

GT Parent Seminar

August 30, 2016

JAGC

continued...



- Website
 - www.jeffcogifted.org
- **Parent and Student Links**
- **Parent Information**

Meeting the Social/Emotional Needs of Gifted Kids



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“To teach the core, you must
first reach the core.”



~Lisa Lee

Asynchronous Development

- Columbus Group Definition 1991
 - What giftedness is
 - Cognitive abilities
 - Heightened intensity
- Increases with higher intelligence
- Vulnerable and requires modifications
 - Parenting
 - Teaching
 - Counseling



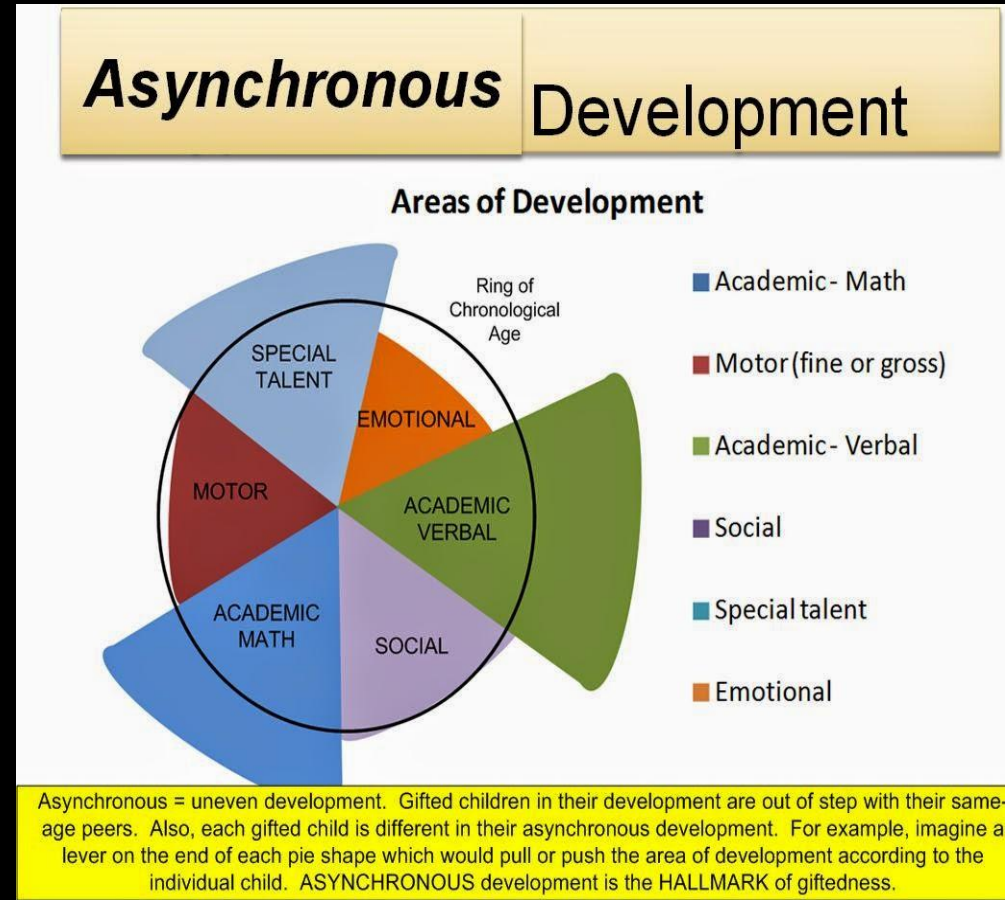
Erick Erickson's Stages of Development

| Stages | Crisis |
|--|----------------------------------|
| 1 st Year | Trust vs. Mistrust |
| 2 nd Year | Autonomy vs. Doubt |
| 3 rd - 5 th Year | Initiative vs. Guilt |
| 6 th Year - Puberty | Industry vs. Inferiority |
| Adolescence | Identity vs. Confusion |
| Adulthood | Intimacy vs. Isolation |
| Middle Age | Generativity vs. Self Absorption |
| Aging Years | Integrity vs. Despair |

Asynchronous Development

Students whose minds are developing at one rate while their bodies and emotions are developing at another.

Example: A 6-year-old child who can play soccer like a 9-year-old, plays chess like a 12-year-old, does Algebra like a 14-year-old, and has a tantrum like a 2-year-old when asked to share a cookie.



Asynchronous Development



Strategies for Parents:

- Remember your child's chronological age.
- Gifted children still need emotional support.
- Provide opportunities for your child to interact with a variety of people: gifted peers, older children, adults.
- Help your child develop coping skills for frustrations.
- Consider your child's strengths and weaknesses.
- Participate in a support group for families of gifted children.
- Seek counseling support.



Overexcitabilities

Gifted students tend to be extremely sensitive in a variety of areas; more so than typically developing students. This means that in five different areas, gifted students tend to react more strongly than normal for longer than normal to a stimulus that may be very small. It involves not just psychological factors but central nervous system sensitivity.

“Intense responses to stimuli.”

Overexcitabilities

- Psychomotor
- Sensual
- Imaginational
- Intellectual
- Emotional



Gifted students have all five overexcitabilities, but the intensity of the overexcitabilities will be different in each student.

Psychomotor Strategies:

Fidgets, exercise balls, lots of brain breaks, allowed to stand/pace in the back of the room, bouncy bands, standing work space, one-legged stool, lots of patience



3rd Grade Gridiron



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Sensual Strategies:

Noise-canceling
headphones/earbuds,
lighting alternatives, multiple
possible work spaces,
texturized fidgets, salt rock
lamp

Hit or Miss:

White noise machine

Scented air-fresheners



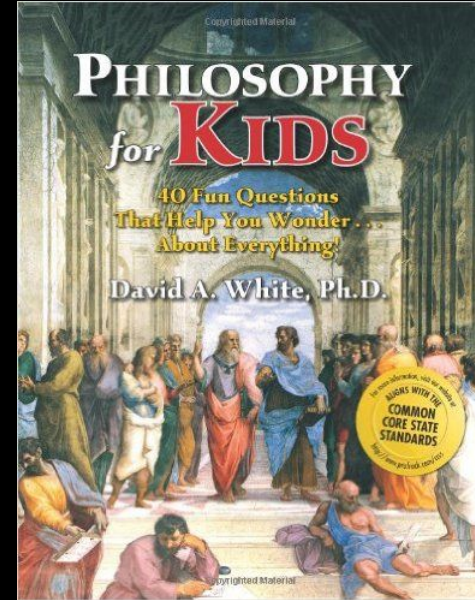
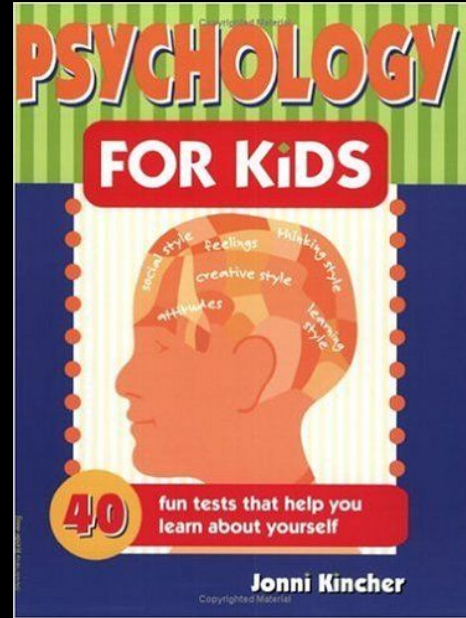
Imaginational Strategies:

Constructive doodling,
Project Based Learning,
creative ways to
demonstrate their
knowledge (marble run),
journaling, using their
imagination to their
advantage (the same kids who
have night-terrors can imagine a
device that wards off the “monster”)



Intellectual Strategies:

Show them how to find answers to questions, teach them to discuss new ideas, service learning projects (allows them to act on what they learn), socratic seminars, teach them to see shades of grey, teach them how to communicate their dissatisfaction



Emotional Strategies:

Acceptance (no matter how absurd it is to you, it is real to them), listen - they often just need to be heard, body triggers, belly breathing, grounding, visualization, taking self-designated breaks, naming their emotion, bibliotherapy

Break Card

I feel _____ and
I need a break.

Break Please

I am feeling..



really angry



really frustrated



really worried



really disappointed

Perfectionism

**Refusal to accept any standard
short of perfection**

Perfectionism At-a-Glance

How a Perfectionist Acts

- Overcommits himself
- Rarely delegates work to others
- Has a hard time making choices
- Always has to be in control
- Competes fiercely
- Arrives late because one more thing had to be done
- Always does last-minute cramming
- Gets carried away with the details
- Never seems satisfied with his work
- Constantly busies himself with something or other
- Frequently criticizes others
- Refuses to hear criticism of himself
- Pays more attention to negative than positive comments
- Checks up on other people's work
- Calls himself "stupid" when he does something imperfectly
- **Procrastinates**

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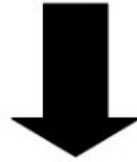
What a Perfectionist Thinks

- "If I can't do it perfectly, what's the point?"
- "I should excel at everything I do."
- "I always have to stay ahead of others."
- "I should finish a job before doing anything else."
- "Every detail of a job should be perfect."
- "Things should be done right the first time."
- "I'm never good enough."
- "I'm stupid."
- "I can't do anything right."
- "I'm unlikable."
- "I'd better not make a mistake here, or people will think I'm not very [smart, good, capable]."
- "If I goof up, something's wrong with me."
- "People shouldn't criticize me."

How a Perfectionist Feels

- Deeply embarrassed about mistakes she makes
- Disgusted or angry with herself when she is criticized
- Anxious when stating her opinion to others
- Extremely worried about details
- Angry if her routine is interrupted
- Nervous when things around her are messy
- Fearful or anxious a lot of the time
- Exhausted and unable to relax
- Plagued by self-hatred
- Afraid of appearing stupid
- Afraid of appearing incompetent
- Afraid of being rejected
- Ashamed of having fears
- Discouraged
- Guilty about letting others down

Perfectionism



Procrastination



Paralysis

Many perfectionists are reluctant to give up their perfectionism. They see it as the secret of their success.

Strategies

Going from this...



1=Just make sure it's done

To this...



5=Do your absolute best.
(something really important is at stake)

Flipping the Scene

Imagine the advice you'd have for friends if they came to you with the same problem.



Perfectionists are often more tolerant of the imperfections of others than their own.

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Will this still matter...

- In 5 minutes?
- In an hour?
- At the end of the day?
- In a week?
- In a month?
- In 6 months?
- In a year?
- In 5 years?
- In 10 years?

So is it worth
the stress?

Remember:

You can't meet their academic needs until you have met their affective needs.