts their self-confidence and contributes to greater achievements (Simonton, 1999). However, this effect may deepen social inequalities, as such opportunities are often inaccessible to less advantaged individuals (Sternberg, 2005). Thus, the dual impacts of the Matthew Effect must be carefully considered.

In the context of athletic talent, this theory is employed to evaluate the outcomes of supporting or neglecting talent throughout childhood and adulthood in various environments and situations.

Significance of the Study

A notable gap exists in research analyzing the factors that promote the development of high-level athletic talent through a detailed examination of Turkiye's success in weightlifting. This study not only aims to offer a fresh perspective on gifted education by focusing on athletic talent in Turkiye but also evaluates the compatibility of achievements by weightlifters across different age groups with international standards. By comparing performance data with those of EU member states and European averages, the study provides a comprehensive assessment of Turkiye's competitive standing in sports.

Additionally, analyzing the social media messages of the Ministry of Youth and Sports sheds light on the official discourse regarding the support and encouragement of athletic talent. This analysis could reveal the impact of such messaging on athletes' motivation and the societal perception of sports. Discourse analysis (Gee, 2014) is utilized as a critical tool to understand sports policies and supportive narratives developed by official institutions.

Purpose of the Study

The primary purpose of this study is to analyze Turkiye's participation and success data in international Olympic weightlifting events, along with the social media posts of the Ministry of Youth and Sports on the X platform, within the theoretical frameworks of the Ecological Systems Theory and the Matthew Effect. While examining Olympic achievements, differences across age groups will be considered, and the alignment of these achievements with international standards will be evaluated.

Given the recent rise in Turkiye's sports achievements, understanding which age groups these successes originate from and comparing these results with international accomplishments constitute a key research question. The discourse analysis of the Ministry of Youth and Sports' social media posts holds significance for evaluating the support provided for athletic talent. In this context, discourse analysis has been identified as an appropriate methodology for this aspect of the research (Braun & Clarke, 2006).

Method

Research Model

This study employs a mixed-methods research model to compare the weightlifting achievements of different age groups in Turkiye. It integrates document analysis and discourse analysis methods to examine the athletes' performances and official support discourses.

Data Collection Tools

Document Analysis

The focus is on the Olympic results of Turkish weightlifters across U-15, Youth, Junior, U-23, and Senior levels. These results were analyzed based on annual performance statistics provided by the Turkiye Weightlifting Federation and the European Weightlifting Federation. Performance rankings and success levels were evaluated to compare Turkiye's achievements with those of EU member states and the averages of other European countries (Bowen, 2009).

Social Media Posts

The data includes messages published on the official Twitter account of the Ministry of Youth and Sports of the Republic of Turkiye (@gencliksporbak) between 2020 and 2024. This analysis was conducted within the frameworks of the Ecological Systems Theory and the Matthew Effect. Social media messages were analyzed using coding techniques to evaluate supportive and encouraging discourses aimed at gifted athletes (Gee, 2014). Data was gathered from the official Twitter account of the Ministry, focusing on its supportive and motivational statements.

Olympic Results

The data was collected from datasets provided by the Turkiye Weightlifting Federation and the European Weightlifting Federation. These datasets included annual performance rankings and success levels of athletes.

Analysis

Frequency distributions and averages were calculated for the performance data. Social media messages were coded using content analysis methods. Themes were identified within the frameworks of the Ecological Systems Theory and the Matthew Effect (Braun & Clarke, 2006).

Results

In this section, Turkiye's achievements in international Olympic weightlifting events are analyzed based on scores and numbers across different age groups. Additionally, the statements made by the Ministry of Youth and Sports of the Republic of Turkiye on the X platform are examined.

Table 1. Women's weightlifting countries ranking according to the scoring system

Row	**U-15**	**Youth**	**Junior**	**U-23**	**Senior**	**Olympic Result**
1	Poland	**Turkiye**	Poland	Ukraine	Ukraine	Ukraine
2	**Turkiye**	Poland	Ukraine	Poland	**Turkiye**	**Turkiye**
3	Romania	Ukraine	**Turkiye**	Romania	United Kingdom	Poland
4	Ukraine	Spain	Armenia	**Turkiye**	Spain	Romania
5	Spain	Armenia	Finland	Finland	Romania	Finland
6	Italy	Finland	Romania	Russia	Norway	Armenia

When looking at Table 1, it is seen that Turkiye has very tough competition with Poland, Ukraine, and Romania in the women's category at all age levels. In terms of stability, it can be said that women's weightlifting is successful in these countries. When we look at other countries, although they are ranked in terms of success, they have not been able to take part in every age category.

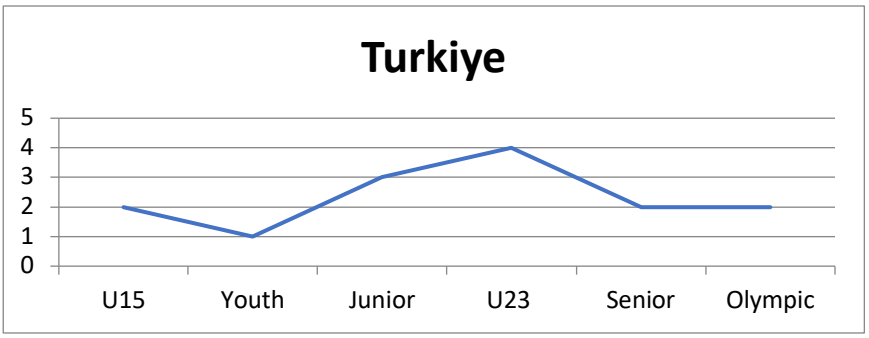


Figure 1. Ranking of success of Turkiye women's weightlifting team according to scoring system

Figure 1 shows the success graph of Turkey's women's weightlifting according to age levels. Accordingly, the Turkish women's weightlifting team showed its best success in the youth category. The women in second place in the u15, senior, and Olympic results could not achieve the expected success in the junior and u23 categories.

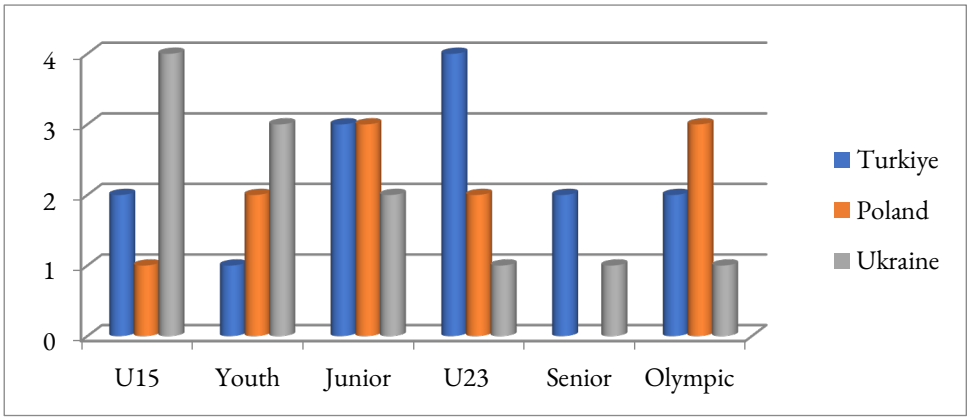


Figure 2. Comparative success ranking of the Turkish women's weightlifting team according to the scoring system

Figure 2 shows the countries' success graphs in women's weightlifting categories. Ukraine ultimately achieved first place in the Olympic Games rankings, with Turkiye and Poland following close behind. Ukraine, which could not reach the desired ranking in the u15, youth, and junior categories, may lose the top spot to other countries in the coming period.

Table 2. Men's weightlifting countries ranking according to the scoring system

Row	**U-15**	**Youth**	**Junior**	**U-23**	**Senior**	**Olympic Result**
1	Poland	Armenia	Armenia	Georgia	Armenia	Armenia
2	**Turkiye**	Poland	Georgia	Armenia	Bulgaria	Georgia
3	Ukraine	Georgia	**Turkiye**	Ukraine	Georgia	Ukraine
4	Georgia	Ukraine	Ukraine	Poland	**Turkiye**	**Turkiye**
5	Bulgaria	**Turkiye**	Poland	Romania	Czechia	Poland
6	Azerbaijan	Bulgaria	Finland	Czechia	Ukraine	Bulgaria
17				**Turkiye**		

Table 2 shows that Turkey is in very tough competition with Armenia, Georgia, Ukraine, Poland, and Bulgaria at every age level in the men's category. In terms of stability, it can be said that men's weightlifting is successful in these countries.

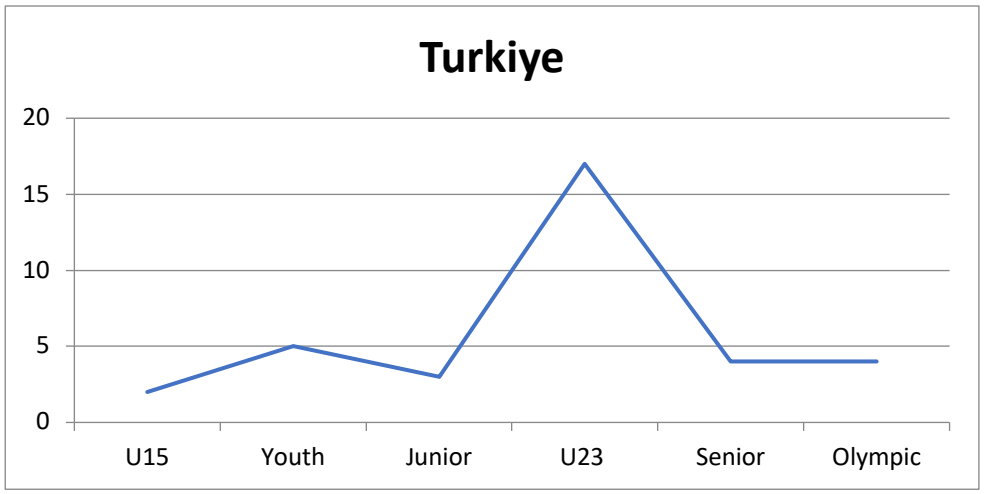


Figure 3. Ranking of success of Turkiye men's weightlifting team according to scoring system

Figure 3 shows the success graph of Turkish men's weightlifting according to age levels. Accordingly, the Turkish men's weightlifting team showed its best success in the u15 category. Turkey, which came third in the junior category, came fourth in the senior and Olympic results. It could not achieve the desired success in the youth category and achieved very poor results in the u23 category.

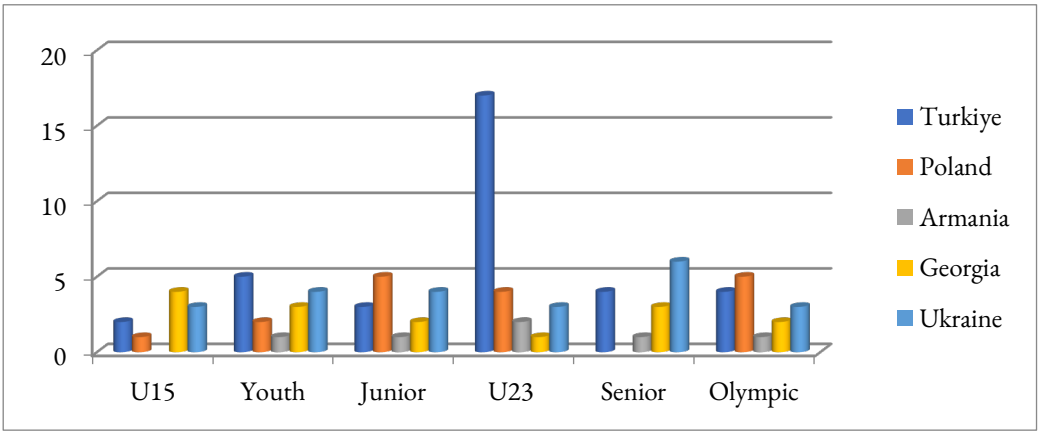


Figure 4. Comparative success ranking of the Turkish men's weightlifting team according to the scoring system

Figure 4 shows the success graphs of the countries in the men's weightlifting categories. Armenia ultimately took first place in the Olympic Games rankings, with Georgia and Ukraine following close behind. Turkiye could not take the top three places due to fluctuations in its success graphs in the youth and U23 categories. The fact that Armenia was dominant in the success graphs in every age category for men indicates that Armenia's success will be talked about for many years.

Table 3. Points received by Turkish women's athletes and their place in the European rankings

Country Category	**U-15 (x̄)**	**Youth (x̄)**	**Junior (x̄)**	**U-23 (x̄)**	**Senior (x̄)**	**Olympic Result (x̄)**
EU member states	494,60	485,60	374,04	301,95	649,36	1360,28
European country	401,55	468,45	384,30	338,88	729,10	1408,05
Turkiye	2470	2609	1395	923	2492	4810

When Table 3 is examined, it is seen that the average points of the countries that are members of the European Union in the women's weightlifting u15 and youth categories are higher than the European countries. We see that starting from the junior age level, European countries have clearly surpassed the European Union countries. Turkiye has shown above-average success in both groups in these rankings.

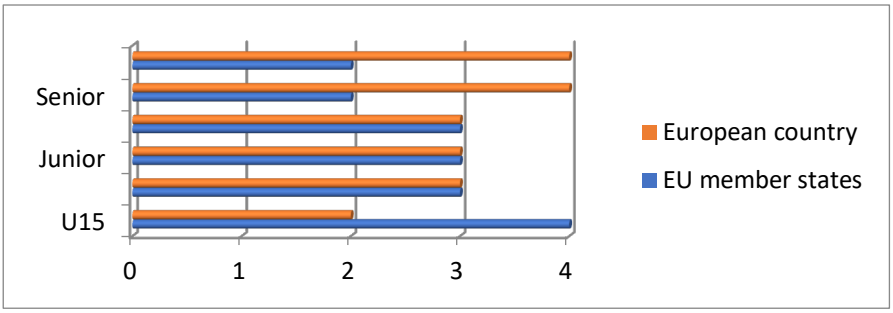


Figure 5. Categorical ranking of the top 6 women's teams in the European Championships

When looking at Figure 5, the categorization of the countries in the first 6 rankings is seen. European Union member countries have left European countries behind only in the u15 category in women's weightlifting. In the youth, junior, and u23 categories, countries are equally represented in the first 6 rankings. In the senior and Olympic rankings, European countries have shown qualified success by leaving behind European Union member countries.

Table 4. Points received by Turkish men's athletes and their place in the European rankings

Country Category	**U-15 (x̄)**	**Youth (x̄)**	**Junior (x̄)**	**U-23 (x̄)**	**Senior (x̄)**	**Olympic Result (x̄)**
EU member states	370,20	514,60	329,64	278,72	571,48	1179,84
European country	520,90	604,70	507,50	411,70	756,65	1675,85
Turkiye	2246	1756	1419	**346**	2088	3853

When Table 4 is examined, it is seen that European countries have left behind European Union member countries in the men's weightlifting rankings. While Turkiye received a higher score than the average score of European Union member countries in the u23 category, it reversed the success graph by remaining below the average score of European countries. In general, Turkiye was above average success.

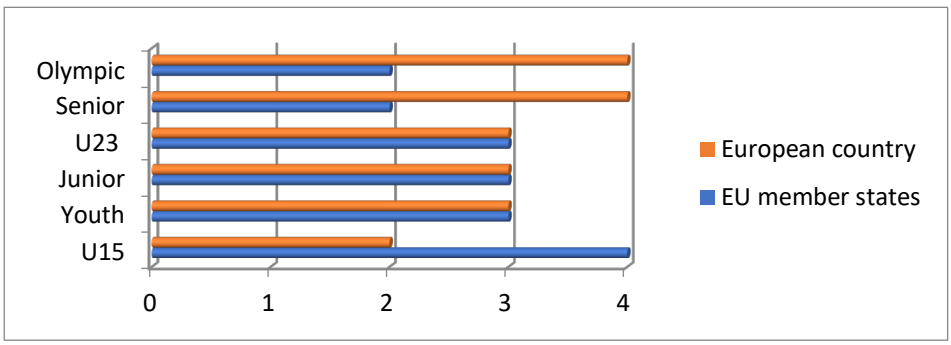


Figure 6. Categorical ranking of the top 6 men's teams in the European Championships

When looking at Figure 6, the categorization of the top 6 countries in men's weightlifting is seen. In the U23 category, European Union member countries and European countries have achieved equal success. In all other age categories, European countries have achieved more successful results than European Union member countries. It can be said that European countries are more successful in men's weightlifting.

For the 2024 Paris Olympics, 122 athletes from 57 countries have been invited through qualification quotas. Among them, 28 athletes from 16 European countries successfully secured their spots. These quotas were allocated to athletes who ranked in the top 10 across European, World, and select specialized tournaments. Athletes who consistently maintained their ranking in the top 10 within Junior, U23, and Senior categories during the four-year period between two Olympic events were selected as Olympic competitors (IOC, 2024).

The results suggest that other continents may outperform Europe in weightlifting. European countries, predominantly consisting of developed nations, achieved a 22% participation rate in Olympic weightlifting. This percentage raises questions regarding athletic talent development. Many European countries, including developing or fully developed ones like Turkiye, failed to secure participation rights in the Olympics.

Countries that field complete teams (n=10) in weightlifting events typically secure the championship trophy in team rankings. However, individual success, representing athletic talent, takes precedence at the Olympics. An athlete who consistently remains in the top 10 over four years earns the right to compete in the Olympics as an individual (IOC, 2024).

Turkiye, along with Romania and Poland, serves as an example of countries with a high number of athletes and significant team success in European championships. However, when examining the athletes invited to the Olympics, the same level of success is not evident. These countries have directed their young populations into sports environments, taking necessary steps to cultivate athlete identities. These nations will need to exert greater efforts to identify talented athletes qualified to compete at the Olympics and ensure they remain engaged in sports. Countries such as Norway, Latvia, and Estonia participated in events with one or two athletes and failed to achieve any team success. However, their athletes, being of elite caliber, qualified directly for the Olympics as European or World champions. As the analyses indicate, achieving success at the Olympics requires a focus on athletic talent. Turkiye is in a favorable position in terms of athlete numbers and team rankings, but it is evident that quotas are earned individually. A concerning trend is apparent in the U-23 men's category, where performance levels are alarmingly low. Athletes selected for the Olympic roster must rigorously prepare for tournaments and compete consistently over four years. The same athletes should avoid setbacks such as injuries or disengagement from the sport to remain at their peak.

To achieve peak performance, athletes must start training at an early age and commit to weightlifting for several years. The literature provides evidence that peak performance occurs at the age of 26 for men and 25 for women (Huebner & Perperoglou, 2019; Huebner & Perperoglou, 2020). While Turkiye performs well in the U15 category, the number of athletes and performance levels decline significantly by the U23 category. Athletes face challenges such as dropping out of the sport during the critical ages of 25-26, when they are expected to reach peak performance. If these negative trends are not addressed, it will be no surprise if the desired level of Olympic success remains unattained. Training athletes systematically with methods aligned with the principles of weightlifting can produce successful athletes in Turkiye. Regularly incorporating speed and quickness exercises into strength-based training, along with sufficient and balanced nutrition, effective rest, and mental preparation, will bring athletes closer to Olympic success (Arabatzi et al., 2010; Chaouachi et al., 2014).

Table 5. European countries and number of athletes invited to the 2024 Paris Olympic Games

Country	Number of athletes
France	4
Armenia	3
Bulgaria	3
Georgia	3
Italy	3
Romania	2
Belgium	1
Czechia	1
Estonia	1
United Kingdom	1
Latvia	1
Moldova	1
Norway	1
Poland	1
Turkiye	1
Ukraine	1
Total	28

Note: Number of athletes invited from EU member countries: 17, Number of athletes invited from European countries: 11 France has been given a +2 quota due to being the host of the 2024 Olympic Games.

As seen in Table 5, only one weightlifting athlete from Turkiye was invited to the Olympics.

Findings on Twitter (X) Posts

An analysis of the official Twitter account of the Ministry of Youth and Sports of the Republic of Turkiye (@gencliksporbak) between 2020 and 2024 revealed 31 posts related to weightlifting. When these posts were subjected to content analysis within the frameworks of the Ecological Systems Theory and the Matthew Effect, specific codes emerged, such as "weightlifting excitement," "feeling proud," "the most successful sport after wrestling," "would you like to know more about weightlifting?," "introducing weightlifting in two words," "the Minister's congratulations," and "bringing new excitement to the country." Other posts focused on medals won and achievements.

Messages such as "nationwide excitement," "the Minister's congratulations," and "feeling proud" can be interpreted, within the framework of the Ecological Systems Theory, as addressing the macrosystem level of weightlifting talent. These messages suggest a connection between talented individuals and the broader societal and political structures. On the other hand, messages like "introducing weightlifting" and "the second most successful sport" are more focused on institutional structures, indicating a mesosystem level. Interestingly, no messages were observed at the microsystem level, which would directly relate to an individual's immediate environment, such as family or local authorities.

The Matthew Effect, highlighting the social recognition of successful individuals, was observed in posts where successful weightlifters were introduced by name. However, no messages were found regarding the support of young athletes demonstrating early success in weightlifting, provision of educational and financial support, or opportunities offered to talented individuals in this field.

Results and Discussion

An examination of developed and developing countries reveals that gifted education predominantly focuses on academic talent, while research on athletic talent remains limited. For instance, Jung's (2022) systematic review of the identification and development of athletic talent analyzed only 101 articles published between 2001 and 2021, a relatively small number. As Stoeger (2009) noted, the history of gifted education has prioritized intellectual talent over the last two centuries, often driven by the need for success during global wars and economic competition. However, areas like the Olympics and physical talent, which play crucial roles in promoting world peace, have received limited attention. The reasons for this require further research.

Achieving success in gifted domains is often associated with economic stability. However, in the context of gifted education, it remains unclear whether clear definitions, recognition standards, or evidence-based rewards exist for physical talent in sports. Clarifying the primary objectives of athletic talent identification could be beneficial. For example, distinguishing and developing an "elite" group from the "sedentary" population could be prioritized (Datson et al., 2020). Providing access to rewards and a comfortable lifestyle for this elite group could also be considered a goal (Mann et al., 2017).

Frameworks such as Renzulli's Three-Ring Model (1978, 1988) and Gagné's Differentiated Model of Giftedness and Talent (DMGT) (2003, 2009) could serve as tools for identifying athletic talent. Renzulli's areas of above-average ability correspond to Gagné's transformation of talent into ability. Specifically, Gagné's concept of environmental catalysts could be interpreted in this study as the "Sports Olympics." Additionally, the Matthew Effect, initially conceptualized by Merton (1968) as a macro-social catalyst for talent development among elite academics, is now observed in various gifted domains, including athletic talent.

For Turkiye, national championships, European tournaments, and the Olympics are critical for identifying athletic talent. However, within the framework of the Matthew Effect, issues such as the identification and categorization (identity formation) of athletic talent could hinder its development.

As shown in Table 1, the findings indicate that young athletes in Turkiye achieve high scores in weightlifting but experience performance declines as they age, particularly at the Olympic level. This trend is especially evident among male athletes as they transition from Junior to Senior and Olympic categories. Bronfenbrenner's (1979) Ecological Systems Theory explains this phenomenon, as decisions about shaping one's life around athletic talent are influenced by societal perceptions and values associated with sports.

The analyses highlight the need for Turkiye to prioritize athletic talent to achieve Olympic success. Despite performing well in terms of athlete numbers and team rankings, the individual quota system remains a reality. The U-23 male category shows a particularly concerning performance gap.

Turkish athletes aspiring to the Olympic team must undergo rigorous training and participate in competitions consistently over four years. Additionally, they must minimize setbacks such as injuries and disengagement from sports to remain at the peak of their careers.

The importance of nurturing athletes to peak performance, particularly during the ages of 25-26 and extending to 30, must be emphasized (Huebner & Perperoglou, 2019; Huebner & Perperoglou, 2020). Success in weightlifting can only be achieved by identifying talented athletes with growth potential and ensuring their continued engagement in the sport.

The decline in Turkiye's performance in the Junior and Senior categories reflects the inability of Turkish teams to secure a consistent position in the top 10 rankings at the Olympics. When athletic talent in weightlifting is evaluated through the perspectives of the Matthew Effect and the Ecological Systems Theory, the need to develop supportive environmental factors for talent becomes evident, particularly within age categories and concerning national conditions and support for athletic talent.

One of the reasons young athletes quit sports is the university entrance exam-focused structure of the education system, which affects their families (Ünsal, 2024). In this context, the influence and guidance of the Ministry of Youth and Sports are critical; the content analysis of the Ministry's posts on the X platform conducted in this study also highlights this significance.

The analysis reveals that the Ministry's posts predominantly address the macrosystem and mesosystem levels of the Ecological Systems Theory, with few messages targeting the microsystem level. When examining the success of young weightlifters, it is observed that the primary influence comes from the family and close surroundings—those who support the child's early achievements. However, as children grow older, families may distance them from athletic activities, prioritizing their overall well-being.

At this juncture, the role of state institutions, such as the Ministry of Youth and Sports, in providing support to these talented individuals becomes critical. The Ministry's announcements of "successful athletes" on the X platform align with the Matthew Effect, contributing to the social recognition of these athletes.

Recommendations

For Further Research

This study analyzed the role of society and the governing authorities' discourses on athletic talent, focusing on the sport of weightlifting. Future research could explore other sports disciplines and make comparisons among them. Additionally, while this study derived conclusions based on Olympic achievements and age groups participating in the Olympics, in-depth interviews with all stakeholders could be conducted in the future to examine the fundamental reasons behind success in these groups. The perspective on athletic talent was examined through the lens of the Matthew

Effect in this study. Future research could provide a more detailed examination of all variables that could be evaluated within the scope of the Matthew Effect. The Olympics serve as laboratories for the most observable and tangible research on athletic talent. It would not be incorrect to refer to athletic talent as "sports giftedness" in this context. Thus, increasing research on sports Olympics is recommended.

For Applicants

Given the limited number of studies on sports giftedness, collaboration between researchers in gifted education and those studying athletic talent is recommended. Seminars and awareness-raising activities could be organized to increase societal value and support for the development of athletic talent. Social media consultants could be provided with seminars to encourage them to craft messages and discourses that promote talent discovery and support, especially from individuals in sports administration.

Limitations of the Study

This research is limited to the sport of weightlifting in Turkiye, as well as the data included in the discourse analysis and Olympic data from 2020-2024.

Acknowledgment

This research does not require ethics committee approval. All sections of the study were written with joint contributions from the authors.

References

Arabatzi, F., Kellis, E., & Saèz-Saez De Villarreal, E. (2010). Vertical jump biomechanics after plyometric, weightlifting, and combined (weightlifting + plyometric) training. *Journal of Strength and Conditioning Research, 24*(9), 2440–2448. https://doi.org/10.1519/JSC.0b013e3181e274ab

Baker, J., Janning, C., Wong, H., Cobley, S., & Schorer, J. (2014). Variations in relative age effects in individual sports: Skiing, figure skating and gymnastics. *European Journal of Sport Science, 14 Suppl 1,* S183–S190. https://doi.org/10.1080/17461391.2012.671369

Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27-40. https://doi.org/10.3316/QRJ0902027

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. https://doi.org/10.1191/1478088706qp063oa

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.

Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. In W. Damon & R. M. Lerner (Eds.), *Handbook of child psychology* (6th ed., Vol. 1, pp. 793-828). Wiley.

Bullock, N., Gulbin, J. P., Martin, D. T., Ross, A., Holland, T., & Marino, F. (2009). Talent identification and deliberate programming in skeleton: Ice novice to Winter Olympian in 14 months. *Journal of Sports Sciences, 27*(4), 397–404. https://doi.org/10.1080/02640410802549751

Ceci, S. J., & Williams, W. M. (1997). *The nature-nurture debate: The essential readings*. Blackwell.

Chaouachi, A., Hammami, R., Kaabi, S., Chamari, K., Drinkwater, E. J., & Behm, D. G. (2014). Olympic weightlifting and plyometric training with children provides similar or greater performance improvements than traditional resistance training. *Journal of Strength and Conditioning Research, 28*(6), 1483–1496. https://doi.org/10.1519/JSC.0000000000000305

Chiu, L. Z., & Schilling, B. K. (2005). A primer on weightlifting: From sport to sports training. *Strength and Conditioning Journal, 27*(1), 42-48. https://journals.lww.com/nsca-scj/abstract/2005/02000/a_primer_on_weightlifting__from_sport_to_sports.8.aspx

Cular, D., Babic, M., Katovic, D., Beslija, T., & Kezic, A. (2024). How to compare relative age effect in different sports? A new methodological approach - Example of youth olympic games. *Sports*, *12*, 215. https://doi.org/10.3390/sports12080215

Datson, N., Weston, M., Drust, B., Gregson, W., and Lolli, L. (2020). High-intensity endurance capacity assessment as a tool for talent identification in elite youth female soccer. *Journal of Sports Science, 38,* 1313–1319. doi: 10.1080/02640414.2019.1656323

Epstein, D. (2013) *The sports gene.* Inside the science of extraordinary athlethic performance. The gene-Free Model of Expertise. Penguin Group New York.

Erdağı, K. (2022). *Olimpik halter eğitimi ve ağırlık antrenmanlarında çalışan kas grupları.* Ankara: Türk Eğitim Yayınları.

Gagné, F. (2003). *"From gifts to talents: the DMGT as a developmental model,"* in Conceptions of Giftedness, 2nd Edn, eds R. J. Sternberg and J. E. Davidson (Cambridge: Cambridge University Press), 98–119.

Gagné, F. (2009). "*Building gifts into talents: detailed overview of the DMGT 2.0,"* in Leading Change in Gifted Education: The Festschrift of Dr Joyce VanTassel-Baska, eds B. MacFarlane, and T. Stambaugh (Waco, TX: Prufrock Press)

García Coll, C., Akerman, M., & Cicchetti, D. (1996). Child development in the context of disaster: A framework for analysis. *Development and Psychopathology*, 8(3), 309-325. https://doi.org/10.1017/S0954579400007157

Garhammer, J., & Takano, B. (1992). *Training for weightlifting. Strength and Power in Sport,* 3, 357-369. Boston: Blackwell Scientific Publications.

Gee, J. P. (2014). *How to do discourse analysis: A toolkit*. Routledge.

Gottfredson, L. S. (2003). The general intelligence factor. *Intelligence*, *31*(3), 295-320. https://doi.org/10.1016/S0160-2896(02)00096-8

Gough, J., Dombrowski, T., & Gardner, S. (2018). *What is the catch? Clarifying weightlifting exercises and terminology.* NSCA Coach, 4-10.

Hsu, J. H., Fan Chiang, H. C., Lin, H. L., Lee, D. S., & Yao, Z. F. (2024). Early bloomer and future master: Getting to the top of the modern badminton world. *Applied Sciences*, *14*(7), 2894. https://doi.org/10.3390/app14072894

Huebner, M., & Perperoglou, A. (2019). Performance development from youth to senior and age of peak performance in olympic weightlifting. *Frontiers in Physiology, 10,* 01121. https://doi.org/10.3389/fphys.2019.01121

Huebner, M., & Perperoglou, A. (2020). Sex differences and impact of body mass on performance from childhood to senior athletes in olympic weightlifting. *Plos ONE 15* (9): e0238369. https://doi.org/10.1371/journal.pone.0238369

International Olympic Committee (IOC). (2024). *Olympic games paris 2024*. https://olympics.com/ioc/paris-2024

Jung, J.Y. (2022). Physical giftedness/talent: A systematic review of the literature on identification and development. *Frontier in Psychology,* 13: https://doi.org/10.3389/fpsyg.2022.961624

Lerner, R. M. (2005). *Promoting positive youth development: Theoretical and empirical bases*. Springer.

Mann, D. L., Dehghansai, N., and Baker, J. (2017). Searching for the elusive gift: advances in talent identification in sport. *Current Opin. Psychology, 16,* 128–133. doi: 10.1016/j.copsyc.2017.04.016

McCarthy, N., & Collins, D. (2014). Initial identification & selection bias versus the eventual confirmation of talent: Evidence for the benefits of a rocky road? *Journal of Sports Sciences, 32*(17), 1604–1610. https://doi.org/10.1080/02640414.2014.908322

McGuigan, M. R., & Kane, M. K. (2004). Reliability of performance of elite Olympic weightlifters. *Journal Strength Conditioning Research, 18*(3), 650-653. https://doi.org/10.1519/12312.1

Merton, R. K. (1968). *The Matthew effect in science*. Science, 159(3810), 56-63. https://doi.org/10.1126/science.159.3810.56

Orenstein, D. M. (2013). Ecological systems theory: An overview. In M. E. Brabeck (Ed.), *Handbook of resilience in children* (pp. 47-62). Springer.

Renzulli, J. S. (1978). What makes giftedness? Reexamining a definition. *Phi Delta Kappan 60*, 180–184.

Renzulli, J. S. (1988). A decade of dialogue on the three-ring conception of giftedness. *Roeper Review, 11,* 18–25. doi: 10.1080/02783198809553154

Simonton, D. K. (1999). *Creativity and genius*. Cambridge University Press.

Sternberg, R. J. (2005). *The triarchic theory of intelligence*. Cambridge University Press.

Stoeger, H. (2009). The history of giftedness research. In L. V. Shavinina (Ed.), International handbook on giftedness (pp. 17-38). Springer.

Storey, A., & Smith, H. K. (2012). Unique aspects of competitive weightlifting: Performance, training and physiology. *Sports Medicine, 42*(9), 769-790. https://doi.org/10.1007/BF03262294

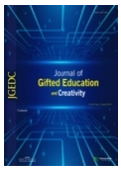
Tannenbaum, A. J. (1986). Giftedness: A Psychosocial Approach. In R. J. Sternberg & J. E. Davidson (Eds.), *Conceptions of Giftedness* (pp. 21–52). Cambridge: Cambridge University Press.

Temel, A., Mamak, H., Kangalgil, M., & Pepe, K. (2021). Göçmen sporcu üzerine nitel bir araştırma: Halil mutlu örneği (A qualitative research on migrant sportsmen: The case of halil mutlu). *Elektronik Sosyal Bilimler Dergisi, 20*(77), 403-424. https://doi.org/10.17755/esosder.727267

Turkiye Milli Olimpiyat Komitesi (TMOK) (2024). *Olimpiyat madalyalarımız.* https://olimpiyat.org.tr/olimpiyat-madalyalarimiz

Ünsal, S. (2024). Merkezî sınavların velilere yönelik sosyal, psikolojik ve ekonomik yansımaları. *Cumhuriyet Uluslararası Eğitim Dergisi, 13*(1), 79-88. https://doi.org/10.30703/cije.1311762

van Rossum, J.H. (2009). *Giftedness and Talent in Sport*. In: Shavinina, L.V. (eds) International Handbook on Giftedness. Springer, Dordrecht. https://doi.org/10.1007/978-1-4020-6162-2_37



Journal of Gifted Education and Creativity
11(4), 147-160, December 2024
e-ISSN: 2149- 1410
jgedc.org dergipark.org.tr/jgedc

Genc Bilge Publishing Ltd.
(Young Wise) © 2024
gencbilgeyayincilik.com

Research Article

An examination of the effectiveness of gifted education programs from the perspective of a comparison between two programs

Hanna David[1]

Tel Aviv University (emirata), Israel

Article Info

Received: 9 October 2024
Accepted: 6 December 2024
Online: 30 December 2024

Keywords
Giftedness
Gifted education
Comperative study
The Terman study
The Erika Landau Institute

Abstract

This research article compares between two of the longest programs intended to nurture gifted children: Terman's genetic studies of genius, which started in 1921, and included 1528 children, and took about 70 years, and the Erika Landau institute in Tel Aviv, which opened in 1969, and is still functioning, with about 800 new children aged 5-14 taking part in its course every year. The study deal with the question of research done in each of these projects, along with the main purpose which is the well-being of the participants and their fulfilling their potential. It looks for the reasons of a high productivity in terms of publications of the Terman study versus the comparatively much lesser written materials that the Erika Landau has produced over the years. As expected, multiple reasons have contributed to this difference, among them were the different personality of the founders, the focus of work at each project, and mainly the cooperative work of very many staff member and the appointing an heir, a successor in each new generation for continuing the research on the Terman children, while the centrality of the late Dr. Landau, that has prevented the possibility of a continuous research in the institute.

To cite this article:
David, H. (2024). An examination of the effectiveness of gifted education programs from the perspective of a comparison between two programs. *Journal of Gifted Education and Creativity, 11*(4), 147-160. DOI: https://doi.org/10.5281/zenodo.14599722

Introduction

The Israeli Ministry of Education started diagnosing all children for giftedness more than 50 years ago (e.g., David, 2014a, b, 2016). Though Israel is the only country where all children can take the first stage of the identification-for-giftedness process, and those chosen for the second stage – about 15% of each class – are invited to the second free identification stage, there is a small amount of Israeli quantitative studies of giftedness. The last time a study was conducted on the whole population was in 1988 (Polotzky, 1989). This study summarized the cohorts of 1986, 1987, and 1988 for gender differences. Before that year, during the 70s and 80s, many small-scale quantitative studies were published, though the samples were primarily small. From the 90s on, some aspects of giftedness were examined using – in many cases – neither good enough samples nor exact definitions of the criteria of giftedness.

There is no evidence that other programs for the gifted operated by private-, higher education- or non-profit organizations aimed at the gifted (see, for example, e.g., David, 2008a, b, 2019) have contributed to the success of gifted education in Israel (David, 2023a). Erika Landau focused on creativity (see her books, other bibliographic items, and interviews). In my opinion, one cannot teach creativity (see David, 2023). As for evidence of creativity – in Terman's study, there is a long list of creative works of the Termites:

[1] Prof.Dr., Tel Aviv University (emirata), Israel. E-mail: hannadav@tauex.tau.ac.il ORCID: 0000-0002-7917-3152

> "Nearly 2000 scientific and technical papers and articles and some 60 books and monographs in the sciences, literature, arts, and humanities have been published. Patents granted amount to at least 230. Other writings include 33 novels, about 375 short stories, novelettes, and plays; 60 or more essays, critiques, and sketches; and 265 miscellaneous articles on a variety of subjects. The figures on publications do not include the hundreds of publications by journalists that classify as news stories, editorials, or newspaper columns, nor do they include the hundreds, if not thousands, of radio, television, or motion picture scripts." (Kaufman, 2009, cited from Terman & Oden, 1959)

There is no list of graduates from the Erika Landau Institute. Indeed, asking questions is essential; Landau has spoken about it repeatedly (e.g., Landau, 1976, 1987), but it cannot replace productivity measured by actual books, articles, patents, etc. Unfortunately, there is no way such data can be collected.

Two additional notes

When I started working on this comparison, I did not know that the amount of accessible materials I had to choose from was so large. To reduce the length of this article to the necessary minimum, I made two decisions:

I will present only two comparisons in this study: between Terman's longitudinal study and the Erika Landau Institute. Part II of this article will compare three more longitudinal projects: the SMPY, Silverman's Gifted Develop Center (e.g., Silverman, 1993, 1995; 2019), and Freeman's British Research (e.g., Freeman, 2008, 2013**).** Hopefully, the third part of this study will include the longitudinal Australian study of Gross: "20-year study of exceptionally gifted" (e.g., Gross, 2004, 2006;) and "The Fullerton Longitudinal Study" (e.g., Gottfried et al., 1994; 2005, 2006, 2011; Gottfried & Gottfried, 1996; Guerin & Gottfried, 1994; Guerin et al., 2003).

I will make the comparisons in three parts. The first will deal with Landau's background, and the second will be Terman's. The second will establish Terman as the "world father of gifted education" and Landau as "the mother of gifted education in Israel"; the third will compare various aspects of the life work of both scholars.

The research problem

Genetic Studies of Genius, the 5-volume basic research on 1528 gifted children written by Lewis Terman, his associates, and followers (Burks et al., 1930; Cox, 1926; Terman, 1925; Terman & Oden, 1947, 1959), are considered the foundation stone in the study of giftedness. Since Terman died in 1956, dozens of studies have been done on Terman's sample, but the number of references to those exceeds thousands. On the other hand, the Erika Landau Institute, which had been founded by the late Dr. Erika Landau and headed by her until she died in 2012, had produced but about 20 studies until the first decade of the 2nd century, and despite the growing number of gifted children participating in its activities – about 40,000 during Landau's life and well over 50,000 by the third decade of the 21st century, has not produced any research in the last two decades.

The question: why does the Erika Landau Institute, which has the potential of supplying data for research on gifted children not only for Israeli psychologists and educators but for professionals from other countries, not materialize this potential? This study aims to answer, or possibly, some answers to this question.

The Hypothesis

The *genetic studies of genius* – which has transformed into an 80-year-long survey of a group of gifted children well into their ancient age, was founded by Terman, an academic who had many achievements before starting his life work at age 44. He was interested in people and research and was excellent in long-term relationships and scientific work. My hypothesis – mainly based on my acquaintance with her both as a mother of a gifted boy participating in her courses and a researcher working at her Institute for three years - is that Landau was not a person of science, and her focus was never on the scientific output of her life work. Let us see if this hypothesis can be proven and if it was the only one that "made the difference".

The research design

The current study compares two programs. Based on findings from relevant literature, I have made the following criteria for the comparison. The comparisons between these two life-long works of Terman and Landau are divided into three main parts, each comprising several sub-groups.

The first comparison was of the background and family of Terman and Landau, including their biographical facts, home relationships, and education. The second was about similar status: Terman was the "father of gifted education," and Landau was "the mother of the Israeli gifted". The third comparison, which is also the longest, includes the following: the duration of the studies, the financial aspect, the age of the participants, the number of participants, and the kind of studies – quantitative, qualitative, or both. It will also include analyses of the relationships with co-workers, colleagues, and other people involved in both projects, and long-time connections with students; the gender issue: participants' gender and the gender of the associates, co-workers, and researchers, as well as a more detailed description of the achievements of a few extraordinary female team-members of the genetic studies of genius.

Background and family comparisons

Lewis Madison Terman was born in 1877 to a large, rural family (e.g., Hilgard, 1957; Winkler & Jolly, 2013). Neither his parents nor his siblings had an academic education. According to Gupta (2022), he had 13 siblings, 11 of them survived childhood. He was child number 12, the first surviving son after 12 years.

Erika Landau was born in 1931 in Romania to a Jewish family. She was raised in an educated, well-off family (Vidergor, 2013). She had one sister who was ten years older than her. According to Vidergor (ibid), little Erika was a brilliant girl, a "wunderkind" in piano playing (ibid).

Terman recalled that his home life was "fun" (Winkler & Bernel, 2020, p. 5433, from Terman, 1930). Landau also described her home life as comfortable, declaring that she had a happy childhood, giving love and was loved (Vidergor, 2013), despite being raised by nannies rather than by her mother, who was busy with music and social activities ("The life-story of the late Erika Landau", 2013). However, Bachur-Nir (2011) cites Landau's story about her mother's attitude towards giving birth to a second girl [Erika was born 10 years after her older sister]. "My mother used to tell me all the time something that could have turned me at least psychotic: I did not want another girl. I had said that if I had a girl, I would not have taken care of her. I agreed to get pregnant to give birth to a boy named Dr. Erik Schechner [her mother's maiden name]'. When I was born, my maternal grandfather told my mother: "Do not do any nonsense, the girl looks quite smart, breast-feed her and call her Erika", and that was how he saved me" [my translation, H.D.].

The life track of either Terman or Landau was traditional. Terman's educational track was not typical of a farm boy at the end of the 19th century. Born to farmers in Indiana in 1877, he managed to skip a few classes and thus received his Bachelor's degree in pedagogy in 1894 at age 17, and later, after teaching and further studying, his MA in 1903. He received his PhD from Clark University in 1905 (Boring, 1959). Terman started working on his *Genetic studies of genius* in 1920, at age 44.

Erika Landau was a holocaust survivor who, since age 10, was in three concentration camps. She had experienced atrocious Nazis against babies and young children (e.g., Aderet, 2013a, b; Bachur-Nir, 2011); she also saw her father hit and humiliated before she finally lost him. The formal education of the Jewish-Romanian 10-year-old girl, Erika Schectman, was interrupted for a very long time because of the persecution of World War II. Landau never completed her basic elementary education, and at age 17, she married the boss of the factory where she worked as a simple laborer. Then, despite arriving in Israel at age 16 without knowing the language, she graduated from Tel Aviv University with a degree in Psychology and History of art (The life story of the late Erika Landau, 2013). Only much later, Landau went for 3 years to München [Munich], where she studied psychology for her PhD in German, her mother tongue (ibid). She returned to Israel in 1968 and started working on her life-long creativity project with children. She was 39 years old at that time.

Lewis Terman and Erika Landau: Global father and Israeli mother of gifted education

Lewis M. Terman: Father of gifted education

Terman is considered the father of gifted education (e.g., Hodges et al., 2021; Warne, 2019; Winkler & Bernel, 2020; Winkler & Jolly, 2013). According to Seagoe:" the gifted thought of Terman as their godfather" (p. 94); Brooks (2024)

named him "godfather". Terman's monumental work, *Genetic Studies of Genius* (Burks et al., 1930; Terman, 1925; Terman & Oden, 1947, 1959), is the essential work of the field (e.g., Hodges, 2021).

Erika Landau: the mother of gifted education in Israel

Erika Landau was the founder and thus was called "the mother of gifted education" (Yablonka, 2012; David, 2013). Vidergor (2014), though her article was published after Landau's death, was based on her 2012 interview, wrote: "Erika was truly the 'mother' of gifted education in Israel with the foundation of the Young Persons Institute for Promoting Creativity and Excellence in Tel Aviv that served gifted students for over 50 years" (ibid, p. 147). The title of Hai's eulogy (August 5, 2013), published on the day of her death, was "The mother of all the gifted, Dr. Erika Landau, died". The late Erika Landau, who chose not to be a mother (e.g., Vidergor, 2013) but rather dedicated his life to the wellbeing of tens of thousands of gifted children, well deserved this title she had cherished, calling the students in her institute "her children".

The genetic studies of genius longitudinal studies and research at the Erika Landau Institute

The main differences between the genetic studies of genius and the research done at the Institute have to do with the aims of both projects. While Terman's studies had, right from their beginning, both aims: to help the gifted and nurture them so they can reach their full potential, AND document the process, analyzing it and produce documents that would help psychologists and educators to help further the gifted, Erika Landau's main aim was to help the gifted through encouraging their creativity. However, as both projects had to deal with children of similar ages, and both were pioneering in giftedness, some comparisons should be made between these large-scale longitudinal studies.

The resreach duration. The Terman study started in 1920, and its first findings were published in 1926. The last time the Termites – still alive – filled out the study questionnaires was in 1999 (e.g., Rogers on Terman, 1999). According to Hodges (2021, p. 95), Terman's "seminal work, Genetic Studies of Genius, is arguably the foundational work of the field. In what is currently psychology's longest-running longitudinal study" (p. 95). Terman study is the longest longitudinal study with multiple repeated assessments that has ever been conducted (Kern et al., 2014, p. 7). Participants were followed prospectively throughout their lives, completing written assessments every five to ten years, with the last formal evaluation in 1999 (Kern, 2014); the results were published in 2003 (ibid). According to Holahan (2021): "The Terman Study of the Gifted is the longest longitudinal study in the social sciences". Data collection started in 1921 and continues for over 70 years (ibid). According to Paddock (1995), the study was "the longest-running psychological study ever conducted", and according to Beauvais (2016): From the 1920s, he launched the longest-running longitudinal study in the history of psychology worldwide".

In the studies done at the Erika Landau Institute, partial data was used for research for about 35 years. No research has been published since 2006; the last data used was from 2004, and it included only the youngest group, 4.5-5.5-year-olds. See David, in press).

Finance: budget and grants

Despite Terman's many obligations and interests, he made a great effort to secure the financial part of his study, mentioning each grant and economic aid of every kind, no matter how small the contribution was, in the "thanks" section of all his works. Such examples are the paragraph on the first page of the first volume of "Genetic Studies..." (Terman, 1925), where he writes:

> This study has been made possible by two special grants amounting to $34,000. It will be continued over a term of years". Then he adds: "In 1922, before the end of the first year's work, an additional grant of 114,000 was received from the Commonwealth Fund for the purpose of extending the study along medical, anthropometric, and psychological lines. This sum was supplemented by a contribution of $8,000 in money and $6,000 in services from Stanford University, the money cost of the study here reported, apart from services contributed, was therefore $42,300. The contribution of services by the University has exceeded the amount stipulated and would bring the total cost of the study to more than $50,000 (ibid, pp. 1-2).

Seagoe (1975) further details the various financial sources, relying on written documents: "In 1927-28, a grant from the Commonwealth Fund made it possible to send out field assistants to retest most of the subjects and to obtain a large amount of additional information from parents, teachers, and the children themselves" (ibid, pp. 93-94). Later, "In 1939-40, a fourth grant, this time from the Carnegie Corporation, made it possible to keep three research associates in the field for a year to study the group (ibid, p. 94).

As Terman wanted the follow-up of the gifted to continue after his death, he allocated in his will half his royalties on the Stanford Achievement Test for that purpose (Seagoe, 1975, p. 183). His generosity and dedication were helping his life project to continue decades after he had gone.

The Landau Institute had failed to get public support from governmental sources. Erika Landau "had a tough beginning. For years, she went from one pedagogical committee to another, trying to convince the Ministry of Education of the advantages of her institute" [my translation, H. D.) (The life story of the late Erika Landau, 2013). But unlike the Terman studies, whose aim was to help and support the gifted AND establish a new branch of research in educational psychology, Landau's Institute relied on parents' payments. The non-negligible parents of the gifted have been paying for each single 13-session course as their only income, hardly covering the salaries of the administrative counseling and instructing teams. In sporadic cases, minimal contributions helped hire a single part-time researcher working at the Institute for a limited duration (David, in press).

Participant's age

On average, participants of Terman's studies were born in 1910 (SD = 3.7 years) and were 11 years old at the first assessment (Kern, 2014).

The mean age of the children who started participating in the courses at the Erika Landau Institute in 1982 was 9.99 (SD=2.4); in 1993: 8.41 (SD=2.19), and in 2003: 7.93 (SD=2.02). The mean age of all cohorts was 8.77 (SD= 2.29) (Landau & David, 2005a).

Thus, the Erika Landau children were over two years younger than the Terman's.

Number of participants

Terman started his studies with 1000 children; their final number was 1558. In the fall of 1972, there were still about 1300 members alive, and their mean age was 62. (Seagoe, 1975). At the last stage of the study, in 1999, only about 200 participants were alive (Kern, 2014). In addition to smaller samples from previous studies (e.g., Landau et al., 2001) and a full-population study (David, 2018), the large-scale 3-decade study on the Erika Landau students consisted of ~1535 children, equally divided between the genders (David, in press).

Quantitative versus qualitative statistics involved

The studies of **Terman** and his partners and successors' statistics include all possible **statistical analyses**; there are just minimal **descriptive statistics in the Landau** studies despite the large sample of about two-thirds of the entire Terman population (~1050+).

Relationships and connections

Though Terman conducted most of his work at home, he spent half an hour with his secretary daily and half an hour free for appointments with students and staff (Seagoe (1975). Seagoe (ibid) also describes Terman's relationship with his successor, Sears, since Sears' early childhood. Their relationship continues until Terman's death, including meetings with Sears and, later – with his family, as well as letters exchanged between them. This relationship enabled recruiting Sears to the next stage of the genetic studies of genius: following 700 of the Termites for over 60 years – relying first on the Terman (1925, 1953, 1954), Burks et al. (1930), Oden (1968), and Terman & Oden (1947, 1951, 1959) findings, and then – on his systematic work, to lead a continuing project that had attracted scholars at early stages of their career (e.g. Janos, 1987, Seagoe, 1975).

While Terman had **excellent personal relationship**s with his co-workers and "his" children, whom he followed well into adulthood, Landau did not. Without a doubt, it had to do with Terman's **Generosity.** In the documents from the genetic studies**, Terman shared the credit** with all partners, mentioning all contributors. In the first volume of his monumental series, *Mental and physical traits of a thousand gifted children* (Terman, 1925), he mentioned no less than

14 individuals who assisted him: Bird T. Baldwin, Edith Bronson, James C. DsVoss, Florence Fuller, Florence L. Goodenough, Truman Lee Kelley, Margaret Lima, Raymond L. Willoughby, Jennie Benson Wyman, Helen Marshall, Albert H. Moore, A. S. Raubenheimer, G. M. Ruch, and Dorothy Hazel Yates (Terman, 1924, 1925).

Not only did Terman give credit to all parties – senior and junior – the names of all 14 individuals Terman mentioned as contributors to the study *Mental and physical traits of a thousand gifted children, Vol. I.* (Terman, 1925) were ordered alphabetically, with no titles. Thus, Dr. T. L. Kelley, from Stanford University, who "has rendered invaluable service in the treatment of data (Terman, 1924, p. 155), was mentioned after the field assistant Florence Fuller, for example.

Another aspect of Terman's generosity is presented by the non-negligible number of studies that Terman had either supervised or supported and published without Terman's credit-taking. The most impressive of these cases are, in my opinion, the second volume of "Genetic studies of genius" (Cox, 1926), where Terman appears as the last one in the "with association with" list, and that of White (1931), where Terman's name did not appear at all (Simonton, 2019).

Landau has published but a few co-authored works (see the list of her publications).

The gender issue

In the vast majority of all documented data about gifted programs, in many different cultures and periods, it has been found that the percentage of boys has been higher than that of girls (Benbow, 1980; Kerr, 1994; Landau, 2001; Polotsky, 1989; Stanley, 1988, 1994; Stanley & Benbow, 1986; Stumpf & Stanley, 1998; Terman, 1925; Ziegler & Heller, 2000; Ziegler, Kuhn, & Heller, 1998; Zorman & David, 2000).

One of the aims of The Erika Landau's Institute was to help increase the number of girls participating in activities for the gifted and encourage girls to get special support and care (Landau, 2001; David, 2013). Landau et al. (2001) have found that girls from underprivileged backgrounds accepted to the Institute, whose achievements in the entrance exams were less than those of boys, have made a more remarkable advancement than boys.

Participants' gender

In Terman's sample, 856 participants were boys, and 672 were girls, which is ~44% (Kern, 2014; Leslie, 2000a).

Only about one-third of the participants in the Erika Landau Institute have been girls (David, in press; Landau & David, 2006)

The gender of the team members

Terman had no less than 30 women in his team. Terman had employed both men and women in equal capacities – when there were hardly women in highly prestigious professions and positions. Rogers (1999) studied the contribution of 30 females participating in Terman's studies since its beginning. She made use of published and unpublished materials and contacted some of the still-living women as well as family members of them. She found that most had satisfactory personal lives and non-typical scientific standings at the time. Many of them contributed a great deal to Terman's study and continuum of life-long productivity. Rogers also found that these women did not follow social expectations but chose their way of life, and their productivity level had to do mainly with their life circumstances rather than environmental limitations.

According to Seagoe (1975)

> For the male gifted, an extensive analysis was made of the factors leading to occupational success. Though the women equaled or exceeded the men in school achievement throughout, most of them married upon graduation from college and moved into domestic roles. Terman deplored such a loss of talent for society, attributing it to lack of motivation for occupational success in a male-oriented society and to lack of social opportunity for women to achieve full fruition. Yet he complimented the gifted women on their high capacity for contentment within limits set for them (p. 95)

One of the people who fulfilled Terman's expectations was Melita Oden. After Terman's death, Melita Oden took over, and her monumental work (Oden, 1968), the first report she wrote by herself, not as a junior partner of Terman, was the first in a long line of essential works done on the Termites, as Terman himself called the children in his project

(e.g. Cherry, 2023) as well as others (e.g. Goleman, 1995; Gupta, 2022; Leslie, 2000; Paddock, 1995; Seagoe, 1975; Shurkin, 1992).

Terman allowed the development of junior members of his project – primarily women. Beauvais (2016) mentions the names of the women – from PhD students to research assistants – who were "gravitating around Terman from the 1910s to his death, and engaged in research on intelligence and individual differences" [...]. The core of that team as regards giftedness research was comprised of Maud Merrill, Florence Fuller, Helen Marshall, Dorothy Hazelton Yates, Florence Goodenough, and Catharine Morris Cox Miles; also important are Arthur S. Otis, Kimball Young, and Virgil E. Dickson, as well as, more distantly, Lulu Stedman (ibid, p. 748, note 1). A few women mentioned here had extraordinary accomplishments, e.g., Florence L. Goodenough (Jolly, 2010) or Lulu Stedman (Jolly, 2006). Here are some of their achievements before and after working with Terman.

Florence L. Goodenough has published, according to Jolly (2010), fourteen publications. Seven of them were books – all milestones in psychology (Goodenough 1926a, 1931, 1934, 1949, 1956, 1959, & Anderson, 1931). All other seven listed publications (Goodenough, 1926b, c, 1929, 1938, 1939, 1940, 1950), including those published after her premature retirement at age 61 due to serious health issues (Jolly, 2010), have also been of high importance until now. For example, The Goodenough–Harris Draw-a-Person test, still widely used, was invented by Goodenough (1926a), improved by Goodenough & Harris (1950), and currently is known as *the Goodenough–Harris Drawing Test* after Harris (1963) revised and expanded it.

Lulu Stedman (1876–1960), who also was a team member of Terman, had been an accomplished scholar and educator by the time she joined the Terman studies in the capacity of "training teacher" (Jolly, 2005). In 1918, she already established an "opportunity room" for able students (Stedman, 1919), and five years later, a book which had become the first one about pull-out practice in gifted education (ibid, 2024). Stedman was also ahead of her time by describing the characteristics of the gifted rather than offering a definition of giftedness (ibid). This unresolved issue still occupies scholars and educators in giftedness (see, for example, David, 2023).

In the third volume of Genetic studies of genius (Burks et al., 1930), Terman gave explicit credit to the five additional participants and chose to first put the name of Burks (ibid) as the book's principal author.

Some of these names coincide with the list of the 14 individuals who assisted him in the first volume of his *Genetic Studies of Genius*: Volume I (Terman, 1925).

Even though almost the whole team of the Erika Landau Institute was female, psychologists, instructors, and the few researchers working there occasionally (The Erika Landau Institute's team, 2024) did not help them climb the career ladder. As we have seen, those working at the Institute and developing a scientific career did it after leaving the Institute.

Findings

Despite the stricter criterion of acceptance to the Terman sample – at the first stage, IQ>140, and at the second – IQ>135 than supposedly 130 to the Institute, the rate of girls was higher in Terman's project than in the Institute. This fact contradicts Jolley's claim (Jolly, 2008) about discrimination of women in the Terman study. Neither female participants nor women in the Terman team seemed to need affirmative action to reach a full presentation.

Another result of Landau's resistance to sharing responsibilities or delegating powers caused a lack of research at the Institute. Since 2006, no study has been done at the Institute. Not sharing responsibilities concerns Erika's inability to lead research and her problematic human relationships. One such documented example is in Heller (2015). In her "editor's preface", which is extended praise of the late Erika Landau, she still wrote that "indeed, Erika's attitude towards her teachers [the Institute's instructors] was authoritative and commanding" (p. 1). From this short preface, we can also learn that Dr. Heller was one of the female researchers Dr. Landau had hired – in this case, in 1986, when Heller was just 18 – who did not stay at the Institute for a long time and developed her career elsewhere. We can also learn that Heller helped Landau write and edit some of Landau's writing. As can be seen from the list of Landau's writings, Heller was not mentioned either as a co-author or an editor in any of Landau's writings.

Accomplishments and achievements: Research and publications

*Terman raised Stanford University's general level and its psychology department. Under his direction, this department assumed a position of national leadership in psychology (Seagoe, 1975).
* Terman developed and popularized what would become the most-used intelligence scale of the early 20th century, the Stanford-Binet (e.g., Beauvais, 2016; Jolly, 2005; Minton, 1988).
* Terman served as Council of the American Psychological Association from 1919 to 1921 and was elected its President in 1923 (Hilgard, 1957);
* Terman published intensively and set some of the milestones in the study of intelligence
* Terman contributed to various topics, such as sexual behavior, suicide, and personality assessment (Warne, 2019, p. 3)
* Terman was a prominent Stanford University psychology professor,
* Terman was considered a public intellectual figure,
* Terman served as the principal investigator of a famous longitudinal study.

There was never a time when no research had been done on the "Termites"; it continued for almost a century until nearly all of the "Termites" also passed away.

Seagoe (1975, pp. 187-202) lists about 270 of Terman's publications. In addition, there is a list of 25 unpublished manuscripts (ibid, pp. 202-203). Terman had also sponsored 69 Ph.D. and M.A. Research Theses (ibid, pp. 205-210) Landau did not leave a complete list of publications. In David (in press), I gathered all her publications, including all translations. The total list is of 23 items written in English, Hebrew and German (Landau 1969/1971/1974, 1974, 1976, 1979a, b, 1981, 1984, 1987, 1990, 1997, 1998, 2000, 2001, Landau & Weissler, 1991, 1993, 1998, Landau et al., 1996, 2001, Landau & David, 2005a, b, David & Landau, 2006, Reichenberg & Landau, 2009, Weissler & Landau, 1993)
The project of Lewis Terman, The *Genetic studies of genius,* started with just about 1500 children and continued throughout the 20th century, decades after Terman had died in 1956. It substantially influenced the study of giftedness and education of the gifted (e.g., Hodges et al., 2021). This monumental study was – and still is – the "bible" of giftedness: it set a formula – though quite criticized – for identifying the gifted, nurturing and supporting them, and studying giftedness. The main reasons that made all these goals materialize are:

- Though questionable, there was an "IQ floor", a point below which children were not accepted. For the first 1000 participants, it was 140; for the additional 581, it was "just" 135. Indeed, it was not fair to many underprivileged gifted, those with double exceptionalities, children whose mother tongue was not English, and many other sub-groups of the gifted. However, those who were accepted and followed for years had a common ground of a minimal IQ, unlike in many different programs with some kinds of affirmative action, unreliable acceptance criteria, or subjective criteria, such as teachers' or parents' recommendations.
- Though the project was founded by Lewis Terman – right from its beginning, he collaborated with other people, a team of many, some seniors, high profile professionals (e.g., Barbara Burk, Robert Sears), or juniors (e.g. Melita Oden). Some of the people Terman had recruited were still young and had not yet accomplished substantial scientific contributions when they joined the project. Still, later, they proved themselves as scientists who had made a name either in gifted education (e.g., Melita Oden) or had later proved to be devoted (e.g., Catherine Cox). However, the women who already had graduate degrees when starting their work with Terman got full credit for it, as can be seen from the 4-item list of the field assistants mentioned in the first volume of Genetic studies of genius (Terman, 1925) by their names, degrees, and the Institute where they studied: Florence Fuller, M.A., University of Minnesota; Florence Goodenough, M.A., Columbia University, Helen Marshall, MA., Ohio State University, and Dorothy H. Yates, Ph.D., University of California.
- Terman and many of the people working with him, and later at the Terman follow-up research, were multi-talented and had various backgrounds.

Terman was 44 years old when he started his long-life project. By then, he was an accomplished scholar and university professor, with sources for his study and connections, long-time partnerships, public support, and the ability to recruit

people and raise money for his research. He also had a publishing home – the Stanford University Press – for publishing his monumental works not only in the pre-computer time but in the pre-electrical typing machine, when publishing a book sometimes took years.

During the 45 years Landau headed her Institute, she did hire a few younger women who did research at her Institute (e.g., Hanna David, see David & Landau, 2006; Landau & David, 2005a, b, Landau et al., Kinneret Weissler, see Landau & Weissler, 1991. 1993, 1998; Landau et al., 2001, 2006; Weissler, & Landau, 1993). Along with them, Landau hired psychologists in charge of the identification for giftedness process of each child accepted to the Institute. But when she was gone, not even one researcher worked at her Institute – many of those who used to work there had developed careers elsewhere where they could flourish. Thus, the Institute had no head or manager for many months when she was gone. Finally, one of the NPO members appointed herself to find a new head (The Erika Landau Institute of Creativity and Excellence, 2024). In 2014, the new head, an expert in special education, took office for 6 years. Currently, the Chief Executive Officer of the Institute is one of the NPO members (The Erika Landau Institute's team, 2024).

Another result of Landau's resistance to sharing responsibilities or delegating powers caused a lack of research at the Institute. Since 2006, no study has been done at the Institute. The main reason is probably Erika's inability to lead research and her problematic human relationships. One such documented example is in Heller (2015). In her "editor's preface", which is extended praise of the late Erika Landau, she still wrote that "indeed, Erika's attitude towards her teachers [the Institute's instructors] was authoritative and commanding" (p. 1). From this short preface, we can also learn that Dr. Heller was one of the female researchers Dr. Landau had hired – in this case, in 1986, when Heller was just 18 – who did not stay at the Institute for a long time and developed her career elsewhere. We can also learn that Heller helped Landau write and edit some of Landau's writing. As can be seen from the list of Landau's writings, Heller was not mentioned either as a co-author or an editor in any of Landau's writings. To the best of my knowledge, the only researcher mentioned as a graduate of the Institute is Heller (2015), but no publications by her in the Institute are to be found.

Future research: prospects and view

As mentioned, some archives include all materials of the Terman studies, enabling further research if desired. On the other hand**,** some of the Erika Landau files, the only documents that can be studied in the future, were destroyed by water; most of them were not unused (personal information)[2]

Unfortunately, The Erika Landau Institute has not provided us with new studies for a long time; the last published works (David, 2018; Reichenberg & Landau, 2009) were based on data from 2004 and 2003 (respectively). Thus, Landau's legacy from the last decade is neither documented nor studied. This volume intends to fill in this gap, to give a voice, a space, and an existence of the work done in Israel at the Erika Landau Institute in the last 50 years.

Though the Institute has been functioning since Landau's death, it has produced no research and is not expected to. When Dr. Landau was still alive, even though there was no research department and no research team working there, Landau's education, dedication and vision could have guaranteed the good done in it. Since her death, there has been no reliable knowledge about the benefits of the courses offered there, and all known facts are just anecdotal and circumstantial.

References

Aderet, O. (a) (August 6, 2013). Erika Landau, an educator who stressed learning through emotion, dies. Retrieved from https://www.haaretz.com/2013-08-06/ty-article/israeli-educator-erika-landau-dies/0000017f-e264-d7b2-a77f-e36764e10000

Aderet, O. (b) (August 11, 2013). Leveraging Holocaust Guilt into Meaning. https://www.haaretz.com/2013-08-11/ty-article/.premium/leveraging-survivor-guilt-into-meaning/0000017f-dec2-df62-a9ff-ded7b3f80000

Bachur-Nir, D. (December 15, 2011). When my father saw a Nazi soldier hitting me, he said: "when you see your daughter is beaten, it feels as if knives are inserted into your whole body" (in Hebrew). Retrieved from https://www.calcalist.co.il/articles/0,7340,L-3555191,00.html

[2] Informed by Landau when I wanted to study the 1983 files in order to research the 1983, 1993 and 2003 cohorts. When Landau told me that the entire 1983 file-shelves were destroyed, we decided to substitute it by 350+ files from 1982.

Beauvais, C. (2016). Californian Genius Lewis Terman's Gifted Child in Regional Perspective. *Paedagogica Historica, 52*(6), 748-765. https://doi.org/10.1080/00309230.2016.1243138

Benbow, C. P., & Stanley, J. C. (1980). Sex differences in mathematical ability: Fact or artifact? *Science, 210*(4475), 1262–1264. https://doi.org/10.1126/science.7434028

Brooks, D. (June 15, 2024). What happens to gifted children? Retrieved from https://www.nytimes.com/2024/06/13/opinion/gifted-children-intelligence.html

Burks, B. S., Jensen, D. W., & Terman, L. M. [in association with additional three: The second: Helen Marshall, the third – Melita Oden] (1930). *Genetic studies of genius, Vol. III*: *The promise of youth*. Stanford, CA: Stanford University Press. Retrieved from https://digital.library.cornell.edu/catalog/hearth4216772_321

Cherry, K. (July 25, 2023). How Lewis Terman influenced the field of psychology. Retrieved from https://www.verywellmind.com/lewis-terman-biography-2795523#:~:text=In%201921%2C%20Terman%20began%20his,socially%20adapted%20than%20other%20kids.

Cox, C. M. [in association with Lela O. Gillan, Ruth Haines Livesay, Lewis M. Terman.] (1926). *Genetic studies of genius, Vol. II: The Early Mental Traits of Three Hundred Geniuses*. Stanford: Stanford UP. Retrieved from https://digital.library.cornell.edu/catalog/hearth4216772_320

David, H. (2018). 4.5-5.5-Year-old Gifted Students: Findings from the 2004 Cohort. Scholarly Journal of Psychology and Behavioral Sciences, 1(4), 75-81. DOI: 10.32474/SJPBS.2018.01.000117

David, H. (2023). Should we continue to use the term "giftedness"? *Australasian Journal of Gifted Education, 32*(1), 28-32. 10.21505/ajge.2023.0004

David, H. & Landau, E. (2006). The first-born and the single gifted child: Findings in three-decade cohorts. *Australasian Journal of Gifted Education, 15*(2), 27-31.

David, H. (2008a). Mathematical Giftedness: The Mathematics Acceleration Program at the Tel Aviv University. *Gifted Education Press Quarterly*, *22*(3), 4-9.

David, H. (2008b). The Mathematics Acceleration Program of the Tel Aviv University (1970-1999). In R. Leikin (ed.), *Proceedings of The 5th International Conference* Creativity in Mathematics and the Education of Gifted Students (pp. 427-429). Haifa, Israel, February 24-28, 2008.

David, H. (August 8, 2013). About Dr. Erika Landau, the great woman who has just passed away (in Hebrew). Retrieved from https://www.hebpsy.net/blog_Post.asp?id=1041

David, H. (2014a). Diagnosis of the gifted in Israel. *Gifted Education International, 30*(1), 57-60. https://doi.org/10.1177/0261429413485393

David, H. (2014b). Why is diagnosing the gifted in Israel so problematic? On the problems of diagnosing gifted children and the difficulties in de-ciphering such diagnoses. *Australasian Journal of Gifted Education, 23*(1), 49-58.

David, H. (2016). Diagnostic et enseignement pour les enfants hp: l'exemple d'Israël. *Revue économique et sociale, 74*(4), 103-112 [English version: Diagnosing and schooling of gifted children: The example of Israel].

David, H. (2019). Teaching Mathematically Gifted Students *in* Israel*: The* State *of the* Art. *Journal* for the *Education* of *Gifted Young Scientists*, *7*(1), 57-69. http://doi.org/10.17478/jegys.466451

David, H. (2023a). The failure of gifted education in Israel. *Journal of Gifted Education and Creativity (JGEDC), 10*(2), 125-139.

David, H. (2023b). Against the term "creativity studies": Mathematical creativity examples. *Journal of Tourism & Sports Management, 5*(3), 1712-1718.

The Erika Landau Institute's team (2024). Retrieved from https://ypipce.org.il/?page_id=9435

The Erika Landau Institute of Creativity and Excellence, founded by Erika Landau (NPO) (2024). Retrieved from https://www.checkid.co.il/company/epWVKQj-580022960

Figg, S. D., Rogers, K. B., McCormick, J., & Low, R. (2012). Differentiating Low Performance of the Gifted Learner. *Journal of Advanced Academics, 23*(1), 53-71. https://doi.org/10.1177/1932202X11430000

Freeman, J. (2008). The emotional development of the gifted and talented. Conference proceedings. Gifted and Talented Provision, London: Optimus Educational.

Freeman, J. (2013). The long-term effects of families and educational provision on gifted children. *Educational and Child Psychology, 30*(2), 7-17. https://doi.org/10.53841/bpsecp.2013.30.2.7

Goleman, D. (March 7, 1995). 75 Years Later, Study Still Tracking Geniuses. Retrieved from https://www.nytimes.com/1995/03/07/science/75-years-later-study-still-tracking-geniuses.html#:~:text=Terman%2C%20a%20Stanford%20University%20psychologist,test%2C%20the%20Stanford%2DBinet

Goodenough, F. L. (1926a). *Measurement of intelligence by drawings*. Yonkers-on-Hudson, NY: World Book.

Goodenough, F. L. (1926b). New approach to measurement of intelligence of young children. *Journal of Genetic Psychology, 33*(2), 185–211. https://doi.org/10.1080/08856559.1926.10532353

Goodenough, F. L. (1926c). Racial differences in the intelligence of school children. *Journal of Experimental Psychology, 9*(5), 388–397. https://doi.org/10.1037/h0073325

Goodenough, F. L. (1929). The relation of the intelligence of preschool children to the occupation of their fathers. *American Journal of Psychology, 40*, 284–294.

Goodenough, F. L. (1931). *Anger in young children*. Minneapolis: University of Minnesota Press.
Goodenough, F. L. (1934). *Developmental psychology: An introduction to the study of human behavior*. New York: D. Appleton-Century.
Goodenough, F. L. (1938). The use of pronouns by young children: A note on the development of self-awareness. *Journal of Genetic Psychology, 52*(2), 333–346.
Goodenough, F. L. (1939). Look to the evidence! A critique of recent experiments on raising the IQ. *Educational Method, 19*, 73–79.
Goodenough, F. L. (1940). New evidence on environmental influence on intelligence. In G. M. Whipple (Ed.), *The thirty-ninth yearbook of the National Society for the Study of Education, intelligence: Its nature and nurture, Pt. I Original studies and experiments* (pp. 307–365). Bloomington, IL: Public School Publishing.
Goodenough, F. L. (1949). Mental testing. New York: Rinehart & Co.
Goodenough, F. L. (1956). Exceptional children. New York: Appleton-Century-Croft.
Goodenough, F. L. (1959). Developmental psychology. New York: Appleton -Century-Croft.
Goodenough, F. L., & Anderson, J. E. (1931). Experimental child study. New York: The Century.
Goodenough, F. L., & Harris, D. B. (1950). Studies in the psychology of children's drawings: II 1928–1949. Psychological Bulletin, 369–433.
Gottfried, A. E., Gottfried, A. W., Bathurst, K., & Guerin, D. W. (1994). *Gifted IQ: Early developmental aspects. The Fullerton Longitudinal Study*. New York: Plenum Press.
Gottfried A. E., Gottfried A. W. (1996). A longitudinal study of academic intrinsic motivation in intellectually gifted children: Childhood Through Early Adolescence. *Gifted Child Quarterly, 40*(4), 179-183. https://doi.org/10.1177/001698629604000402
Gottfried A. W., Cook C. R., Gottfried A. E., Morris P. E. (2005). Educational characteristics of adolescents with gifted academic intrinsic motivation: A longitudinal investigation from school entry through early adulthood. *Gifted Child Quarterly, 49*(2), 172-185. DOI: 10.1177/001698620504900206
Gottfried, A. E., Gottfried, A. W., & Guerin, D. E. (2006). The Fullerton Longitudinal Study a long-term investigation of intellectual and motivational giftedness. *Journal for the Education of the Gifted, 29*(4), 430-450. https://doi.org/10.4219/jeg-2006-244
Gottfried, A. E., Gottfried, A. W., Reichard, R. J., Guerin, D. W., Oliver, P. H., & Riggio, R. E. (2011). Motivational roots of leadership: A longitudinal study from childhood through adulthood. *The Leadership Quarterly, 22*(3), 510-519. https://doi.org/10.1016/j.leaqua.2011.04.008
Gross, M. U. M. (2004). *Exceptionally gifted children* (2nd ed.). London: RoutledgeFalmer.
Gross, M. U. M. (2006). Exceptionally Gifted Children: Long-Term Outcomes of Academic Acceleration and Nonacceleration. *Journal for the Education of the Gifted*, *29*(4), 404-429. https://doi.org/10.4219/jeg-2006-247
Grusec, J. E. (1992). Social learning theory and developmental psychology: The legacies of Robert Sears and Albert Bandura. *Developmental Psychology, 28*(5), 776–786. https://doi.org/10.1037/0012-1649.28.5.776
Guerin, D. W., & Gottfried, A. W. (1994). Developmental stability and change in parent reports of temperament: A ten-year longitudinal investigation from infancy through preadolescence. Merrill-Palmer Quarterly, 40, 334–355.
Guerin, D. W., Gottfried, A. W., Oliver, P. H., & Thomas, C. W. (2003). Temperament: Infancy through adolescence. New York: Kluwer Academic/Plenum.
Gupta, A. (September 24, 2022). The tangling tale of Terman's Termites. The story behind one of psychology's greatest studies. https://psychologywitharjun.substack.com/p/the-tangling-tale-of-termans-termites
Hai, S. [August 5, 2013]. The mother of all the gifted, Dr. Erika Landau, died (in Hebrew). Retrieved from https://www.ynet.co.il/articles/0,7340,L-4414041,00.html
Harris, D. B. (1963). *Children's drawings as measures of intellectual maturity*. A revision and extension of the Goodenough Draw-A-Man Test. New York: Harcourt, Brace, and World.
Heller, E. (2015). Editor's preface (in Hebrew). *Kolot*, *10* [*Voices: Journal of Educational and Social Issues*].
Hilgard, E. R. (1957). Lewis Madison Terman: 1877-1956. *American Journal of Psychology, 70*(3), 472-479.
Hodges, J., Mun, R. U., & Johnson, R. (2021). Lewis Terman in context: An analysis of citations of *Genetic Studies of Genius* inside and outside the field of gifted education. *Journal for the Education of the Gifted, 44*(3), 227-259. https://doi.org/10.1177/01623532211023596
Hodges, J., Mun, R. U., E. Oveross, M., & K. Ottwein, J. (2021). Assessing the Scholarly Reach of Terman's Work. *Gifted Child Quarterly*, *65*(1), 95-109. https://doi.org/10.1177/0016986220928322
Holahan, C. K. (2021). Achievement across the life span: Perspectives from the Terman Study of the Gifted. *Gifted Child Quarterly*, *65*(2), 185-195. https://doi.org/10.1177/00169862209344O1
Janos, P. (1987). A fifty-year-follow-up of Terman's youngest college students and IQ-matched age mates. *Gifted Child Quarterly, 31*(2), 55-58. https://doi.org/10.1177/001698628703100202
Jolly, J. L. (2005). Pioneering Definitions and Theoretical Positions in the Field of Gifted. *Historical Perspectives, 28(*3), 38-44. Retrieved from https://files.eric.ed.gov/fulltext/EJ694020.pdf

Jolly, J. L. (2006). Historical perspectives: Curriculum for the gifted student: Lulu Stedman's contributions. *Gifted Child Today, 29*(1), 49-53. https://doi.org/10.4219/gct-2006-188

Jolly, J. L. (2008). Historical Perspectives: A Paradoxical Point of View: Lewis M. Terman. *Gifted Child Today*, *31*(2), 36-37. https://doi.org/10.4219/gct-2008-757

Jolly, J. L. (2010). Florence L. Goodenough: Portrait of a Psychologist. *Roeper Review, 32*(2), 98-105. https://doi.org/10.1080/02783191003587884

Kaufman, S. B. (September 9, 2009). The Truth About the "Termites". What do the results of Lewis Terman's famous study really demonstrate? Psychology Today. Retrieved from https://www.psychologytoday.com/intl/blog/beautiful-minds/200909/the-truth-about-the-termites

Kern, M. L., Hampson, S. E., Goldberg, L. R., & Friedman, H. S. (2014). Integrating prospective longitudinal data: Modeling personality and health in the Terman Life Cycle and Hawaii Longitudinal Studies. *Developmental Psychology, 50*(5), 1390-1406. https://doi.org/10.1037/a0030874 1,528 participants (856 males [M], 672 females [F]).

Kerr, B. A. (1994). *Smart girls two: A new psychology of girls, women, and giftedness* (Rev. & enl.). Ohio Psychology Press.

Landau, E. (1969/1971/1974). *Psychologie der Kreativität* (*Psychology of creativity*). München-Basel: Reinhardt. Translated into 12 languages.

Landau, E. (1974). *Father died, or facing the experience of death* (in Hebrew) Tel Aviv, Israel: Bezal'el Cherikover Publishing House.

Landau, E. (1976). Children ask questions about the future of humankind. In Gibson, J., and Channels, P. (Eds.), *Gifted children: Looking to their future*. London: Latimer.

Landau, E. (1979a). Parents and their gifted child (in Hebrew). Tel Aviv, Israel: The Young Persons' Institute for the Promotion of Art and Science, Haaretz Museum.

Landau, E. (1979b). The Young Persons' Institute for the Promotion of Art and Science. In J. Gallagher (Ed.), *Gifted children are reaching their potential* (pp. 347-363). Jerusalem: Kolleck & Son.

Landau, E. (1981). The profile of the gifted child. In Kraner, A. (Ed.), *Gifted children – Challenging their potential: New perspectives and alternatives* (pp. 21-32). New York: Trillium Press.

Landau, E. (1984). *Kreatives Erleben*. München-Basel: Reinhardt.

Landau, E. (1987). The questions children ask. *Gifted and Talented International, 4*(2), 102-109. https://doi.org/10.1080/15332276.1987.11672726

Landau, E. (1990). *The courage to be gifted*. Unionville, NY: Trillium.

Landau, R. (1997). *Emotional Maturity* (in Hebrew). Tel Aviv, Israel: Miskal.

Landau, E. (1998). The Self – The global factor of emotional maturity. *Roeper Review, 20*(3), 174-178. https://doi.org/10.1080/02783199809553886

Landau, E. (2000). To give a meaning. Memories from childhood and the holocaust (in Hebrew). Bnei Brak, Israel: Hakibbutz Hameuchad Publishing House.

Landau, E. (2001). *The courage to be gifted*. Unionville, NY Trillium Press.

Landau, E., & Weissler, K. (1991). Tracing leadership in gifted children. *The Journal of Psychology, 125(6)*, 681-688. https://doi.org/10.1080/00223980.1991.10543331

Landau, E., & Weissler, K. (1993). Parental environment in families with gifted and nongifted children. *The Journal of Psychology: Interdisciplinary and Applied, 127*(2), 129–142. https://doi.org/10.1080/00223980.1993.9915549

Landau, E., & Weissler, K. (1998). The Relationship between Emotional Maturity, Intelligence and Creativity in Gifted Children. *Gifted Education International, 13*(2), 100-105. https://doi.org/10.1177/026142949801300202

Landau, E., Weissler, K., & Golod, G. (1996). Motivation and Giftedness. *Gifted Education International,* 11(3), 139-142. https://doi.org/10.1177/026142949601100306

Landau, E., Weissler, K., & Golod, G. (2001). Impact of an Enrichment Program on Intelligence, by Sex, Among Low SES Population in Israel. *Gifted Education International*, *15*(2), 207-214. https://doi.org/10.1177/026142940101500211

Landau, E., & David, H. (2005a). Characteristics of gifted students: Age and Gender. Findings from three decades. *Gifted Education International, 20*(2), 28-44. https://doi.org/10.1177/026142940502000206

Landau, E. & David, H. (2005b). Who will be the gifted of the future? *Gifted Education International, 20*(3), 343-347. https://doi.org/10.1177/026142940502000308

Leslie, M. (July/August 2000). A tale of Two Termites. Retrieved from Stanford Magazine https://stanfordmag.org/contents/a-tale-of-two-termites

Leslie, M. (July/August 2000). The vexing legacy of Lewis Terman. Retrieved from https://stanfordmag.org/contents/the-vexing-legacy-of-lewis-terman

(n.a.). (2013). The life story of the late Dr. Erika Landau. Retrieved from https://ypipce.org.il/?page_id=27

Long, L. C., Barnett, K. J., & Rogers, K. B. (2015). Exploring the Relationship Between Principal, Policy, and Gifted Program Scope and Quality. *Journal for the Education of the Gifted, 38*(2). https://doi.org/10.1177/0162353215578279

Minton, H. L. (1988). *Lewis M. Terman: Pioneer in psychological testing*. New York: New York Press.

Oden, M. H. (1968). The fulfilment of promise: 40-Year follow-up of the Terman gifted group. *Genetic Psychology Monographs, 77*(1), 3-93. Retrieved from https://gwern.net/doc/iq/high/1968-oden.pdf

Paddock, R. C. (July 30, 1995). The Secret IQ Diaries: They Were Guinea Pigs in the Longest-Running Psychological Study Ever, Their Identities Largely Kept a Mystery. Los Angeles Times. Retrieved from https://www.latimes.com/archives/la-xpm-1995-07-30-tm-29325-story.html

Polotzky, L. (1989). Differences between boys and girls in the results of identification for giftedness examinations. In: Identifying and nurturing the gifted (pp. 18-30) (in Hebrew). Jerusalem: The Henrietta Szold Institute.

Reichenberg, A., Landau, E. (2009). Families of Gifted Children. In: Shavinina, L. V. (Eds.) *International Handbook on Giftedness* (pp. 873-883). Springer, Dordrecht. https://doi.org/10.1007/978-1-4020-6162-2_43 [

Rogers, A. L., Durling, D., & McBride, K. (1928). The constancy of the IQ and the training of examiners. *Journal of Educational Psychology, 19*, 257-262.

Rogers, K. B. (1989). A Content Analysis of the Literature on Giftedness. *Journal for the Education of the Gifted*, *13*(1), 78-88. https://doi.org/10.1177/016235328901300106

Rogers, K. A. (1999). The lifelong productivity of the female researchers in Terman's Genetic Studies of Genius Longitudinal Study. *Gifted Child Quarterly*, *43*(3), 150-169.

Rogers, K. B. (2007). Lessons Learned About Educating the Gifted and Talented: A Synthesis of the Research on Educational Practice. *Gifted Child Quarterly*, *51*(4), 382-396. https://doi.org/10.1177/0016986207306324

Seagoe, M. V. (1975). *Terman and the gifted*. Los Altos, CA: W. Kaufmann.

Shurkin, J. N. (1992). *The groundbreaking study of how the gifted grow up.* Boston, MA: Little, Brown, and Company.

Silverman, L. K. (1995) (Ed.). *Advanced development: A collection of works on giftedness in adults*. Denver, CO: Institute for the Study of Advanced Development.

Silverman, L. K. (1993) (Ed.). *Counseling the gifted and talented*. Denver, CO: Love.

Silverman, L. K. (2019). The 40th Anniversary of Gifted Development Center (cover story), by Lynn Ashley Sowell. Legacy Lifestyle, 2019 (June), pp. 8-9

Simonton, D. K. (2019). A publication missing from Lewis M. Terman's CV? Ralph K. White's 1931 "The versatility of genius". *History of Psychology, 22*(4), 372–374. https://doi.org/10.1037/hop0000135_c

Stedman, L. M. (1919). An experiment in educational democracy. *Sierra Educational News, 15*, 515–518.

Stedman, L. M. (1924). *Education of gifted children*. Yonkers-On Hudson, NY: World Book Company.

Terman, L. M. (1924). Section Ii.—Special Studies: THE PHYSICAL AND MENTAL TRAITS OF GIFTED CHILDREN. *Teachers College Record*, *25*(4), 155-167.

Terman, L. M. [in association with additional 14] (1925). *Genetic studies of genius, Vol. I: Mental and physical traits of a thousand gifted children*. Stanford: Stanford UP. Retrieved from https://digital.library.cornell.edu/catalog/hearth4216772_319

Terman, L. M. & Oden, M. H. [in association with 4] (1947). *Genetic studies of genius: Vol. IV. The gifted child grows up: Twenty-five years' follow-up of a superior group*. Stanford, CA: Stanford University Press. Retrieved from https://digital.library.cornell.edu/catalog/hearth4216772_322

Terman, L. M., & Oden, M. H. (1951). The Stanford studies of the gifted. P. Witty (Ed.), The gifted child (pp. 20-46). Boston, MA: D.C. Heath.

Terman, L. M. (1953). Scientists and Nonscientists in a Group of 800 Gifted Men. Psychological Monographs, 68 (7), 1-44. https://doi.org/10.1037/h0093672

Terman, L. M. (1954). The Discovery and Encouragement of Exceptional Talent. American Psychologist, 9, 221-230. https://doi.org/10.1037/h0060516

Terman, L. M. & Oden, M. H. (1959). *Genetic studies of genius: Vol. V. The Gifted Group at Mid-life: Thirty-five years' follow-up of the superior child*. Stanford, CA: Stanford University Press. Retrieved from https://digital.library.cornell.edu/catalog/hearth4216772_323

Vidergor, H. (2013). A case study of a creative personality. *International Journal for Talent Development and Creativity, 1*(1), 125-135.

Vidergor, H. (2014). Erika Landau†: A lifetime of creativity. *Gifted Education International*, *30*(2), 136-147. https://doi.org/10.1177/0261429413481123

Warne, R. T. (2019). An evaluation (and vindication?) of Lewis Terman: What the father of gifted education can teach the 21st century. *Gifted Child Quarterly*, *63*(1), 3-21. https://doi.org/10.1177/0016986218799433

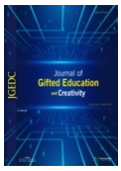
Weissler, K., & Landau, E. (1993). Characteristics of families with no, one, or more than one gifted child. *The Journal of Psychology, 127*(2), 143-152. https://doi.org/10.1080/00223980.1993.9915550

White, R. K. (1931). The versatility of genius. *The Journal of Social Psychology*, *2*(4), 460–489. http://doi.org/10.1080/00224545.1931.9918987.

Winkler, D., & Bernel, R. (2020). Terman, Lewis. In Zeigler-Hill, V., & T. K. Shackelford (Eds.), *Encyclopedia of Personality and Individual Differences* (pp. 5433-5437). Springer, Cham. https://doi.org/10.1007/978-3-319-28099-8_1018-2

Winkler, D. L., & Jolly, J. L. (2013). Lewis M. Terman: A misunderstood legacy (1877-1956). In A. Robinson & J. L. Jolly (Eds.), A century of contributions to gifted education: *Illuminating lives* (pp. 88–102). Routledge.

Yablonka, H. (2012, January 27). People: The Tapuz forum. Where are all the wealthy, educated holocaust survivors? Why are they hidden? (in Hebrew). Retrieved from https://www.tapuz.co.il/threads/15548898



Journal of Gifted Education and Creativity
11(4), 161-167, December 2024
e-ISSN: 2149- 1410
jgedc.org dergipark.org.tr/jgedc

Genc Bilge Publishing Ltd.
(Young Wise) © 2024
gencbilgeyayincilik.com

Interview Article

An Interview with Steven Pfeiffer- Dealing with what we know and what we don't know about gifted kids

Michael F. Shaughnessy[1]

Educational Studies, Eastern New Mexico University, United States

Article Info

Received: 11 December 2024
Accepted: 31 December 2024
Online: 30 December 2024

Keywords
Steven Pfeiffer
Creativity
Giftedness
Gifted child

Abstract

This in-depth interview with Steven Pfeiffer delves into the complexities of gifted children, exploring both what we know and the gaps in our understanding. Pfeiffer, a clinical psychologist and academic, has dedicated over four decades to studying giftedness, including its identification and the social-emotional needs of high-ability children. He introduces his "Tripartite Model," which expands the traditional view of giftedness beyond high IQ to include outstanding achievements and latent potential. The interview discusses key topics such as designing effective educational programs for gifted children, the roles of parents and teachers, and the importance of nurturing emotional intelligence, social skills, and character strengths. Pfeiffer also emphasizes a holistic approach to child development, advocating for the integration of cognitive and emotional growth. Through his book, *Parenting from the Heart*, Pfeiffer provides parents with practical advice grounded in scientific research, focusing on fostering resilience, empathy, and success in children. He highlights the unique challenges faced by gifted individuals, including heightened sensitivities and struggles with social integration, offering valuable insights for educators, parents, and researchers. This interview serves as a significant resource for rethinking how we support gifted children.

To cite this article:

Shaughnessy, M.F. (2024). An Interview with Steven Pfeiffer- Dealing with what we know and what we don't know about gifted kids. *Journal of Gifted Education and Creativity, 11*(4), 161-167. DOI: https://doi.org/10.5281/zenodo.14599733

Michael F. Shaughnessy: First please tell us just a little bit about you and your education and experiences.

Steven Pfeiffer: Hello, Michael. It is nice to have this opportunity to chat with you about my recent article that appeared in The Creativity Post! As an academic clinician, I am growing used to the fact that posts in social media outlets such as www.TheCreativityPost.com garner considerably more attention and 'reads' than my articles in peer-review journals!

Okay, you ask about my education and background. Here's a brief synopsis. I am, by training and career focus, a clinical psychologist who has divided my 44-year career between working in mental healthcare facilities and medical

[1] Prof.Dr., Educational Studies, Eastern New Mexico University, United States. E-mail: Michael.Shaughnessy@enmu.edu ORCID: 0000-0002-1877-1319

centers about half of my career, and the other half as an academic clinician working for over twenty years as a Professor at Duke University and Florida State University.

Back in the 1970's, my doctoral training was at The University of North Carolina-Chapel Hill, followed by an internship in clinical psychology in upstate New York. I then completed a post-doctorate in family therapy at the Philadelphia Child and Family Training Center – at the time, one of the leading mental healthcare centers embracing a relatively new clinical emphasis on parent and family work.

During my career, I served as Director of the Devereux Institute of Clinical Training & Research, and Director of Duke University's gifted program, Duke TIP. I also served in the US Navy Medical Service Corps as an officer and clinical psychologist. In my appointments as a tenured academic clinician, at Duke and Florida State, I taught courses, supervised student research and clinical work, published scientific papers, and ran an active research lab.

In the spring of 2019, I retired from my academic career as a professor. This was around the time that COVID-19 broke. I launched a new career path as a consultant and parent coach. I've had the good fortunate of working with hundreds of parents and families as a therapist, advisor, consultant, counselor, and coach since my retirement from the university, both here in the USA and internationally. Zoom and other video conferencing apps have been a blessing to my new-found international work! Which I love and find extremely rewarding and gratifying.

I enjoy writing and have published a lot of scholarly books and peer-review journal articles on my work. Actually over 300. Perhaps most fulfilling has been completing my most recent book, which is my very first non-academic, 'trade' book written specifically for parents of bright kids. It is titled, Parenting from the Heart: Raising Resilient and Successful Smart Kids (*Parenting from the Heart*). Published by Routledge/Taylor & Francis Group, it has become quite popular in its short, 6-month history! I'm overjoyed and humbled that readers are finding the paperback book an easy read, valuable and informative in helping to successfully raise their own kids! That was my goal in writing this book – hoping to translate all that I learned in my career into stories that would empower parents to raise well adjusted, resilient and happy kids!

I should add that I am also a test author. The most recent test that I coauthored is the Gifted Rating Scales™ -2. The GRS™ -2 scales are published by MHS and designed as a multi-dimensional screening tool to help identify high ability kids in the schools. There is a teacher scale and a parent scale – both scales are easy to complete and score, and yield a whole lot of useful psychometric information to assist in identifying gifted kids in the schools.

Michael F. Shaughnessy: What do parents, and then what do teachers need to know about that " gifted kid"?

Steven Pfeiffer: That is a fascinating, and even a provocative question! And not such an easy question to answer in 2-to-3 sentences! If the reader is familiar with my research and writings, and the talks and workshops that I have led, then they know that I have taken a slightly radical view on what we mean by the gifted child, or the gifted student. For a great many years, giftedness has been equated with high IQ. This is what was taught to me during my doctoral studies at UNC-Chapel Hill. And it is still the predominant view at most universities and in the public schools, both here in the USA and globally. High IQ kids are gifted; gifted kids all have high IQ's. It is, arguably, an elegant and neat way to view bright kids! A view that is easy to understand and easy communicate to the lay public. And easy to measure!

However, as I have argued, it is a somewhat naïve and overly simplistic view that misses the mark in explaining and understanding the complexities and nuances that undergird high abilities, human potential, and talent development. Let me briefly explain what I mean. By the way, I talk a lot about this very point in many of my books and articles.

Human intelligence is, of course, important is school success and in life success. Absolutely. High IQ explains, correlates with, and predicts to a ton of important, real-world outcomes. I am a huge advocate for understanding human intelligence in my work as a clinical psychologist an in my consulting work with families and schools. I had the good fortune at UNC of studying with research professor John Carroll, one of the architects of the Cattell-Horn-Carroll hierarchical theory of human intelligence – today considered the pre-eminent model of intelligence and cognitive abilities. So I buy into the value and importance of respecting human intelligence in my work with high ability kids!

However, I never fully bought into the notion that giftedness is just a number on an IQ test. I've always maintained that giftedness encompasses a much broader range of human traits and abilities than simply high IQ. Dating back to my dissertation research on creative problem solving back in 1977, I held the view that the term gifted should encompass more than simply high IQ. The term gifted should honor well-accomplished performers and creative producers in all of the various fields of society. The term should honor those hard working, highly successful students in the classroom, even if they don't have extremely high IQ test scores. In essence, I believe that the term should honor anyone who is exceptional or distinguished – or on the road to becoming distinguished or exceptional. In one or more culturally-valued fields. Such as the arts, music, dance, theater, debate, student council/leadership, computer programming, engineering, athletics.

Back to your question! I have developed one model of giftedness, which I call the tripartite model. I've talked about the tripartite model in many of my articles and books. I also write about the tripartite model in the test manual for the new GRS™ -2. The tripartite model and my respect for how extraordinary talent is nurtured and develops guided the development of the GRS™ -2! Let me say at the start that no one model of giftedness is correct! Models offer alternative ways to conceptualize a psychological construct, such as giftedness. Essentially, the tripartite model provides three distinct but complementary lenses through which teachers can view academic giftedness. The three views are the basis for the tripartite model and lead to three different ways to screen, identify, group, and even provide resources and educational programs for students who we label as gifted! The first perspective in the tripartite model is giftedness through *the lens of high intelligence*. The reader is familiar with this first perspective!

When we view the gifted student through this first lens, tests of cognitive ability or their proxy are used to assess students who are functioning at a certain, predetermined level above average intellectually. Within this first lens, the student can be identified using any number of reliable IQ measures. The rationale for gifted programs based on viewing giftedness through this first lens of high IQ is that certain bright students with superior intelligence need or are entitled to advanced, intellectually challenging, and/or faster paced academic material not typically found in the regular classroom.

Okay, the tripartite model, however, offers two more lenses through which educators can view academic giftedness! The second lens I call *the outstanding accomplishments perspective*. Let me explain. This second perspective emphasizes performance in the classroom (or lab, theater stage, dancefloor, orchestra pit, athletic field). According to this second perspective of giftedness, evidence of academic excellence is the *sine qua non* to qualify as a gifted student and to qualify for admittance into a gifted program, not high IQ. When you embrace this second, alternative perspective, you rely on direct academic performance measures to identify students who might be considered gifted, not IQ tests. The importance of creativity, imagination, and inventiveness is emphasized when viewing giftedness through this second lens. Also, motivation, drive, persistence, grit and academic passion are important to consider and measure from this second perspective.

The rationale for gifted programs based on an *outstanding accomplishments perspective* is that students who excel academically have earned and deserve special academic programs and opportunities because of their outstanding effort and superior classroom accomplishments. From this second perspective, gifted programs would consist of highly enriched and academically challenging curricula.

Finally, the third lens through which one can conceptualize academic giftedness, based on the tripartite model, is what I call *potential to excel*. Some students – for any number of reasons – have not been provided enough opportunity or intellectual stimulation to develop what remains latent and as yet undeveloped or underdeveloped intellectual or academic gifts. This third perspective is based on my own experience working with many students of high potential, the experience of countless other educators, an abundant body of published research.

I think that most knowledgeable and open-minded individuals agree that not all students start out on an equal footing. Some children being raised in poverty, violence, in families in which intellectual and educational and cultural activities are neither encouraged nor nurtured in the home, or in which English is not the primary language spoken in

the home, and kids growing up in rural and overcrowded, or dangerous communities where intellectual and educational opportunities are rare, are all at a distinct disadvantage for developing their latent gifts.

From this third perspective, the *almost or potentially gifted student* is viewed as very likely to substantially increase their cognitive abilities and academic knowledge when provided with special resources or placement in a special gifted program. The assumption underlying this third perspective is that with time, an encouraging and highly stimulating environment, and the proper, well-timed psycho-educational interventions, this third group of special need students will eventually actualize their yet unrealized high potential and distinguish themselves from their peers as gifted. Gifted programs for this third group of students might consist of a highly motivating and enriched curriculum that may include compensatory interventions.

Whew. Back to your original question, Mike! Parents and teachers need to understand that giftedness is more than simply high IQ. There are many different ways to view and identify high ability students. My tripartite model is but one way. Other writers, such as François Gagné, Howard Gardner, Robert Sternberg, Rena Subotnik, Joe Renzulli, and Julian Stanley have proposed other, elegant paradigms. The final point I would make is this: In my www.TheCreativityPost.com piece, I suggest that there are at least six indisputable facts about high ability kids that parents and educators should be aware of. I'm sure you will ask me about these irrefutable facts as the interview continues!

Michael F. Shaughnessy: Do we really know how to guide these children to maximize their "potential"?

Steven Pfeiffer: The good news is that there is considerable evidence how to best educate and challenge high ability students. As you know, I am a psychologist, not an educator, so the extensive work in the area of gifted curriculum and gifted instructional design is way outside of my area of expertise! But the interested reader can easily locate the burgeoning literature that supports evidence-based, well-documented ways to motivate, challenge, stimulate, and arouse the learning and further development of high ability students.

My own work as a parent coach is based on a sports coaching model that includes working with parents and kids on how to encourage their potential. How much does one push their gifted child? When is it prudent to back-off? When is too much of a good thing in encouraging your child's gifts ineffectual and even, at times, harmful to reaching their potential? How can you determine if your child is enjoying their effort, practice, and hard work in support of developing their potential? How can you ascertain if your child is 'on track' or 'missing the mark' in pursuit of their gifts? How do you know what your child's potential might be? These are all valid questions that I hear from parents that I have worked with!

The truth of the matter, in my humble opinion, is that one never really knows a child's "true potential" – whatever that might be! At least when the child is quite young. For young kids, we are always making, at best, *reasoned predictions* about a young, gifted child's ultimate potential. And this makes perfectly good sense. There are so many factors that contribute to actualizing one's potential. And many of these factors are, quite frankly, beyond a parent or teacher's control.

Michael F. Shaughnessy: Is potential a good word or a bad word to use with gifted kids?

Steven Pfeiffer: I don't have any problem with the term "potential" when speaking with parents or teachers or gifted kids. As long as we never forget that *potential* is a hypothetical construct, not something real. It's a hypothetical goal or target that we envision a person could reach if they maximize their drive, motivation, effort, enthusiasm, and purpose.

We never actually know what any person's actual or real potential might be. We make inferences based on evidence that leads us to infer that they are on what I like to call "*a success trajectory.*" A *success trajectory* leading in a direction that likely maximizes their God-given potential. In my experience, gifted students, as well as gifted young athletes, dancers, musicians, artists, writers, and actors, all value knowing that they have almost boundless potential to excel at their God-given gifts, if they work hard, are persistent and focused on their craft or gift, and open to coaching and feedback.

Michael F. Shaughnessy: Driven—-are some gifted kids more driven than others- and why?

Steven Pfeiffer: This is another topic outside of my bailiwick. I haven't conducted any research in the fields drive and motivation. For this reason, I am reluctant to offer an opinion or judgement. I can say that, in my own clinical work, I have observed many gifted kids with low initiative, ambition, drive or motivation. And I have also observed a great many gifted kids in my practice with very high, almost soaring, ambition, initiative, enterprise and passion to excel. I suspect that, like a great many other things, many factors go into the equation that leads to why some gifted kids are more driven or motivated than others! Genetics, biochemical and hormonal influences, early childhood experiences, parenting style and parent-child relations, multi-generational history, peer and sibling circumstances, are all likely culprits helping to explain individual differences in drive and motivation. And add to this equation the influence of the child's own self-concept and view of themself as a kid with high potential. These dynamics all likely help explain why some gifted kids are more driven than others!

Michael F. Shaughnessy: Your book " Strengths of the Heart"- what are you trying to say to parents?

Steven Pfeiffer: I wrote my book, *Parenting from the Heart: Raising Resilient and Successful Smart Kids*, to provide parents with particularly salient and important lessons that I learned in my 40+ years' working as a clinical psychologist with high ability kids and families. That was my goal in writing the book! I spend almost three years writing the book. I wanted to make sure that I covered the most important lessons that I had learned as an academic clinician in my research lab and as a therapist and parent coach in my clinical work. I had already written way too many academic papers and books! I thought that it was time, in the twilight of my career, to try my pen a trade book that parents would find easy to read, highly informative, upbeat, authoritative but not academic, esoteric, or arcane, and accessible. That was my goal. With the blessing of my publisher and editor, I started drafting an outline for the book back in late 2019 and early 2020. Right after I retired my tenured faculty position at Florida State University.

Much of my research and clinical work at Florida State, and before that at Duke University, has focused on how to raise kind, compassionate, resilient, optimistic, and successful kids. I decided that this would be the core theme in my new book for parents. My editor was aware of my frequent parenting workshops, and my reputation as a trusted and valued '*parent whisperer'* – and had the confidence that I could pull off the challenge of writing a practical, hands-on book for parents on what I call in my research and writings "*strengths of the heart*." *Strengths of the heart* are a triple package of social-emotional-character strength "super traits." In my book, I talk about these super traits – Emotional Intelligence, Social Skills, and character strengths. What each one is, why they are important in the lives of their kids, and how they can be taught and encouraged in the home.

I spent much of 2021 and 2022 getting my ideas together, researching social media, and the countless articles and book chapters written on these three super traits and reviewing my own notes from hundreds of parent coaching sessions and workshops that I have led. And then I rolled-up-my-sleeves and started writing the book. It was truly a labor of love!

The book is intentionally short – only 120 pages(!), inexpensive (it sells for less than $18.00 USD, and easy to read. The book's main thesis is that when parents of bright kids help their children to develop savvy and age-appropriate social skills, strong emotional intelligence, and keen character strengths, then good things are almost always going to start to happen! The kids will be happier. They will tend to stay out of trouble and make smart decisions. They will get along well with others. They will feel good about themselves. And they will cope well with adversity and life's challenges!

In the book, I intentionally included an early, important chapter titled, *Grandma's Rules to Help You Become a Cool Parent.* This chapter is based on my work with countless parents over the years. Teaching the parents of the kids that I have worked with basic, uncomplicated, and yet important techniques, skills, and guidelines to encourage them to become more calm, self-assured, comfortable, and confident adults and parents. In my clinical work, I came to realize that I couldn't coach parents until they first learned the skills and attitudes that make them calm, reflective, compassionate, and thoughtful parents! What I've come to call "*Grandma's Rules*." What is gratifying is that these rules are supported by solid, hard-nosed research! They are not wild-eyed personal ideas that I "cooked-up" on my own!

The ten rules are all tried-and-proven, evidence-based principles that make parenting easier, more effective, and more enjoyable. The ten guidelines and instructions that I cover in my chapter about *Grandma's Rules* are: model good

behavior; change harmful patterns; be more in the present; reduce the stress in your life; learn self-compassion and self-kindness; learn how to keep your cool; try to let the little things go; identify and then disarm your triggers; create a peaceful home life; and embrace self-care: Eat healthy, get enough sleep, and exercise regularly.

Michael F. Shaughnessy: Emotional intelligence, character strengths and social skills are your 3 main realms. But who is responsible for these- parents, teachers or perhaps coaches or mentors?

Steven Pfeiffer: A great question! And a relatively easy one to answer! In my humble opinion and based on my almost 50 years' work in the field, I believe that we all bear responsibility for nurturing, cultivating and encouraging kids' social, emotional, and character development. Parents. Teachers. Really anyone who works with children and youth!

This point speaks to my belief that we need to do a much better job focusing on not only what I call the "*head strengths*" of today's children and youth. Which we are so darn focused on in today's schools. We need to give equal attention to how we can cherish, foster and promote the "*heart strengths*" of today's kids. This hearkens back to an earlier time in our history when we were willing to focus on the "whole child," and not just their intellectual and academic development. For society's wellbeing and the future of civilization, we all should be concerned about how to nurture the heart, soul and mind of our next generation.

While I have your attention, I want to get back to a point that you raised in one of your first questions! And which I didn't get around to answer! In The Creativity Post piece that you earlier reference (www.TheCreativityPost.com), I suggest that there are *six indisputable facts about gifted kids* that parents and educators should be aware of. Let me briefly mention these irrefutable facts before we conclude the interview! They are:

- First, authorities in gifted education, experts in the science of expertise, and leaders in the talent development field concur that gifted persons learn at a faster pace and with greater depth and complexity than their neurotypical classmates;
- Second, a youngster's gift can present in one specific domain, such as academics, or music, dance, theater, athletics, computer programming, software development, or in multiple domains. Some highly gifted kids are precocious in one domain, whereas others have multiple talents that can amaze and dazzle their peers, teachers and parents;
- Third, no matter how precocious a young, gifted child's gifs might appear, the nurturing of the gift or talent is required for the gifted child to maximize her of his full potential. Even extraordinarily gifted young kids will need to work hard and be mentored to reach the highest levels of their God-given gifts.
- Fourth, we humans present with a wide diversity of gifts and talents. The number is limited only by what society deems relevant and noteworthy and willing to support. But also, we know that the levels or degrees of giftedness vary tremendously across domains! Many in the gifted field like to consider the minimal threshold of two standard deviations above the mean – or the top 2 -to- 5% of kids as gifted. There really is no exact science that can help us set the minimal threshold demarcating gifted *vs*. not gifted. That said, there is tremendous variance or range of abilities among the top 2-to-5% of kids, whatever the field! I like to use the example of pole-vaulting. Pole vaulting is a personal interest of mine, and an athletic event that I am very familiar with. I was a pole vaulter in High School. I was pretty good back in H.S., I was one of the top pole vaulters at my H.S. I was considered a gifted jumper! And I was among the top 4-5 pole vaulters in our school district. Still considered a gifted jumper! But when I got to the state track and field meet, there were at least 7-8 pole pole-vaulters who were clearing higher heights than me! One fellow who garnered a Division I scholarship was actually jumping almost 2 feet higher than the rest of us! He was, indeed, very gifted compared to the rest of us gifted vaulters! You get my point.
- The fifth point is that gifted students often find themselves bored in classrooms that are ill-equipped to meet their intellectual and academic needs, and almost unquenching thirst for knowledge and facts. For a great many gifted kids, this is a chronic problem. Gifted kids sense their differences from same-age peers, often at an early age, and often struggle to 'fit in' to normative academic, social, recreational, an cultural activities.

- Finally, the sixth indisputable fact is that a great many gifted kids – we simply do not have any hard data to know the exact numbers or percentages – experience heightened feelings of sensitivity and emotional reactivity, along with asynchronous development, peer relation struggles, and an inner turmoil due to a sense of being different and having different interests than their peers. This creates an outlier status.

Michael F. Shaughnessy: What have I neglected to ask?

Steven Pfeiffer: As usual, Mike, you've done an exceptional job – one might say, a gifted performance, in asking me a wide range of interesting and important questions based on my post that recently appeared in www.TheCreativityPost.com. I don't think you've missed anything, Mike. It was a pleasure thinking though your questions and writing down my responses. I hope that your readers find the interview interesting and thought-provoking!

Biodata of Joanne Foster

Steven Pfeiffer is a popular speaker, scholar, and internationally recognized authority on the gifted. He is a licensed and board-certified clinical psychologist whose work focuses on gifted identification and the social-emotional needs and character development of high ability children and youth. Dr. Pfeiffer received his doctoral training at the University of North Carolina-Chapel Hill. Following his internship in clinical psychology, he completed post-doctoral training in family therapy at the Philadelphia Child and Family Therapy Training Center, University of Pennsylvania School of Medicine. Dr. Pfeiffer is Professor Emeritus at Florida State University. Prior to his tenure at FSU, he was a Professor at Duke University, where he served as Director of Duke's gifted program, Duke TIP. Dr. Pfeiffer also served as a Clinical Psychologist in the U.S. Navy Medical Service Corps, and as a Psychologist in the Department of Pediatrics, at Ochsner Clinic and Medical Center, in New Orleans. He also served as Executive Director of Devereux's Institute of Clinical Training & Research, headquartered in Villanova, PA. Dr. Pfeiffer is a highly regarded speaker. He was invited to testify at the White House and before the Italian Parliament. He has authored more than 200 articles, book chapters, and books. He is lead author of the *Gifted Rating Scales* (GRS™2), and author of *Essentials of Gifted Assessment*, published by Wiley in 2015 and considered the gold standard on gifted identification. His most recent book is titled *Parenting from the Heart: Raising Resilient and Successful Smart Kids*. The paperback book is published by Routledge and available from the publisher and online at www.Amazon.com.

Biodata of Author

Prof.Dr. **Michael F. Shaughnessy** is currently Professor of Educational Studies at Eastern New Mexico University in Portales, New Mexico USA. He has served as Editor in Chief of Gifted Education International and can be reached electronically at Michael.Shaughnessy@enmu.edu. His orcid i.d. is 0000 0002 1877 1319. His current research interests include talent development and intellectual assessment as well as the role of personality in giftedness, talent and creativity.

References

Web 1. https://www.creativitypost.com/contributor/4881

Journal of Gifted Education & Creativity

Young Wise Publishing

ISSN: 2149-1410