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Newsletter from the research profile CHILD, based at Jönköping University

March 2013

Children's Rights in an International Perspective

One of the basic prerequisites for children having a good life is the fulfillment of children's rights. The UNCR focus on three areas of rights, being protected from harm, being provided with necessary goods and services and having opportunities to participate.

This newsletter has children's rights in an international perspective as its main theme. Two representatives from collaborating partners professors Juan Bornman, University of Pretoria, South Africa and Elinor Brunnberg, Mälardalen University, Sweden, and Frida Lygnegård from CHILD have written short commentaries on this theme.

These commentaries are one of the products generated from a research project about how ICF-CY can be used as a common language in surveying the fulfillment of children's rights for children with disabilities in low and middle income countries. Professor Brunnberg's contribution illustrate that children's rights is an important topic also from a Swedish perspective. [Full story](#)

Professor [Mats Granlund](#), CHILD



Researchers on Children's Rights



A'fika and reflections on ICF-CY

The collaboration SIDA-project between Sweden and South Africa is coming to an end. *Professor Juan Bornman* reflects on the project [ICF-CY: A common language for understanding the multidimensional construct of disability in childhood](#).

Photo: Swedish-SouthAfrican meet in February 2013.

Special Support in Low Income Countries

As a part of the collaboration between CHILD and CAAC in South Africa, [a systematic review of the needs of children with disabilities](#) have been undertaken. Soon to be a CHILD PhD-student, *Frida Lygnegård* states: "The objective was to systematically review the needs of children with disabilities living in poverty settings in low and middle-income countries".

European children in vulnerable situations

The children in the Speak-up project included children from eight European countries living in the most vulnerable situations. Professor *Elinor Brunnberg* and researcher *Mieke Schurmann* [developed a card game to be used in discussion with children on children's rights](#).



Bulletin Board

Academic Achievements



Marita Falkmer defended her doctoral thesis on how to enhance participation of students with

autism in mainstream schools, on January 23rd, 2013.

"Although schools are important social environments for these students, little is known about what is needed to enhance their participation", explains Marita Falkmer. "That is what my thesis is about." [Full story](#)



Anne-Sofie Strand successfully passed her final seminar on February 7th, 2013. "I'm [studying young people's experience](#) of

school absence among several groups of nine graders where the pupils have turned away from school and played truant".



Anna Niia successfully passed her parttime on February 22nd, 2013.

"[The aim of my thesis](#) is to examine the connection between children's participation in school activities and their educational achievement in relation to parents' involvement in their children's school."

47 Peer-reviewed articles

The CHILD-research group published [47 articles](#) in peer reviewed journals during 2012.

CHILD-professor Keynote Speaker in Kentucky



Roland S Persson is appointed Keynote Speaker at the [World Council for Gifted and Talented Children](#) 2013 in Kentucky, USA.

New PhD-student on exchange to Vanderbilt



In March 2013, CHILD-PhD student *Madeleine Sjöman* goes to Vanderbilt in Nashville for four months of research studies.

"I will write my first scientific article and also study observational methods - which I will all put into practice when I get back to Sweden to continue my research project with observations in pre-schools." [Full story](#)

Madeleine Sjöman is one of CHILD's [GEDS-scholars](#) in 2013.

Later this semester PhD-students *Laura Darcy* and *Christina Peterson* will go to University of North Carolina at Chapel Hill for research and cultural studies. Jönköping University will during the same time period welcome four students on advanced level from Vanderbilt.

CHILD-professor granted scholarship to Singapore



"This experience will mean a lot to me, to my research, and also to our Swedish research environment CHILD", says

Professor in Nursing Science *Karin Enskär*.

The Swedish Foundation for International Cooperation in Research and Higher Education, STINT, has granted Karin Enskär a six month scholarship to take part in the programme *Excellence in Teaching* with placement at National University of Singapore.

[Full story](#)

Received Funding



PhD-student *Anna-Karin Axelsson* received 475 000 SEK from Stiftelsen Sävstaholm for her project "[Barn med betydande funktionshinder](#)".

[Full story](#)



Professor *Torbjörn Falkmer* has recieved funding from the Australian government for

leading a program within a large scale Australian project on Autism Spectrum Disorders. [Full story](#)

CHILD is a research environment at Jönköping University in Sweden. Our primary research focus is on interventions, participation, learning, health and everyday functioning in children with special needs, but also in typically developing children.

For more information, contact CHILD's research coordinator [Cecilia Allegrind](#), +46 36 10 13 76.

[CHILD's webpage](#)



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Children's Rights - an International Perspective

One of the basic prerequisites for children having a good life is the fulfillment of children's rights. The UNCR focus on three areas of rights, being protected from harm, being provided with necessary goods and services and having opportunities to participate. The content of the UN Convention of Children's rights (UNCR) has been one of the guiding documents for laws and regulations concerning services to children all over the world and it is also a guiding principle for the research conducted in the CHILD group.

The research in CHILD is focused primarily on participation, although provision of goods and protection is also included. The focus on participation is clearly expressed in the research output from the group. In 2012 CHILD had 47 articles published in refereed journals, of these 35 had a content based on participation related constructs such as engagement, involvement in decision making, having control over your pain and attending family activities. Our international collaborations, involving South Africa, USA, Portugal, Taiwan and Australia also have a focus on participation and ICF-CY. In conjunction with these collaborations we have been able to send 6 doctoral students abroad for longer stays, we have had 3 joint summer courses on early intervention, implemented several research projects and published collaborative research papers.

However, the money for these collaborations is running out in 2013 so we do have to apply for new money for international collaboration.

This process has already started, Professor *Karin Enskär* will spend 6 months teaching in Singapore in the fall of 2013 and Professor *Mats Granlund* will spend 8 weeks in Melbourne, Australia to initiate a research collaboration on participation research. For this collaboration we have also applied for funding. Within Sweden important collaboration opportunities concerning participation related research appear through our engagement in the Swedish Institute of Disability Research (SIDR). Together with researchers within SIDR we have applied for funding for a network concerning research focused on children and youth who need extra support on top of what is provided to all children. As a start for this network we will arrange a seminar on Child focused research here in Jönköping June 3. We hope you are interested to participate. More information will follow on the CHILD home page.

This newsletter has children's rights in an international perspective as its main theme.

Two representatives from collaborating partners professors *Juan Bornman*, University of Pretoria, South Africa and *Elinor Brunnberg*, Mälardalen University, Sweden, and *Frida Lygnegård* from CHILD have written short commentaries on this theme. These commentaries are one of the products generated from a research project about how ICF-CY can be used as a common language in surveying the fulfillment of children's rights for children with disabilities in low and middle income countries. Professor Brunnberg's contribution illustrate that children's rights is an important topic also from a Swedish perspective.

Professor Mats Granlund, research leader of CHILD



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ICF-CY: A common language for understanding the multi-dimensional construct of disability in childhood

A collaboration SIDA-project between Sweden and South Africa 2010-2013

Disability is a multi-dimensional construct, and includes aspects of biological and psychological functioning of individuals as well as societal processes and environmental factors affecting that functioning. Hence defining disability is a complex and much debated endeavor in view of lacking cross-cultural definitions or classification systems. One theoretical framework that has been used effectively in the past is the ICF-CY. The current project focused on aspects of this model. Specifically, the project aimed to investigate (a) clarity and consistency of the conceptual model, (b) utility of the ICF-CY in describing the multidimensionality of disability in research and practice, and (c) difficulties related to clinical application of the ICF-CY. This project started in 2010 and concluded earlier this year with a 2-day joint seminar on "*Children with Disability: Focus on Human Rights and Intervention*". Each of the 15 presentations either applied or evaluated the ICF in a particular way, exploring different components of childhood disability and other vulnerable groups as well as the environments in which children function. Most presentations showcased data that had been collected within clinical settings, which made it possible to assess the application of the ICF-CY in rehabilitation.

The first few presentations of the seminar (31 January – 1 February 2013) focused on human rights and disability. The human rights model is a distinct sub model of the social model, and is concerned with the person's inherent dignity as a human being. Disability is understood as a social construct. The presentations highlighted that children with disabilities are exposed to range of human right violations, such as harassment, abuse, domestic violence, community violence, war and terrorism. Basic needs and rights are closely related, and needs become rights when they are recognized as being necessary for protection and quality of life. It is for this reason that Abraham Maslow's theory on basic needs provided a useful framework for studying human rights of children with disability. In these presentations human rights were discussed not only as they related to basic needs, but also in relation to the United Nations Convention on the Rights of the Child, and the ICF-CY. The large collaborative project where data was collected from 220 children with intellectual disabilities and their primary caregivers, was used to exemplify these constructs. Thereafter, various studies that dealt with the experience of pain in children were discussed, which included not only children with disability, but also children with cancer and other diseases. Using the ICF-CY as a framework for understanding pain and the management thereof was interesting and thought provoking. It led to much discussion and stimulated further research possibilities - I am sure that we will soon see some publications related to this. The second day of the seminar focused on intervention, particularly early intervention. As an outcome of this collaboration, a variety of contexts, each with its unique characteristics, strengths and challenges were discussed, showcasing examples from not only South Africa and Sweden, but also from Portugal. The contexts in which children function, including the home, pre-schools, day care and more formal schooling were explored and the role of people and activities within these contexts was highlighted. PhD students and faculty staff also had opportunities to discuss their current research in small groups, and found many areas of commonality regarding their interests, thereby strengthening individual networking and collaborative efforts. Potential joint publications were discussed and sourcing a special edition of a journal is currently underway which will act as a platform for these publications.

However, a visit to South Africa would not be complete without experiencing something of the rich cultural diversity that makes up this country. A new "**fika**" tradition was started : *A'fika* (fika in Africa!), providing a taste of '*koeksisters*', '*melktertjies*' and '*tamboesies*'. South African cuisine was further explored with '*boerewors*' and '*braailbroodjies*' becoming a favourite, as did all the summer fruit: watermelon, '*turksvye*' (prickly pears), mangoes and litchis. At Moyo we had another unique dining out experience with face painting while listening to the African drums being played. A night walk through the zoo was a highlight, and we were able to have a traditional '*braai*', while the hot African air turned from its orange and pink dusk to complete darkness, allowing us a glimpse of the stars and the South cross. Sitting by the fire with a lion roaring in the background made the evening seem almost surreal... This further whetted everybody's appetite for the African Wild Cats, and on Saturday we undertook a visit to Ann van Dyk's Cheetah Farm for a "personal encounter" with these unique creatures.

On Saturday evening around the dinner table at Juan's house, everybody reflected on what the project had meant and how true the African saying is that the footprint of only one person is narrow. Unlike a single track, many travellers create a wide path. We can all testify that someone working on his or her own does not achieve as much as those who work together to achieve success. This project deepened our understanding of specific issues related to the ICF in terms of conceptual issues, the multidimensionality of disability and implementation of the ICF-CY model in services. Although the official project has come to an end, we know that the collaboration will continue ... watch out for our footprints!

Professor Juan Bornman



Juan Bornman is an associate professor in the Centre for Augmentative and Alternative Communication at the University of Pretoria (UP) in South Africa. Her research focus is augmentative and alternative communication (AAC) and severe disability.

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The Right to Special Support for Children Living in Low and Middle-Income Countries

Children living in developing countries are particularly in need of special support designed to meet the needs occurring in an environment where poverty is prevalent and resources are scarce. Estimates suggest that 126 million children in low and middle-income countries (LAMI -countries) live in absolute poverty (i.e., less than US\$1 per day). A child living in these living conditions are at great risk of poorer health due to risk factors such as economic disadvantage and malnutrition. Children with disabilities in these regions may be even more vulnerable since they frequently have additional, special needs over and above their basic needs.

As a part of the collaboration between CHILD and the Centre for Augmentative and Alternative Communication (CAAC) at the University of Pretoria, South Africa, a systematic review of the needs of children with disabilities have been undertaken. The objective was to systematically review the needs of children with disabilities living in poverty settings in low and middle-income countries. The authors of the review are *Frida Lygnegård, Dana Donohue, Juan Bornman, Mats Granlund and Karina Huus*.

The results are based on empirical research that has been published within the last ten years. The analysis was a deductive content analysis based on Maslow's Hierarchy of Needs. The authors also wanted to identify what has been written on children's generic needs and an extra focus was to identify how special needs (as a consequence of a disability) were described for children with disabilities. The identified needs were analyzed from three perspectives; the service providers, the primary care givers and the views of the children themselves. Protocols at abstract and on full text level were developed. The protocols aimed to ensure a standardized qualitative and quantitative content analysis of the articles. The results of this systematic review demonstrates that both basic and special needs at the lowest levels of Maslow's Hierarchy of Needs are more frequently researched in LAMI countries, whereas higher-order needs are not. This suggests a demand for more research into children's higher-order needs (i.e., feelings of love and belonging, self-esteem, and self-actualization).

When addressing special support for children in LAMI-countries one should address factors promoting an inclusive environment (both on group as well as on an organizational level). The results from the review strongly suggest that many of the needs of children with disabilities in LAMI countries might be threatened by intolerant societal attitudes. Since the results points out that children with disabilities are at risk of being bullied in a society where disability is seen as shameful and embarrassing, the need of a tolerant environment is of fundamental importance. The results also showed that the children's own voices are in general not asked for. The authors therefor strongly suggest that in line with the United Nations Convention on the Rights of the Child (UNCRC, 1989) the children's own voices should be taken into consideration when performing research aiming at ensuring that the children's rights are fulfilled. The children's own voices should also be present when performing intervention programs for children living in poverty settings. By obtaining the perspectives of multiple stakeholders (e.g., service providers, primary caregivers and children themselves) the possibilities for children living in developing countries to have their rights fulfilled will substantially increase.

Frida Lygnegård



Frida Lygnegård is a County Co-ordinator for Children and Young persons mental health at Jönköping County. Frida Lygnegård is a member of the CHILD-research group at Jönköping University and will start her PhD-studies in September, 2013.

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Speak Up!

Giving a voice to European children living in vulnerable situations

by Elinor Brunnberg and Mieke Schuurman

The right to be heard and taken seriously is fundamental to the human dignity and healthy development of every child and young person. In the United Nations Convention on the Rights of the Child (CRC) children have the rights to participation in having their voices heard and to be listened to seriously and being able to influence decisions affecting them (article 12). Children living in particular vulnerable situations refugee children, disabled children, children without parents, children from minorities, children in detention are also guaranteed special protection. The children in the Speak-up project included children from eight European countries living in the most vulnerable situations. It was children living in an asylum seeking center, deaf and hard-of-hearing children, and children living in institutional care or foster care, Roma children, Traveller children, children living in deprived urban areas. The children in vulnerable circumstances were invited to take part in the study and in small groups, so called focus groups, to learn about, and to discuss, children's rights. In each country two groups of children were consulted: school children (the so-called 'control' group) and children who may be particularly vulnerable due to circumstance or characteristics.



A children's rights game was developed consisting of cards with real and fake children's rights. Once familiar with their rights, the children selected four rights which were most important to them and closest to their own life experiences and situations. The four selected rights were discussed in more depth and children came up with recommendations for better protection of their rights. The children in the Speak Up! Project highlighted three key main gaps regarding the protection of children's rights in Europe (Speak-up! Final report, 2012):

1. Children – and in particular those in vulnerable circumstances – are insufficiently aware of their rights

Children, in particular children in vulnerable situations, did not know their rights. So a conclusion from the study is that all children, also children in vulnerable situations, need to be aware of their rights and that the children want to know about their rights.

2. Children still face enormous discrimination – not only due to disability, ethnic or religious background, social disadvantage or sexual orientation – but also due to the very fact of being under 18.

Age discrimination against children is still very little recognized and understood, and there are few policies that aim to address it. A first step would be increase awareness of age-discrimination against children and its impact. This should be followed by an assessment of how existing anti-discrimination EU legislation could be better applied to protect children.

3. Children are too rarely asked their opinion on matters that affect them. Particularly children living in vulnerable circumstances had very little experience of being listened to. Many of them felt that their opinion didn't really count. Some found it difficult to express their own opinion because they had so few opportunities to think about what is important to them as individuals and to make their own choices in life. There is a need to strengthen awareness and recognition of good practice in children's participation. The game on children's rights is a great educational tool that can be used to teach both children and adults about children's rights and that in reality it is not a game.

For more information on Speak up!, please contact:

Elinor Brunnberg, Professor in Social Work, Mälardalen University, Sweden.
E-mail: elinor.brunnberg@mdh.se

Mieke Schuurman, independent researcher and expert on children's rights. Netherlands.
E-mail: <mailto:mieke.schuurman@ziggo.nl>

Reference:

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Research

Anne-Sofie Strand

Doctoral student in Social Work

The research was carried out at two secondary schools (13-16 ages), built on ninety truant students in a municipality of about 30.000 in the south of Sweden. The dissertation uses a systems theoretical frame where the school is an open social system affected by internal and external forces. The aim of this dissertation is to find what system forces are gravitating the truant students to participation in school work and what system forces are repelling the students away from school. In the analysis school system is viewed from a salutogenes (health promoting) point of view where social relationships are the basis for psycho social health and well-being. Through a school document study, an interview study of students themselves and one of school staff the different system forces are identified and analyzed.

When too many system forces draw the students in the direction away from school, the school system becomes inbalanced. The synergetic effect of several system forces, which draw the students in the same direction away from school are: unclear documentations, staff´s attitude, few relationships to adults, indistinct instructions for the students, lack of challenges and expectations and even the school climate. In addition, system forces coming from the outside of the school system such as friends also draw students away from school.

The results showed that the school documentation was neither systematic nor followed up, the students had no connections to their school except the three



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students called “The Winners” who after adult support returned to their school. Nobody but one of fifteen students had good relations to teachers and other students. School, especially the lessons, were boring for the group “The Unchallenged”. For the group “The Losers” was noted a lot of different kinds of support the last school years, but not all of the supports were perceived positively. The students in this group had learning difficulties. Not all of the students had an Individual Educational Plan (IEP). Though many of the students failed the national test in at least one subject, some had no support. The attitude to truant youth expressed by school staff contained negative attributes although some school staff expressed positive attributes and did a good work to help the student in the classroom. The school staff predominantly considered the young people’s difficulties as pertaining to them individually.

Based on the results of the studies follow a discussion about truancy as a social problem and how this social problem could be treated through a change on system level aimed at coordinating systems forces pulling students towards school based on the synergetic effect of the school climate/school ethos focusing on salutogenesis and well-being. Since we say that school is a reflection of society, the results may have relevance also to other systems outside the school system, where the boundaries of exclusion may be crucial for the people who are included.



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Research

Anna Niia



PhD student in Social Work

Participation and involvement have been identified as positive aspects of health and as a prerequisite for learning. This research is conducted in schools located in socially challenged



neighbourhoods, a total of 6

ordinary schools and 4 preschools. These schools have been selected to participate in a project called IDA which is run by the local government of the town of Västerås with the aim of increasing educational achievement by increasing parental involvement in school and thereby the children's perceived participation.

Data on each child is collected from the children, their parents and their teachers once a year over four years, starting in spring 2007. Relevant data concerns children's participation in school and at home, parents' involvement in school and educational achievement in terms of marks, results on national tests and goal achievement.

The aim of this thesis is to examine the connection between children's participation in school activities and their educational achievement in relation to parents' involvement in their children's school. The project is conducted within the CHILD research programme.

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- Ph.D. Student
- anna.niia@hj.hj.se
- 036-10 1256



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WorldGifted

newsletter of The World Council for Gifted and Talented Children

www.world-gifted.org

Kentucky to Host 20th World Conference

Celebrate giftedness and creativity at the 20th Biennial World Conference in Louisville, Kentucky, USA, August 10-14, 2013. This unique, international event brings together leaders in the field of gifted and talented education every two years and is the official conference of the World Council for Gifted and Talented Children.

Kentucky is home to the headquarters of the WCGTC, and the Executive Committee will be organizing the conference. The last time the World Conference was held in the United States was in New Orleans, Louisiana, in 2005.

2013 is the international year of giftedness and creativity, and this is reflected in the conference theme, "Celebrating Giftedness and Creativity." The conference will include several diverse strands that have been developed to allow for a full exploration of the theme.

Louisville is the largest city in Kentucky. It is best known for the Kentucky Derby, the oldest continuously held horse race in the country. Louisville has experienced significant urban revitalization in recent years, including the conversion of former industrial sites into Waterfront Park and the development of a pedestrian mall called

Fourth Street Live!

Several museums are located downtown, including the Kentucky Science Center with the interactive *The World We Create* hands-on exhibits, the Louisville Slugger Museum and Factory that manufactures the famous wooden baseball bat, the Frazier International History Museum, and the Muhammad Ali Center highlighting the Louisville native's boxing memorabilia.

keynote speakers

- Peter Csermely - Hungary
- Christian Fischer - Germany
- Todd Lubart - France
- June Maker - USA
- Megan Foley Nicpon - USA
- Roland Persson - Sweden
- Sally Reis - USA
- Joseph Renzulli - USA
- Tracy Riley - New Zealand
- Linda Silverman - USA

Kentucky is world renown for its bourbon whiskey with one third of all Kentucky bourbon produced in Louisville. Louisville natives are known for their friendliness, and conference goers will find the world conference venue a comfortable and easy place to explore. *Lonely Planet*, a top guidebook publisher, recently rated Louisville America's No. 1 travel destination.



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Inside

Information and registration details can be found on the World Council website at www.world-gifted.org and on the new conference website at www.worldgifted2013.org. We encourage you to attend the World Conference in 2013 and discover the beautiful Bluegrass state.

World Conference 2013 August 10 - 14, 2013 Louisville, Kentucky USA www.worldgifted2013.org

WHAT'S NEXT?



Taisir Subhi Yamin, Ph.D.
President, WCGTC
Chair, World Conference
2013

In less than one year, I will conclude my term as president of the World Council for Gifted and Talented Children (WCGTC). I joined the WCGTC, as a member, in 1989, and was elected as a member of the Executive Committee in 2003.

At our 20th biennial World Conference in Louisville, Kentucky – USA, August 10-14, 2013, my term as president will end. I am proud and honored to have spent four years working as your President to provide the kinds of services that you wanted from the WCGTC.

The WCGTC links together with other organizations, universities, and institutions to hold our biennial world conference in venues around the world. The 2013 World Conference marks the 20th anniversary of the initiation of this professional, high quality international event. The first conference took place in London (1975.) The World Conference sites thereafter were: San Francisco (1977); Jerusalem (1979); Montreal (1981); Manila (1983); Hamburg (1985); Salt Lake City (1987); Sydney (1989); The Hague (1991); Toronto (1993); Hong Kong (1995); Seattle (1997), Istanbul (1999); Barcelona (2001); Adelaide (2003); New Orleans (2005); Warwick (2007); Vancouver (2009); and Prague (2011). We now look ahead to our 2013 conference that will take place in Louisville, Kentucky.

I am very pleased to invite you to participate in the 20th Biennial World Conference, the official international event of the WCGTC. 2013 is the International Year of Giftedness and Creativity (IYGC.) This conference is designed to increase public awareness, increase the investment in gifted and creative students, and generate enthusiasm for the future of this field of knowledge.

This conference will provide a programme with the highest caliber of keynote speakers, scholars, presenters, and exhibitors. It brings leaders in gifted education together to share their knowledge, expertise, and practices from many cultures. The venue provides a perfect scientific platform for gifted education, professional dialogue, and peer networking aimed at strengthening our services and practices that fulfill our mission.

The theme of the conference is "Celebrating Giftedness and Creativity." It has a number of strands, including: Giftedness: Theory, Research, Practices, and Future Trends; Creativity: Theory, Research, and Practices; Assessment, Screening and Identification: Approaches, Models, and

Tools; Innovation Education; Social-Emotional Needs of the Gifted, Creative, and Talented; Twice-Exceptional Learners; Giftedness, Gender, and Cultural Differences; Moral Education, Values, and Social Conscience; Advocating for the Gifted; Homeschooling, Parenting and Parent Matters; Developing Future Leaders; Partnering Globally for Success; Educational Technology; Curriculum and Classroom Practices; and Guidance and Counseling. It is the only conference that takes place on different continents, deals with all cultures, and includes all people interested in giftedness, creativity, excellence, and talent development; and has the largest network around the world.

We are expecting a large number of participants from around the world to join us in the beautiful city of Louisville, Kentucky, to attend pre-conference workshops, keynote speeches, symposia, and discussion panels. During the conference, members of the WCGTC and delegates will meet and discuss the current situation of the organization, its achievements, and future plans. In addition, we will welcome the new administration. In Louisville, Kentucky, we will also present the WCGTC's awards. The recipients of these awards will be acknowledged in future *World Gifted* newsletters and *Gifted and Talented International* journals. I look forward to meeting with you in Louisville, Kentucky, August 10-14, 2013. For more information see: www.worldgifted2013.org.

Another area of focus during my Presidency has been expanding the services we provide to our members. My team of co-editors and the international board of reviewers have contributed so much to the editorship and publishing the WCGTC journal *Gifted and Talented International (GTI)*. Since 2005, we have published 15 issues. I want to take this opportunity to acknowledge the hard work and dedication of our international team. In partnership with a number of institutions (e.g., ICIE; Ulm University-Germany; Universite Paris Descartes-France; Winnipeg University-Canada), we will continue to work on *GTI*. It goes without saying that I am deeply honored to be the editor-in-chief of *GTI* and a member of its task force aimed at using the journal to help shape, advance, and influence the future of giftedness and creativity research through publication decisions and policies that maintain high standards and encourage young scholars as they will determine the future of this field.

The venue provides a perfect scientific platform for gifted education, professional dialogue, and peer networking aimed at strengthening our services and practices that fulfill our mission.

GTI provides extraordinary service to our community. *GTI* can now claim to be a premier journal in this field of knowledge. It is in very good shape, and its reputation continues to strengthen. We will continue to take quite a broad view in terms of special issues devoted to the best papers, commentaries, and concluding papers from the

australia



Victoria has seen a lot of interest expressed in relation to gifted education as a result of the current State Parliamentary Inquiry, which recently released its report and recommendations. The full report is available at www.parliament.vic.gov.au/etc/article/1341.

The fundamental tenet of this report is that gifted education should be available in every classroom in every Victorian school, across all school sectors. The Committee acknowledges that this will not be easily achieved. In particular, it is an approach that requires all teachers and schools to be given significant direction, advice and support. The Victorian government received over 100 submissions from researchers, academics, universities, schools, teachers, parents, and other interested individuals on aspects of concern regarding the education of the gifted. It was interesting to note that the expansion of the Secondary Selective School Program in Victoria was not one of the recommendations, although there are four in existence in Melbourne. Two that have traditionally produced academically high achieving students, and two relatively new selective high schools out of central Melbourne, that are yet to have final year secondary students. There is also the relatively new John Monash Science School that selects students with an academic aptitude and interest in science to attend from years 10-12.

Comparatively, in New South Wales, there are 17 fully selective schools, plus 25 partial selective schools, one virtual selective school, and 4 agricultural schools, which are also selective. Selective schools offer the opportunity for gifted and talented students to learn together in a school setting tailored to their specific learning needs. Such settings provide academic challenge, rapid progress through basic curriculum with time for further extension and a level of healthy competition. These Selective schools provide many extra curricular activities including a range of musical ensembles/bands, community outreach, Army cadets, performance arts and drama, public speaking and debating, creative arts, leadership, clubs, and lots of sports.

In Western Australia there is only one fully Selective High School that provides for gifted students from all over the State. So, the idea of Selective Schools to provide for gifted and talented secondary students varies from state to state. Additionally, the independent schools have some outstanding programs for gifted students. In August, a team of four Year 11 students from Presbyterian Ladies College, Melbourne, that won the Australian Computational Linguistics Olympiad, 2012 (OzCLO) went on to win an Honourable Mention in the International Linguistics Olympiad held in Slovenia.

The Australian Association for the Education of the Gifted and Talented (AAEGT) Biennial Conference titled *Excellence and Equity for All* was held in Adelaide in July. The AAEGT website: www.aaegt.net.au/ is worth visiting as it includes two downloadable books containing Australian research in relation to: 1. *Giftedness from an Indigenous Perspective*, and, 2. *Dual Exceptionalities*.

Submitted by Margaret Plunket, Ph.D, Toni Meath, Ed.D., and Susan Knopfelmaker, M.Ed. (gifted education), Australia Delegates, and WC Executive Committee Member Leonie Kronborg, Ph.D.

australia



First Austrian TalentDay

On March 22, 2012, Austria organised its first statewide TalentDay as part of the Europe-wide TalentDay. The project partners included the Austrian Federal Ministry of Education, Arts and Culture, the Austrian Research and Support Centre for the Gifted and Talented, the province coordinators for the gifted and talented, and ECHA-Austria.

This year's TalentDay was dedicated to the European Year topic of 2012, "Active Ageing and Intergenerational Solidarity". Activities in all the nine provinces were organised in order to raise awareness for the promotion of gifts and talents across the ages. While the province coordinators organised a school competition in each of the nine provinces, the Austrian Research and Support Centre for the Gifted and Talented hosted an expert symposium which brought together researchers from the fields of giftedness and expertise as well as lifelong learning.

Submitted by Dr. Claudia Resch, Austria Delegate



National conference on giftedness in Belgium

The National Conference on Giftedness was successfully held in Kortrijk, Belgium, on 15 October 2011 under the guardianship of Her Royal Highness, Princess Mathilde. The conference was organised by Bekina (the Belgian association for parents and professionals for gifted children) and hosted approximately 350 participants, which included the Flemish Minister of Education, Mr. Pascal Smet. Various international experts on giftedness ensured that the delegates were exposed to modern thoughts and ideas and 15 workshops allowed the practical application of their new knowledge and skills.

In his opening speech, the minister of education emphasized the increasing necessity to develop strategies and support structures to meet the unique abilities and educational needs of gifted children in the Flemish schooling system. Apart from early school entry and grade advancement, there is no specific legislation to provide additional enrichment and stimulation to ensure holistic development of gifted children. In order to detect gifted children much earlier, the minister urged the development of early identification protocols and to implement surveillance strategies of known gifted children in the very near future.

Em. professor Erik De Corte (K.U. Leuven) addressed the role of powerful learning environments. To achieve the goals of adaptive competence, he proposed that learning should be an active process; constructive, collaborative, self-regulated, purposeful, and realistic, and that the CLIA-model (Competence, Learning, Intervention and Assessment) might aid in the goal of directed education of gifted children. He further enlightened the delegates, of which the majority were teachers, with a short video by Prof. Robert Sternberg that explained the WICS concepts and theory on giftedness (Wisdom, Intelligence, Creativity, Synthesized.)

The conference was titled "Gifted children at school: between dreams and reality" and the following conclusions were derived for future action:

1. It is now accepted that teachers require more knowledge and skills during their initial training to manage and support gifted children, and this neglected topic should be more prominent in the future education provider curricula.
2. The role of the existing "supporting teachers" will expand in the near future to aid in the identification and holistic development of gifted children.
3. Parents and teachers of gifted children should utilise guidance centres for information, advice and support. These centres are well equipped for that task and have built up a lot of expertise on giftedness.
4. The only effective strategy to ensure holistic development of gifted children and to protect them from underachievement and behavioural complications, is to ensure early identification of gifted ability and to adapt the learning environment to comply with their special needs.
5. Gifted children differ in character, personality, and in other spheres. It is accepted that the general guidelines should be individualised within a CLIA-learning environment with special attention to the metacognitive support.
6. It is suggested that clustering gifted children with average students in a heterogeneous class and in an empowering learning environment, will probably ensure optimal holistic growth and development.
7. The decision to admit gifted children earlier to school or to allow higher grade advancement should be done as a team. The team should include the parents, teachers, guidance centres, and the gifted child.
8. We should encourage gifted children to partake in stimulating and cognitively entertaining extra-curricular activities until the current educational system makes provision for their special needs.

Submitted by Carl D'hondt, president of BEKINA, Belgium, Vice President of EURO TALENT,
Belgium Delegate

denmark



Seeds planted long ago in the Danish educational system are slowly coming to life. We see a lot of small projects in close connection to the mainstream education. Teachers are becoming aware of the existence of gifted children and how they express themselves in different ways, and they are differentiating their teaching according to a more individual teaching plan.

We also see initiatives to establish teacher networks in different parts of the country. Recently I saw a research project concerning students' active participation in their education. The project concluded that students performed with qualitatively better results, among the highly able, as well as the less able.

In Denmark there has been a focus on talent development, primarily in higher education and university level, without the same focus on primary education. Yet things are slowly changing, not least due to the parent association "Gifted Children," whose members are supporting each other in creating awareness in their local community.

Politically we have seen a selective and eclectic interest depending on the political agenda. A few years back we had a minister who showed a great interest in talent development, and after a talent camp in 2005 with leading participants from the educational field, he took initiative to secure funds for establishing a science centre in connection to a well known boarding school. This centre makes arrangements and courses for students from 12 upwards. The science centre has been a success, and recently they have shown interest in coordinating a Nordic conference in August 2013. This autumn they are running a pilot project for teachers who are interested in becoming talent supervisors in their local schools. We are looking forward and supporting the initiative. We have expressed our wish that they become coordinator of a national association for gifted education in Denmark.

Together with two colleagues I am now finishing a book on talent development, a follow up to a previous book on the same issue. This book is being translated into Norwegian at the moment.

Submitted by Ole Kyed, Denmark Delegate

jordan



Teachers, students, and parents at Jordanian International Schools, Amman, are working in collaboration this scholastic year using Renzulli Learning System.

Teachers are happy to see their students applying what they have learned. They have noticed that learning has become more meaningful and enjoyable because the knowledge and skills are learned within real-life situations.

Teachers can now easily find appropriate differentiation activities for students with minimal time and effort. They can also access exciting websites to help their own teaching and can even download creative activities to use in their classroom.

As for students, they are really enjoying what they are doing; solving problems using critical thinking skills and working on enrichment activities and worksheets. Students are engaged in their work because they are working on challenging and meaningful activities that take into account their academic strengths, interests, and learning styles.

Parents are happy as well, as they can keep a record of their children's progress and discuss this with the teachers to help their children improve their achievement.

What I learnt at Confratute 1999, regarding The Schoolwide Enrichment Model, has become easy to implement now using the exciting on-line program, Renzulli Learning System.

Submitted by Janette Wakileh, Head of Primary for Jordanian International Schools, Jordan Delegate



There are many different associations working with gifted and talented children in Mexico, both public and private, but up to now with no central organization or process of accreditation. Nevertheless, most of the associations and the government understand giftedness through the sociocultural model, where giftedness is conceived by the characteristics, the products, and the environment of the child. The federal Secretary of Public Education (SEP) piloted a proposal of intervention for gifted children in 2003 with 13 states, and applied it at a national level in 2006-2007 (See www.educacionespecial.sep.gob.mx/html/asmain.html for details.) There are two stages of identification: initial detection and, where necessary, further psycho-pedagogical evaluation. Once identified, there are two basic models: enrichment and acceleration. Enrichment programs, the first response of the school systems, may occur in the classroom, in the school and/or outside the school, all favoring integral development of the students. As of 2009, acceleration has permitted early entry to school and early promotion. Professional training of teachers and special education personnel has been carried out at a national level, principally through diploma courses, workshops, and visits by experts to the schools. In 2007, 1,921 children between 4 and 16 years old were identified, as compared to 165,365 in 2011, 51% girls and 49% boys. Parents are encouraged to participate actively in their children's education and a special document has been prepared for them and a network set up. Collaboration with specific institutes has promoted the development of talent in the areas of arts, sports, and science and technology, mainly through extra-curricular enrichment workshops.

Within public education, in the state of Coahuila both the extra-curricular and extra-scholastic enrichment models have been applied, using community and institutional resources to promote activities for the children. In the state of Morelos, both school and extra-scholastic enrichment models have been used in collaboration with institutions in the state, with the organization of both art exhibits and science fairs, and an active network of parents. In Yucatan, the number of children identified has increased to 7000 and are attended by all three types of enrichment.

In the state of Queretaro, special science workshops were designed in collaboration with the Geoscience Institute of the National University of Mexico (UNAM) and in 2011 were offered to 587 teachers to promote interest in science who then applied it to primary children to school children ranging in age from 10 to 12 years old. The workshop consists of three sessions, each based on specific concepts of gravity, density and buoyancy, light and colors, with emphasis on the construction of scientific knowledge, simple experiments, evaluation of data, and relationships to daily life. Pre- and post-tests were designed to measure the impact of the course on the children. As of September 2011, 3,500 children were identified as gifted.

Within the private sector, one notable example is the Universidad de los Niños in Mexico City that has guided gifted children in Mexico City for more than 26 years. It is an afterschool program specially tailored to teach children with special abilities created by Raquel Bronsoler to contribute to the understanding of the behavioral characteristics of gifted children while nurturing their talents. Classes are offered as workshops with a general theme of space and science incorporated into the sessions. "Hands-on" learning makes these workshops fun and interesting. The most popular are rocketry, astronomy, genetics and DNA, and marine mammals. Students are separated into groups according to ability rather than strictly by age. Since classes are held after school, the teacher-student relationships are more relaxed and learning is enjoyed rather than being pressured upon the students. Children feel good about themselves and they become producers of learning instead of consumers. Students discover themselves as individuals, develop and form strong taproots that lead them to be successful and respectable individuals who will use their abilities to benefit themselves and society. A diversity of strategies is used to develop the students' academic, communication, planning and forecasting, creative and evaluation talents, as well as their self-esteem. They establish a climate that values and enhances intellectual ability, talent, creativity, and decision-making and stimulate capable students into developing and using their abilities for self-appraisal and recognition of personal talents. This program also enhances the importance of creating awareness in the capable students of the need to acquire a sense of social responsibility in developing and using their special abilities. Parental involvement is also a priority at the program. As a result students have grown as individuals, pursued careers at higher educational levels, and have reached success in the academic, social and emotional areas, and they have turned into successful professionals and respected individuals.

A group of Mexican scientists and educators in 2006 created the national, non-profit Program Adopt a Talent (PAUTA) for the identification and support of talented primary and secondary school students in science and mathematics. PAUTA offers free extra-scholastic enrichment workshops to teachers of primary and second-

Mexico Delegate Discourse continued

ary schools, with innovative, interactive strategies for teaching and learning in the scientific areas, with the aim of improving their own professional practice, and thus the level of scientific literacy, abilities and interest in all students (the issue of equity). These same teachers also receive basic formation in identifying the characteristics of talented students in order to nominate their students who show the most potential scientific talent to participate in the free, extracurricular workshops of PAUTA designed to foster creativity and to develop scientific abilities and attitudes (the issue of excellence). PAUTA also invites scientists to give conferences and to participate as mentors in science projects, thus directly linking the scientific community to that of basic education. Up to the present, PAUTA has worked with approximately 1710 teachers and 1462 students of both primary and secondary levels in four states. Since 2010, PAUTA has also offered workshops to 1600 teachers and students of Normal Schools for teachers of Basic Education as part of their professional formation in science teaching. Another project initiated in 2011 is the formation of science camps for 120 PAUTA students, funded by the National Council of Science (Conacyt). One special gender-oriented program, funded by the SM Foundation of Spain, gives economic and emotional support to 26 talented indigenous girls from secondary to university levels, permitting them to continue with their studies towards a scientific career. There are also other associations that provide scholarships in all four PAUTA centres for scientifically talented students with economic need, principally from Conacyt and Béalos.

Submitted by Dr. Janet Pauyl de Verjovsky, Dr. Raquel Bronsoler, M. Paloma Palaios, Mexico Delegates

s p a i n



Report on SPANISH III NATIONAL CONFERENCE OF HIGH INTELLECTUAL ABILITIES: Educational Interventions

The Spanish III National Conference of High Intellectual Abilities highlights the urgent need to intervene educationally within the school with gifted and talented students.

The conference, conducted extensively throughout Saturday, 20th of October, 2012, featured a packed audience of professionals and parents interested in the field of education of the Gifted and Talented.

The opening ceremony was led by Josep Maria Elias, President of the Association of Pedagogues of Catalonia (COPEC), who justified a masterly introduction that Catalonia and Spain cannot afford the loss of potential knowledge of their students. Andrés González-Bellido, President of the Education Section of the Official College (Association) of Psychologists of Catalonia (COPC), has emphasized that the COPC aims to ensure the detection of gifted students. The intervention of Cristina Pellisé-Pascual, Deputy Director of Planning and Diversity in the Department of Education of the Generalitat of Catalonia (The Government of Catalonia), emphasized that she was in the First National Conference of High Intellectual Abilities (five years ago), where she explained what could be done, and now it was the time to say what has been already done and what is ready to see the light.

Three renown speakers gave relevant content to the III Conference: the Professor of Psychology at the Complutense University of Madrid, Luz Pérez-Sánchez, did a magnificent contribution with respect to inclusion and educational competencies in gifted students. The psychologist and specialist in gifted, Doctor Angel Guirado-Serrat, made available educational proposals from representational models on gifted children for their teachers/educators; and another expert in gifted, Milagros Valera Sanz, pedagogue, presented her Protocol for Attention to Diversity.

We also conducted two roundtables, which presented different educational experiences on intelligence and creativity where, on one hand, it stressed the need to include creativity educational programs in our schools, with different proposals of educational interventions that can be carried out to include also socio-emotional aspects, and secondly, it evaluated the impact of the acceleration in the interventional planning for the gifted students, and also was shown how stereotypes can affect the educational interventions. Both roundtables were conducted by Leopold Carreras-Truñó, Spanish delegate of the WCGTC.

At the equator of the conference, a table of experienced people shared with attendees their experiences around the high intellectual abilities, and illustrated the difficulties and opportunities that are and have been their personal experience. Table participants included Quim Cortés, President of the Association AFINS (Association

Spain Delegate Discourse continued

Spain Delegate Discourse continued

for Families of Gifted Children of Catalonia); Maria Salas, of the inclusive school Institution MONTSERRAT; Aitor Gabilondo, a gifted adult, and Maria Dolores Rius, president of the association FANJAC (Aid Foundation for Children and Young People with High Intellectual Abilities).

The event was concluded by Natalia Lujan, Coordinator of the Working Group of the Association of Pedagogues of Catalonia (COPEC), who thanked the high turnout; Flavio Castiglione, Coordinator of the Working Group of the Official College (Association) of Psychologists of Catalonia (COPC), who encouraged participants to start working on everything that was recommended during the conference next Monday, without waiting any more, and Cristina Pellisé, who reflected the need to work for this group.

The conference, which led to a record participation, is the third that was jointly organized by the Association of Pedagogues of Catalonia (COPEC) and the Official College of Psychologists of Catalonia (COPC), through its dynamic and extremely active Working Groups of Gifted and High Intellectual Abilities, created eight years ago, who joined forces with the aim of working together to provide answers to the educational needs presented by children, adolescents and adults with high intellectual abilities.

Submitted by Leopold Carreras-Truñó, Psychologist, Spain Delegate

thailand



Over the past twelve to eighteen months, international schools in Thailand have been developing a thriving gifted and talented network to facilitate supportive collaboration. The group is based in Bangkok but welcomes representatives from schools from further afield, and is continuing to grow as new schools recognize the value of participation. There are three meetings per year where members share examples of best practice and work to provide more opportunities to our gifted students. In tandem with the teacher support, the Network also provides for student enrichment, as member schools take turns to host regular 'cluster days' for Bangkok's gifted students. They also alert members to competitions and other exciting opportunities for students, such as the Tournament of Minds, which was held for the first time in Thailand in 2012.

In June 2012, Bangkok played host for the Global Round of the World Scholar's Cup, a rigorous competition which saw 1001 of the best and brightest students from 16 different countries descend on Bangkok for three full days of intense competition, friendly collaboration and social celebrations. Each year, the World Scholar's Cup invites students to explore and debate a contemporary global theme. This year's theme was "A World in Flux," and within that theme, students investigated interdisciplinary topics in Science, Economics, the Arts, Literature, History, and Current Affairs. Competitive events included team debate, persuasive essay writing, a rigorous multidisciplinary exam, and the culminating Scholar's Bowl. Additionally, students were also involved in a friendly scavenger hunt around Bangkok, a Scholar's talent show, a ball, and other social events. They also had the opportunity to listen to and ask questions of keynote speaker Prof. Viktor Mayer-Schonberger of Oxford University, who works in the field of internet governance and regulation. The World Scholar's Cup is a fantastic opportunity for gifted students from around the world to show their strengths. It is now firmly entrenched in Thailand, with the 2013 Bangkok Round scheduled for May 4th and 5th.

Submitted by Selena Gallagher, Thailand Delegate

Affiliate Exhibit Space available at 2013 World Conference

Affiliate members with the World Council for Gifted and Talented Children are entitled to a free exhibit table at our 2013 World Conference in Louisville, Kentucky, USA. Promote your organization to hundreds of conference participants by displaying at this important venue. To reserve a table space you must contact the WCGTC by January 15, 2013. Other vendors will also be able to apply for exhibit table space for \$300. Space is limited. For more information please contact the WCGTC at headquarters@world-gifted.org.

WCGTC news and notes

Executive Committee Meets at World Headquarters

In July 2012, members of the Executive Committee of the World Council for Gifted and Talented Children met in Bowling Green, Kentucky. The visit provided an opportunity to visit



the international headquarters as well as to conduct the business of the organization. The meeting was made possible due to the gift from the Mahurin family to support hosting the World Council at Western Kentucky University. A highlight of the visit was a dinner at the Baker Arboretum and Downing Museum hosted by Jerry Baker. The Museum displays a vast collection of works by the late world-renown artist Joe Downing, a Kentucky native and friend of Mr. Baker.

Nominations Sought for World Council President

The World Council Elections Committee is seeking nominations for President of the World Council for Gifted and Talented Children. Current President Taisir Subhi Yamin is completing his four-year term and, therefore, a new President must be selected. The President chairs the World Conference and leads the work of the World Council along with the six-member Executive Committee. The President must have been a member of the World Council for a minimum of five years; served as a Delegate to the World Council prior to being nominated; be a current or former member of the Executive Committee; and be a member of the World Council in good standing. The President is elected by the WCGTC Delegates. Nominations must be received by January 15, 2013 and should be sent to: Tracy Harkins, WCGTC Executive Administrator at: headquarters@world-gifted.org.

Please note: The World Council Elections Committee will be seeking nominations for four Executive Committee Member vacancies after the election for President is completed. Executive Committee Members are elected by the World Council membership. Nominations for Executive Committee Members must be received by April 8, 2013.

Scholarships Available for 2013 World Conference

The WCGTC World Council Scholarship Fund will provide six (6) paid registrations for Graduate Students and Educators to attend the 2013 World Conference in Louisville, Kentucky. Scholarship applicants must be members of the World Council by the time of application and show evidence of need for support for the registration fees (each worth approximately \$550 USD). The students and educators who receive the scholarship registrations must pay for their own transportation and accommodation to the World Conference in Louisville. Applicants must complete a Scholarship Application. Applications can be obtained by contacting Tracy Harkins, WCGTC Executive Administrator, at headquarters@world-gifted.org or tracy.harkins@wku.edu. Completed applications must be received by WCGTC Headquarters by March 1, 2013.

4th Muensterscher Bildungskongress 13th International ECHA Conference Report

The International Centre for Study of Giftedness (ICBF) has organized educational conferences at the University of Muenster every three years since 2003. This year, the ICBF was also appointed by the European Council for High Ability (ECHA) to host their biennial conference. The 4th Muensterscher Bildungskongress therefore coincided with ECHA's 13th International Conference with the topic "Giftedness Across the Lifespan" from 12th to 15th September 2012 in Muenster, Germany.



All the diverse facets of giftedness were discussed and debated over the four days of the conferences. The heterogeneous composition of the delegates highlighted the different perspectives: approximately 1,100 delegates from 43 different countries from five continents came together in Muenster; in addition to sci-

entists there were representatives from various ministries, school administrators and managers, and those responsible for teacher training and further education. In addition, numerous dedicated teachers and educational staff of the day care centres and kindergartens, (learning) therapists, psychologists, and interested parents enthusiastically participated.

More than 500 presentations, from the keynote addresses to posters, resulted in an extensive and varied programme. Speakers presented their research results and reported their experiences, new developments, and funding approaches to interested participants. A special emphasis was placed on lectures, panel discussions, and practical contributions that dealt with the development of co-cognitive factors essential for holistic and lifelong talent development.

Two symposia had a special place as part of the Muensterscher Bildungskongress. First, in cooperation with the German Society for the Highly Gifted Child (DGhK), the ICBF held a symposium on 'Talent and Migration'. Gifted education for people with a migration background in research and practice plays a rather subordinate role. Secondly, the symposium on 'Talent and Inclusion' as a new educational task and thus a major challenge for schools was discussed. In public, the term inclusion is usually shortened to the participation of people with disabilities. Inclusion means, in terms of participation of all, far more than adoption and acceptance of diversity in the field of disability and by this, it also means including the gifted.

At the conference many delegates were presented with new perspectives for their own work and it became clear just how many areas in the context of a lifelong gifted education are yet to be investigated and what the practical implications for these are. The international setting gave delegates an unparalleled perspective with the pleasant atmosphere of the conference and the varied social and evening programmes resulting in a stimulating environment and fruitful exchanges among their colleagues.

The main partners were Bildung & Begabung, the Stifterverband für die Deutsche Wissenschaft, the Federal Ministry of Education and Research, the Robert Bosch Foundation, and Volkswagen AG. Other partners were the Stiftung Bildung zur Förderung Hochbegabter, the Finanz Informatik, the City of Muenster, the Richard Pelz and Helga Pelz-Anfelder Foundation for Educational Research and Assistance, as well as the ICBF Foundation. For more information please visit our website www.icbfkongress.de or www.echa2012.info. We look forward to welcoming you back to Muenster in 2015 for our 5th Bildungskongress!

Submitted by Christiane Fischer Ontrup, Anne Vohrmann, David Rott & Luka Franssen, International Centre for the Study of Giftedness (ICBF), The University Muenster, icbf@uni-muenster.de

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World Council Publications

World Gifted

World Gifted newsletter is the bulletin of the World Council. It contains the latest news and information concerning the organization, its membership, and the international gifted education community. It is published three times a year.

We invite all members to contribute and report on anything that would be of interest to other members, such as events and initiatives, news about regional organizations, profiles of individual members, or announcements.

Submissions should include the name of the author, title, and country of residence. Send contributions for consideration to: Tracy Harkins, Editor, at headquarters@world-gifted.org. Please give us enough lead time if the submission concerns an upcoming event.

(Newsletter graphic design by Gail Hiles.)

Gifted and Talented International

Gifted and Talented International (GTI) is the official journal of the World Council. *GTI* is refereed by an editorial review board of leading international educators of the gifted. It is published twice a year.

The purpose of the journal is to share current theory, research, and practice in gifted education with its audience of international educators, scholars, researchers, and parents. Articles for the journal are welcome and may be submitted at any time.

Prospective authors are requested to submit inquiries and manuscripts to:

Prof. Dr. Taisir Subhi Yamin
Heilmeyersteige 93
D-89075, Ulm
Germany

phone (+49) 731-50-94494
mobile (+49) 170-309-8610
taisir@icieworld.net

Executive Committee:

- **Taisir Subhi Yamin**, President
Paris, France
- **Ken McCluskey**, Vice President
Winnipeg, Manitoba, Canada
- **Klaus Urban**, Secretary
Stadthagen, Germany
- **Julia Link Roberts**, Treasurer
Bowling Green, Kentucky, USA
- **Ümit Davaslıgil**
Istanbul, Turkey
- **Leslie Graves**
Dublin, Ireland
- **Leonie Kronborg**
Clayton, Victoria, Australia



Contacting the World Council:

World Council for Gifted and Talented Children
Western Kentucky University
Gary A. Ransdell Hall, Room 2007
1906 College Heights Boulevard #11030
Bowling Green, KY 42101-1030
USA

phone: 1 (270) 745-4123 fax: 1 (270) 745-4124
email: headquarters@world-gifted.org
website: world-gifted.org

Business and Society

GEDS



The School of Education and Communication together with two other EU universities and two US universities has been granted a unique project within student mobility. The project is funded by the European Union's Atlantic program and the U.S. Department of Education.

The purpose of the project is to give European graduate students the opportunity to study in the USA for six months and US graduate students the opportunity to study in Europe. Their studies have to be within children's development, education, health and wellbeing. The exchange takes place within the research program [CHILD](#). The GEDS-project takes place between 2008 and 2013.

Beside School of Education and Communication at Jönköping University five other universities take part in the project:

- [University of North Carolina Chapel Hill](#), Chapel Hill, North Carolina
- [Vanderbilt University](#), Memphis, Tennessee
- [University of Colorado](#), Denver
- [Ludwig Maximilians University](#), München
- [Porto University](#), Porto

For further information contact:

EU: Research coordinator Cecilia Allegrind

Cecilia.allegrind@hlk.hj.se

US: Professor Rune J. Simeonsson

rjsimeon@email.unc.edu

Contact

Eva Björck-Åkesson

[eva.bjorck-](mailto:eva.bjorck-akesson@hlk.hj.se)

akesson@hlk.hj.se

036-10 15 00

Cecilia Allegrind

cecilia.allegrind@hlk.hj.se

036-10 13 76



GEDS' Summer Institute in Jönköping, Sweden, 2012.

For [GEDS' American website](#).

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| Administered by: [Cecilia Allegrind](#)

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