

The Center for Talented Youth

Staff Bibliography

Research, evaluation, and advocacy have always been important components of CTY's activities. From the Center's establishment in 1979, the research that had been done at Johns Hopkins by CTY's predecessor, the Study of Mathematically Precocious Youth, was an ever-present inspiration and reminder of our responsibility to empirically evaluate what we do, to participate in research that helps us better understand the children we serve, and to disseminate our findings in an effort to influence educational policy and practice. CTY conducts research and evaluation studies that advance knowledge about gifted education and that contribute to the development of best practices in educating highly able children. The findings are disseminated to the educational and research communities, and to parents and policy makers, in books, book chapters, and journal articles; through presentations at professional conferences; and via popular articles and newspaper op-eds.

While some research studies are led by full-time researchers asking core questions, others are associated with the work of the Study of Exceptional Talent (SET), *CTYOnline*, or summer academic programs; some are short-term, while others have longitudinal components. Past studies have validated our model of utilizing above-level assessments to identify students with advanced abilities; demonstrated the positive effects of rigorous summer programs on academic achievement, social development, and students' goals; proven the effectiveness of a variety of accelerative strategies in serving gifted learners; evaluated the social and emotional adjustment of talent search students in a variety of settings; explored gender differences in ability and achievement; shown the relevance of spatial aptitude, interests, personality traits, and learning styles to academic and career success; and studied the unique needs of special populations of gifted learners, including those who are twice exceptional, extremely gifted, or from low-income traditionally under-represented backgrounds. Research into many of these topics continues, as we remain committed to the legacy that all CTY initiatives should be research-based. We have also published articles that relate to the theoretical basis of the talent search model and/or that advocate for appropriate and necessary services for advanced learners.

Building on an interest in spatial ability that CTY has embraced since the development of its Spatial Test Battery in the 1990s, CTY's new Research Lab, under the direction of Dr. Amy Shelton, is on the forefront of studying human variability in spatial behaviors and examining them in the context of individual differences in learning and memory. In addition, CTY's test development unit continues to develop, refine, and validate CTY's tests and identification procedures.

The following document lists the scholarly work completed by current and former CTY staff since CTY's founding in 1979. It includes: (1) published books, book chapters, journal articles, and op-ed pieces; (2) unpublished technical reports that summarize internal research and program evaluation studies; and (3) dissertations and theses that involve research on CTY students. Copies of many of these papers are available on the Internet; others can be requested from CTY's research department upon request.

CTY's founder, Dr. Julian Stanley, published over 500 books, book chapters, and journal articles during his professional career. Included herein are only those that relate to the CTY model of talent development or that summarize research on or about academically talented students and that were published after CTY's founding in 1979.

Published Books, Book Chapters, and Articles

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