"Imagining the Way"

CONFERENCE PROCEEDINGS

19th Annual SAGE Conference
The Society for the Advancement of Gifted Education

Conference Proceedings produced by
The Society for the Advancement of Gifted Education
c/o Centre for Gifted Education
University of Calgary
602 Education Tower
2500 University Drive N. W.
Calgary, AB. T2N 1N4

© 2009
CONTENTS

1 Michael Piechowski  Living with Intensities and Sensitivities
8 Michael Piechowski  Taking the Mystery out of Personal Growth
12 Charlene Barva  “They Tell Me I’m Smart, So Why Do I ‘Feel’ so Dumb”? Educational experiences of high-achieving women with LD
16 Barbara Bishop  Throw Out the Box! Creating a Climate of Creativity in your Classroom
20 Hal Curties  The Gifted Underachiever
26 Seamus Doyle  “Autonomous Well-Being” as a Central Aim for Gifted Education
29 David Holland  Empathy: A Magic Key for Teachers of Gifted Learners
35 Lorraine Kneier  Music: A Window to the Soul
36 Michele Jacobsen and Jennifer Lock  Imagining Inquiry and Technology
45 Sal Mendaglio  If My Child Is So Gifted, Why Doesn’t Reasoning Work?
47 Patricia Paterson and Gwen Brown  Maximizing Talent in Gifted Learners With the Blended Learning Environment, or Welcome to the Cyber-School House!
56 Richard Michelle-Pentelbury  Flowers, Dynamics, Disintegration: The Metaphoric Mind’s Adjectives Makes All the Difference
60 Bill Tillier  Conceptual Differences Between Piechowski and Dabrowski
69 Sal Mendaglio  Point-Counter Point
Point-Counter Point
Piechowski and Tillier: Dabrowski’s Theory of Positive Disintegration

Introduction by Sal Mendaglio

A great theory elicits passionate responses from those who have intimate knowledge of it. In the history of psychology, we have seen this with responses to Freud’s theory of psychoanalysis and Piaget’s theory of cognitive development. To these, I add Dabrowski’s theory of positive disintegration. There is no doubt that his theory elicits rather strong reactions in those who first encounter it. In this new section of the Sage Proceedings, we include an exchange between two individuals, Michael Piechowski and William Tillier who have firsthand knowledge of the theory because of their work with Kazimierz Dabrowski: Piechowski, first as a student of the theory then a collaborator of Dabrowski; Tillier, first as Dabrowski’s graduate student, later, as an archivist of the theory. While both Piechowski and Tillier are adherents of Dabrowski’s theory, it is well known that they have significant differences in their interpretation of it. Another sign of a great theory: its ability to spark debate.