The Center for Talented Youth

Research and Evaluation

CTY shares with its parent organization, the Johns Hopkins University, a three-part mission of teaching, research, and service. To that end, CTY *conducts research and evaluation studies that advance knowledge about gifted education; develops best practices in educating highly able children; and disseminates its findings to parents, the educational community, and policy makers.*

Research and evaluation has always played an important role in CTY’s activities. From the Center’s creation, the legacy of Dr. Julian Stanley’s research and his founding of the Study of Mathematically Precocious Youth in the early 1970’s has been an ever-present inspiration and reminder of our responsibility to empirically evaluate what we do and understand better through research the children we serve.

Although the Department of Research was created in 1988 to formally carry out a systematic research and evaluation agenda, research and evaluation efforts permeate all programmatic efforts of the Center. The Research Department staff takes the lead on many of the large-scale research and evaluation projects, but they also actively collaborate with staff from other CTY departments, most especially researchers associated with the Study of Exceptional Talent (SET) and CTYOnline. In addition, the Test Development unit of the Research Department works closely with the Director of Research and the senior researchers to develop, refine, and validate CTY’s tests and identification procedures.

The following document lists the scholarly work published in journals or documented in a technical report by the staff of the Center for Talented Youth. Annotated summaries of most published articles are available on our website ([www.cty.jhu.edu/research](http://www.cty.jhu.edu/research)). CTY staff also disseminate information about the CTY model, best practices for identifying and educating highly able students, and research projects at state, national, and international conferences. These presentations are not listed in this document; a list is available upon request. (Please note that a comprehensive listing of Dr. Stanley’s extensive body of research is not contained in this document. A separate bibliography documenting his work is available).
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Bibliography

The Center for Talented Youth (CTY) Model


• Stanley, J. C. (2005). A quiet revolution: Finding boys and girls who reason exceptionally well and/or verbally and helping them get the supplemental educational opportunities they need. pp. 5-14.

• Tourón, J. (2005). What has been done, what has yet to be done? pp. 155-158.


• Wallace, P. (2005). Distance education for gifted students: Leveraging technology to expand academic options. pp. 77-86.


Ability Grouping


Academic Acceleration

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**Advocacy**


**Developmental Study of Talented Youth (DSTY): A Longitudinal Study**


University, Center for Talented Youth.


**Educational Needs of Academically Talented / Highly Able Youth: General**


Mickenberg, K. E. (2007). *What We Know About Academically Talented Students*. Baltimore, MD: Johns Hopkins University, Center for Talented Youth.

Mickenberg, K. E. (2010). *The Benefits of CTY Summer Programs*. Baltimore, MD: Johns Hopkins University, Center for Talented Youth. (Funded by the Maryland State Dept. of Education).


**Educational Needs of Academically Talented / Highly Able Youth: Math & Science**


Mills, C. J., & Ablard, K. E. (1993). Credit and placement for academically talented students following special summer courses in math and science. *Journal for the Education of the*
Gifted, 17, 4-25.


Educational Needs of Academically Talented / Highly Able Youth: Writing


Exceptionally Gifted Students


social issues. Baltimore: Johns Hopkins Press.


Gender Differences


Mills, C. J. (1988). Rival hypotheses about sex differences in mathematics: Problems and
possibilities. *Behavioral and Brain Sciences, 11*(2), 204-205.


**Gifted Students with Learning Disabilities**


**Gifted Under-Represented Students**


**Identification of Gifted Youth**


**International Programs/Studies**


**Metacognition**


**Motivation**


**Online Learning, Technology, and Behavior**


**Parents of Gifted Youth**


**Perfectionism**


**Personality & Learning Styles**


**Psychometric Studies**


**Self-Perception**


**Social-Emotional Development**


**Spatial Ability / Scientific Talent**


Stumpf, H., & Baxley, P. G. (2006). On the Predictive Validity of the CTY’s Spatial Test Battery (STB) and the PLUS Test with Respect to Young Students’ Performance in CTY Mathematics and Science Courses. (Tech. Rep. No. 34). Baltimore, MD: Johns Hopkins University, Center for Talented Youth.


**Teachers of Gifted**


**Thinking Skills**
