

The Wallace Research Symposium on Talent Development



Symposium Program



<https://gifted.uconn.edu/wallace/agenda>

May 19-21, 2024

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CENTER
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ON
GIFTED
EDUCATION



About the organizing centers...

Belin-Blank Center for Gifted Education and Talent Development

The mission of the Belin-Blank Center is to create opportunities for equitable talent development. We have five strategic priorities that guide our work: outreach, professional learning, psychological services, research, and student programming. We owe our existence to the vision and philanthropy of our founders, David and Connie Belin and Myron and Jaqueline Blank. The Belins and Blanks believed talented students were not adequately served in school, and they hoped to support efforts to improve the situation. The two families made significant financial commitments while joining forces to secure state funding for the creation of a comprehensive center. Founded in 1988, the Belin-Blank Center quickly developed into an internationally respected center providing innovative programming for talented students and their educators. As we grew, the Center added counseling services and programming for twice-exceptional youth. We also moved into our award-winning building, the Blank Honors Center, through generous philanthropic support.

Renzulli Center for Creativity, Gifted Education, and Talent Development

The Renzulli Center's mission is to serve as a center of expertise for talent development and creativity. We promote enjoyment, engagement, and enthusiasm for learning in educators and students at all levels through professional learning activities. We conduct and disseminate research on critical questions of practice related to talent development and gifted education pedagogy. The Center was founded in 1996 when Raymond Neag, a successful businessman who had graduated from UConn, established an endowed chair in gifted education and the Neag Center for Gifted Education and Talent Development. In July 2016, Neag asked that the Center be renamed the Renzulli Center for Creativity, Gifted Education, and Talent Development to honor the work of Joseph Renzulli and his lifetime partner Sally Reis. Our vision is that educational experiences and talent development should be meaningful and accessible for all, and we strive to provide leadership toward this outcome at a local, national, and international level. Our professional learning services help educators build capacity to support meaningful enrichment for all learners by providing practical strategies within a cohesive framework.

Welcome to the Wallace Research Symposium on Talent Development

The Belin-Blank Center for Gifted Education and Talent Development at the University of Iowa is pleased to join the Renzulli Center for Creativity, Gifted Education, and Talent Development at the University of Connecticut in organizing this thirteenth Wallace Research Symposium on Talent Development. This thirteenth symposium provides an opportunity for researchers from around the world to present their current work on talent development, creativity, and advanced education and serves as a catalyst to all for innovative programming and policy. This year we feature four keynote addresses, six invited presentations, two panel discussions, fifty paper presentations, and thirty-six posters.

A generous endowment from the Wallace Research Foundation makes possible the Wallace Research Symposia on Talent Development. Henry B. (H.B.) Wallace was an exceptionally talented individual who used his abilities to enhance society. H.B. and his wife, Jocelyn, deeply cared about students and the future of American education and demonstrated this caring by their outstanding support of the Belin-Blank Center at the University of Iowa. H.B. and Jocelyn strongly believed that the future of America rested with its young people and that students of exceptional educational promise should have every opportunity to develop their talents and then use these talents to better society.

Megan Foley Nicpon

Director, Belin-Blank Center

Del Siegle

Director, Renzulli Center for Creativity, Gifted Education, and Talent Development



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Meeting Rooms

The symposium events occur either in McHugh Hall or the 3rd floor of the Student Union (which is adjacent to McHugh Hall). Paper presentations and Sunday and Monday keynotes are in McHugh Hall. Poster presentations, panels, and Tuesday's keynote are in the Student Union.

Parking

Commuters should park in the South Parking Garage. All attendees must have registered their vehicle license plate with Conference Services to avoid receiving a parking ticket. If you have not registered your vehicle, bring your plate number to the check-in desk.

Meals

All meals from Sunday evening to Tuesday noon are included in the conference registration. Breakfast is served from 7:30 a.m. to 8:30 a.m. (Monday) and 7:00 to 8:00 a.m. (Tuesday) in McMahon Dining Room. Lunch and dinner are served in the Student Union Ballroom (3rd floor).

Buses

A shuttle bus will run once each morning and evening between Fairfield Inn and Suites and UConn Storrs campus. A bus leaves Fairfield Inn and Suites at 7:00 a.m. (Monday) and 6:30 a.m. (Tuesday) with a stop at McMahon Dining Hall (for breakfast). A shuttle bus leaves each evening for Fairfield Inn and Suites from the area outside the Student Union Building at 9:15 p.m.

Luggage Storage

Luggage can be stored in McHugh Hall on Tuesday for individuals leaving that day. Graduate Hotel and dormitory guests may drop luggage with team members between 7 and 8 a.m. outside the Graduate Hotel. Fairfield Inn guests should bring luggage to registration at McHugh.



The logo consists of a blue circle with the lowercase letters 'atdp' in white. This circle is part of a larger graphic on the left side of the page, which includes several overlapping, semi-transparent colored shapes in shades of blue, green, and orange, resembling a stylized sunburst or fan.The background of the advertisement is a photograph of a busy university campus. In the foreground, a diverse group of students is walking along a paved path. They are dressed in casual attire like hoodies, jackets, and backpacks. In the background, the iconic Sather Tower (Cathedral of Learning) stands tall against a cloudy sky. The path is lined with lush green trees, and a yellow sign is visible on the left side of the path.

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Sunday, May 19, 2024

1:00 – 3:00 Registration / Check-in — McHugh Hall Atrium

3:30 – 4:00 Opening and Welcome — McHugh Hall 102

4:00 – 5:00 Opening Keynote: **Illuminating Equitable Pathways: Unveiling Racial Dynamics in Gifted Education** — *Malik Henfield* — McHugh Hall 102

5:00 – 5:15 Q&A — McHugh Hall 102

5:30 – 7:00 Dinner — Student Union Ballroom

7:00 – 8:15 Panel: **What is the Future of Gifted Education and Talent Development?** *Carolyn M. Callahan*, moderator, with *Camilla P. Benbow, Linda Brody, Dante Dixon, Andrea Dawn Frazier, David Lubinski, & Joyce VanTassel-Baska* — Student Union 304

8:15 – 9:00 Dessert Reception — Student Union Ballroom



Scan this code or visit <https://gifted.uconn.edu/wallace/agenda> for the full program with session abstracts.





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Monday, May 20, 2024

7:30 – 8:30 Breakfast — McMahon Dining Hall

8:30 – 9:30 **Julian C. Stanley Distinguished Lecture — Current Mindsets in Gifted Education and Talent Development: What Happened to Talent Discovery?** — *Susan Assouline* — McHugh Hall 102



9:30 – 9:45 Q&A — McHugh Hall 102

9:45 – 10:15 Group Photo and Refreshment Break — McHugh Hall Atrium

10:15 – 11:15 PAPER SESSIONS

McHugh Hall 201

- Research on Talent Development through the Lens of Developmental Science — *David Dai*
- Intelligences Outside the Normal Curve: The Role and Responsibility of Gifted Education for Promoting the Development of Social Capital and Co-Cognitive Skills in Young People — *Joseph S. Renzulli*

McHugh Hall 205

- Brilliant State of Mind: The Methods for Unveiling Archetypes and Aspirations — *Rebecca Lubin*
- Talent and Career Development Among Students Underrepresented in Gifted Education — *Saba Ali, Duhita Mahatmya, & Megan Foley Nicpon*

McHugh Hall 206

- Exploring Gifted Adults Worldwide: Insights, Experiences, and Implications — *Karen Bendelman*
- Gifted Adults From 3 Continents: What They Do, Think, and Feel — *Susana Graciela Pérez-Barrera*

McHugh Hall 302

- How Much Teacher is in Teacher Rating Scales? — *D. Betsy McCoach, Anthony Gambino, Scott J. Peters, Daniel Long, & Del Siegle*
- How Much Academic Variability Exists in Classrooms? — *Karen Rambo-Hernandez, Blaine A. Pedersen, Scott J. Peters, Matthew C. Makel, & Jonathan Plucker*



Monday, May 20, 2024

11:30 – 12:30 INVITED SESSIONS

- Outlier Talents: Contributions of Non-Traditional, or Culturally or Regionally Unique Domains to Our Understanding of Talent Development — *Rena Subotnik*, **McHugh Hall 206**
- Using Strength-Based Teaching Strategies for 2e/ASD Students — *Sally Reis*, **McHugh Hall 205**
- Opportunities Provided, Opportunities Taken: Providing Early Talent Development Opportunities is Critical for Diversifying Gifted Education — *Frank Worrell*, **McHugh Hall 101**

12:30 – 1:45 Lunch— Student Union Ballroom

1:45 – 3:15 PAPER SESSIONS

McHugh Hall 201

- Learning Something New Matters — *Del Siegle, Susan Dulong Langley, D. Betsy McCoach, Ashley Carpenter, Kenneth J. Wright, Kelly Kearney, & Sarah D. Newton*
- Are Two Heads Better Than One? Co-Teaching to Meet the Needs of Advanced Students in Mixed-Ability Elementary Math Classes — *Kenneth J. Wright*
- The Effect of Curricular Intervention on High-Potential English Learners' Math Achievement — *Jenny Yang, Seokhee Cho, & Gülnur Özbek*

McHugh Hall 205

- Voices from Practitioners and Families: Moving Toward Equitable Access to Gifted Education — *Kristen Lamb, Nancy B. Hertzog, & A. J. Balatico*
- Systemic Change for Equitable Gifted Services: One District's Journey — *Nancy B. Hertzog, Kristina H. Collins, & Claudine Berry*
- Research Practice Symbiosis: Supporting the Needs of Diverse Gifted Students in Ireland — *Orla Dunne & Leanne Hinch*

McHugh Hall 206

- Using the Schoolwide Enrichment Model (SEM) to Discover and Develop Interests and Talents of Students in Rural Schools in Mexico — *Janet B. Saenz*
- Identifying Mathematical Talent in Rural Primary School Contexts — *Karen Rambo-Hernandez, Maryann Hebda, Carla Brigandi, Thomas Hallmark, & Jiangmei Yuan*
- Rodeo, Beading, and 4-H: The Intersection of Place, Rurality, and Gifted Underrepresentation — *Norma Hafenstein & Kristina Hesbol*



1:45 – 3:15 PAPER SESSIONS — Continued

McHugh Hall 302

- An Electrodermal Biofeedback Intervention for Anxiety, Stress, and Achievement Among Honors and Non-Honors Students: A Randomized Controlled Trial — *Luis Orione Ferreira, Del Siegle, & Talbot S. Hook*
- Gifted Education Models and Biography: Developing and Validating an Assessment to Document Student Outcomes — *Ann Robinson, Jill L. Adelson, & Keila Moreno*
- Beyond Traits: Personality Profiles as Predictors of Diverse Social Experiences Among Students with Gifts and Talents — *Jennifer Riedl Cross, Tracy L. Cross, Sakhavat Mammadov, & Colm O'Reilly*

McHugh Hall 202

- Diversity, Equity, and Inclusion in Gifted Education: An Examination of Professional Learning — *Lindsey Reinert, Vicki Boley, & Norma Hafenstein*
- Invite, Encourage, and Seek Out: Identifying Discourses About Gifted English Learners for Equitable Identification — *Susan Dulong Langley*
- Understanding the Relationship Between Creativity and Equity Orientations — *Sarah Luria & James C. Kaufman*

3:15 – 3:45 Refreshment Break — McHugh Hall Atrium

3:45 – 4:45 Keynote: **Gifted Education Research from the Economists' Perspective: What Have We Learned?** — *Laura Giuliano* — McHugh Hall 102



4:45 – 5:00 Q&A — McHugh Hall 102

5:00 – 7:00 Poster Presentations and Dinner Reception— Student Union Ballroom

The Wallace Research Symposium on Talent Development

See next page for list of posters.

Monday, May 20, 2024

5:00 – 7:00 Poster Presentations (Student Union Ballroom)

- 1. Identification Practices That Increase Program Diversity** — *Beth Winton*
- 2. Where Are the Gifted Girls in Natal/RN, From the 3rd to the 5th Year of Elementary School?** — *Cleide Covacevich Giovannetti*
- 3. Why Students' Interests Matter in Creative Problem-Solving and Caring Communities in Out-of-School Contexts: A Design-Based Research** — *Emma Cho*
- 4. A Valid Objection: Exploring an Underrepresentation Index to Improve Public Policy and Gifted and Talented Identification Rates** — *Hernán Castillo-Hermosilla & Nielsen Pereira*
- 5. Public Education and Historically Underserved Gifted Students: Still Forgotten?** — *Hernán Castillo-Hermosilla, Yuxiao Zhang, & Nielsen Pereira*
- 6. Empowering the Future: A Model for Developing Computer Science Talents** — *Nielsen Pereira, Zafer Ozen, Sarah Bright, & Hernán Castillo-Hermosilla*
- 7. The Affective and Academic Interactions of Giftedness With Adoption and Foster Care** — *Alissa Cress, Kathy Green, & Mariel Tader*
- 8. Leaders' Sensemaking and Sensegiving on Equity and Excellence in Title I Elementary Schools** — *Kirsten Maloney*
- 9. A Scoping Review of Differentiated Curriculum for Gifted Students** — *Laytora Dash, Cindy Gilson, & Benna Haas*
- 10. High Ability/Giftedness: A Contemporary Challenge for Educational Management** — *Maristela Cernicchiaro Deos*
- 11. The Path of Students from Municipal Schools in Balneário Camboriú to the High Skills/Gifted Pole in 2022, From the Perspective of Their Families and Teachers** — *Maristela Trentini*
- 12. Reasons for the Academic Choices of Women With Indicators of High Abilities/Giftedness** — *Marseli Nunes de Castro*
- 13. Believe to See: The Search for All Gifted People in a Public School** — *Sheila Torma Rodrigues*
- 14. Do Academically Gifted Children and Adolescents Also Score Well in Executive Functions?** — *Saiying Steenbergen-Hu, Eric Calvert, & Paula Olszewski-Kubilius*
- 15. Giftedness in Mathematics and High Performance in Mathematics Olympiads: What Do Teachers and Researchers Think?** — *Seyda Aydin Karaca, Mustafa Serdar Koksak, & Ann Robinson*
- 16. Characteristics of High Ability/Giftedness and Their Implications on the Social and Academic Interactions of Adult Women in Latin-American Countries** — *Regina Pinho Gomig, Simone Miranda dos Santos Sviercoski, & Susana Graciela Pérez-Barrera*
- 17. Changing Mindsets and Practices Toward Equity in Gifted Education Through Online Professional Learning** — *Nancy B. Hertzog, Yijie Wang, Yanan Li, & Jann Leppien*

18. **District Equity Initiatives: Lessons Learned From Central Office Administrators** — *A. J. Balatico, Nancy B. Hertzog, & Kristen Lamb*
19. **Science Jumpstart Program for Talented Girls—Providing Opportunities for Israeli Teenage Girls to Enter Academic Programs in Exact Sciences** — *Orni Meerbaum-Salant, Rachel Zorman, & Eli Fried*
20. **(How) Can Scientific Advice Promote Gifted Education in Schools?** — *Frederik Ahlgrimm, Ricarda Albrecht, Carolina Claus, & Jennifer Golanova*
21. **Effects of the Six Thinking Hats Method in Undergraduate Honors Students** — *Benna Haas*
22. **(In)discipline and the Invisibility of Gifted Students—**
Camila Aparecida Garcia
23. **Developing Electronic Momentary Time Sampling Tools for Observations of Exceptional Students** — *Sarah D. Newton, Brandi Simonsen, Michael Coyne, D. Betsy McCoach, & Del Siegle*
24. **The Limits of Multiple Measures to Increase Equity in Gifted Programs** — *Daniel Long, Scott J. Peters, Anthony Gambino, D. Betsy McCoach, & Del Siegle*
25. **Identification by Teachers of Intellectual Gifted Students** — *Eliana Santos de Farias*
26. **An Analysis of Public Opinions Regarding Gifted and Talented Education** — *John Burrell*
27. **Pathways Between the Paradigms: Perceptions of Maine’s Gifted and Talented Teachers During Initial MTSS Implementation** — *Emily Gerry MacKinnon*
28. **The Creative TIPPING Point: Gifted Identification in Visual and Performing Arts** — *Emily Andrews & Laurilea McDaniel*
29. **Agency Profile Measure** — *Rachael Cody & Shannon McDonald*
30. **Parental Perceptions of Giftedness and Media Literacy** — *Shannon McDonald & Julie Delgado*
31. **Effects of Professional Learning on Teacher Perceptions About Developing Potential** — *Julie Delgado & Talbot S. Hook*
32. **Where in the Paradigm Are We? Designing an Affective Instrument to Gauge Practitioner and Researcher Beliefs About Gifted Education** — *Talbot S. Hook*
33. **The Effect of Professional Learning on Teachers’ Beliefs About Students’ High Potential** — *Mei Zheng, Shana Lusk, Talbot S. Hook, & Catherine Little*
34. **Inclusive Education Program for Gifted Students in Rural Education in Uruguay** — *Leticia Arbelo Marrero*
35. **Educational Inclusion of Students With High Abilities/Giftedness** — *Mariana Carignani Casanova*
36. **Stealth Morph: An Intervention-Single Case Research Design With Mixed Methods Intervention Design** — *Kristen Job*



Monday, May 20, 2024



7:00 – 8:30 Panel: **Building a Broader, More Diverse Pipeline of Advanced Learners: Lessons From the National Working Group on Advanced Education** — *Michael J. Petrilli, moderator, with Nicholas Colangelo, Scott J. Peters, Jonathan Plucker, Sneha Shah-Coltrane, & April Wells* — Student Union Room 304

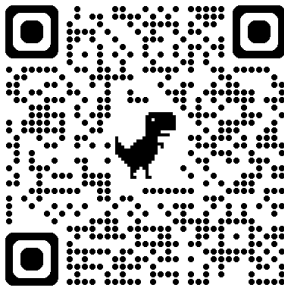


8:30 – 9:00 Ice Cream Social — Outside Student Union Ballroom



How did we do?

Please take a few minutes at the conclusion of the conference to complete a conference evaluation.





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Tuesday, May 21, 2024

7:00 – 8:00 Breakfast— McMahon Dining Hall

8:00 – 9:00 PAPER SESSIONS

McHugh Hall 205

- Participatory Listening Orientation Across Gifted and Special Education Class Types and Listening Training — *Benna Haas, Cindy Gilson, Thomas Connors, & Laytora Dash*
- Teachers' Conceptualization of Productive Struggle — *Catherine Little, Clarisa Rodrigues, & Jimmy Wilson*

McHugh Hall 201

- Integrating Talented High School Students in Science-Oriented Academic Studies, Together With Pedagogical and SEL Support — *Orni Meerbaum Salant*
- Evaluating the Impact of a Mentoring Program for Gifted and Talented Students: Insights From Mentees, Mentors, and Teachers — *Nielsen Pereira, Hernán Castillo-Hermosilla, Zafer Ozen, & Sarah Bright*

McHugh Hall 206

- The CASA Criteria for Program Evaluation in Gifted Education — *Scott J. Peters, Lindsay Lee, Tamra Stambaugh, Matthew Makel, Matthew McBee, & D. Betsy McCoach*
- Using the Equity Explorer Application for Research — *Lindsay Lee, Matthew McBee, Matthew C. Makel, Scott J. Peters, D. Betsy McCoach, & Tamra Stambaugh*

McHugh Hall 202

- Improving the Equity and Transparency of Acceleration Policies for Elementary Students in Florida — *Keri M. Guilbault & Melanie S. Meyer*
- How Ability Grouping Impacts K-12 Students' Academic Achievement: Evidence From a Meta-Analysis of 25 Years of Research — *Saiying Steenbergen-Hu, Paula Olszewski-Kubilius, Eric Calvert, Susan Corwith, & Sarah Bright*

McHugh Hall 302

- Parents Make a Difference: Designing a Psychoeducational Program for Families of Gifted Children — *Denise S. Fleith, Renata Muniz Prado, & Daniela Vilarinho-Pereira*
- Navigating Parenthood with Preschool Potentially Twice-Exceptional Children — *Julia Link Roberts, Hasan Akdeniz, & Tyler Clark*



The Wallace Research Symposium on Talent Development



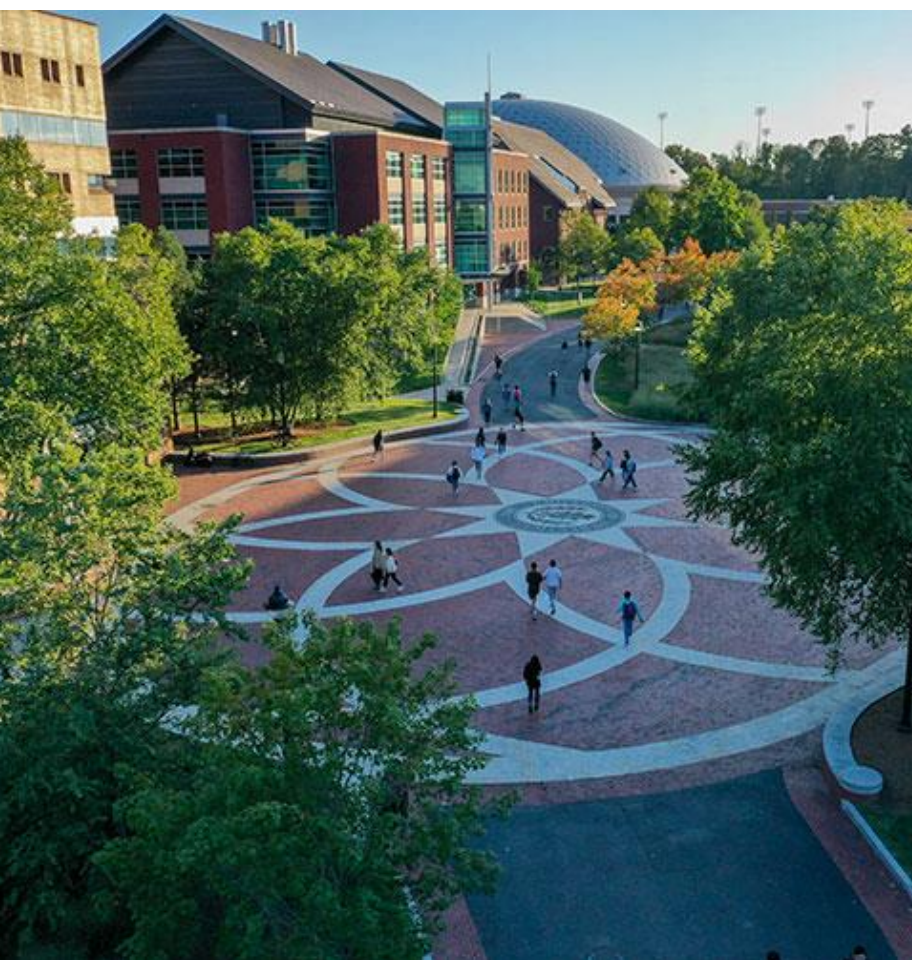


Tuesday, May 21, 2024

9:15 – 10:15 INVITED SESSIONS

- Research on Domain Specific Abilities and Trajectories: Implications for Practice with Gifted Students — *Paula Olszewski-Kubilius*, **McHugh Hall 101**
- Building a Community for Neuroscience-Oriented Research on Twice-Exceptionality — *Jacob Michaelson*, **McHugh Hall 205**
- The Need for Cognition and Its Potential Role Within Talent Development — *Franzis Preckel*, **McHugh Hall 206**

10:15 – 10:45 Refreshment Break —
McHugh Hall Atrium



10:45 – 12:15 PAPER SESSIONS

McHugh Hall 205

- Hope Needs Opportunity: Developing Scholar Identities Among Underserved Youth with Gifts and Talents — *Kristen Seward, Gilman Whiting, Alissa Cress, & Rebecca Johnson*
- Using Positive Psychology to Identify and Serve Underrepresented Students in Gifted and Talented Education — *F. Richard Olenchak, Ophelie A. Desmet, Kristen Seward, Anne Traynor, & Karen B. Arnstein*
- Using Dynamic Assessment to Identify Gifted Potential in Underrepresented Students — *Ophelie Desmet, F. Richard Olenchak, Kristen Seward, Anne Traynor, & Karen B. Arnstein*

McHugh Hall 206

- How Overexcitability Relates to Giftedness: Evidence From a Fine-Grained Meta-Analysis of Most Recent Research — *Saiying Steenbergen-Hu, Paula Olszewski-Kubilius, Eric Calvert, & Susan Corwith*
- Carpe Cerebrum: What Neuroscience Can (and Cannot) Tell Us About Giftedness — *Pamela Clinkenbeard & Edward M. Hubbard*
- Gifted Characteristics and Other Overused Empirically Empty Terms — *Matthew C. Makel*

McHugh Hall 201

- Pre-Service Teachers' Familiarity and Experience With Twice-Exceptionality — *Eric Field, Susan Assouline, Megan Foley Nicpon, & Brandon LeBeau*
- The Impact of Professional Learning on Secondary Teachers' Classroom Practices With Students Identified With 2eASD — *Julie Delgado*
- Increasing Educators' Knowledge and Skills to Identify and Serve Twice-Exceptional Students in Rural, Title I Elementary Schools — *Holly A. Kincaid, Marcia A. B. Delcourt, Susan M. Baum, & Karen L. Westberg*

McHugh Hall 202

- Talent Development: Professional Preparation for Teachers to Share Disciplinary Structures With Advanced Learners — *Laurie Croft*
- The Relationships Among Openness to Experience, Conscientiousness, and Preference for Deep or Surface Learning in Gifted Students — *Shelagh Gallagher*
- Validity Study of the Integrated Acceleration System — *Ann Lupkowski-Shoplik, Brandon LeBeau, & Susan G. Assouline*

McHugh Hall 302

- Inequality at the Starting Line: Under-Representation in Gifted Identification and Disparities in Early Achievement — *Daniel Long, D. Betsy McCoach, Scott J. Peters, & Del Siegle*
- Traditionally Underrepresented Students Are Not Always Underrepresented: Profiles of the Most Equitable Schools for Students Who Are Black and Hispanic — *Scott J. Peters, Matthew C. Makel, & James A. Carter III*
- The Academic Effects of the COVID-19 Pandemic on America's Most Exceptional Learners — *Scott J. Peters*

Tuesday, May 21, 2024

12:15 – 1:15 Lunch – Student Union Ballroom

1:15 – 2:15 Closing Keynote: **Uniting Game Theory, Math Stars, and Actors to Build Human Intelligence in the AI Age** — Po-Shen Loh — Student Union Ballroom

2:15 – 2:30 Q&A — Student Union Ballroom



2024 Wallace Research Symposium on Talent Development Planning Team

- Brian Douglas – University of Iowa
- Megan Foley Nicpon – University of Iowa
- Stephanie Huntington – University of Connecticut
- Emily Ladendorf – University of Iowa
- Catherine Little – University of Connecticut
- Ann Lupkowski-Shoplik – University of Iowa
- D. Betsy McCoach – University of Connecticut
- Lisa Muller – University of Connecticut
- Del Siegle – University of Connecticut
- Siamak Vahidi – University of Connecticut



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The Wallace Research Symposium on Talent Development



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Saba Ali – University of Iowa

Emily Andrews – Colorado Springs School District 11

Karen B. Arnstein – Purdue University

Susan G. Assouline – University of Iowa

A. J. Balatico – University of Washington

Susan M. Baum – Bridges Academy

Camilla P. Benbow – Vanderbilt University

Karen Bendelman – Universidad de la Empresa, Uruguay

Claudine Berry – Seattle Public Schools

Vicki Boley – University of Denver

Carla Brigandi – West Virginia University

Sarah Bright – Purdue University

Linda Brody – Johns Hopkins University

John Burrell – University of Connecticut

Carolyn M. Callahan – University of Virginia

Eric Calvert – Northwestern University

Ashley Carpenter – William & Mary

James A. Carter III – Urban Institute

Mariana Carignani Casanova – Universidad de la Empresa, Uruguay

Hernán Castillo-Hermosilla – Purdue University

Emma Cho – University of Washington

Seokhee Cho – St. John's University

Tyler Clark – Western Kentucky University

Carolina Claus – Humboldt-Universität zu Berlin, Germany

Pamela Clinkenbeard – University of Wisconsin-Whitewater

Rachael Cody – University of Connecticut

Nicholas Colangelo – Belin-Blank Center, University of Iowa

Kristina H. Collins – University of Washington

Thomas Connors – University of North Carolina at Charlotte

Susan Corwith – Northwestern University

Michael Coyne – University of Connecticut

Alissa Cress – Purdue University

Laurie Croft – University of Iowa

Jennifer Riedl Cross – William & Mary

Tracy L. Cross – William & Mary

David Dai – University at Albany, State University of New York

Laytora Dash – University of North Carolina at Charlotte

Marseli Nunes de Castro – Universidad de la Empresa, Uruguay

Eliana Santos de Farias – Centro Universitário Braz Cubas, Brazil

Marcia A. B. Delcourt – Western Connecticut State University

Julie Delgado – University of Connecticut

Maristela Cernicchiaro Deos – Universidad de la Empresa, Uruguay

Ophelie A. Desmet – Valdosta State University

Dante Dixson – Michigan State University

Simone Miranda dos Santos Sviercoski

Orla Dunne – Centre for Talented Youth, Ireland

Luis Orione Ferreira – University of Connecticut

Eric Field – University of Iowa

Denise S. Fleith – University of Brasilia, Brazil

Megan Foley Nicpon – University of Iowa
Andrea Dawn Frazier – Columbus State University
Eli Fried – The Future Scientists Center, Israel
Shelagh Gallagher – Engaged Education
Anthony Gambino – University of Connecticut
Camila Aparecida Garcia – Universidad de la Empresa, Uruguay
Cindy Gilson – University of North Carolina at Charlotte
Cleide Covacevich Giovannetti – Universidad de la Empresa, Uruguay
Laura Giuliano – University of California, Santa Cruz
Jennifer Golanova – Humboldt-Universität zu Berlin, Germany
Regina Pinho Gomig – Universidad de la Empresa, Uruguay
Kathy Green – Belin-Blank Center, University of Iowa
Keri M. Guilbault – Johns Hopkins University
Benna Haas – University of North Carolina at Charlotte
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Program at a Glance

SUNDAY, MAY 19, 2024

- 1:00 – 3:00 Registration / Check-in — McHugh Hall Atrium
- 3:30 – 4:00 Opening and Welcome — McHugh Hall 102
- 4:00 – 5:00 Opening Keynote: Illuminating Equitable Pathways: Unveiling Racial Dynamics in Gifted Education (Malik Henfield) — McHugh Hall 102
- 5:00 – 5:15 Q&A — McHugh Hall 102
- 5:30 – 7:00 Dinner— Student Union Ballroom
- 7:00 – 8:15 Panel: What is the Future of Gifted Education and Talent Development? — Student Union Room 304
- 8:15 – 9:00 Dessert Reception — Student Union Ballroom

MONDAY, MAY 20, 2024

- 7:30 – 8:30 Breakfast — McMahan Dining Hall
- 8:30 – 9:30 Julian C. Stanley Distinguished Lecture — Current Mindsets in Gifted Education and Talent Development: What Happened to Talent Discovery? (Susan Assouline) — McHugh Hall 102
- 9:30 – 9:45 Q&A — McHugh Hall 102
- 9:45 – 10:15 Group Photo and Refreshment Break — McHugh Hall Atrium
- 10:15 – 11:15 Paper Sessions — McHugh Hall
- 11:30 – 12:30 Invited Featured Sessions — McHugh Hall
- 12:30 – 1:45 Lunch — Student Union Ballroom
- 1:45 – 3:15 Paper Sessions — McHugh Hall
- 3:15 – 3:45 Refreshment Break — McHugh Hall Atrium
- 3:45 – 4:45 Keynote: Gifted Education Research from the Economists' Perspective: What Have We Learned? (Laura Giuliano) — McHugh Hall 102
- 4:45 – 5:00 Q&A — McHugh Hall 102
- 5:00 – 7:00 Poster Presentations and Dinner Reception — Student Union Ballroom
- 7:00 – 8:30 Panel: Building a Broader, More Diverse Pipeline of Advanced Learners: Lessons From the National Working Group on Advanced Education — Student Union Room 304
- 8:30 – 9:00 Ice Cream Social — Outside Student Union Ballroom

TUESDAY, MAY 21, 2024

- 7:00 – 8:00 Breakfast— McMahan Dining Hall
- 8:00 – 9:00 Paper Sessions — McHugh Hall
- 9:15 – 10:15 Invited Featured Sessions — McHugh Hall
- 10:15 – 10:45 Refreshment Break — McHugh Atrium
- 10:45 – 12:15 Paper Sessions — McHugh Hall
- 12:15 – 1:15 Lunch — Student Union Ballroom
- 1:15 – 2:15 Closing Keynote: Uniting Game Theory, Math Stars, and Actors to Build Human Intelligence in the AI Age (Po-Shen Loh) — Student Union Ballroom
- 2:15 – 2:30 Q&A — Student Union Ballroom

