



2008 Dabrowski Congress

The Eighth International Congress of the Institute
for Positive Disintegration in Human Development

Dabrowski and Gifted Education:

Beyond Overexcitabilities.

August 7 - 9, 2008

Canmore, Alberta, Canada



The Eighth International Congress of the Institute for Positive Disintegration in Human Development

Conference Schedule

Thursday, August 7, 2008 – Day 1

6PM-9PM	Reception: Radisson Hotel & Conference Center, Canmore Alberta <i>Informal Q & A and Discussion Panel, with reminiscences of former students</i>
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Friday, August 8, 2008 – Day 2

Time	Presenter
8:45-9:00	Welcome and Opening Remarks: Sal Mendaglio
9:00-10:00	<p>Keynote Speaker: James T. Webb, PH.D., ABPP-CL, Clinical Psychologist, Scottsdale, AZ</p> <p style="text-align: center;"><i>Existential Depression and Positive Disintegration</i></p> <p style="text-align: center;">Abstract</p> <p>Gifted children are prone to existential depression because of their intensity, sensitivity, and idealism, and because they can see the inconsistencies in the values and behaviors of others around them. Gifted children are likely to question traditions, particularly those that seem unfair or meaningless. But their challenge to traditions prompts others to withdraw from or reject them. As a result, gifted children feel alone in an absurd, arbitrary, and meaningless world where they also feel powerless to change that world. Existential depression, though written about by many others, relates closely to Dabrowski's Theory of Positive Disintegration, and can be best understood by Dabrowski's Theory, in combination with several other theories in psychology. The relationship between existential depression and these theories will be discussed, along with some approaches that can be used to help people ameliorate and manage their existential depression.</p>
10:00-10:30	B r e a k:
10:30-11:15	<p>Krystyna Laycraft, Center for Chaotic Studies</p> <p style="text-align: center;"><i>Empathy as a Dissipative Structure</i></p> <p style="text-align: center;">Abstract</p> <p>Dabrowski's theory of positive disintegration describes patterns and explains mechanisms of human development and has been successfully applied to understanding of gifted individuals.</p>

The process of positive disintegration is the mental development described by the process of transition from lower to higher levels of mental life and is stimulated by tension, inner conflict, struggle, and anxiety. We introduced a conceptual model of this process as the sequence of bifurcation points where sensitivity to perturbation increases, and new patterns of organization (attractors) emerge as developmental potential changes. This sequence is: a point attractor (primary integration), a cycle attractor (unilevel disintegration), a chaotic attractor (spontaneous multilevel disintegration), an emerging order (organized multilevel disintegration), and an order (secondary integration). Actually, we concentrate our study on the transition from the spontaneous multilevel disintegration (chaos) to the organized multilevel disintegration (an emerging order). We apply the concept of self-organization to describe this process. The period of organized multilevel disintegration can be compared to “dissipative structures”, which maintain their existence by interaction with their inner and outer environment. This is a period, directed and controlled by highly conscious and autonomous developmental processes. These processes of complex growth help young people to take the development into their own hands and create better conditions for protection and prophylaxis against serious mental disorder. The intellectual, emotional, and imaginal functions interconnect and reciprocally advance the level of the other functions, producing greater psychic complexity, higher levels of creativity, self-awareness, empathy, and social responsibility. Next, we analyze in details empathy as a complex process. We compare three models of empathy, based on the self-organization process, on the positive disintegration theory, and on the neurological approach.

11:15-12:00 Bill Tillier, Psychologist, Calgary Alberta

Introduction of the concept of multilevel actualization

Abstract

Maslow’s concept of self-actualization was an important force in psychology and his descriptions of the self-actualized person influenced perceptions of advanced development. A continuum of potential spanning from low levels of animal instinct through to higher levels of human values was described. Maslow believed that all of these potentials must be actualized – both the lower and higher – and that there was no qualitative distinction between the lower animal-like versus higher, human levels. One’s nature should be accepted as is and actualized as it exists. Aspiring to hopes or ideals merely creates anxiety and neuroses that block further development. Dabrowski did not use Maslow’s concepts, largely because their basic approaches to development differed substantially. Self-actualization lacked a multilevel perspective and did not allow for the process of self-examination and self-selection of those factors to be inhibited versus those factors to be actualized. Piechowski introduced self-actualization into the Dabrowski literature and suggested a synonymous relationship existed between Maslow’s approach and Dabrowski’s higher levels, creating an inappropriate and misleading synthesis of the two theories. In this presentation, the neo-Dabrowskian, neo-Maslowian concept of multilevel actualization (MA) is introduced to provide a new approach emphasizing a multilevel and discriminating approach to actualization. Multilevel analysis of the self leads to the development of a personality ideal that subsequently guides growth. Those elements which are lower and “less-oneself” are inhibited and transformed or transcended while those elements that are deemed higher and “more-oneself” are actualized or in some cases, created. Combining Maslow’s important insights with the critical Dabrowskian notions of multilevelness and positive disintegration creates an important new paradigm to understand development.

12:00-1:00 L u n c h

1:00-1:45 Sal Mendaglio, Division of Teacher Preparation, University of Calgary

*Dabrowski's concept of adjustment and giftedness***Abstract**

Applications of the theory of positive disintegration (TPD) to giftedness have focused largely on the concept of overexcitability. However, Dabrowski's theory represents a comprehensive theoretical framework with an array of concepts. Many of these concepts are useful in furthering our understanding of gifted individuals. One such concept is Dabrowski's conception of adjustment which dovetails with my model of giftedness. One of the core aspects of my affective-cognitive model of giftedness (Mendaglio, 2007) is that giftedness predisposes individuals to conflict with society. Such conflict may or may not be developmental. In this session, I discuss this feature of the model and contrast it with Dabrowski's view of adjustment and maladjustment.

1:45-2:30

Marlene Rankel, Psychologist, Beaumont, Alberta
Norbert & Jean Duda, Psychologists, Plantation, FL

Norbert Duda, Ph.D

"Tragic Gifts: The Man and His Transforming Presence"

Abstract

Poland did not exist when Dr. Dabrowski was born in 1902. It disintegrated and was removed from the map when three of its neighbors dismantled it in three steps at three different times. Because of these partitions of Poland, my ancestors came to the USA and settled in the second oldest Polish-American parish in Parisville, Michigan in 1875. I was born there in 1933, and because of a tragedy in my family moved to Ohio, again another tragedy, moved me to Canada. The study of French and Psychology brought me to Laval University, and good fortune allowed me to be the only Polish-American student in Dr. Dabrowski's class. Dr. Dabrowski had been transformed in his suffering through his life, and the tragic gifts that he brought were a catalyst for my own development. Moreover it was transforming, and set the stage for my future work as a psychologist.

Jean Duda

"Tragic Gifts: The Man and His Shadow"

Abstract

The richness that flows from two small books, *Existential Thoughts and Aphorisms*, and *Fragments from the Diary of a Mad Man* are a mirror to the inner conflict that exists for those who have tragic gifts. These writings deeply touch and challenge those who speak the same soul language. They strive for that which ought to be in contrast to a world that places value on the external and narcissistic experience. Dr. Dabrowski using the pen name Paul Cienin captures the essence of what it means to be authentic by entering into his shadow side. His words are hauntingly beautiful, challenging, sad, and inviting for the reader to aspire to that which is essential for the progression of the human spirit.

Marlene Rankel

Tragic Gifts: The Man and His Legacy

Abstract

This section of our presentation consists of excerpts from lively discussions between Dr. Dabrowski and the students who participated in what was, I believe, the final T.P.D. seminar held at the University of Alberta in Edmonton, Alberta, in the fall of 1977. In this setting, the answers to the questions asked by various students introduced them to the 'tragic gifts' Dr. Dabrowski had to offer to education, to psychotherapeutic interventions, and to the call to become more human. This was Dr. Dabrowski at his best, in a small group of self-selected students asking challenging questions. As usual, in this setting, his impact on the students was unique and unforgettable.

2:30-3:15

Michele Kane, Gifted Education Program Coordinator; Northeastern Illinois University

From Theory to Practice: Dabrowski's Theory Enters the Classroom

Abstract

Dabrowski's Theory of Positive Disintegration has been introduced in many gifted education teacher preparation undergraduate and graduate courses. Just as there is often an immediate resonance for many parents of gifted children there is also often an immediate connection or "aha" that takes place with teachers of gifted children. Of interest is the question of how teachers of gifted students use this new information when working with gifted learners. How does even a cursory understanding of Dabrowski's Theory change the teaching and learning experience for both teachers of gifted and gifted students? This qualitative study shares the experiences of several teachers of the gifted and documents their journey as they moved from theoretical understanding to classroom application. Interview results present the common threads and themes that emerged as well as individual gifted educator differences in designing classroom environments and experiences that incorporate aspects of Dabrowski's Theory.

3:15-3:30

B r e a k:

3:30-4:15

Alena Treat, Assistant Professor, Eastern Michigan Univeristy

Overexcitabilities of Sexually Diverse Students and Implications for Gifted Education.

Abstract

This presentation will summarize the results of a recent dissertation study in which the researcher investigated overexcitability characteristics of heterosexual, gay, lesbian, and bisexual students. The participants, recruited via listservs and e-mail invitations to Mensa members and students at universities of various sizes scattered throughout the United States, completed an online survey containing the Overexcitability II Questionnaire and Bem Sex Role Inventory. Also included were questions regarding the inclusion of sexually diverse themes and individuals in both the gifted and general education curriculum while they were in elementary and secondary school.

Snips and Snails and Puppy Dog Tails? This study replicated the Bouchet and Falk (2001) overexcitability study that had been analyzed by gender alone, and it even had similar gender main effect results. However, it went one step further by asking the sexual orientation of participants. When analyzed by sexual orientation within gender, significant differences emerged. Those results will be revealed during this presentation, as well as the gifted main effects, gifted by sexual orientation interaction, and three-way interaction of gifted by gender by sexual orientation. This study points to the distinct possibility that other studies that analyzed by gender alone could be open for question. Nature or Nurture? Since this study investigated relatively unexplored territory, it was necessary to pull from various disciplines while conducting the literature review. Included in this presentation will be a brief synopsis of scientific research about physical and performative differences between heterosexual and non-heterosexual populations. In addition to academic studies, these studies helped form rationale for the hypotheses about expecting differences between heterosexuals and non-heterosexuals. The Bem Sex Role Inventory was utilized to determine if the results were mediated by gender role. Has the Curriculum Been Silenced? Also included will be a brief analysis of how inclusive and/or silenced the high school general education and the gifted education curricula were for the participants in regards to sexual orientation issues and the representation of sexually diverse individuals. Now What? Some avenues for future research will be suggested.

4:15-5:00

Ray Wolfe, State University of New York, College of Geneseo

World Wide Web and Home Town Web: Challenges for the Gifted

Abstract

Along with its advantages, electronic technology poses some real hazards to development of the gifted. Computer users are at risk of being dumbed down in various ways, such as adopting lower levels of thought, yielding to inducements toward passive compliance, and having their attitudes polarized via devices that accentuate the confirmation bias. These challenges confront all users but represent particular obstacles for the gifted, who in order to realize their potential have to engage in contemplative thought and constructive action, and who need to consider problems from multiple perspectives.

A different set of challenges arises for those who outperform their peers. Socioanalytic theory distinguishes getting along from getting ahead, two forms of achievement that call for dissimilar styles of self-presentation, and emphasizes the difficulties likely to be encountered in trying to do both at the same time. The fact that both are socially valued guarantees ongoing intrapersonal and interpersonal conflicts, which though not unique to the gifted, beleaguer the gifted in particular simply because they are so often the ones who get ahead. Dynamics and tactics for resolving the conflicts are touched upon, and individual difference profiles of persons most and least susceptible to such conflicts are presented.

5:00

Traditional group photo

**Friday
Evening**

**BANQUET: Radisson Hotel & Conference Center, Canmore Alberta
Remarks: Sal Mendaglio and Bill Tillier**

Saturday, August 9, 2008 – Day 3

Time	Presenter
8:30-9:15	<p data-bbox="407 363 1425 468">Holly Doramus , Eastern Washington University, (Counseling, Educational & Developmental Psychology), Spokane Falls Community College, (Intern: Clinical Psychology)</p> <p data-bbox="407 510 1425 573"><i>Dabrowski & Disclosure: A non-tradition view of personality development or Aging and Giftedness within a social context.</i></p> <p data-bbox="857 583 976 615" style="text-align: center;">Abstract</p> <p data-bbox="407 621 1425 825">This paper addresses some of the issues that older gifted adults face within a social context as they reach the final stages of life. I have purposed that the benefits of personal disclosure make this tool an ethical and compassionate tool for studying this sub-group of the population. I believe further study of this sub-group is necessary in the study of giftedness. Such studies can be generalized to the population and benefit elderly, gifted, and non-gifted age groups not included in this treatise. I approached this subject with the intent of promoting extensive discussion.</p>
9:15-10:00	<p data-bbox="407 894 943 926">Dexter Amend, Psychologist, Spokane, WA</p> <p data-bbox="529 968 1308 999" style="text-align: center;"><i>"The Developmental Choice:" Suffering and Sacrifice in TPD</i></p> <p data-bbox="857 1010 976 1041" style="text-align: center;">Abstract</p> <p data-bbox="407 1047 1425 1335">This presentation will expand on an earlier one (Amend, 2008) to discuss the role of instinctual and emotional functions in development. Specifically, the role of suffering and psychological tension will be discussed in the context of the developmental choice. Following Bergson, Dabrowski suggested that the creative instinct is associated with nervousness and psychological tension. Individuals' tendencies often go against one's type and create tension. By making the developmental choice an individual can consciously counteract these tendencies and move in the direction of one's self. This is a very difficult task, as Dabrowski quoted the Polish poet Mickiewicz, "it is more difficult to be truly good throughout one single day, than to build a tower." To move towards the creative expression of one's self is a monumental achievement from moment to moment.</p>
10:00-10:15	<p data-bbox="407 1398 521 1430" style="text-align: center;">B r e a k</p>
10:15-11:00	<p data-bbox="407 1503 1284 1535">Cheryl M. Ackerman and Qinghua Nian, University of Delaware</p> <p data-bbox="488 1577 1349 1640" style="text-align: center;"><i>Preliminary theoretical, methodological, and disciplinary analyses of literature on Dabrowski's theory</i></p> <p data-bbox="857 1650 976 1682" style="text-align: center;">Abstract</p> <p data-bbox="407 1688 1425 1892">The beauty of a complex developmental personality theory such as Dabrowski's is its applicability to a wide range of disciplines. Since Dabrowski began writing on personality development, literature incorporating his theory has focused on various constructs from his theory, including levels of development, overexcitabilities, dynamisms, and developmental potential, and been examined and applied to diverse disciplines including philosophy, psychology, literature, religion, and education. However, to date, there has been no extensive inter-disciplinary review of the theoretical, research, and applied literature featuring aspects of</p>

Dabrowski's work. While an extensive bibliography is available, no analysis has been performed to describe the existing literature. Such an analysis would identify themes within and across disciplines, as well as, identify areas in need of further exploration. The first purpose of this presentation is to describe the literature featuring Dabrowski's theory from various perspectives including conceptual, methodological, and disciplinary angles. Descriptive analyses will be used here. The literature in this review includes journal articles, book chapters, dissertations, theses, conference proceedings, newsletters, and any accessible publication in which some aspect of TPD is a major component. Every attempt has been made to include publications of various forms across disciplines, as well as material published in languages other than English (e.g. Polish, French). The process of insuring as complete a review as possible includes multiple procedures: searches in relevant databases (EBSCO, PsychINFO, etc.), examination of reference lists of selected publications, and checks with critical figures publishing material featuring Dabrowski's work. The second purpose, more exploratory in nature, is to look for themes that cut across disciplines as well as consider the essential elements from each major area identified in the literature review. The presenters will engage participants in an open discussion of these themes and elements providing some initial ideas, with the hope for meaningful dialogue that can lead to furthering the theory, research, and practice related to TPD.

11:00-11:45

**Susan Jackson, , R.C.C., Founder Daimon Institute for the Highly Gifted
Vicky Frankfourth Moyle, LPC, LMHC, Bellingham, WA**

*The Middle Way: Education, Gifted or Otherwise, for
Full Integration of Personhood*

Abstract

The "Middle Way" refers to an approach to life that embraces direct knowledge. This direct knowledge, or *experiencing*, transcends seemingly antithetical claims and integrates paradoxical perceptions. Eugene Gendlin describes this experiencing as a *felt sense* which is ultimately emotional in essence, and the basis for an individual's sense of meaning, valuation and apprehension of what is true. Experiencing is a dynamic process, involving the entire organism, and it is unique to an individual living in the world. It is a gestalt—comprehensive and multidimensional—pre-language, pre-theoretical, and pre-conceptual.

This talk will endeavor to explore the role that this concept might have in Dabrowski's theory, in psychotherapy, and in envisioning true *Authentic Education* that includes cultivation of the intuitive and emotional—an education that embraces the quintessential developmental potential of each student. As education, mental health diagnoses and treatment become more and more focused on functional analyses (overt behavior, concrete evidence, and measurable goals) we believe it especially important to emphasize the dynamic nature of Dabrowski's work, and the importance of infusing our interpretations and uses of it with a "lightness of being" that is often missing in conceptual, logical, and academic abstractions of the theory.

Four vivid case studies are presented: Ilya, A Russian born profoundly gifted seventeen year old, Leal a nineteen year old profoundly gifted artist and scholar, British born Tiegán, nine years old and highly gifted and Cyrus, also nine years old, an exceptionally gifted visual spatial learner with severe language processing difficulties. The inner worlds and experiencing of these remarkable individuals is brought to life through extraordinary images, clinical data and journal entries. The Integral Psychotherapy for the Gifted (IPG) model - a multidimensional and fluid framework that is rich in Dabrowskian concepts (dynamic and relational) - is also showcased.

11:45-12:45

L u n c h

12:45-1:30

David Holland, AISI Coordinator, Calgary Board of Education*David's Dabrowskian Dilemma***Abstract**

In a theory as complex as Dabrowski's Theory of Positive Disintegration, there are bound to be stumbling blocks on the path to understanding. This session is an invitation to participate in a consultancy protocol, where you can share your thoughts and expertise on questions that David Holland has about the concept of developmental instinct. If time allows, we could explore an audience generated dilemma as well. The consultancy protocol was developed by Gene Thompson-Grove as a process for encouraging focused, professional conversations among educators. It has gained recognition as a valuable tool for encouraging the growth of professional learning communities.

1:30-2:15

Richard Michelle-Pentelbury, Teacher/Resident Director/MA (Gifted Education)*An Autonomous and Unique Personality, a la Dabrowski; Beware 'The Paradigm Phallacy'***Abstract**

The expression of one's "unique and autonomous personality", from a Dabrowski perspective, is not only the result of Level V achievement, but the route through Levels I, II, III, and IV. It is subservience to paradigms, as well as the seeking of new paradigms that at once withholds as well as invigorates an intentional person. The route of integration is both a map of progress and a mine-field of cauterization, and an individual's proclivity to dwell in a 'Paradigm Phallacy' (hereby coining the phrase, as spelt), is but to subsist on a lily-pad over a pond in the road of a lifetime. Through unilevel First Phase living, disintegrative and psychoneurotic Second Phase Overexcitability, or Third Phase multilevel and integrative experimentation, the dynamics of personality, potentiality, and paradigmatic proclivities perpetually propel a person, or not. It is in the 'or not' that Dabrowski's greatest challenge to mankind remains. As such, amongst the very many other models for, of, and about mankind (such as Psychogeometrics, Spiral Dynamics, Holland's Theory, Kohlberg's Theory, or Anneagram Theory) it is one's given proclivity for a paradigm that may inhibit the route of oneself through Dabrowski's Theory of Positive Disintegration, and may affect one's stumbling "through ever higher levels of universal development" (1972, p.4). It is in our intentional awareness and integration of Dabrowski's Levels I through IV, as teachers, as participators, and indeed as humans in the very evolution of mankind that we each may more readily find our "autonomous and unique personality". To be, or not to be? The paradox is that in our very 'being' Dabrowski himself (1964, p.112) may find us "mentally healthy", or not!

2:15-2:30

B r e a k

2:30-3:15

Susan Daniels, Ph.D. California State University, San Bernardino

*Living With Intensity: Applications of TPD for Parents, Counselors,
Teachers and Gifted Adults*

Abstract

Living With Intensity (2009) a new work that addresses applications of TPD for parenting, teaching and counseling gifted children and adolescents and for living as a gifted adult will be presented. Chapters to be discussed, include:

(1) Embracing Intensity: Overexcitability, Sensitivity, and the Developmental Potential of the Gifted, (2) Nurturing the Sensitivity and Intensity of Young Gifted Children, (3) Dabrowski's Theory: Possibilities and Implications of Misdiagnosis, Missed Diagnosis, and Dual Diagnosis in Gifted Individuals, (4) What We May Be: What Dabrowski's Work Can Do for Gifted Adults, (5) Building Firm Foundations: Research on Overexcitability and the Developmental Potential of the Gifted.

3:15-4:00

Josh Shaine, Educational Studies Program, Massachusetts Institute of Technology

Teaching TPD to motivated High School Students

Abstract

Teaching the Theory of Positive Disintegration to motivated adolescents presents its own particular joys and challenges. I presented TPD to students in a small alternative high school, an enrichment program for self-selected secondary students at a major research university, and in a collaborative program for home schooling students. While there were more similarities across the environments than not, the differences were striking. This presentation will discuss both instructional issues and short term consequences of the courses. Discussion is preferred.

Evening

On your own

Sunday, August 10, 2008: No formal activities planned

Papers submitted for proceedings, speaker could not attend:

Bob Hudson, MA, M Ed, Kent State University

Overexcitabilities: Theory of Positive Disintegration. The Legacy of Kamizierz Dabrowski– (Slide presentation to be included in Conference Proceedings)

Tadeusz Kobierzycki, Dr hab., Professor of Philosophy at the Frederic Chopin Academy of Music in Warsaw, Professor of Psychology, Trnavska Univerzita in Bratislava

*Stress and Creativity /Instinct, Disintegration and Stress as
Components of Creativity*

Abstract:

A necessary component of creative stress is relaxation which permits the loosening of emotions to have some rest, to equalize the energy, physically and mentally taking place on a high or low level of creative processes, filled with high indicators of psychophysical tension. Creative stress, however, also refers to higher dynamisms constituting and developing man, it is a necessary condition of his biological, psychological, social and spiritual existence.

1. Stress as a Problem of Research on Creative Processes
2. The Creative Instinct as an Evolutionary Equivalent of the Creative Potential
3. Stress as the Cause of Negative and Positive Disintegration
4. Occurrences of Biopsychical Aggregation and Disaggregation
5. Stress as an Impulse to Internal and Creative Transformation
6. The Creative Instinct – Play, Relaxation and Transgression
7. Self-Mutilation as the Effect of the Auto-regulation of Stress
8. Creative Instinct as a Stress-like Axis of Psychical Organization
9. The Creative Instinct, Creative Stress, Creative Personality
10. Stress as a Component of the Individual Creative Process

Filip Maj, Teacher, La Salle Universitat Ramon Llull, Barcelona

On the Method of Analysing Creativity - H. Elzenberg and K. Dąbrowski

Abstract

The paper undertakes an investigation into the methodology underlying philosophical and psychological approaches towards creativity by two Polish thinkers - Henryk Elzenberg (1887-1967) – an axiologist and existentialist and Kazimierz Dąbrowski (1902-1980) - a psychiatrist, existential psychologist and philosopher.

Henryk Elzenberg believed that the phenomenon of creativity concealed the secret of life and death. Creativity connects many extremities and contradictions, it requires sacrifices, asceticism, perfectionism, but also yearning, liberty, sensuality and desire. Elzenberg writes about a world which is dispersed, torn apart, diffused in the artist. His life unravels itself between two paths: culture and nature.

Elzenberg attempts an extremely precise and analytical method, but at the same time it includes a metaphorical line of thought. His pursuit also includes his own experiences and psychological reflections about himself as a philosophising writer. It raises questions, bends, straightens, denies and doubts in the certainty of facts. Culture is his main area.

Kazimierz Dąbrowski was convinced that creativity can be analysed in the same way as clinical phenomena. In his Theory of Positive Disintegration, he valued the so-called negative processes occurring in man's life, especially in his analysis of the creative personality. However, creativity is possible thanks to the creative instinct, which is the biological basis directing man to create. Man's development consists of confronting himself with reality and building his own world, his own inner milieu.

Dąbrowski's method is experimental-reflective. Dąbrowski studies the relations between the concepts of stability, structure, genetics with dynamicity, relativity, process, acceleration, disorder. His main domain is the personality. He writes as a scholar who has philosophical reflections. The world can not be reduced to that which exists. An investigation does not only consist of adding up the phenomena that has been collected, but also of an arrangement of an individual profile.

THE CONGRESS COMMITTEE GRATEFULLY ACKNOWLEDGES

THE SUPPORT OFFERED BY:



Biography of Keynote Speaker

James T. Webb, Ph.D., ABPP-CL, has been recognized as one of the 25 most influential psychologists nationally on gifted education, and he consults with schools, programs and individuals about social and emotional needs of gifted and talented children. In 1981, Dr. Webb established SENG (Supporting Emotional Needs of Gifted Children, Inc.), a national nonprofit organization that provides information, training, conferences and workshops, and is Chair of SENG's Professional Advisory Committee. A frequent keynote and workshop speaker at state and national conventions, Dr. Webb, a licensed psychologist, is board certified as a Diplomate in Clinical Psychology. A Fellow of the American Psychological Association, he served for three years on its governing body, the Council of Representatives.

Dr. Webb is a Fellow of the Society of Pediatric Psychology and the Society for Personality Assessment. In 1992, he received the Heiser Presidential Award for Advocacy by the American Psychological Association, and also the National Award for Excellence, Senior Investigator Division, from the Mensa Education and Research Foundation. He has served on the Board of Directors for the National Association for Gifted Children, and was President of the American Association for Gifted Children. Currently, Dr. Webb is President of Great Potential Press, Inc.

Dr. Webb was President of the Ohio Psychological Association in 1974-1975, and a member of its Board of Trustees for seven years. He has been in private practice as well as in various consulting positions with clinics and hospitals. In 1978, Dr. Webb was one of the founders of the School of Professional Psychology at Wright State University, Dayton, Ohio, and from 1978-1995 he was a Professor and Associate Dean.

Previously, Dr. Webb directed the Department of Psychology at the Children's Medical Center in Dayton and was Associate Clinical Professor in the Departments of Pediatrics and Psychiatry at the Wright State University School of Medicine. From 1970-1975, Dr. Webb was on the graduate faculty in psychology at Ohio University.

Dr. Webb is the lead author of five books and several DVDs about gifted children, four of which have won "Best Book" awards.

- Guiding the Gifted Child: A Practical Source for Parents and Teachers
- Grandparents' Guide to Gifted Children
- Misdiagnosis and Dual Diagnoses of Gifted Children and Adults: ADHD, Bipolar, OCD, Asperger's, Depression, and Other Disorders
- Gifted Parent Groups: The SENG Model, 2nd Edition (New)
- A Parent's Guide to Gifted Children (New)

Guiding the Gifted Child, which sold over 125,000 copies, has been translated into several languages, and it won the National Media Award of the American Psychological Association as the best book for "significantly contributing to the understanding of the unique, sensitive, emotional needs of exceptional children." Misdiagnosis and Dual Diagnoses of Gifted Children and Adults has won three awards, as has A Parent's Guide to Gifted Children. Grandparents' Guide to Gifted Children also has won two "Best Book" awards. Dr. Webb has written over 70 professional publications, fifteen books, three videos, and many research papers for psychology conventions or conferences regarding gifted and talented children.

Born in Memphis, Tennessee, Dr. Webb graduated from Rhodes College, and received his doctorate degree from the University of Alabama. Dr. Webb and his wife are parents of six daughters.