

very different ways. And the discrepancy between concepts of creativity as used in these practical contexts and those conceptual variants which are dealt with in more general or theoretical contexts could hardly be larger. Even approaches which pretend to solve these problems by an integration of different viewpoints merely contribute to the diversity.

This paper will analyze and reconstruct this often deplored state of affairs in creativity research from a social-constructionist point of view. It will become obvious that and how implicit and explicit realistic assumptions contribute to confusion and disunity in this domain and sustain them. "Creativity" will, instead, be conceived as a name of socially defined or constructed concepts, and the implications of this position for the theoretical treatment and the psychological assessment of creativity will be outlined.

## Personal conceptions of intelligence: Validation of a scale for portuguese adolescents

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The absence of measures to evaluate personal conceptions of intelligence in the Portuguese context led us to the construction and validation of an instrument for use with Portuguese adolescents whose preliminary results were published in 1989 and 1990. The exploratory nature of this first study and the fact the scale included some new aspects compared with the existing one from Dweck, namely: (1) it includes a large number of items, which reduces the error variance, common in scales with a few number of items; (2) it is directed to early and middle adolescents, and (3) it includes other relevant aspects related with personal conceptions of intelligence, led us to pursue the validation of this scale, using now a larger and heterogeneous sample, observed twice, in the context of a longitudinal sequential design, with the aim of studying its psychometrical qualities. In this study we'll present a comparison of the psychometrical qualities of the scale in three studies, concluding about its relevance for use in the Portuguese context.

**Keywords:** personal conceptions of intelligence, psychometric qualities, adolescence

## Developmental diagnosis for the psychological assessment of intellectual potential of the gifted, creative, and talented individuals

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Everyone agrees that gifted, talented, and creative people possess a special intelligence, in spite of discussions about how high is their intellectual level and the extent to which they have the same type and level of intelligence. Similarly, almost everyone recognizes the necessity of a psychological diagnosis of the intellectual potential of such individuals in order to actualize fully and develop their mental resources. Few people agree, however, on the way to assess the intelligence of these persons.

In addressing these issues, this paper presents a new psychodiagnostic paradigm for the assessment of intelligence of the gifted, creative, and talented which can be labelled "developmental diagnosis". "Developmental psychological diagnosis" means assessment of the intelligence of individuals in the process of their development, reflecting the dynamic of individual intellectual abilities and allowing us to understand the real extent of intellectual potential. Human intelligence involves continual development and psychological testing should take into account this fact.

## A new approach to the psychological assessment of intellectual abilities based on a new theory of intelligence

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Kholodnaya's theory of intelligence interprets the nature of intelligence as a specific form of the organization of the individual cognitive experience, which is responsible for the possibility of the effective perception and understanding of the world. Such a perspective on intelligence calls for new psychological methods and testing procedures for the adequate assessment of a person's intellectual potential. Therefore, a new approach to psychological diagnosis is proposed, which can be considered as a foundation for the creation of novel tests. The fundamental methodological principle of the presented approach is the necessity to study the psychological mental context, which is generated by an individual himself/