

Gifted 101

Parenting Gifted Children

Parent Information Session

Miss Kelly, M.Ed., NBPTS

Lake Sybelia Elementary School

April 20, 2010

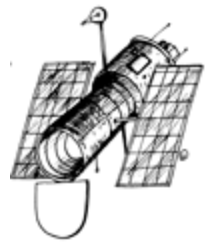
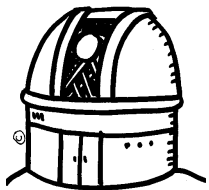
What is Giftedness?

Giftedness is asynchronous development in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm.

This uniqueness of the Gifted renders them particularly vulnerable and requires modifications in parenting, teaching, and counseling in order for them to develop optimally.

An Analogy of Giftedness

<u>The Person</u>	<u>The Connection</u>	<u>Ways to Reach Them</u>
Average Person	Antenna	3 basic channels
Gifted Person	Cable	50 channels
Profoundly Gifted	Satellite Dish	200 channels
Scary Gifted	Hubble Telescope	500 channels



Five Domains of Development

- Intellectual
- Emotional
- Physical
- Spiritual/Moral
- Social

Take a 5 year old
who is...

10

3

5

15

3

Who is their peer?

Asynchrony

Uneven development in each or most domains.

In a gifted child, each of the five domains develops at different rates according to the advanced abilities within the domain.

Dabrowski's Over-excitabilities

Dabrowski talked about OE"s – overexcitabilities (superstimulatabilities) and how the gifted were extremely sensitive in a variety of areas. It's a stimulus-response difference from the norms.

In these five areas a person reacts more strongly than normal for a longer period than normal to a stimulus that may be very small.

It involves not only psychological factors but central nervous system sensitivity too.

(Won't have all 5, just 2 or 3.)

Psychomotor

~ Surplus of energy

- rapid speech, intense enthusiasm, acting out, doesn't need a lot of sleep, mind works better if she's moving

~ Psychomotor expression of emotional tension

- continual talking, impulsive behavior, nervous habits

Sensual

~ Sensory pleasure

- seeing, smelling, hearing
- food – no casseroles, food can't touch
- lightening hurts

~ Sensual expression of emotional tension

- overeating, wanting to be center of attention

~ Aesthetic Pleasures

- appreciation of beauty, writing styles

Imaginational

~ Free play of the imagination

- frequent use of image and metaphor, facility for invention and fantasy, music/poetry/theatre, mostly visual learners

~ Spontaneous imagery as an expression of emotional tension

- tendency to dramatize, fear of the unknown, night terrors

Intellectual

~ Probing questions; problem-solving;
learning

- curiosity, concentration, avid reading linear/
sequential, tries to figure everything out, takes
things apart, passion for analysis

~ Theoretical thinking

- meta-cognition, introspection, moral thinking

Emotional

~ Intensity of feeling

- positive or negative feelings, extremes of emotion
- they take it all in and don't have a way to get rid of it.

~ Somatic expressions

- tense stomach, sinking heart

~ Inhibition

- timidity, shyness

Emotional

- ~ Strong affective memory
- ~ Fears and anxieties, feelings of guilt
- ~ Concern with death,
- ~ Relationship feelings
 - emotional ties and attachment, empathy, sensitivity in relationships
- ~ Feelings toward self
 - self evaluation, self-judgment, feelings of inadequacy/inferiority

Peer Relationships

- ~ Developing peers in the school environment is important – find common interests.
- ~ Mastering specific social skills will increase a child's likelihood of making friends.
- ~ Knowing when to use which skills will “seal the deal”.

A constellation of friends...

Spiritual peers

Imaginal peers

Emotional Peers

Intellectual Peers

Physical Peers

**What they need
from their parents...**

LOVE

“You get to be who you are in our home and I will love you.”

OPPORTUNITY

~ PROVIDE OPPORTUNITIES!

“I’m going to the museum this weekend, who wants to come?”

~ Notes from a recent conference:

Pattern seen in parents of highly successful people:

Their parents were...

- Role Models*
- Partners in Learning*
- Opportunity Creators*

Wait, there's more!

- ~ avoid unrealistic expectations
- ~ provide down-time
- ~ respond appropriately What was the intent? Trying? Mastery?
- ~ remember the domains
 - if you want to relate with your child, relate with their emotions.
- ~ don't expect synchronous development across disciplines.
- ~ give believable, positive affirmations

You're not done yet!

- ~ talk to your child about his/her Giftedness
- ~ teach social skills (next slide)
- ~ talk WITH them about IDEAS
- ~ provide materials for dabbling & exploring
- ~ model good thinking
- ~ give them time to be alone
- ~ teach time management
- ~ feed their interests
- ~ ... more tips in the handouts...

Social Skills that Improve Peer Relationships

Listening

Introducing yourself

Taking turns

Beginning and ending a conversation

Joining in an activity

Initiating an activity

Offering to help

Giving and accepting a compliment

Expressing your feelings

Showing understanding of another's feelings

Handouts Provided

Anthony, Sylvia. “Suggestions to Turn On Bright Children at Home.” G/T/C Nov. – Dec. 1982. (adapted from)

Elam, Colleen. “Feed A Fever: A Mom’s Tale.” Texas Association for the Gifted and talented, Tempo. Fall. 1995.

Tolan, Stephanie. “Dabrowski’s Overexcitabilities: A Layman’s Explanation.”

Ward, Sharon. “Tips for Parents of Gifted Students.” Missouri Schools March 1980: 17.

Wilson, Susan. “Myths and Realities of Giftedness : A Test.” G/C/T. 23 (1982): 20-25.

“General Suggestions for Parents of Gifted Children at Home.” Florida Association for the Gifted. Mar. 1993: 21 – 22.

“Gifted Education on the Web.” Classroom Connect. Oct. 1999: 9.

References

Massive sections of this PowerPoint were unceremoniously but appreciatively swiped from a presentation entitled “Understanding and Supporting the Complexities of Your Child: It Isn’t Always Easy being Gifted” given for parents of OCPS Gifted children in February of 2007 by Patricia Gatto-Walden, Ph.D. and Denise Bishop, NCSP.