



Introducing the Gifted Index and Supporting Twice-Exceptional Children: A Day with Dr. Linda Silverman

Facilitator(s):	Linda Silverman
Date:	April 18, 2017
Time:	9:00 am – 3:30 pm
Cost:	\$200.00 (includes lunch, which is not prepared in a nut/gluten-free environment)
Location:	Edmonton (Newton Elementary School) 5523 122 Avenue
Session Code:	17-IE-322



Who Should Attend

Psychologists and Counselors interested in supporting Gifted Students

About this Learning Opportunity

INTRODUCING THE 'GIFTED INDEX' ON THE WISC-V

The new Gifted Index, normed by Pearson Assessments, will have its debut in Edmonton.

Not all parts of an IQ test have equal ability to identify gifted children. As IQ tests add more factors, the Full Scale IQ Score weakens as a unitary construct. Subtests loaded in abstract reasoning reveal the stunning cognitive power of the gifted mind. There are now three ways to code for giftedness that provide more accurate estimates of the abilities of gifted children than the Full Scale IQ.

In August 2015, *Technical Report #1* of the WISC-V was released, creating the Verbal Expanded Crystallized Index (VECI) and the Expanded Fluid Index (EFI), both of which identify gifted children who are missed when using the Full Scale IQ (FSIQ). The newly created Expanded General Ability Index ("Gifted Index") is a short form of the WISC-V; it balances the verbal and nonverbal subtests that capture gifted abilities most effectively.

RECOGNIZING AND SUPPORTING TWICE-EXCEPTIONAL CHILDREN

Twice exceptional (2e) children are difficult to assess. Giftedness masks disabilities. The gifted use their extraordinary abstract reasoning to compensate, which can elevate their weakest scores. Their disabilities usually depress their IQ scores, so that they do not qualify for services. Assessment profiles of twice exceptional children

About the Facilitator(s)

Linda Kreger Silverman, Ph.D., is a licensed clinical and counseling psychologist. She directs the Institute for the Study of Advanced Development, and its subsidiaries, the Gifted Development Center [www.gifteddevelopment.com] and Visual-Spatial Resource [www.visualspatial.org], in Denver, Colorado.

In the last 37 years, she has studied over 6,300 children who have been assessed at GDC, the largest data bank on this population. This research enabled the creation of extended norms on the WISC-IV. Her Ph.D. is in educational psychology and special education from the University of Southern California. For nine years, she served on the faculty of the University of Denver in counseling psychology and gifted education. She has been studying the psychology and education of the gifted since 1961 and has written over 300 articles, chapters and books, including *Counseling the Gifted and Talented*, *Upside-Down Brilliance: The Visual-Spatial Learner*, *Advanced Development: A Collection of Works on Gifted Adults* and *Giftedness 101* (translated into Swedish and Korean).



will be discussed, with techniques for interpretation. Early identification and intervention are essential. The psychologist needs to advocate for 2e children. Assistive technology is often the key to success. Most important of all, twice-exceptional children need positive relationships with supportive teachers, counselors and other personnel.

This session is being offered on a cost recovery basis.