

Why the permanent, online World Congress? :

"Human Intelligence, High Ability and Education".

In recent years, there have been an increasing number of public and private initiatives around gifted children: Highly Gifted, specific talents, intellectual precocity.

There is much talk of intelligence, of the highly gifted, of inclusive education, and of making changes to education. There are continual conversations, whether about old or differing theories, or about numerous theoretical models based on outdated paradigms, which together reveal serious contradictions.



Many of these initiatives, private and public, are based on research conducted with good will and effort. However, we may find that some of these were carried out on samples of children who were considered gifted or of higher abilities, yet in whom actually only detection had been completed; or perhaps simply a psycho-educational assessment; or IQ tests: that is, samples of children lacking in necessary diagnoses, with the scientific rigour that exists today.

It is helpful to remember criteria such as José Antonio Marina: **«The complex concept of high ability does not suffice with standard intelligence tests. A high IQ often is often shared by people with high abilities, but that isn't enough to identify them as such».**

Or Dr. Elizabeth Peguero: **“In that iceberg of the Highly Gifted, we can only see 4-7% coming through detection and assessment psychology. Full Clinical Diagnosis of the "submerged" is therefore essential. To do this, we must open our eyes, ears and be sensitive towards the undetected. Integrated Clinical Diagnosis is the most powerful tool that we have, given that it facilitates the emergence of those unseen».**

This tiny and partial 4 - 7% that only reveals detection and psycho-educational assessment, allows us to understand systematic errors generated by these detection assessments made by schools: such as the 97%



mistake in pre-diagnosis detections, as carried out by Dr. Esteban Sánchez Manzano's team at Madrid's Complutense University in 65 schools of the Autonomous Community of Madrid; or the 94% detection error made by official teams of teachers and counsellors, for the Child's Ombudsman study of that region.

It is therefore necessary to distinguish between, on the one hand, those research studies, dissertations, theories, constructs or models, which are obsolete, built on ambiguity, serving the interests of groups or individuals, and which are based on samples of children who've only been detected or had a simple psycho-educational assessment. And on the other hand, those other scientifically based studies centred on samples of children who've had an Integrated Clinical Diagnosis: this being the tool which enables knowledge of the existence, or not, of Giftedness, of Higher Abilities and their true educational needs. It is likewise necessary to observe under which paradigm, concept or precise

definition these were based.

In 1972, under the auspices of the Ministry of Education of the U.S. Government, international experts agreed on the Marland definition of Highly Gifted and Talented, which was known in the United States the "official definition". Other countries adopted this as the "international definition."

Advances in international scientific research soon rendered that initial definition obsolete and its amendment was agreed. Discoveries in Neuroscience highlighted the need for a new scientific paradigm.

The emerging paradigm began crystallizing at the beginning of this century. In 2005, when the University of Girona incorporated the subject matter as a course for first time, those major scientific advances made in the final third of the last century were included into the Marland definition, as authored by 35 international scientists. The "Higher Abilities Scientific Definitions -University of Girona 2005" were reached.

The Superior Council of Experts for Higher Abilities later on perfected and completed these, co-authored with an eventual total of 67 other international scientists, and they were finally adopted and published. Scientific definitions for a theoretical foundation of human intelligence had been reached for the first time. The current "HIGHER ABILITIES SCIENTIFIC DEFINITIONS" were born.

Since the Marland definitions, which merely make distinction between highly gifted and talented children, the current Higher Abilities Scientific Definitions have meant extraordinary advances in the early years of this century. It is then necessary to make projections for the future of our world in the face of great, fast-moving changes, both in Neurosciences and communications, requiring current scientific definitions to be constantly updated in the future.

"The First Exceptionally Gifted and Talented: New Challenges for the Twenty-first century Day" took place in the auditorium of the Faculty of Philosophy and Education at the University of Valencia on January 25th, 2013.

In his report: "Integrated Clinical Diagnosis as a necessary step, prior to Educational Intervention" <http://cse.altacapacidades.net/PonenciaDPIE.pdf> the Chairman of the Council of Experts in Higher Abilities, Dr. Juan Luis Miranda Romero, Psychiatrist, Neuroscientist, Court Expert, stated:

«I wish to make known an important and recent agreement by the Higher Council of Experts for Higher Abilities, in relation to current "Higher Abilities Scientific Definitions". As we know, the creation of the current definitions was initiated in 2005, on the occasion of the University of Girona wishing to incorporate them into its



teaching programme. By then, the 1972 Marland Definitions had become obsolete, following 33 years of rich scientific research. Over time, the current "High Definition Scientific Capabilities" could run the same risk.

The agreement has two aspects; the first is the declaration of the current "Higher Abilities Scientific Definitions" as an 'open document' appealing to the international scientific community, to all scientists, requiring it to be continuously updated.

The second aspect, as a consequence of the first, is the call for a permanent, online "Human Intelligence World Congress, for Higher Ability and Education", placing current communication technologies at the service of scientific progress and education».

Only the certainty of constantly updated scientific definitions can guarantee our international scientific research, a path that leads us towards the greater good of the child and quality education for all.

Of the ten different papers organised at the "World Congress for Human Intelligence, Higher Abilities and Education", some provide depth in theoretical and basic issues such as human intelligence, giftedness, talent or intellectual precocity, higher ability. Others deal with more practical and specific areas, such as diagnosis, educative treatment, inclusive education or an education in freedom, not to mention the so called syndrome dys-synchrony (asynchronous maturation of glial circuits in hetero-chronic system-genesis).

Reviewing previous research is as necessary as the scientific founding of those new efforts for targeted international research. Nowadays, the presence in Spain of a hundred centres specialising in Integrated Clinical Diagnostics, each led by a multidisciplinary team of experts, makes this possible. Without doubt, the opportune World Congress slogan: **«Founding Scientific Research »**, is fully justified.

All scientific experts in **basic scientific research** from different countries are invited to register for free at the World Congress, with the papers they wish to present, to participate actively in discussions and to send in their communications.

Ensuring a constant updating of existing Higher Abilities Scientific Definitions in the future, is a shared aim, in order to provide updated scientific bases at all times, keeping pace with those new scientific advances they produce: for specific international research, as well as for teachers and educational advisors, legislators and judges, politicians and journalists, and indeed society as a whole.

The background image and banner of the World Congress, representing a sun rising over our world, is based on the closing sentence from the Higher Abilities Scientific Guide, declared to be of Scientific and Professional Interest:

«The Higher Abilities Scientific Guide drives Neuro-education: The New Paradigm of Giftedness, places us on the threshold of a new culture for humanity, based on scientific thought and the talents of each person, and in which highly gifted boys and girls will have a primary role - if we can all, together, ensure that those old school systems, practicing teachers, no longer block their way forwards».

Superior Council of Experts in Higher Abilities.

