

Velcro Labels; Dynamic Processes

A Developmental Perspective on Giftedness and Talent

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THE GIFTED AND TALENTED

*Developmental
Perspectives*

Edited by
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THE GIFTED AND TALENTED:

Developmental Perspectives Frances Degen Horowitz and Marion O'Brien, Editors



American
Psychological
Association

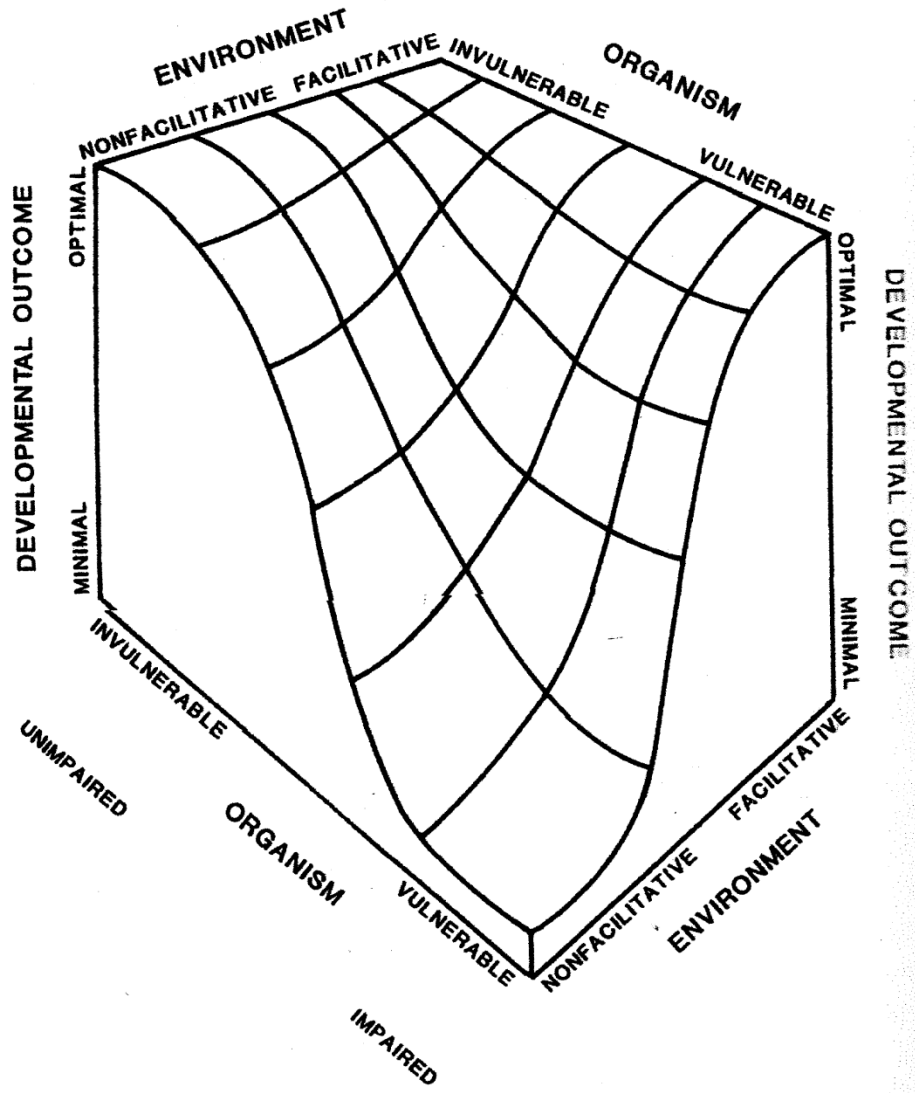
“It is clear that a strong theoretical framework for considering the phenomenon of giftedness does not exist.”

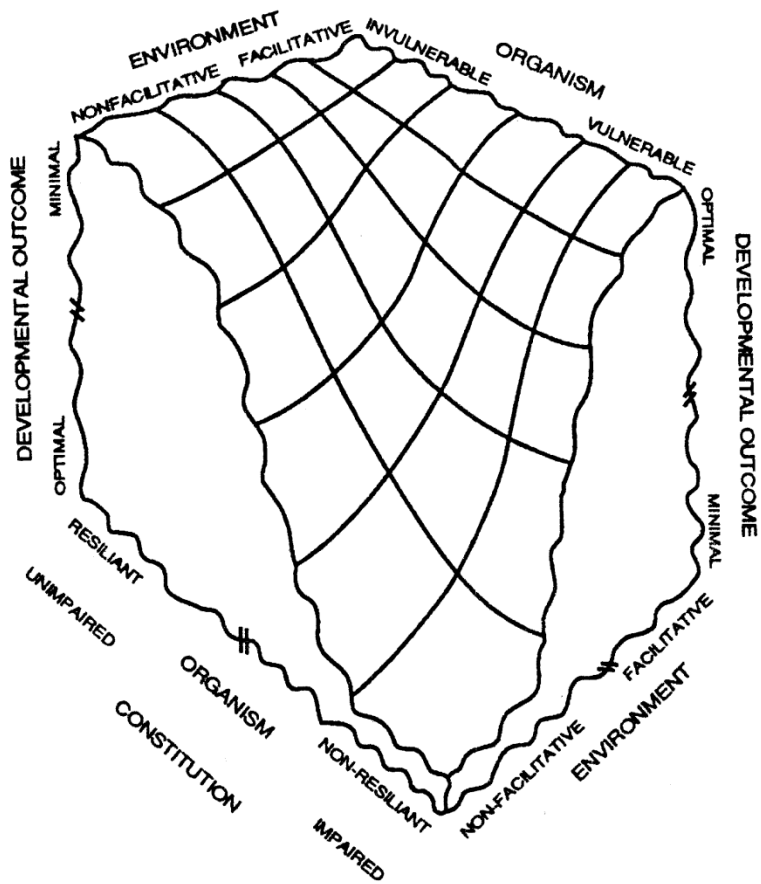
Horowitz & Obrien, 1985, p.441

Frances Degen Horowitz

EXPLORING
DEVELOPMENTAL THEORIES:

*Toward a
Structural / Behavioral
Model of Development*





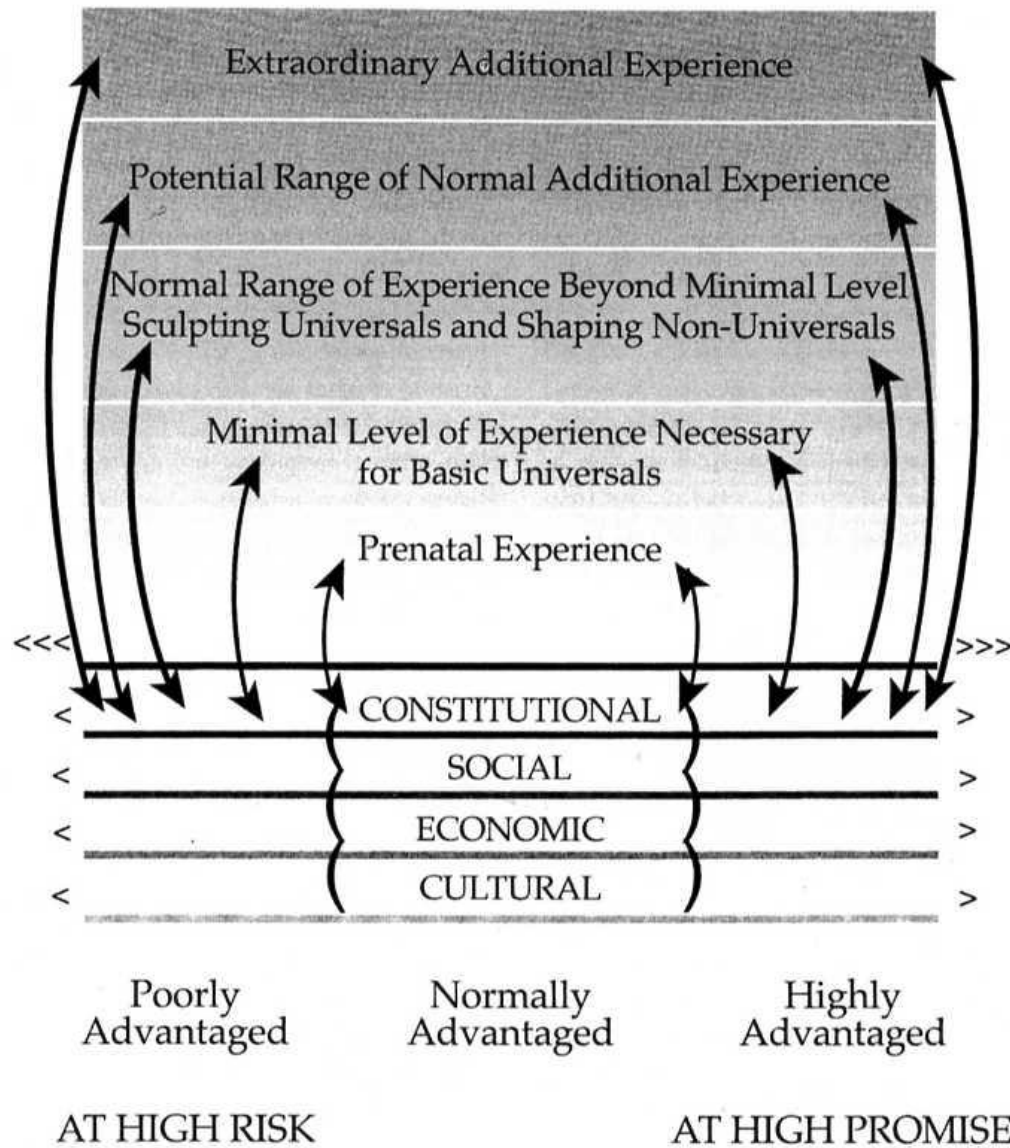


Figure 1 A depiction of the constitutional, social, cultural, and economic sources of influence on development with respect to nature of experience and in relation to the circumstances of advantage, risk, and promise.



**The Development of Giftedness
and Talent Across the Life Span**

The Development of Giftedness and Talent Across the Life Span

**Horowitz • Subotnik
Matthews**



Edited by
Frances Degen Horowitz, Rena F. Subotnik, and Dona J. Matthews

Intellectual giftedness cannot be predicted with any certainty from the early to the later years.

Gifted behavior and some high level talented behavior can be shown to emerge anywhere along the life-span – within certain parameters.

There are a variety of domains
where high level
behaviors are not much
studied but are areas
that deserve attention – e.g.
spatial abilities.

Transitions – from childhood to adolescence, from adolescence to adulthood, from adulthood to later years - are particular nodal points where discontinuities with respect to exceptional performance/behavior are likely to occur.

Motivation – whether it be Ellen Winner’s
notion of
‘the rage to master’ or the presence
of a consistent
drive to excel – can wax and wane
over time –
contributing to the continuity and
discontinuity
of exceptionality. Nodal transitional
points are
especially sensitive to the potential
for discontinuities.

“Can I?” “Do I want to?”

Context and cohort clusters and the attendant interactions appear to enable exceptionally high levels of performance.

There are many areas of important human behavior where we have few useful measures to identify and follow the emergence of giftedness and talent.

*“The Gifted and Talented in
Developmental
Perspective” 1985*

*“The Development of
Giftedness and Talent
Across the Life Span” 2009*

There is a useable developmental theoretical framework to be found in the writings of dynamical systems theorists; it can be applied to the phenomena of exceptionality, to its waxing and waning over the course of the lifespan – during childhood, during adolescence, during adulthood, and during the later years.