

ADVANCED DEVELOPMENT, A Journal on Adult Giftedness,  
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This document contains the abstracts of the seven articles in the Volume, starting with the five theme-oriented articles.

Intuition—The Mystery of Higher Intelligence  
Stephanie S. Tolan

KEYWORDS: intuition, imagination, intelligence, giftedness  
(Vol. 18, 2020, pp. 25-42)

ABSTRACT: In an article of mine titled “Imagination to Intuition” I traced my own growing realization that Intuition is a real and essential aspect of human intelligence (Tolan, 2006). This piece follows the ongoing journey of further research, reading, and experience that denies Intellect as the major player in human intelligence. Though the following quote is both widely and improperly attributed to Einstein, it is a message worthy of being taken seriously: “The intuitive mind is a sacred gift and the rational mind is a faithful servant. We have created a society that honors the servant and has forgotten the gift.”

The unusual intelligence of the gifted includes what has been called the “higher intelligence” of Intuition in all its forms. In Shelagh Gallagher’s chapter in *Off the Charts: Asynchrony and the Gifted Child*, she reports that 71.6% of a gifted group indicated a preference for intuition on the MBTI scale versus 31.9% of the normative group (Gallagher, 2013). But for society to benefit from the sacred gift, we must acknowledge its existence and its mystery, and refrain from ignoring or shutting down the ineffable inner experiences it gives our children.

Befriending Our Gifted Minds: Mindfulness and the Inner Experience of Giftedness

Kelly Pryde

KEYWORDS: mindfulness, meditation, gifted adults, meta-awareness, gifted intensity, lovingkindness  
(Vol. 18, 2020, pp. 43-62)

ABSTRACT: Many gifted adults struggle with the inner experience of intensity and complexity, particularly when it has been misunderstood and unsupported throughout their lives. These challenges can lead to personal suffering and prevent many individuals from living well, and fully, with their giftedness. This paper explores the author’s journey with mindfulness as a tool for meeting these challenges –and ultimately the gifted self- in supportive and transformative ways.

Drawing on both modern and Buddhist psychology, key components of mindfulness are described, including meta-awareness, equanimity, insight, and lovingkindness. The author's reflections, along with those of other gifted adult practitioners, on the ways these components influence the inner experience of intensity and complexity are woven throughout.

### The Challenges of Identity Development for Gifted Individuals and the Role of Persona

W. L. Frumau-van Pinxten, J. J. L. Derksen, and W. A. M. Peters

KEYWORDS: gifted, persona, psychosocial development, identity development  
(Vol. 18, 2020, pp. 63-86)

ABSTRACT: The precocious development and heightened sensitivity of gifted individuals means that they experience the environment and themselves differently from others. Society's emphasis on conformity can lead to qualitatively different crises in the psychosocial development of the gifted individual. When anxiety exceeds the capacity to adapt, defenses can be used as direct adaptation in the form of projected social masks (persona). Projecting an outer impression that differs from the inner experience can give rise to feelings of estrangement and derail the continuity needed for stable identity development. The different personae observed among gifted individuals, the factors contributing to their emergence, and the strategies for dealing with them are outlined and discussed in this article, together with the means of promoting healthy identity development among people who are gifted.

### Finding Your Balance Between Gifted Verbal and Imaginal Thinking Across the Lifespan

Willem Kuipers

KEYWORDS: extra intelligence, verbal thinking, visual thinking, imaginal thinking, Cognitive-Experiential Theory  
(Vol. 18, 2020, pp. 87-106)

ABSTRACT: Due to their intensity, complexity, and drive, the gifted and extra intelligent may experience relatively large inner changes across their lifespan, possibly leading to new career ambitions. I have developed tools to make these changes and their possible consequences visible, relating them to my clients' personal experiences. Starting from the differences between verbal and imaginal thinking, I introduce a scattergram to visualize positions and possible changes in the two modes. I then apply Epstein's Cognitive-Experiential Theory (CET) to broaden the concept of verbal versus imaginal thinking to rational versus experiential thinking. The CET frame and wording are very well suited to explain changes in preference and ability to "following the head

or the heart” across the lifespan and contribute to finding a new balance between the two.

“We Are Not That!” A Focus Group Study With Gifted Adults: Direction for Future Research

Maggie Brown and Elizabeth Peterson

KEYWORDS: gifted adults, qualitative methodologies, interview/focus groups, thematic analysis

(Vol. 18, 2020, pp. 107-127)

ABSTRACT: Gifted adults are a growing area of interest but the area lacks a coherent research framework. This qualitative focus group study sought to identify priority issues for research with gifted adults, from the perspectives of adults who self-identify as gifted. Fifteen people between the ages of 18 and 53 from eight different countries participated in four online focus groups. Transcripts and video data were thematically analyzed using the perspective of social justice. The strong central theme was that dominant discourses around giftedness do not reflect many of the lived experiences of gifted adults. Three subthemes tell how current research practices may perpetuate a stereotype that disregards key aspects of participants’ experiences of being gifted adults. New directions for research that is responsive to the identified needs and issues are proposed.

Lives of Positive Disintegration

Michael M. Piechowski

KEYWORDS: advanced development, positive disintegration, secondary integration, Eleanor Roosevelt, Etty Hillesum, Peace Pilgrim, Bret Dofek

(Vol. 18, 2020, pp. 1-24)

ABSTRACT: Cases of advanced development are necessary to understand the theory of positive disintegration. Individual cases are also a test of the theory. Examples of advanced development suggest that Level V may not be as stratospheric as we tend to think.

A Poetic Narrative of a Parent’s Perspective of Intensity in Her Gifted Child: It Really Is “The Most Challenging Coupled With the Most Amazing”

Kate H. Guthrie

KEYWORDS: gifted children, overexcitability, intensity, parent perspectives, poetic transcription, OIP-II

(Vol. 18, 2020, pp. 128-143)

ABSTRACT: Overexcitability and intensity are often enigmas to parents of gifted children. Early expressions of giftedness can take a parent off guard, and, for a parent who lacks awareness of common characteristics of gifted children, raising an intense gifted child can be challenging and isolating. In this article, I present a poetic narrative of one parent's perspectives of her gifted child's intensities using four poetic transcriptions. I share my decisions for taking an artistic approach to share my findings, the context of my interview with Rae (pseudonym), and how I used the Overexcitability Inventory for Parents-Two (OIP-II) as an elicitation device for qualitative inquiry. I conclude the article with personal reflections regarding the importance of understanding asynchronous development and supporting parents of intense gifted children.

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<https://www.gifteddevelopment.org/gdcstore>.