Alphabet Soup:
Social Emotional Issues of Giftedness

Presented by
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Texas Association for Gifted & Talented
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Acceleration
Asynchronous Development
Anxiety
Autonomy

Brain Development
Bibliotherapy
Boredom
Bright, Talented & Black

Creativity
Complexity
Counseling Models
Depression
Difficulty finding peers

Ethics: Cheating Dishonesty & Manipulations
Emotional Development
Emotional Intensity

Fantasy
– as a genre of literature
– as in Fantasy journeys
Females
“Giftedness”

Highly Sensitive
Humor
(of a very special kind)

Idealism
Intensity
Intelligence
Imposter Syndrome
Inner Locus of Control
Jung’s Personality Types

Krathwohl’s Taxonomy of Affective Objectives

Little Adults

Myths

Misdiagnosis & Dual Diagnosis
National Association of Gifted Children

Overexcitabilities

Perfectionism

Profiles of the Gifted

Questioning “attitude”
Sylvia Rimm

Supporting the Needs of the Gifted: SENG
Special Populations of Gifted

Talented
Twice Exceptional

Upside-down Brilliance
Underachievement
Vulnerability

Why?

eXacting

Young gifted children

Zest for learning, doing, & being
Acceleration


Popular
Positive
Self-concept
Internal
Locus-of-control
A Nation Deceived: How Schools Hold Back America’s Brightest Students

Report shares research findings that Acceleration is NOT HARMFUL

Asynchronous means....

**Helpless**

**Afraid**

Heightened Awareness & Intensity

**Advanced cognitive abilities**
An Example... 6-year-old body

Age 6

IQ
135

8-YEAR-OLD MIND

9-year-old body

Age 9

12-YEAR-OLD MIND

12-year-old body

Age 12

16-YEAR-OLD MIND
IQ 170

6-year-old body
Age 6

9-year-old body
Age 9

10-YEAR-OLD MIND

15-YEAR-OLD MIND

16-year-old body
Age 16

20-YEAR-OLD MIND
The construct of giftedness as asynchrony has a strong theoretical foundation in the works of Hollingworth, Terrassier, Dabrowski, and Vygotsky. It is a child-centered perspective that can guide parenting, teaching, and counseling of gifted children. Asynchrony comprises uneven development, complexity, intensity, heightened awareness, risk of social alienation, and vulnerability. It is not a source of envy any more than its mirror image, retardation. When giftedness is equated with potential for success in adult life, it engenders backlash from those who believe that they are denied equal opportunity in the competition for fame and fortune. Asynchrony is not a competitive concept: More asynchrony is not better. Giftedness as asynchrony offers both an understanding of the inner experience of gifted individuals throughout the life span and a sound framework for responding to the developmental differences of this group.

<table>
<thead>
<tr>
<th>Leta Hollingworth</th>
<th>Terrassier</th>
<th>Dabrowski</th>
<th>Vgotsky</th>
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<tbody>
<tr>
<td>First to navigate the interior of giftedness. She mapped the critical developmental issues with which atypical children have to contend. “To have the intelligence of an adult and the emotions of a child combined in a childish body is to encounter certain difficulties. It follows that (after babyhood) the younger the child, the greater the difficulties, and that adjustment becomes easier with every additional year of age. The years between 4 and 9 are probably the most likely to be best with the problems” Hollingworth (as cited in Silverman, 1997, p. 43) problems of right &amp; wrong and evil in the abstract solitary play not because they were unfriendly and un-gregarious by nature but because their efforts to relate to others were quickly defeated. Other children did not share their interests, vocabulary, or the same desire to organize their activities</td>
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<td>“Dyssynchrony refers to psychological and social ramifications of the uneven development of gifted children. Internal dyssynchrony: disparate rates of intellectual, psychomotor, language, and affective development. Social dyssychronicity: a discrepancy between the speed of the mental development of the gifted child and that of his/her classmates. Under-stimulated gifted children may be working 3-5 years BELOW their potential. Under-expectations from parents and other children creates ‘social’ pressure for the gifted child to conform and can make it difficult for him/her to discover and accept his precocity. (Terrassier, 1985, p. 271).</td>
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<tr>
<td>Intensity is most often thought of in relation to emotion, but it actually refers to the whole range of overexcitabilities that intensify experience. Intelligence is insufficient as a predictor of advanced development; there must be built into the personality an extraordinary capacity to respond emotionally and creatively. The potential for higher moral development appears to be present in the moral sensitivity shown in gifted children. However, this sensitivity does not automatically translate into moral behavior or in commitment to a higher level values in adult life (Miller, Silverman &amp; Falk, 1994).</td>
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<tr>
<td>both the cognitive and emotional experiences of gifted children would be qualitatively different from that of their age-mates whose minds have not yet been re-shaped by the integration of cultural symbols into the flow of thought. Such a qualitative difference—and the emotional vulnerability associate with it has indeed been documented by accumulated research from the gifted child strand. (Morelock)</td>
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</table>
Anxiety

Types of anxiety:
Generalized anxiety
Panic attacks
Agoraphobia
Obsessive Compulsive Disorder
Specific Phobia
Social Phobia
PTSD
Separation Anxiety
Perfectionism
Eating Disorders

Autonomy

Life-long Learning

• George Betts’ Autonomous Learner Model

<table>
<thead>
<tr>
<th>Dimension One: Orientation</th>
<th>Dimension Two: Individual Development</th>
<th>Dimension Three: Enrichment</th>
<th>Dimension Four: Seminars</th>
<th>Dimension Five: In-depth Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• provides learners, teachers, administrators, and parents with the opportunity to develop a foundation of the concepts of giftedness, talent, intelligence, creativity, and the development of potential. Learners discover more about themselves, their abilities, and what the ALM has to offer. Activities are presented to give learners an opportunity to work together as a group, to learn more about group process and interaction, and to learn more about the other people in the program.</td>
<td>• provides learners with the opportunity to develop the cognitive, emotional, social and physical skills, concepts, and attitudes necessary for life-long learning. In other words, learners become autonomous in their learning. Areas within the dimension include opportunities for the inter/intrapersonal development of the learners, the appropriate learning skills for life-long learning, and the area of technology. The learners also participate in college and career involvement, the development of organizational skills and the importance of productivity skills, which are used when information is presented in a variety of ways.</td>
<td>• provides learners with opportunities to explore content and curriculum that is usually not part of the prescribed school curriculum. The highest level of learning is manifested when learners have the freedom to select and to pursue content or curriculum in their own style. Curriculum differentiation by the learners begins with Explorations, where the goal is to “find out” what is out there. Become an explorer yourself and find new and unique knowledge in a variety of methods. The second type of learner differentiation is Investigations. These are more in-depth than Explorations and require the learners to design, implement, complete, and present a project with a mini-product. Learners are also involved in Cultural Activities that are designed so that they are involved in cultural events in the community. Service activities are essential and are non-negotiable. The humanitarian spirit is incorporated into the ALM. Through participation in Service activities, the majority of the learners want to make this a better world.</td>
<td>• is designed to give learners in groups of three to five opportunities to research a topic, present it as a seminar to the rest of the class and other interested people, and to assess it by criteria selected and developed by the learners. A seminar is essential because it provides learners the chance to move from the role of student to the role of learner. If students are to truly become learners, they must have the opportunity to experience guided independent group learning, by experiencing learning in a structure that promotes the development of new knowledge.</td>
<td>• empowers learners to pursue long-term in-depth studies in their passion areas. Learners determine what will be learned, how it will be learned, how it will be presented, and what facilitation will be necessary by the teacher and mentor. These plans are then implemented and completed by the learners with presentations being made at appropriate times until the completion of the project. Final presentations and assessments are given to all who are involved and interested.</td>
</tr>
</tbody>
</table>
• Hanson, R. (2015). Your amazing brain: Perhaps the most complex object in the universe. Retrieved from https://fwb.rickhanson.net/science
• Bibliotheraphy (Developmental) http://www.pinterest.com/cdipasqua/bibliotherapy-for-the-gifted/
Bright Talented & Black

External and internal challenges

External: Discrimination, Lack of understanding of black culture; low expectations

Internal: Overexciteabilities, idealism, underachievement, visual spatial learners, Twice-Exceptional gifted learners

Creativity

- A Rational Thinking Function
- A Function of Feeling
- The Talent Aspect
- A Function of Higher Levels of Consciousness
- An Integrative Approach

Creativity: A Function of Feeling

- Maslow 1959 (as cited in Clark 2008): “Self-actualizing creativeness . . . Sprang directly from the personality, which showed itself widely in ordinary affairs of life and which showed itself not only in great and obvious products but also in many other ways. . . . A tendency to do anything creatively . . . Expressive of being quality . . . Rather than its problem-solving or product-making quality . . . A defining characteristic of essential humanness.”

- Moustakas (1967) (as cited in Clark, 2008): “To be creative means to experience life in one’s own way, to perceive from one’s own person, to draw upon one’s own resources, capacities, roots . . . Only from the search into oneself can the creative emerge.”

- May (1959) (as cited in Clark, 2008): “Creativity is the encounter of an intensively conscious human being with his world.”

- Rogers (1959) (as cited in Clark, 2008): “The mainspring of creativity . . . Man’s tendency to actualize himself, to become his potentialities.”

Creativity:
A Rational Thinking Function

- Parnes (as cited in Clark, 2008) “Creativity is a function of knowledge, imagination, and evaluation.” He sees the processes involved as fact finding, problem finding, idea finding, solution finding, and acceptance finding.”

- Guilford (as cited in Clark, 2008) “aptitude traits that belong most clearly logically in the area of creativity . . . Fluency of thinking and flexibility of thinking, as well as originality, sensitivity to problems, redefinition and elaboration . . . Classifiable in a group of divergent-productive and associative thinking abilities.”

- Williams (as cited in Clark, 2008) “An act of creativity is a conscious act of human intelligence. Operationally, he defines it as including knowledge, mental processes based on cognition, divergent-productive and associative thinking, evaluative behaviors, and communication skills”

Creativity as Higher Levels of Consciousness

- Taylor (1963) (as cited in Clark, 1988): “There is reason to think that much of the creative process is intuitive in nature and that it entails a work of the mind prior to its arising to the conscious level and certainly also prior to its being in expressible form. It is most likely preconscious nonverbal or preverbal, and it may involve a large sweeping, scanning, deep, diffused, free and powerful action of almost the whole mind”

- Krippner (1968) (as cited in Clark, 1988): “Without access to alternative levels of awareness, creative behavior may be stifled or blocked. He further indicates that it is essential to the individual's well being and creative development”

- MacKinnon (1965) (as cited in Clark, 1988): “gives being more intuitively perceptive as one of the major conditions for creativity”

Creativity: An Integrative Approach

• Gowan (1972) (as cited in Clark, 1988): Creativity is a characteristic not only of individual human behavior, but also of the species in general. What is true of the development of the superior individual is also true of the developing aspects of mankind. The emergence of creative abilities is a triumph not only of individual development, but the harbinger of evolutionary progress for all men.

Creative People

- independent
- confident
- risk-takers
- curious
- wide interests & unusual hobbies
- interested in art and aesthetics
- humorous
- high energy levels
- adventurous
- attracted to mysterious, complex
- needs "alone time"

- stubborn
- resists domination
- un-cooperative
- capricious
- sloppy,
  disorganized with unimportant matters
- egocentric
- temperamental
- demanding
- forgetful
- emotional
- overactive

Debbie's "Totally-Unsubstantiated-By-Research, Strictly Creative-Assessment Tool for Determining One's Level Of Creativity" Scale

Directions: Rate yourself on the following statements by placing a check in the appropriate column.

<table>
<thead>
<tr>
<th>SDA</th>
<th>DA</th>
<th>N</th>
<th>A</th>
<th>SA</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td>1.</td>
<td>I do not like to be controlled by others, and I prefer to discover things by myself.</td>
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<tr>
<td>2.</td>
<td>People describe me as being bold.</td>
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<td>3.</td>
<td>I enjoy taking chances.</td>
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<td>4.</td>
<td>I do not yield easily or obey blindly and unquestioningly.</td>
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<td>5.</td>
<td>I've been told that I don't see both sides of a situation. I'm more concerned with my own perspective.</td>
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<tr>
<td>6.</td>
<td>I am eager to learn new things.</td>
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<td>7.</td>
<td>Sometimes my inquisitiveness is interpreted as being prying.</td>
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<tr>
<td>8.</td>
<td>Strange and unusual things and people interest me.</td>
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<td>9.</td>
<td>I strongly resist being dominated.</td>
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<tr>
<td>10.</td>
<td>People tell me I approach life vigorously or even that I'm driven. I don't like sitting still. I am a &quot;do&quot;-er not a &quot;be&quot;-er.</td>
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<tr>
<td>11.</td>
<td>If something is not a priority, I am sloppy and careless.</td>
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<tr>
<td>12.</td>
<td>A regular amount of being alone, spending time apart from anything and anyone, is essential to my well being.</td>
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<tr>
<td>13.</td>
<td>Risky, daring, dangerous ventures excite me.</td>
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<td>14.</td>
<td>Complicated, unknown, unexplained phenomena appeal to me.</td>
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<tr>
<td>15.</td>
<td>I emit strong, generalized, often unexplained feelings easily.</td>
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<tr>
<td>16.</td>
<td>I possess an intensity, concern, or curiosity about many different things.</td>
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<td>17.</td>
<td>I have many hobbies, some of which may be perceived as unusual to the average mortal.</td>
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<tr>
<td>18.</td>
<td>I work better by myself. Being on a team is not one of my preferences.</td>
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<tr>
<td>19.</td>
<td>I like to have plenty of choices and keep my options open.</td>
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</table>
“THE INTRICATE THOUGHT PROCESSES THAT MARK THESE INDIVIDUALS AS GIFTED ARE MIRRORED IN THE INTRICACY OF THEIR EMOTIONAL DEVELOPMENT……

… IDEALISM …
… SELF DOUBT …
… PERCEPTIVENESS …
… EXCRUCIATING SENSITIVITY…
… MORAL IMPERATIVE …

… DESPERATE NEED FOR UNDERSTANDING, ACCEPTANCE, LOVE …

ALL IMPINGE SIMULTANEOUSLY.

THEIR VAST EMOTIONAL RANGE MAKE THEM APPEAR CONTRADICTORY
MATURE AND IMMATURE
ARROGANT AND COMPASSIONATE
AGGRESSIVE AND TIMID.

SELF-ASSURANCE OFTEN MASKS DEEP FEELINGS OF INSECURITY

THE INNER EXPERIENCE OF THE YOUNG GIFTED PERSON IS RICH, COMPLEX, AND TURBULENT.”

Counseling Gifted Learners


Depression

The gifted child frequently begins to feel different and alone in a world of different views and values. This is a special problem for those with IQs of 160+. Much of the surrounding world may seem irrational, and many people with whom they must deal, even those in positions of authority, think slowly by comparison and appear to act foolishly. Meanwhile the gifted child finds that he can see a reasonable solution to a problem much more quickly than they. It can be frightening for the child to realize the world seems to be in the hands of these sometimes incompetent adults.

Even very young children may face a kind of existential crisis. The child may seriously question her own worth, or the worth of others who are less gifted. She may get plagued by feelings of sadness, anger, depression, and anxiety. She may wonder whether life is worth living in a world in which she so clearly does not fit. Her world seems full of banalities, platitudes, clichés and simple-minded thinking, and apparently obvious solutions are never tried, or may be blocked by short-sighted people concerned with their immediate self-interest. If she feels that because of her gifts she must assume the lion’s share of the burden of improving the lot of mankind, the odds seem overwhelming.

Difficulty finding peers

My New Best Friend
Bright kids need us to recognize their cheating, dishonesty, & manipulation...

Maupin shares different aspects of ethical issues via the use of case studies:

- Grades that misunderstood
- Boredom
- Seeking notoriety
- Perfectionism
- Malingering (Fevers, stomach aches, rashes)
- Asynchronous development
- Power of manipulation
- Creativity

Emotional Development

- Dabrowski’s Theory of Positive Disintegration

Emotional Intensity

Case study approach with lots of examples…

Explanations of “assumptions of giftedness,” talents, twice blessed, personality issues

Strategies to use

• as a “Coach” to help gifted children learn
• how to apply positive discipline techniques at home and at school,
• what to do when there is an “explosion” (Melt-down), starting a parent group,
• knowing when professional help is warranted.

• Fantasy
  – as a genre of literature
  – as in Fantasy journeys
• Females
Gifted FEMALES

• Almost from birth, gifted & talented females find themselves in a world of limiting stereotypes and barriers to achievement presented by parents, school, and the larger society.

• Parents

• Teachers

• Internal Barriers
  – Loss of Belief in abilities and self-confidence
  – Social problems and isolation
  – Concerns about Future Education, Career, & Family
  – Multipotentiality
  – Perfectionism
  – Achievement & Underachievement

“Giftedness”
“Gifted” means….

“Giftedness is a biologically rooted concept that serves as a label for a high level of intelligence and indicates an advanced and accelerated development of functions within the brain, including physical sensing, emotions, cognition, and intuition. Such advanced and accelerated function may be expressed through abilities such as those involved in cognition, creativity, academic aptitude, leadership, or the visual and performing arts.

Gifted individuals are those who perform, or who show promise of performing, at high levels in such areas and who, because of such advanced and accelerated development require services or activities not ordinarily provided by the schools in order to develop their capability more fully.”

Gifted Means…..

…. INTENSE + SENSITIVE = GIFTED
The Highly Sensitive Child

The author traces development of the sensitive child from infancy to adulthood providing guidance and insights about a variety of topics….

- Soothing and attuning to the highly sensitive child
- Helping these children cope with change and overstimulation
- Assisting them with feeling successful in new situations
- Helping them learn how to resolve problems
- Help them learn to enjoy classroom and social life
- Launching them into adulthood

Humor
(of a very special kind)
One very early trait in the emotional growth of gifted children is their intense sense of justice and unwavering idealism.

The parent of a gifted child will soon experience the futile effort of explaining why injustice so often exists.

If life isn’t fair. It should be. And why are you (the adult) not doing something about it?

This sense of justice is tremendously valuable to society and beautiful in its motivating power for humanistic action.

We must guide the idealism of children so that they do not become so frustrated that they lose it early and replace it with cynicism or the sense of being powerless.

Idealists see themselves and the world in terms of how things might be or SHOULD BE; They cherish principles, emphasize values, and pursue goals and purposes that seem good and righteous.

<table>
<thead>
<tr>
<th>Favorable descriptors</th>
<th>Unfavorable descriptors</th>
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<tbody>
<tr>
<td>visionary</td>
<td>impractical</td>
</tr>
<tr>
<td>optimistic</td>
<td>romantic</td>
</tr>
<tr>
<td>High-minded</td>
<td>Starry-eyed</td>
</tr>
<tr>
<td>Seekers of excellence</td>
<td>perfectionistic</td>
</tr>
<tr>
<td></td>
<td>unrealistic</td>
</tr>
<tr>
<td></td>
<td>quixotic</td>
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Idealism

Essential elements

• You believe that you know what is good, right, just
• Care deeply
• Sense of hope and optimism that you can make a difference in your life
• You want to make things better
• Sense of mission/purpose to your life
• Sense of fairness and justice
• If you follow the rules then good things will happen
• In the long run things will work out for the best

Problems for idealists

• They see the reassurance that comes from acceptance and recognition by others
• They can become rigid and intolerant of others who see things differently
• Idealism can leave individuals vulnerable because of their intense human compassion, they care so much and so deeply.

Not so healthy coping styles that feed illusions of some idealists…

- The truth, the whole truth, and nothing but the truth
- Trying to control life or at least label it
- Keeping busy
- Deliberately not thinking and using distractions
- Clinging to things
- Becoming narcissistic
- Learning to not care
- Numbing your mind
- Seeking novelty and adrenaline rushes
- Camouflaging to keep others from knowing you and your ideals
- Withdrawal and detachment
- Anger

Intelligence
According
To
Robert
Sternberg
Sternberg’s Theory of Successful Intelligence

- Analytic
- Synthetic
- Practical
- Combination of the above

Intensity

• “The emotional intensity and high level of energy of a gifted child cannot be ignored because they disturb the routine and the order of things set before the arrival of the little Energizer.

• Gifted children take in information from the world around them; they react and respond more quickly and intensely than other children.

• They are stimulated both by what is going on around them and by what moves them from within.

• Because they can be so greatly stimulated, and because they perceive and process things differently gifted children are often misunderstood.

Intensity in gifted

- excitement is viewed as excessive,
- their high energy as hyperactivity,
- their persistence as nagging,
- their questioning as undermining authority,
- their imagination as not paying attention,
- their passion as being disruptive,
- their strong emotions and sensitivity as immaturity,
- their creativity and self-directedness as oppositional.

They stand out from the norm. But then what is normal? Normal is just a setting on a dryer.

Intensity in gifted

- “Intensity, so characteristic of the gifted, is explained in terms of overexcitabilities—greater capacities to respond to various stimuli” (p. 12)
- “the gifted come equipped with supersensitive nervous systems which enable them to assimilate extraordinary amounts of sensory stimuli” (p. 12)
- “By its very intensity, a high kind of creativity may cause nervous strain and tension, and a supersensitivity of the nervous system may be conducive to both inner and outer conflict and creative expression” Chrickshank, Whitmore (as cited in Silverman, 1993, p. 12)
- “Super-sensitivity makes the gifted acutely more perceptive and sensitive, more discriminating of the details of stimuli, and more analytical and critical of themselves and others” Whitmore (as cited in Silverman, 1993)
Inner Locus of Control
Intuition

- Rational Intuition
- Predictive Intuition
- Transformational Intuition

Imposter Syndrome

Reis, S. (2002). Internal barriers, personal issues, and decisions faced by gifted and talented females. Gifted Child Today,
**Jung’s Personality Types**

Table 3

<table>
<thead>
<tr>
<th>Scale</th>
<th>Gifted*</th>
<th>Norm**</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Extraversion</td>
<td>2988</td>
<td>51.3</td>
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<tr>
<td>Introversion</td>
<td>2836</td>
<td>48.7</td>
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<tr>
<td>Sensing</td>
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<td>28.4</td>
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<tr>
<td>Intuition</td>
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<tr>
<td>Thinking</td>
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<tr>
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<tr>
<td>Judging</td>
<td>2342</td>
<td>39.9</td>
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<tr>
<td>Perceiving</td>
<td>3485</td>
<td>60.1</td>
</tr>
</tbody>
</table>

* Number of samples included in this study is 19.
** The norm group is composed of high school students in 11th–12th grades. Data for the norm group is adapted from the Atlas of Type Tables (Macdaid, Kainz, & McCaulley, 1986).

Krathwohl’s
Taxonomy of Affective Objectives

Gifted curriculum needs to address:

- Understanding Giftedness
- Self-expectations
- Fear of failure
- Expectations of Others
- Feeling Different
- Uneven Development
- Introversion
- Peer Pressure
- Competitiveness

- Guilt
- Social Skills
- Dealing with Stress
- Sensitivity
- Tolerance
- Family Dynamics
- Responsibility for Others
- Developing Study Habits
- Developing Leadership Abilities
- Career Explorations

Little Adults

Myths About the Social Emotional Development of Gifted

• Myth 1: Gifted students should be with students their own age.
• Myth 2: Gifted students should be in same-age heterogeneous classes.
• Myth 3: Gifted students should be perfectly well-rounded.
• Myth 4: Being gifted is something you are just born with.
• Myth 5: Everyone is an expert on giftedness.
• Myth 6: Adults know what gifted students experience.
• Myth 7: Being too smart in school is a problem, especially for girls.
• Myth 8: All kids are gifted/no kids are gifted.

Misdiagnosis & Dual Diagnosis of Gifted

• Characteristics of giftedness mistaken for maladjustment
  – Overexciteabilities (Intensity/Sensitivity)

• Thinking & Learning Styles
  – Visual spatial/nonlinear styles
  – Auditory sequential styles

• Asynchronous development
  – Judgment lags behind intellect

• Interest Patterns

Misdiagnosis & Dual Diagnosis of Gifted

- ADD/ADHD
- Anger Diagnosis
- Ideational & Anxiety Disorders
- Mood Disorders
- Learning Disabilities
- Sleep Disorders
- Allergies, Asthma, & Reactive Hypoglycemia
- Relationship Issues for Gifted Children & Adults
- Differentiating gifted behavior from pathological behaviors

National Association of Gifted Children

http://www.nagc.org/
OVEREXCITABILITIES
are a special way of
Responding
Experiencing
Acting....
One that is enhanced and distinguished
by characteristic forms of expression --
Kazimierz Dabrowski
People with OVEREXCITABILITIES are not valued socially and are viewed as being nervous, hyperactive, neurotic, excessively emotional. And produce a level of emotional intensity that most people find uncomfortable at close range.
The intensity and overemphasis of Highly Emotional People is a necessary condition of being genuinely rather than superficially MORAL.

William James
Kinds of Overexcitabilities

- Psychomotor
- Sensual
- Intellectual
- Imaginational
- Emotional
<table>
<thead>
<tr>
<th>Webster</th>
<th>Roedel</th>
<th>Adderholdt-Elliott</th>
</tr>
</thead>
<tbody>
<tr>
<td>•...having a disposition to regard anything short of perfection as unacceptable and a perfectionist as one that demands or works to achieve perfection</td>
<td>•...a developmental vulnerability of gifted individuals, an inner drive to accomplish tasks coupled with unrealistic expectations of ability and results in completed projects being assaulted by the inherent, well-developed critical thinking skills of gifted individuals</td>
<td>•...perfectionism is due to social learning that occurs during childhood and produces a drive which results in worry, guilt, and workaholic behavior</td>
</tr>
</tbody>
</table>
### Procrastination

<table>
<thead>
<tr>
<th>Results from fear of</th>
<th>Results in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure</td>
<td>Test anxiety</td>
</tr>
<tr>
<td>Success</td>
<td>Writer’s block</td>
</tr>
<tr>
<td>Control</td>
<td>Paralysis</td>
</tr>
<tr>
<td>Separation</td>
<td></td>
</tr>
<tr>
<td>Attachment</td>
<td></td>
</tr>
</tbody>
</table>
9 Kinds of Perfectionism

Arrogance: The fear of being vulnerable
Self-deprecation: The fear of being inferior
Image vanity: A poor body image
Stubbornness: The fear of change
Martyrdom: The fear of unworthiness
Impatience: The fear of missing something
Righteousness: The fear of being wrong
Greed-envy: The fear of lack
Self-destruction: The fear of losing control

The Dirty Dozen Beliefs Upon Which Perfectionism is Based

• Perfectionism is the ultimate goal.
• Human worth is judged in terms of performance and accomplishment.
• Motivation to achieve arises out of the feeling that nothing is all right as it is—everything must be transformed into what it should be.
• If imperfections are accepted as they are, the highest standards or values have been abandoned.
• We are morally obligated to judge ourselves and others and to insist upon accuracy and correctness.
• Demanding perfection—and dictatorially imposing those expectations on others—is a right.
• Thinking must have a practical goal and a higher purpose or it is a waste of time.
• Acting for enjoyment alone is neither noble nor praiseworthy. Recreation, unless it has a purpose (such as health maintenance or competitive excellence), is frivolous self-indulgence.
• Self-esteem derived from others’ assessment is surpassed only by the self-esteem that comes from being “RIGHT.”
• If in the right, do not compromise; compromise exhibits weakness of character.
• Stand with firm resolve and dedication to one’s principles, no matter the circumstances; without strict adherence to principles there is no integrity.
• It is “natural” to worry about the uncertainty of the future; loss of full control over one’s life causes great insecurity.
When combatting perfectionism…teach your child…

• …it is okay to make mistakes especially when you are learning something new. Help your child learn how to turn mistakes into lessons and opportunities rather than regrets
• …how to say, “Oh well!” when things don’t go exactly the way he or she would like them to or think that they should. The experience will still sting, but by saying these words when something doesn’t work out perfectly, some of the sense of failure will go away, which will help reduce emotional festering.
• …how to replace the words should, ought, must & have to with it would be nice, I might, or I could do so if I chose
• …that his or her good enough is usually more than okay, that doing his or her best is more important than doing it perfectly
• ….that life isn’t always fair by presenting examples in your life in which you had to cope with unfairness. When an unfair situation arises, help your child remind himself or herself out loud that life isn’t always fair.

When combatting perfectionism…teach your child…

• …applying the phrase, “Just do it!” helps a procrastinator get started sometimes. It doesn’t always help, but it does sometimes, and that is good enough.

• …that even though he or she learns things quickly and quite well, he or she is only human and that is good enough. In fact, it is the best he or she will ever do on this planet.

• …that every day brings a fresh start. The past is history and a lesson, not a regret. The future isn’t here yet. The goal is to do the best you can today.

• …to be as perfect as he or she wants to be in one area of his or her life, school subject, hobby, etc.…while simultaneously teaching him or her to lighten up and help them see the funny side of life every day.

• ….finally….help your children understand that perfectionist thought patterns are thinking habits that just didn’t pop up overnight. In fact,

• tell him or her that once he or she learns about perfectionist thinking it will seem like they are engaging in those thought patterns even more. That is the way it is supposed to be and that’s okay. Awareness is the first step in changing a behavior.

Profiles of the Gifted

Profiles of the Gifted

Six Types of Gifted Individuals

Successful
Challenging
Underground
Dropouts
Double-Labeled
Autonomous

Profiles of the Gifted: Type 1 - Successful

<table>
<thead>
<tr>
<th>Feelings &amp; Attitudes</th>
<th>Behaviors</th>
<th>Needs</th>
<th>Adult &amp; Peer Perceptions of Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boredom</td>
<td>Perfectionist</td>
<td>To see deficiencies</td>
<td>Loved by teachers</td>
</tr>
<tr>
<td>Dependent</td>
<td>High Achiever</td>
<td>To be challenged</td>
<td>Admired by peers</td>
</tr>
<tr>
<td>Positive self-concept</td>
<td>Seeks teacher approval</td>
<td>Assertiveness skills</td>
<td>Loved and accepted by parents</td>
</tr>
<tr>
<td>Anxious</td>
<td>and structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guilty about failure</td>
<td>Non risk-taking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extrinsic motivation</td>
<td>Does well academically</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsible for others</td>
<td>Accepts &amp; conforms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diminished feelings of self</td>
<td>Dependent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and rights to their emotion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-critical</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Profiles of the Gifted: Type 2 - Challenging

<table>
<thead>
<tr>
<th>Feelings &amp; Attitudes</th>
<th>Behaviors</th>
<th>Needs</th>
<th>Adult &amp; Peer Perceptions of Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boredom</td>
<td>Corrects teacher</td>
<td>To be connected with others</td>
<td>Find them irritating</td>
</tr>
<tr>
<td>Frustration</td>
<td>Questions rules, policies</td>
<td>To learn tact, flexibility, self-awareness, self-control, acceptance</td>
<td>Rebellious</td>
</tr>
<tr>
<td>Low self-esteem</td>
<td>Is honest, direct</td>
<td>Support for creativity</td>
<td>Engaged in power struggle</td>
</tr>
<tr>
<td>Impatient</td>
<td>Has mood swings</td>
<td>Contractual systems</td>
<td>See them as creative</td>
</tr>
<tr>
<td>Defensive</td>
<td>Demonstrates inconsistent work habits</td>
<td></td>
<td>Discipline problem</td>
</tr>
<tr>
<td>Heightened sensitivity</td>
<td>Has poor self-control</td>
<td></td>
<td>Peers see them as entertaining</td>
</tr>
<tr>
<td>Uncertain about social roles</td>
<td>Is creative</td>
<td></td>
<td>Wants to change them</td>
</tr>
<tr>
<td></td>
<td>Prefers highly active &amp; questioning approach</td>
<td></td>
<td>Don’t view them as gifted</td>
</tr>
<tr>
<td></td>
<td>Stands up for convictions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is competitive</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Profiles of the Gifted: Type 3 Underground

<table>
<thead>
<tr>
<th>Feelings &amp; Attitudes</th>
<th>Behaviors</th>
<th>Needs</th>
<th>Adult &amp; Peer Perceptions of Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Unsure</td>
<td>• Denies talent</td>
<td>• Freedom to make choices</td>
<td>• Viewed as leaders or unrecognized</td>
</tr>
<tr>
<td>• Pressured</td>
<td>• Drops out of GT and advanced classes</td>
<td>• To be aware of conflicts</td>
<td>• Seen as average and successful</td>
</tr>
<tr>
<td>• Confused</td>
<td>• Resists challenges</td>
<td>• Awareness of feelings</td>
<td>• Perceived to be compliant</td>
</tr>
<tr>
<td>• Guilty</td>
<td>• Wants to belong socially</td>
<td>• Support for abilities</td>
<td>• Seen as quiet/shy</td>
</tr>
<tr>
<td>• Insecure</td>
<td></td>
<td>• Involvement with gifted peers</td>
<td>• Adults see them as unwilling to risk</td>
</tr>
<tr>
<td>• Diminished feelings of self and right to their emotions</td>
<td></td>
<td>• College/career info</td>
<td>• Viewed as resistive</td>
</tr>
</tbody>
</table>

Profiles of the Gifted: Type 4 Dropouts

<table>
<thead>
<tr>
<th>Feelings &amp; Attitudes</th>
<th>Behaviors</th>
<th>Needs</th>
<th>Adult &amp; Peer Perceptions of Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Resentment</td>
<td>• Has intermittent attendance</td>
<td>• An individualized program</td>
<td>• Adults are angry with them</td>
</tr>
<tr>
<td>• Angry</td>
<td>• Doesn’t complete tasks</td>
<td>• Intense support</td>
<td>• Peers are judgmental</td>
</tr>
<tr>
<td>• Depressed</td>
<td>• Pursues outside interests</td>
<td>• Alternatives (separate, new opportunities)</td>
<td>• Seen as losers, dropouts, dopers, or air heads</td>
</tr>
<tr>
<td>• Explosive</td>
<td>• “Spaced out” in class</td>
<td>• Counseling (individual, group, and family)</td>
<td>• Reject and ridicule them</td>
</tr>
<tr>
<td>• Poor self-concept</td>
<td>• Is self-abusive</td>
<td>• Remedial help with skills</td>
<td>• Seen as dangerous and rebellious</td>
</tr>
<tr>
<td>• Defensive</td>
<td>• Isolates self</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Burn-out</td>
<td>• Is creative</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Criticizes self &amp; others</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Does inconsistent work</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Is disruptive, acts out</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Seems average or below</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Is defensive</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Profiles of the Gifted: Type 5 Double-Labeled

<table>
<thead>
<tr>
<th>Feelings &amp; Attitudes</th>
<th>Behaviors</th>
<th>Needs</th>
<th>Adult &amp; Peer Perceptions of Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Powerless</td>
<td>Demonstrates inconsistent work</td>
<td>Emphasis on strengths</td>
<td>Seen as “weird”</td>
</tr>
<tr>
<td>Frustrated</td>
<td>Seems average or below</td>
<td>Coping skills</td>
<td>Seen as “dumb”</td>
</tr>
<tr>
<td>Low self-esteem</td>
<td>May be disruptive or acts out</td>
<td>GT support group</td>
<td>Viewed as helpless</td>
</tr>
<tr>
<td>Unaware</td>
<td></td>
<td>Counseling</td>
<td>Avoided by peers</td>
</tr>
<tr>
<td>Angry</td>
<td></td>
<td>Skill development</td>
<td>Seen as average or below in ability</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Perceived to require a great deal of imposed structure</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Seen only for the disability</td>
</tr>
</tbody>
</table>

Profiles of the Gifted: Type 6 Autonomous

<table>
<thead>
<tr>
<th>Feelings &amp; Attitudes</th>
<th>Behaviors</th>
<th>Needs</th>
<th>Adult &amp; Peer Perceptions of Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Self-confident</td>
<td>• Has appropriate social skill</td>
<td>• Advocacy</td>
<td>• Accepted by peers and adults</td>
</tr>
<tr>
<td>• Self-accepting</td>
<td>• Works independently</td>
<td>• Feedback</td>
<td>• Admired for abilities</td>
</tr>
<tr>
<td>• Enthusiastic</td>
<td>• Develops own goals</td>
<td>• Facilitation</td>
<td>• Seen as capable and responsible by parents</td>
</tr>
<tr>
<td>• Accepted by others</td>
<td>• Follows through</td>
<td>• Support for risks</td>
<td>• Positive influences</td>
</tr>
<tr>
<td>• Supported</td>
<td>• Works without approval</td>
<td>• Appropriate opportunities</td>
<td>• Successful</td>
</tr>
<tr>
<td>• Desire to know &amp; learn</td>
<td>• Follows strong areas of passion</td>
<td></td>
<td>• Psychologically healthy</td>
</tr>
<tr>
<td>• Accepts failure</td>
<td>• Is creative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Intrinsic motivation</td>
<td>• Stands up for convictions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Personal power</td>
<td>• Takes risks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Accepts others</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Questioning “attitude”
Dr. Sylvia Rimm's Articles for Parents and Teachers

http://www.sylviarimm.com/
Supporting the Needs of the Gifted SENG

http://sengifted.org/
Special Populations of Gifted

• The Kaleidoscopic Mask (social & cultural challenges)
  – African-American, Hispanic-American, ESL
• The Mysterious Mask (learning disability)
• The Hidden Mask (sensory & physical challenges)
  – Deaf, vision-impaired, cerebral palsy
• The Silent Mask (Autism)
• The Beguiling Mask (emotional disturbance)

Contains many case studies

Talent Development

Pyramid of Talent Development

Jane Piirto
Twice-Exceptional Individuals
Gifted and…

• Describes levels of giftedness
  – Mildly gifted (IQ 120 – 139)
  – Moderately gifted (IQ 140-159)
  – Exceptionally gifted (IQ 160-179)
  – Profoundly gifted (IQ 180+)

• Describes special populations of gifted children
  – Gifted children from minority groups
  – Gifted girls,
  – Creatively gifted children
  – Twice exceptional gifted children
    • Attention Deficit/Hyperactivity Disorder
    • Asperger Syndrome
    • Learning Disabilities

Twice-Exceptional Individuals
Gifted and...

- Using Kant’s construct
  - Giftedness can be

Upside-down brilliance: Visual Spatial Learner

Auditory-Sequential Learner
• Thinks primarily in words
• Has auditory strengths
• Relates well to time
• Is a step-by-step learner
• Learns by trial and error
• Progresses sequentially from each to difficult material
• Analytical thinker
• Attends well to details

Visual-Spatial Learner
• Thinks primarily in pictures
• Has visual strengths
• Relates well to space
• Is a whole-part learner
• Learns concepts all at once
• Learns complex concepts easily; struggles with easy skills
• Is a good synthesizer
• Sees the big picture; may miss details

Underachievement of Gifted

• “Performance that places the student more than a full standard deviation below his ability standing in the same group” (Gowan, 1957)

• Kinds of underachievement (how it is revealed)
  – **Unknown**: aptitude and achievement is consistently low; hiding the ability of the child; student’s underachievement is hidden by “satisfactory” performance/teachers have no evidence that the child is capable of much more
  – **High aptitude scores w/low grades & achievement test scores**
  – **High standardized achievement test scores but low grades** due to poor daily work, whether or not there are aptitude scores that indicate ability

Underachievement of Gifted

• Kinds of underachievement (according to duration)

  – Temporary/situational: divorcing parents, ill health, while consuming a new interest, move to a new school, etc.

  – Chronic: established for a long period of time/no indication that it has been created by a temporary condition

Underachievement of Gifted

• Kinds of underachievement: (effects)

  – *Mild to moderate*: no evident negative effects on the child/others in their life; emotional adjustment and social behavior appear normal; student does not seem discontent/disturbed

  – *Moderate to severe*: lack of success has created low self esteem and self-derogatory attitudes resulting in compensatory/coping behavior that impedes the child’s growth and may be socially destructive; social isolation, withdrawal, aggression, peer alienation, etc.

Underachievement of Gifted

- Early identification of giftedness and early intervention
- The role of self-perception
- Nature and effects of specific disabilities or developmental lag
- Classroom interaction

## Vulnerabilities of Gifted Trait

<table>
<thead>
<tr>
<th>Trait</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alienation</td>
<td>Communication problems with peers at early ages due to advanced abilities (i.e. abstract ideas) makes it hard for very young children to find same-age playmates of like abilities</td>
</tr>
<tr>
<td>Uneven Development</td>
<td>Gap between a child’s advanced intellectual capacity and more age-appropriate social and physical skills can lead to unrealistic expectations for performance</td>
</tr>
<tr>
<td>Inappropriate Environments</td>
<td>Vulnerability increases when large amounts of time are spent in inappropriate educational environments</td>
</tr>
<tr>
<td>Role Conflict</td>
<td>Conflict between society’s stereotyped expectations for certain age, gender, and racial groups &amp; the highly gifted child’s need to fulfill extraordinary individual potential can be severe</td>
</tr>
<tr>
<td>Perfectionism</td>
<td>Inner push toward perfection that drives gifted children to set impossible goals for themselves</td>
</tr>
<tr>
<td>Adult Expectations</td>
<td>Perfections is exaggerated by adults who constantly urge their children to live up to their potential</td>
</tr>
<tr>
<td>Intensity/Sensitivity</td>
<td>Intense sensitivity and internal responsiveness can intensify reactions to ordinary problems of growing up</td>
</tr>
<tr>
<td>Self-definition</td>
<td>Classic adolescent crisis may occur earlier for gifted children due to intense analytical approach which leads to early analysis of self</td>
</tr>
</tbody>
</table>

Why?

• This questioning attitude of students that many gifted teachers encounter drives them batty!!!
EXacting

Refer to PERFECTIONSIM

Young gifted children
Young Gifted Children

• General Intellectual Ability
• Specific Academic Aptitude
• Creative Productive Thinking
• Leadership Ability
• Visual/Performing Arts Ability
• Psychomotor Aptitude
• Psychological Aspects

General Intellectual Ability

1. Asks many specific questions, seriously attends to answers
2. Has a good memory
3. Frequently prefers playing with older children
4. Has subtle, mature sense of humor
   - Is likely to understand puns, plays on words
   - Draws cartoons illustrating figures of speech
   - May not understand/appreciate silly/bathroom humor of same-aged children
5. Is exceptionally curious
   - May explore many areas of interest simultaneously or focus on one at a time
6. High energy level; restless in mind and body

7. Interested in cause and effect relationships; explains possible explanation
8. Long attention-span for activities of his/her own choosing
9. Knows many thing about which children of the same age are unaware.
10. Applies concepts of reading and math in contexts other than those in which they were introduced
11. Sensitive to emotional issues at an early age. Questions about pain, death, anger, love, violence
12. Eager to try new activities, perform familiar activities in new ways

Specific Academic Aptitude

Linguistic

– Uses advanced vocabulary
– Employs advanced sentence structure
– Makes up elaborate stories or fantasies
– Memorizes many poems, stories. Recites with rhythm and cadence
– Prefers storybooks with many words and fewer pictures
– Has taught self to read by asking parents or nearby adults, “What is this letter?”
– Has early interest in printing letters, names, words.

Specific Academic Aptitude

Scientific

– Constantly wants to know how and why things work
– Collects things
– Likes to classify and categorize objects and ideas
– Has advanced understanding of cause-and–effect relationships
– Chooses “how-to” books or nature study books over stories, fairy tales
– Likes to take things apart; toys, clocks, flashlights, etc. (May or may not be able to put them back together!)
Creative or Productive Thinking

• May have an “imaginary friend” and be able to describe him/her in great detail
• Has idiosyncratic speech or mannerism
  – Invents words
  – Use graphic, unusual body language (gestures dramatically when telling a story)
• Constantly asks questions
• Responds to questions with a list of possible answers
• Sees solutions that rarely occur to other children or adults
• Effectively uses materials in ways other than those for which they were intended
• Has spontaneous sense of humor
• Embellishes stories, TV programs, games, etc.
• Makes up elaborate excuses for behavior; finds loopholes
Leadership Ability

• Interacts easily with children and adults
• Is often sought out by others for play
• Is able to enter an already-playing group of children and be easily accepted
• Is able to influence other children toward his or her own goals, positive or negative
• Understands cause and effect as it relates to behavior and consequences. Recognizes when his/her behavior yields certain predictable results
• Has sense of justice and fair play for self and others
Visual and Performing Arts

• Spends free time drawing, painting, sculpting
• Remembers in detail items, places, or pictures seen
• Has advanced eye/hand coordination
• Embellishes artwork with fine detail
• Shows attention to texture, color, balance
• Responds emotionally to photos, painting, sculptures, even abstract or non-representational styles
• Shares own feelings and moods through drawing, painting, sculptures
• Has advanced technical skill in drawing.

Psychomotor Aptitude

- Enjoys movement such as running, jumping, climbing, and/or tumbling as an end in itself
- Uses gestures, body movement, and/or facial expression to show or mimic feelings
- Has an accurate and relaxed sense of balance when hopping on one foot, walking a narrow line, hanging from a bar, etc.
- Uses simple athletic equipment with comparative ease
  - Throw & catch softball
  - Jump rope
  - Dribble a basketball
  - Skate

Psychomotor Aptitude

- Is able to adapt motor skills appropriately in game situations
- Can hold his/her own in sport-related games with older children
- Creates dances which are vigorous in nature and include diving, rolling, dipping, jumping.

Zany
References


References


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• Bibliotheraphy (Developmental) http://www.pinterest.com/cdipasqua/bibliotherapy-for-the-gifted/

ALPHABET SOUP: SOCIAL EMOTIONAL ISSUES OF GIFTEDNESS

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In affiliation with
Texas Association for Gifted & Talented
at the
Texas Counseling Association Conference
February 8, 2015
Galveston, Texas
### AGENDA

**February 8, 2015 – Nature of Gifted Learners**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:20–12:30</td>
<td><strong>Introductions, Icebreaker, &amp; Incentives</strong>&lt;br&gt;- Introduce myself; have table mates introduce themselves (Discussion/Small Group)&lt;br&gt;- KWL Activity: What is giftedness? (Discussion/Large Group)</td>
</tr>
<tr>
<td>12:30–1:30</td>
<td><strong>Lunch Break</strong></td>
</tr>
<tr>
<td>1:30–3:30</td>
<td><strong>Alphabet Soup: Social Emotional Issues of Giftedness</strong></td>
</tr>
<tr>
<td>3:30 = 3:45</td>
<td><strong>Break</strong></td>
</tr>
<tr>
<td>3:45–4:30</td>
<td><strong>Case Studies: Wyatt &amp; Jessica</strong></td>
</tr>
<tr>
<td>4:30–5:30</td>
<td><strong>Action Plan: Identify and describe 2-3 topics of interest for follow up</strong></td>
</tr>
<tr>
<td>5:30–6:30</td>
<td><strong>Summary Activity: Create a poster visually summarizing the contents of the day’s session</strong></td>
</tr>
</tbody>
</table>
**Sunday, February 8, 2015 – Nature & Needs of Gifted Learners**

**Icebreaker:** KWL-What do I know about the nature & needs of gifted individuals? (Large Group Discussion)

<table>
<thead>
<tr>
<th>What do I know</th>
<th>What do I want to know</th>
<th>What have I learned about giftedness?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Pre-Assessment (Individual Activity) (To be completed on your own)**

- ✔ Attitudes toward Gifted
- ✔ Myths & Realities
- ✔ Personality Type
- ✔ Sensitivity Levels
- ✔ Creativity Characteristics
- ✔ Overexcitabilities
- ✔ Perfectionism
### Assessing Attitudes towards Giftedness


<table>
<thead>
<tr>
<th>Directions: Place an “X” in the box that best fits how you feel towards each statement.</th>
<th>SA</th>
<th>A</th>
<th>NO</th>
<th>DA</th>
<th>SDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The term gifted can mean different things to different people and often causes confusion and miscommunication.</td>
<td></td>
<td></td>
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<tr>
<td>2 Intelligence can be developed and must be nurtured if giftedness is to occur.</td>
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</tr>
<tr>
<td>3 We seldom find very highly gifted children or children we call geniuses; therefore, we know little about them.</td>
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<tr>
<td>4 Thinking of, or speaking of, a gifted child as superior people is inaccurate and misleading.</td>
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<tr>
<td>5 As schools are currently organized, it is not always possible for gifted children to receive appropriate educational experiences without special programs.</td>
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<tr>
<td>6 Equal opportunity in education does not mean having the same program for everyone, but rather programs adapted to the specific needs of each child.</td>
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<tr>
<td>7 Gifted children, while interested in many things, usually are not gifted in everything.</td>
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<tr>
<td>8 Difficulty conforming to group tasks may be the result of the unusually varied interests or advanced comprehension of a gifted child.</td>
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<tr>
<td>9 Teachers often see gifted learners as challenging their authority, disrespectful, and disruptive.</td>
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<tr>
<td>10 Some gifted children use their high level of verbal skill to avoid difficult thinking tasks.</td>
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<tr>
<td>11 The demand for products or meeting of deadlines can inhibit the development of a gifted child's ability to integrate new ideas.</td>
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</tr>
<tr>
<td>12 Work that is too easy or boring frustrates a gifted child just as work that is too difficult frustrates an average learner.</td>
<td></td>
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</tr>
<tr>
<td>13 Most gifted children in our present school system are underachievers.</td>
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<tr>
<td>14 Commonly used sequences of learning are often inappropriate and can be damaging to gifted learners.</td>
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<tr>
<td>15 Gifted children, who can be very critical of themselves, often have lower than average self-concepts.</td>
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<tr>
<td>16 Gifted children expect others to live up to standards they have set for themselves, with resulting problems in interpersonal relations.</td>
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<tr>
<td>17 Gifted children are more challenged and more motivated when they work with students at their level of ability.</td>
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<tr>
<td>18 Some gifted children may perform poorly or even fail subjects in which they are bored or unmotivated.</td>
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<tr>
<td>19 Gifted children often express their idealism and sense of justice at a very early age.</td>
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</tr>
<tr>
<td>20 The ability of gifted learners to generalize, synthesize, solve problems, engage in abstract and complex thought patterns, and think at an accelerated pace most commonly differentiates gifted from average learners; therefore, programs for gifted students should stress using these abilities.</td>
<td></td>
<td></td>
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<tr>
<td>21 Goal-directed behavior of gifted children can result in others perceive them as stubborn, willful, and uncooperative.</td>
<td></td>
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</tr>
<tr>
<td>22 Not all gifted children show creativity, leadership, or physical expertise.</td>
<td></td>
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</tr>
<tr>
<td>23 People who work with, study with, and try to understand gifted children have more success educating the gifted than those who have limited contact and have not educated themselves as to the unique needs of these children.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>24 I would be pleased to be considered gifted, and I enjoy working with people who are.</td>
<td></td>
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</tr>
</tbody>
</table>
**Distinguishing Myths from Realities: NRC/GT Research**

**Marcia Gentry & Karen Kettle**

**Directions:** Write M for Myth or R for Reality in the box next to each statement

<table>
<thead>
<tr>
<th>Statement</th>
<th>Myth or Reality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cooperative learning in heterogeneous groups provides academic benefits for gifted and talented students.</td>
<td>R</td>
</tr>
<tr>
<td>2. Acceleration options such as early entrance, grade skipping, early exit, and telescoping tend to be harmful for gifted and talented students.</td>
<td>M</td>
</tr>
<tr>
<td>3. Gifted and talented children should spend the majority of their school day with others of similar abilities and interests.</td>
<td>M</td>
</tr>
<tr>
<td>4. When using cooperative learning, student achievement disparities within the cooperative groups should not be too severe.</td>
<td>R</td>
</tr>
<tr>
<td>5. Cooperative learning can be effectively substituted for specialized programs and services for academically talented students.</td>
<td>M</td>
</tr>
<tr>
<td>6. There is some evidence that labeling a child gifted has a positive impact on his/her self-esteem.</td>
<td>R</td>
</tr>
<tr>
<td>7. Gifted students have lower self-esteem than non-gifted students.</td>
<td>M</td>
</tr>
<tr>
<td>8. Schools should call for the elimination of ability grouping because ability grouping has negative effects on student achievement.</td>
<td>M</td>
</tr>
<tr>
<td>9. Bright, average, and slow youngsters profit from grouping programs that adjust curriculum to the aptitude levels of the groups.</td>
<td>R</td>
</tr>
<tr>
<td>10. Highly talented youngsters profit from work in accelerated classes as well as from an enriched curriculum.</td>
<td>R</td>
</tr>
<tr>
<td>11. Creativity tests are an effective means of identifying artistically gifted and talented students.</td>
<td>R</td>
</tr>
<tr>
<td>12. In identifying artistically gifted &amp; talented students, attention should be paid to potential &amp; works in progress as well as to final performance &amp; products.</td>
<td>R</td>
</tr>
<tr>
<td>13. Television is bad for young gifted children.</td>
<td>M</td>
</tr>
<tr>
<td>14. Primetime, commercial television offers inadequate and inappropriate role models for gifted children.</td>
<td>M</td>
</tr>
<tr>
<td>15. Creativity in children is a sign of and a contributor to psychological health.</td>
<td>R</td>
</tr>
<tr>
<td>16. Parenting gifted young children is labor intensive.</td>
<td>M</td>
</tr>
<tr>
<td>17. Gifted children identified during their preschool years tend to stay ahead of other children with regard to academic performance.</td>
<td>R</td>
</tr>
<tr>
<td>18. Teachers need to show students examples of superior student work in order to challenge them to ever increasing levels of math achievement.</td>
<td>R</td>
</tr>
<tr>
<td>19. Talented students are capable of greater mathematical power than we have ever asked of them.</td>
<td>R</td>
</tr>
<tr>
<td>20. Early reading and writing skills should keep pace with each other.</td>
<td>R</td>
</tr>
<tr>
<td>21. In exemplary programs for gifted and talented students, the provision of challenges and choices are major influences on increasing student achievement and motivation.</td>
<td>R</td>
</tr>
</tbody>
</table>
Assessing Sensitivity


Directions: Please answer each question as best you can. Answer TRUE if it is true or at least moderately true of your child, or was for a substantial time in the past. Answer FALSE if it has not been very true of your child, or never was true.

1. T F startles easily.
2. T F complains about scratchy clothing, seams in socks, or labels against his/her skin.
3. T F doesn't usually enjoy big surprises.
4. T F learns better from a gentle correction than strong punishment.
5. T F seems to read my mind.
6. T F uses big words for his/her age.
7. T F notices the slightest unusual odor.
8. T F has a clever sense of humor.
9. T F seems very intuitive.
10. T F is hard to get to sleep after an exciting day.
11. T F doesn’t do well with big changes.
12. T F wants to change clothes if wet or sandy.
13. T F asks a lot of questions.
14. T F is a perfectionist.
15. T F notices the distress of others.
16. T F prefers quiet play.
17. T F asks deep, thought-provoking questions.
18. T F is very sensitive to pain.
19. T F is bothered by noisy places.
20. T F notices subtleties (something that’s been moved, a change in a person’s appearance, etc.)
21. T F consider if it is safe before climbing high.
22. T F performs best when strangers aren’t present.
23. T F feels thing deeply.
# Debbie's "Totally Unsubstantiated-By-Research, Strictly-Creative Assessment Tool for Determining One's Level of Creativity" Scale


**Directions:**
1. Rate yourself on the following statements by placing an “X” in the appropriate column.
2. Count the number of “Xs” in each column.
3. Fill in the chart on the next page with the number of “Xs” for each column.
4. Using the chart on the next page, multiply each column score by the number indicated on the chart.
5. Add the columns across to get a total score.

<table>
<thead>
<tr>
<th></th>
<th>SDA = Strongly Disagree</th>
<th>DA = Disagree</th>
<th>N = Neutral</th>
<th>A = Agree</th>
<th>SA = Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I do not like to be controlled by others, and I prefer to discover things by myself</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.</td>
<td>People describe me as being bold.</td>
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<tr>
<td>3.</td>
<td>I enjoy taking chances.</td>
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<tr>
<td>4.</td>
<td>I do not yield easily or obey blindly and unquestioningly.</td>
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<tr>
<td>5.</td>
<td>I've been told that I don't see both sides of a situation. I'm more concerned with my own perspective.</td>
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<tr>
<td>6.</td>
<td>I am eager to learn new things</td>
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<tr>
<td>7.</td>
<td>Sometimes my inquisitiveness is interpreted as being prying.</td>
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<tr>
<td>8.</td>
<td>Strange and unusual things and people interest me.</td>
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<tr>
<td>9.</td>
<td>I strongly resist being dominated.</td>
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<tr>
<td>10.</td>
<td>People tell me I approach life vigorously or even that I'm driven. I don't like sitting still. I am a &quot;do&quot;-er not a &quot;be&quot;-er.</td>
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<tr>
<td>11.</td>
<td>If something is not a priority, I am sloppy and careless.</td>
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<tr>
<td>12.</td>
<td>A regular amount of being alone, spending time apart from anything and anyone, is essential to my well-being.</td>
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<tr>
<td>13.</td>
<td>Risky, daring, dangerous ventures excite me.</td>
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<tr>
<td>14.</td>
<td>Complicated, unknown, unexplained phenomena appeal to me.</td>
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<tr>
<td>15.</td>
<td>I emit strong, generalized, often unexplained feelings easily.</td>
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<tr>
<td>16.</td>
<td>I possess an intensity, concern, or curiosity about many different things</td>
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<tr>
<td>17.</td>
<td>I have many hobbies, some of which may be perceived as unusual to the average mortal.</td>
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<tr>
<td>18.</td>
<td>I work better by myself. Being on a team is not one of my preferences.</td>
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<tr>
<td>19.</td>
<td>I like to have plenty of choices and keep my options open.</td>
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<tr>
<td>20.</td>
<td>I appreciate the absurd, ridiculous, and amusing things in life and have the ability to express things of that nature</td>
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<td></td>
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<tr>
<td>21.</td>
<td>I enjoy making or doing things that have form and beauty. I am highly sensitive to beauty.</td>
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<tr>
<td>22.</td>
<td>Sometimes I do things which may seem to others as being out of the ordinary, erratic, and flighty. I appear to be unpredictable.</td>
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<tr>
<td>23.</td>
<td>Routine bores me.</td>
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</tbody>
</table>

Total number of Xs in each column
Deriving your score:

<table>
<thead>
<tr>
<th># of SDA x (-2)</th>
<th># of DA x (-1)</th>
<th>N</th>
<th># of A x 1</th>
<th>#SDA x 2</th>
<th>Sum of Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ x -2 =</td>
<td>_____ x -1 =</td>
<td></td>
<td>_____ x 1 =</td>
<td>_____ x 2 =</td>
<td></td>
</tr>
</tbody>
</table>

An example of how to derive your score:

<table>
<thead>
<tr>
<th># of SDA x (-2)</th>
<th># of DA x (-1)</th>
<th>N</th>
<th># of A x 1</th>
<th>#SDA x 2</th>
<th>Sum of Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 x -2 = -16</td>
<td>6 x -1 = -6</td>
<td></td>
<td>4 x 1 = 4</td>
<td>2 x 2 = 4</td>
<td>-14</td>
</tr>
</tbody>
</table>

Calculations -16 + -6 = -22  (-22) + (4 + 4) = (-22) + 8 = -14

Interpreting Your Score

(Author's Disclaimer: These comments are merely my attempt to be creative. They are not intended as personal criticism, nor do they mean to damage one's sense of self-worth. Actually, I'm piggybacking on another scale. However, if after using this scale you are motivated to further investigate the topic of creativity or improve your teaching ability or classroom atmosphere, please disregard this disclaimer.)

If your score is...

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>+46 to +23</td>
<td>You're highly <strong>CREATIVE</strong>, perhaps even <strong>REBELLIOUS</strong>, maybe even an <strong>ANARCHIST</strong>, one who enjoys gifted students and makes their classes challenging, interesting, and a haven for them to be who they really are. You definitely travel to the beat of a different drummer. Administrators are leery of you.</td>
</tr>
<tr>
<td>+22 to +1</td>
<td>You are a skeptic perhaps, or you're totally unable to reach down inside and touch your inner child, the creative one who is lost amidst IEP's, progress reports, parent conferences, PTA meetings, laundry, bank statements, credit card debt, and the like. There is a particle of creativity buried somewhere underneath all of the mire, but you haven't stopped to smell the roses in a long, long time. Take a day off, rent the movie <em>Auntie Mame</em>, wiggle your toes in the sand, and lighten up!</td>
</tr>
<tr>
<td>0</td>
<td>No Comment!</td>
</tr>
<tr>
<td>+22 to +1</td>
<td>Your gifted students seem a bit strange to you. You don't really see how they passed the entrance test to get into the program. Your classroom is probably mostly acceleration and little enrichment. Your right brain died last year. You've been feeling awkward and walking with a tilt to the left, but you figure it's due to your sinus condition and the high pollen count. Pay attention during this lecture.</td>
</tr>
<tr>
<td>-23 to -48</td>
<td>You wouldn't recognize a creative thought, idea, or person if one hit over the head. Read ALL the books on creativity you can find and turn in your gifted teaching certificate to the nearest supervisor of teachers of the gifted.</td>
</tr>
</tbody>
</table>
### The Richardson Inventory of Personality Type (RIPT)

**Directions:** Please read the following statements carefully. Put an “x” in the box that indicates the degree to which you strongly agree or disagree with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I prefer to communicate more by talking than by writing.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. It doesn’t matter to me whether I am working with people. I can work alone sometimes.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. I often make purchases impulsively.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. I collect extensive information prior to making a large purchase.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. I am inclined to be sympathetic, tactful, and diplomatic.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. I think things through, logically and systematically.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. I adapt well to last minute changes, and I can improvise.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. I like to finish one project before I start another.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. I feel energized when entertaining or interacting with people.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. I prefer to socialize with a few selected friends instead of with a large group.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11. I consider the facts but I trust my instincts to make decisions.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12. I take my time and analyze a problem to find a solution.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13. I feel uncomfortable giving people constructive criticism.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14. I pride myself on being objective and impartial.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15. I have a tendency to procrastinate especially when I don’t like the task.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16. I am task oriented, keep schedules and plan my activities.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17. I have no difficulty making friends because I am interested in people.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>18. I don’t usually initiate conversation; I’d rather have others make the first move.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>19. I am able to notice a project’s possibilities without in-depth study.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20. I prefer to look at the details of a project, prior to looking at the overall plan.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>21. I am able to help others explore their feelings and empathize with their situation.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>22. I deal with actualities and not possibilities.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>23. I prefer jobs with flexible time schedules.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>24. I keep appointments on time and check my daily planner.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>25. Cooperating with people motivates me.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neither agree nor disagree</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>---</td>
<td>-------------------</td>
<td>----------</td>
<td>---------------------------</td>
<td>-------</td>
<td>---------------</td>
</tr>
<tr>
<td>26.</td>
<td>I prefer to be “low-keyed” and not the center of attention.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>27.</td>
<td>I don’t need a lot of data to reach a conclusion. My “gut feeling” is my antenna.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>28.</td>
<td>I prefer to consider facts and not suppositions or opinions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>29.</td>
<td>I make decisions based on my values, sensitivity, and emotions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>30.</td>
<td>I like to consider all aspects of a task.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>31.</td>
<td>I prefer to be flexible and roll with the punches.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>32.</td>
<td>I am organized and like to get closure on tasks.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Indicate the extent the meaning of the following quotes appeal to you.

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>33.</td>
<td>“No man (or woman) is an island.”</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>“Familiarity breeds contempt.”</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>35.</td>
<td>“Trust your instincts” (gut feeling)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>36.</td>
<td>“Seeing is believing.”</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>37.</td>
<td>“I feel, therefore, I am.”</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>38.</td>
<td>“I think, therefore, I am.”</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>39.</td>
<td>“Go with the flow.”</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>40.</td>
<td>“The early bird gets the worm.”</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**Scoring**

Write the score you gave the number of each item in the following table. Total each column to determine whether you are predominantly E or I, N or S, F or T, and P or J.

<table>
<thead>
<tr>
<th></th>
<th>E</th>
<th>I</th>
<th>N</th>
<th>S</th>
<th>F</th>
<th>T</th>
<th>P</th>
<th>J</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td></td>
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<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>34</td>
<td>35</td>
<td>36</td>
<td>37</td>
<td>38</td>
<td>39</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>E or I =</td>
<td>N or S =</td>
<td>F or T =</td>
<td>P or J =</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rate your preferences by entering the letter of each pair with the highest score on the lines below.

My preferred personality type is:

_____  _____  _____  _____
## ElemenOE


<table>
<thead>
<tr>
<th>DIRECTIONS: How frequently, or how strongly, does the student engage in the following behavior?</th>
<th>Not observed</th>
<th>Less than other children</th>
<th>As often as much as other children</th>
<th>More so than other children</th>
<th>Much more than other children</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Paces or walks around when upset or distraught.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Explosive temper hurts others physically when angry.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Talks a lot or chatters.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Tends to act impulsively.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Seems always to be in motion or “on the go.”</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Has nervous habits, (e.g., chews pencil, bites nails, drills holes in desk with pencil)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. Excitement over ideas leads to movements like leaping to ones feet or dramatic gesturing.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Shows need to put ideas into action or is discontent to merely think or talk about ideas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Doodles appear to relieve tension or boredom rather than serve as decoration or imaginative expression.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. Always needs to be doing something.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. Excessive eating, especially sweets.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. Engages in excessive kissing, hugging, or caressing.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. Very strong opinions about choices in clothing.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. Responds to sounds that others tune out or do not hear.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. Comments on changes in lighting and temperature.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. Has an appreciation for beauty, spatial arrangements, bulletin boards, etc.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17. Has a hard time not touching everything.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18. Strong preferential tastes or pleasure in food or drinks.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19. Either loves or hates messy activities like playing with finger-paint, mud, sand, or clay.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>20. One of the first to complain when things are too loud, or is fearful of loud noises.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>21. Responds easily to guided visualization, or when asked to imagine being in a different place, or to being someone different.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>22. Interested in magic or witchcraft.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>23. Daydreams frequently.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>24. Has a facility for mixing truth and fiction, or for stretching the truth.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>25. Doodling reflects imagination and fantasy.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>26. Believes or imagines that animals or inanimate things can talk.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>27. Engages in visionary thinking, such as “wouldn’t it be great if . . .?”</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>28. Enjoys imaginative and fantasy play with toys or other children, inventing situations and characters.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>29. Does not like to do things the usual or expected way. Strongly motivated to be original.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>30. Has wild or impractical ideas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>31. Easily changes lyrics to create new songs or verses.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>32. Writes poetry, stories, or plays in free time.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>33. Strong interest in science fiction or fantasy stories.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>34. Can take the random or disorganized ideas from a group and suggest a solution or consensus.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Description</td>
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<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>35.</td>
<td>Strong interest to finding solutions to problems</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>36.</td>
<td>Has difficulty with multiple choice tests because several items are equally “correct” if seen from a different perspective.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>37.</td>
<td>Can comprehend, with almost nonverbal cues, implications that other children need to have “spelled out” for them.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>38.</td>
<td>Tries to discover the how and why of things.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>39.</td>
<td>Wonders about the meaning of things or of life. Asks existential questions about purpose.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>40.</td>
<td>Asks questions that are open-ended or philosophical.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>41.</td>
<td>Shows strong curiosity, asking many questions, or a few questions with depth.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>42.</td>
<td>Can become so absorbed in a topic that he/she does not want to move to other topics.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>43.</td>
<td>Requires or responds best to logical, reasoned explanations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>44.</td>
<td>Judgmental about right and wrong, fair and unfair.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>45.</td>
<td>Questions authority, reasons for requirements, or religious practices. May play devil’s advocate.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>46.</td>
<td>Fascinated by a topic and driven to know more about it. May be an expert in a topic.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>47.</td>
<td>Looks for similarities or differences in events, people, and things.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>48.</td>
<td>Attracted to strategies to solve problems or to win at games. May be fond of chess.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>49.</td>
<td>Attracted to mental puzzles, brain teasers, or riddles.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>50.</td>
<td>Shows hurt or cringes when others are criticized, hurt, or punished.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>51.</td>
<td>Tries to comfort others who are in pain.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>52.</td>
<td>May find it difficult to work because of strong feelings.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>53.</td>
<td>In acting or playing, can easily recall and enact expressive emotions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>54.</td>
<td>Invests writing or art with strong emotions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>55.</td>
<td>Shows empathy for others or offers sincere sympathy.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>56.</td>
<td>Has a strong fear of phobia of something.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>57.</td>
<td>Displays a wide range of emotion, from exuberance and joy to depression and grief.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>58.</td>
<td>Argues passionately and with conviction.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>59.</td>
<td>May throw tantrums or overreact to frustration.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>60.</td>
<td>Takes criticism of work personally.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>61.</td>
<td>Reads aloud with expressiveness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Directions: Write the scores from the survey form above in the boxes below.

<table>
<thead>
<tr>
<th>Intellectual</th>
<th>Psychomotor</th>
<th>Emotional</th>
<th>Sensual</th>
<th>Imaginational</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.</td>
<td>1.</td>
<td>2.</td>
<td>11.</td>
<td>25.</td>
</tr>
<tr>
<td>35.</td>
<td>3.</td>
<td>44.</td>
<td>14.</td>
<td>26.</td>
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<tr>
<td>37.</td>
<td>5.</td>
<td>52.</td>
<td>18.</td>
<td>28.</td>
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<tr>
<td>38.</td>
<td>6.</td>
<td>55.</td>
<td>20.</td>
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<td>39.</td>
<td>7.</td>
<td>57.</td>
<td>21.</td>
<td></td>
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<tr>
<td>40.</td>
<td>17.</td>
<td>59.</td>
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<tr>
<td>41.</td>
<td>59.</td>
<td>60.</td>
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<td>42.</td>
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<td>46.</td>
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<td>47.</td>
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<tr>
<td>48.</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td><strong>Score/Total:</strong> /55</td>
<td><strong>Score/Total:</strong> /35</td>
<td><strong>Score/Total:</strong> /35</td>
<td><strong>Score/Total:</strong> /25</td>
<td><strong>Score/Total:</strong> /15</td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
<td><strong>Percentage</strong></td>
<td><strong>Percentage</strong></td>
<td><strong>Percentage</strong></td>
<td><strong>Percentage</strong></td>
</tr>
</tbody>
</table>
**How much of a perfectionist are you?**

*from ...*


**Directions:**
1. Rate yourself on the following statements by placing an “X” in the appropriate column.
2. Count the number of “Xs” in each column.
3. Fill in the chart on the next page with the number of “Xs” for each column.
4. Using the chart on the next page, multiply each column score by the number indicated on the chart.
5. Add the columns across to get a total score.

<table>
<thead>
<tr>
<th>SDA = Strongly Disagree</th>
<th>DA = Disagree</th>
<th>N = Neutral</th>
<th>A = Agree</th>
<th>SA = Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

1. I’m critical of people who don’t live up to my expectations.
2. I get upset if I don’t finish something I start.
3. I do things precisely down to the very last detail.
4. I argue about test scores I don’t agree with, even when they won’t affect my final grade.
5. If I don’t like the way I’ve done something, I start over and keep at it until I get it right.
6. I feel guilty when I don’t achieve what I set out to do.
7. When a teacher hands back one of my papers, I look for mistakes before looking for right answers or positive comments.
8. I compare my test scores with those of other good students in my class.
9. It’s hard for me to laugh at my own mistakes.
10. If I don’t like the way I’ve done something, I start over and keep at it until I get it right.

**Total**
Deriving your score:

<table>
<thead>
<tr>
<th># of SDA x (-2)</th>
<th># of DA x (-1)</th>
<th>N no impact</th>
<th># of A x 1</th>
<th>#SDA x 2</th>
<th>Sum of Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ x -2</td>
<td>_____ x -1</td>
<td>___ x 1</td>
<td>_____ x 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An example of how to derive your score:

<table>
<thead>
<tr>
<th># of SDA x (-2)</th>
<th># of DA x (-1)</th>
<th>N no impact</th>
<th># of A x 1</th>
<th>#SDA x 2</th>
<th>Sum of Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ x -2 =</td>
<td>_____ x -1 =</td>
<td>___ x 1 =</td>
<td>_____ x 2 =</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Calculations: -16 + -6 = -22  (-22) + (4 + 4) = (-22) + 8 = -14

Interpreting Your Score

If your score is between . . .

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>+15 and +20</td>
<td>Too Good to be True</td>
<td>Maybe you're exaggerating your own capabilities and skills. And maybe you're used to exaggerating them because people have always expected you to be perfect.</td>
</tr>
<tr>
<td>+10 and +14</td>
<td>Too Good for your Own Good</td>
<td>You're trying too hard—and it's time to ask yourself why?</td>
</tr>
<tr>
<td>+5 and +9</td>
<td>Borderline Perfectionist</td>
<td>Certain events in your life may push you over the line into Full-fledged Perfectionism, but you usually manage to roll with the punches without going to extremes.</td>
</tr>
<tr>
<td>+1 and +4</td>
<td>Healthy Pursuer of Excellence</td>
<td>You enjoy doing well, but you can turn your pursuit of excellence on and off at will (in other words, you drive it, not the other way around). You probably spread your talents and abilities into several areas of life: academics, friendships, your health and appearance, hobbies, and play!</td>
</tr>
<tr>
<td>0 and -5</td>
<td>Used to Hanging Loose</td>
<td>Maybe you've made a conscious effort to be less perfectionistic, or maybe you were born knowing how to relax and take it easy.</td>
</tr>
<tr>
<td>-6 and -10</td>
<td>A Little Too Relaxed</td>
<td>Your favorite song is &quot;Que Sera, Sera&quot; (whatever will be, will be) and your favorite activity is lying in a hammock feeling the earth turn... A slight exaggeration, perhaps, but there is such as thing as over dong underdoing!</td>
</tr>
<tr>
<td>-11 and -20</td>
<td>You're Barely Breathing</td>
<td>And maybe you're exaggerating your own coolness. Read through each statement again, and this time respond honestly. You can't be apathetic about everything.</td>
</tr>
</tbody>
</table>
Topics to be Discussed

- Acceleration
- Asynchronous Development
- Anxiety
- Autonomy
- Brain Development
- Bibliotherapy
- Boredom
- Bright, Talented & Black
- Creativity
- Complexity
- Counseling Models
- Depression
- Difficulty finding peers
- Ethics: Cheating Dishonesty & Manipulations
- Emotional Development
- Emotional Intensity
- Fantasy
  - as a genre of literature
  - as in Fantasy journeys
- Females
- “Giftedness
- Highly Sensitive
- Humor (of a very special kind)
- Idealism
- Intensity
- Intelligence
- Imposter Syndrome
- Inner Locus of Control
- Jung’s Personality Types
- Krathwohl’s Taxonomy of Affective Objectives
- Little Adults
- Myths
- Misdiagnosis & Dual Diagnosis
- National Association of Gifted Children
- Perfectionism
- Profiles of the Gifted
- Questioning “attitude”
- Sylvia Rimm
- Supporting the Needs of the Gifted: SENG
- Special Populations of Gifted
- Talented
- Twice Exceptional
- Upside-down Brilliance
- Underachievement
- Vulnerability
- Why?
- eXacting
- Young gifted children
- Zest for learning, doing, & being
Acceleration
- The acceleration of gifted children and their curriculum is a necessary first step in appropriate provisions for them.
- It has been underutilized due to misconceptions and its lack of fit with school curriculum organizational patterns.
- Reviews of the literature
  - overall positive impact of acceleration on gifted individuals at various stages in their live spans
  - A Nation Deceived suggests that gifted learners are cheated out of meaningful learning if they are not allowed to accelerate.

Types of Acceleration
- International Baccalaureate Program (IB)
- Content acceleration
- Telescoping curriculum
- Compressing or compacting curriculum
- Advanced Placement Courses (AP)
- Individual tutoring in advanced subject matter

Asynchronous Development
Asynchronous development makes learners feel helpless and afraid because of their advanced cognitive abilities and heightened awareness and intensity and advanced cognitive abilities

Definition of Asynchronous Development
- 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. The asynchrony advances with higher intellectual capacity. The uniqueness of gifted renders them particularly vulnerable (Morelock, 1996, p. 8)

An Example of Asynchronous Development

<table>
<thead>
<tr>
<th>IQ of 135</th>
<th>IQ of 170</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 year-old has 8 year-old mind</td>
<td>6 year-old has 10 year-old mind</td>
</tr>
<tr>
<td>9 year-old has 12 year-old mind</td>
<td>9 year-old has 15 year-old mind</td>
</tr>
<tr>
<td>12 year-old has 16 year-old mind</td>
<td>12 year-old has 20 year-old mind</td>
</tr>
</tbody>
</table>

Founders of Asynchronous Development

<table>
<thead>
<tr>
<th>Leta Hollingworth</th>
<th>Terrassier</th>
<th>Dabrowski</th>
<th>Vgotsky</th>
</tr>
</thead>
<tbody>
<tr>
<td>First to navigate the interior of giftedness.</td>
<td>“Dyssynchrony refers to psychological and social ramifications of the uneven development of gifted children.</td>
<td>Intensity is most often thought of in relation to emotion, but it actually refers to the whole range of overexcitabilities that intensify experience.</td>
<td>both the cognitive and emotional experiences of gifted children would be qualitatively different from that of their age-mates whose minds have not yet been re-shaped by the integration of cultural symbols into the flow of thought.</td>
</tr>
<tr>
<td>She mapped the critical developmental issues with which atypical children have to content.</td>
<td>Internal dyssynchrony: disparate rates of intellectual, psychomotor, language, and affective development.</td>
<td>Intelligence is insufficient as a predictor of advanced development; there must be built into the personality an extraordinary capacity to respond emotionally and creatively.</td>
<td>Such a qualitative difference—and the emotional vulnerability associate with it has indeed been documented by accumulated research from the</td>
</tr>
<tr>
<td>“To have the intelligence of an adult and the emotions of a child combined in a childish body is to encounter certain difficulties.</td>
<td>Social dyssychronicity: a discrepancy between the speed of the mental development of the gifted child and that of his/her classmates.</td>
<td>The potential for higher moral development appears to be present in the moral sensitivity shown in gifted children.</td>
<td></td>
</tr>
<tr>
<td>It follows that (after babyhood) the younger the child, the greater the difficulties, and that adjustment becomes easier with every additional year of age.</td>
<td>Under-stimulated gifted children may be working 3-5 years BELOW their potential.</td>
<td>However, this sensitivity does not automatically translate into moral behavior or in commitment to a higher</td>
<td></td>
</tr>
<tr>
<td>The years between 4 and 9 are probably the most likely to be best with the problems” Hollingworth (as cited in Silverman, 1997, p. 43)</td>
<td>Under-expectations from parents and other children creates ‘social’ pressure for the gifted child to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>problems of right &amp; wrong and evil in the abstract solitary play not because they were unfriendly and un-gregarious by nature but because their efforts to relate to others were quickly defeated.</td>
<td></td>
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</tbody>
</table>

Alphabet Soup: Social Emotional Issues of Gifted presented by Dr. Debra Troxclair February 8, 2015
• Other children did not share their interests, vocabulary, or the same desire to organize their activities conform and can make it difficult for him/her to discover and accept his precocity. (Terrassier, 1985, p. 271).

level values in adult life (Miller, Silverman & Falk, 1994).

Anxiety

Types of anxiety:
– Generalized anxiety
– Panic attacks
– Agoraphobia
– Obsessive Compulsive Disorder
– Specific Phobia
– Social Phobia
– PTSD
– Separation Anxiety
– Perfectionism

Autonomy
George Betts’ Autonomous Learner Model

The Autonomous Learner Model (ALM) for the Gifted and Talented was developed specifically to meet the diversified cognitive, emotional, and social needs of learners. The model is currently implemented at all grade levels with the gifted and talented, as well as all learners in the regular classroom. Emphasis is placed on meeting the individualized needs of learners through the use of activities in the five major Dimensions of the Model.

<table>
<thead>
<tr>
<th>Dimension One: Orientation</th>
<th>Dimension Two: Individual Development</th>
<th>Dimension Three: Enrichment</th>
<th>Dimension Four: Seminars</th>
<th>Dimension Five: In-depth Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• provides learners, teachers, administrators, and parents with the opportunity to develop a foundation of the concepts of giftedness, talent, intelligence, creativity, and the development</td>
<td>• provides learners with the opportunity to develop the cognitive, emotional, social and physical skills, concepts, and attitudes necessary for life-long learning. In other words, learners become autonomous in their learning.</td>
<td>• provides learners with opportunities to explore content and curriculum that is usually not part of the prescribed school curriculum. The highest level of learning is manifested when learners have the freedom to select and to pursue content or curriculum in their own style. Curriculum differentiation by the learners begins with Explorations, where</td>
<td>• is designed to give learners in groups of three to five opportunities to research a topic, present it as a seminar to the rest of the class and other interested people, and to assess it by criteria selected and developed by</td>
<td>• empowers learners to pursue long-term in-depth studies in their passion areas. Learners determine what will be learned, how it will be learned, how it will be presented, and what facilitation will be</td>
</tr>
</tbody>
</table>

Alphabet Soup: Social Emotional Issues of Gifted presented by Dr. Debra Troxclair February 8, 2015 17
- Learners discover more about themselves, their abilities, and what the ALM has to offer.
- Activities are presented to give learners an opportunity to work together as a group, to learn more about group process and interaction, and to learn more about the other people in the program.

Areas within the dimension include opportunities for the inter/intrapersonal development of the learners, the appropriate learning skills for life-long learning, and the area of technology. The learners also participate in college and career involvement, the development of organizational skills and the importance of productivity skills, which are used when information is presented in a variety of ways.

The goal is to “find out” what is out there. Become an explorer yourself and find new and unique knowledge in a variety of methods. The second type of learner differentiation is Investigations.
- These are more in-depth than Explorations and require the learners to design, implement, complete, and present a project with a mini-product.
- Learners are also involved in Cultural Activities that are designed so that they are involved in cultural events in the community. Service activities are essential and are non-negotiable.
- The humanitarian spirit is incorporated into the ALM. Through participation in Service activities, the majority of the learners want to make this a better world.

Final presentations and assessments are given to all who are involved and interested.

A seminar is essential because it provides learners the chance to move from the role of student to the role of learner.
- If students are to truly become learners, they must have the opportunity to experience guided, independent group learning, by experiencing learning in a structure that promotes the development of new knowledge.

These plans are then implemented and completed by the learners with presentations being made at appropriate times until the completion of the project.

The learners.

A seminar is essential because it provides learners the chance to move from the role of student to the role of learner.

If students are to truly become learners, they must have the opportunity to experience guided independent group learning, by experiencing learning in a structure that promotes the development of new knowledge.
Universal instruction

- The classroom teacher utilizes the Orientation and **Individual Development Dimensions** to build the foundation for learners to become autonomous.
- All students benefit from identifying:
  - How do I learn?
  - How can I work better in group situations?
  - What does it mean to be an autonomous, life-long learner?

Targeted Instruction

- The classroom teacher and the gifted specialist collaborate to determine possible constructs for **Enrichment Dimension**
- Students who bubble up as need “more” differentiated curriculum to develop a course of study that goes beyond everyday curriculum in a way that best fits their learning styles, strengths, and individual interests through **Explorations** and investigations

Intensive Instruction

- The gifted specialist utilizes the **Seminar** and **In-Depth Dimensions** with students who are ready for intense group and individual learning opportunities.

Record your thoughts on the “A” Issues:

**Bibliotherapy**

- Gifted learners are usually avid readers
- Developmental bibliotherapy can be carried out by parents or teachers.
- Is useful because it
  - Helps students with decision-making
  - Helps student develop emotional intelligence, empathy
  - Helps students work through social problems and gain an understanding of multiculturalism
Halsted provides grade-level themes
- 6-8th grade: achievement, aloneness, arrogance, creativity, differentness, drive to understand, identify, intensity, introversion, moral concerns, perfectionism, relationship with others, sensitivity and using ability
- Issue-based current fiction with gifted children as protagonists

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>10-year-old protagonist named Harriet</td>
<td>13-year-old</td>
<td>Perspective of a murdered young girl and the ways that a violent act affects the dynamics of family and friends left behind, taking a twist on the familiar dream of looking down from heaven after you’ve died on how sorry everyone will be.</td>
</tr>
<tr>
<td>Alienation-The book explains the process by which she comes to understand the value of society, as she searches for an explanation of her younger brother’s death</td>
<td>Identify in the context of overcoming trauma</td>
<td>Offers poignant portrait of hope and redemption</td>
</tr>
<tr>
<td>Told with authenticity and humor, the reader identifies with the younger girl’s struggle to get a “grip on life.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Boredom

<table>
<thead>
<tr>
<th>Boredom</th>
<th>Depression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blames other people or things</td>
<td>Blames self</td>
</tr>
<tr>
<td>Has an empty feeling</td>
<td>Has a heavy feeling or hopelessness</td>
</tr>
<tr>
<td>Experiences a lack of interest</td>
<td>Experiences sadness or a sense of personal loss</td>
</tr>
<tr>
<td>Has a limited attention span</td>
<td>Has intense feelings</td>
</tr>
<tr>
<td>Contributing events are infrequent</td>
<td>Contributing events are persistent</td>
</tr>
<tr>
<td>Rate of incidence higher in males</td>
<td>Rate of incidence higher in females</td>
</tr>
<tr>
<td>Seeks stimulation</td>
<td>Avoids stimulation</td>
</tr>
</tbody>
</table>

Brain Development  (See Appendix for Summary and Teaching Strategies)
- How the brains of gifted students are different
- How to gauge if gifted students are being adequately challenged
- How to identify students who are both gifted and learning disabled
- How improving programs for the gifted and talented benefits other students
- How to better identify gifted minority students, who are often underrepresented in gifted programs
Bright Talented & Black

- External: Discrimination, Lack of understanding of black culture; low expectations
- Internal: Overexciteabilities, idealism, underachievement, visual spatial learners, Twice-Exceptional gifted learners

**Record your thoughts on the “B” issues here**

<table>
<thead>
<tr>
<th>Creativity</th>
<th>A Rational Thinking Function</th>
<th>A Function of Feeling</th>
<th>Higher Levels of Consciousness</th>
<th>An Integrative Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Parnes (as cited in Clark, 2008) “Creativity is a function of knowledge, imagination, and evaluation.”</td>
<td>• Maslow 1959 (as cited in Clark 2008): “Self-actualizing creativeness sprang directly from the personality, which showed itself widely in ordinary affairs of life and which showed itself not only in great and obvious products but also in many other ways . . .”</td>
<td>• Taylor (1963) (as cited in Clark, 1988): “There is reason to think that much of the creative process is intuitive in nature and that it entails a work of the mind prior to its arising to the conscious level and certainly also prior to its being in expressible form.”</td>
<td>• Gowan (1972)(as cited in Clark, 1988): Creativity is a characteristic not only of individual human behavior, but also of the species in general. What is true of the development of the superior individual is also true of the</td>
<td></td>
</tr>
<tr>
<td>• Guilford (as cited in Clark, 2008) “aptitude traits that belong most clearly logically in the area of creativity”</td>
<td>• A tendency to do anything creatively . . . Expressive of being quality . . . Rather than its problem-solving or product-making quality . . .</td>
<td>• A defining characteristic of essential humanness.”</td>
<td>• It is most likely preconscious nonverbal or preverbal, and it may involve a large sweeping, scanning, deep, diffused, free and powerful action of almost the whole mind”</td>
<td></td>
</tr>
<tr>
<td>• Fluency of thinking and flexibility of thinking, as well as originality,</td>
<td>• Moustakas (1967) (as cited in Clark, 2008):”To be creative means to experience life in</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
sensitivity to problems, redefinition and elaboration . . .

- Classifiable in a group of divergent-productive and associative thinking abilities.”


- Operationally, he defines it as including knowledge, mental processes based on cognition, divergent-productive and associative thinking, evaluative behaviors, and communication skills”

- one’s own way, to perceive from one’s own person, to draw upon one’s own resources, capacities, roots . . .

- Only from the search into oneself can the creative emerge.”

- May (1959) (as cited in Clark, 2008): “Creativity is the encounter of an intensively conscious human being with his world.”

- Rogers (1959) (as cited in Clark, 2008): “The mainspring of creativity . . . Man’s tendency to actualize himself, to become his potentialities.”

- Krippner (1968) (as cited in Clark, 1988): “Without access to alternative levels of awareness, creative behavior may be stifled or blocked.

- He further indicates that it is essential to the individual’s well-being and creative development

- MacKinnon (1965)(as cited in Clark, 1988): “gives being more intuitively perceptive as one of the major conditions for creativity

- The emergence of creative abilities is a triumph not only of individual development, but the harbinger of evolutionary progress for all men.

- developing aspects of mankind.
Complex Emotional Development –

“THE INTRICATE THOUGHT PROCESSES THAT MARK THESE INDIVIDUALS AS GIFTED ARE MIRRORED IN THE INTRICACY OF THEIR EMOTIONAL DEVELOPMENT……

... IDEALISM ...
... SELF DOUBT ...
... PERCEPTIVENESS ...
... EXCRUCIATING SENSITIVITY...
... MORAL IMPERATIVE ...

... DESPERATE NEED FOR UNDERSTANDING, ACCEPTANCE, LOVE ...
ALL IMPINGE SIMULTANEOUSLY.
THEIR VAST EMOTIONAL RANGE MAKE THEM APPEAR
CONTRADICTORY
MATURE AND IMMATURE
ARROGANT AND COMPASSIONATE
AGGRESSIVE AND TIMID

SELF-ASSURANCE OFTEN MASKS DEEP FEELINGS OF INSECURITY

THE INNER EXPERIENCE OF THE YOUNG GIFTED PERSON IS RICH,
Counseling Gifted Learners


Depression

- The gifted child frequently begins to feel different and alone in a world of different views and values. This is a special problem for those with IQs of 160+.
- Much of the surrounding world may seem irrational, and many people with whom they must deal, even those in positions of authority, think slowly by comparison and appear to act foolishly.
- Meanwhile the gifted child finds that he can see a reasonable solution to a problem much more quickly than they.
- It can be frightening for the child to realize the world seems to be in the hands of these sometimes incompetent adults.
- Even very young children may face a kind of existential crisis. The child may seriously question her own worth, or the worth of others who are less gifted. She may get plagued by feelings of sadness, anger, depression, and anxiety. She may wonder whether life is worth living in a world in which she so clearly does not fit. Her world seems full of banalities, platitudes, cliches and simple-minded thinking, and apparently obvious solutions are never tried, or may be blocked by short-sighted people concerned with their immediate self-interest. If she feels that because of her gifts she must assume the lion’s share of the burden of improving the lot of mankind, the odds seem overwhelming.
Difficulty Finding Peers - Video - My New Best Friend

- With gifted children, perhaps more than with any other group, it is important first to look at who are their peers, and to help a gifted child understand what a peer is.
- Peers are persons of equal rank or standing. But who is equal to a gifted child? In what activities and in what situations?
- The child’s peer in soccer may not be that child’s peer in chess or in mathematics.
- At any time, gifted children will have various peers, depending on what intellectual, emotional, physical or situational relationships they are involved in.
- The concept of peer relations is not a simple one, and we cannot assume that children are equals just because they are the same age. This brief video illustrates how one very creative and talented gifted child resolved this issue for himself. [Show My New Best Friend]

Record your thoughts on the “C” and “D” issues here

Ethics: Cheating & Dishonesty & Manipulations

Bright kids need us to recognize their cheating, dishonesty, & manipulation...
Maupin shares different aspects of ethical issues via the use of case studies....

- Grades that misunderstood
- Boredom
- Seeking notoriety
- Perfectionism
- Malingering (Fevers, stomach aches, rashes)
- Asynchronous development
- Power of manipulation
- Creativity
Emotional Development
Silverman explains the emotional development of gifted children using Dabrowski’s Theory of Positive Disintegration in her work, Counseling the Gifted and Talented.

- “Dabrowski’s private practice attracted creative adolescents and adults. In their struggle to attain something nobler in themselves, his clients displayed an emotional richness similar to that which he had seen in his biographical studies of the eminent.
- They could not reconcile themselves to concrete reality; instead, they clung to their creative visions of what ought to be. They searched for “a reality of higher level. And often they were able to find it unaided.
- These clients experienced intense inner conflict, self-criticism, anxiety, and feelings of inferiority toward their own ideals.
- The medical community labeled these conflicts as “psychoneurotic and attempted to cure the clients by eliminating their symptoms.
- Dabrowksi saw these same symptoms as an inseparable part of the quest for higher-level development. He fervently desired to convince the profession that inner conflict is a developmental rather than degenerative sign.

Advanced Development requires
- a breakdown of existing psychological structures in order to form higher, more evolved structures.
- The emotional makeup and intellectual capacity of the individual determine the extent of development possible.
- Inner conflict generates the tension that impels the individual toward higher levels of functioning.
- Positive Disintegration is a disillusion of current ways of thinking and being in the world in the service of greater compassion, integrity, and altruism; it is marked by heightened creativity.

Emotional Intensity
Case study approach with lots of examples...
Explanations of “assumptions of giftedness,” talents, twice blessed, personality issues

Strategies to use
- as a “Coach” to help gifted children learn
- how to apply positive discipline techniques at home and at school,
- what to do when there is an “explosion” (Melt-down), starting a parent group,
- knowing when professional help is warranted.

One Activity from the book:
Fantasy
- as a genre of literature “Modern fantasy has appeal for people with nonliteral minds, for people who go beyond the letter of the story to its spirit” Tomlinson (as cited in Halstead)
  - “Gifted readers are more likely to read more fantasy and science fiction than average students; some children go through a state lasting for several years, from late elementary grades through junior, during which they read fantasy and science fiction almost entirely” (Halstead)
  - May be a source of concern for parents and teachers who see it as escape literature; no worries

gifted Females
Almost from birth, gifted & talented females find themselves in a world of limiting stereotypes and barriers to achievement presented by parents, school, and the larger society.
- Parents
- Teachers
- Internal Barriers
  - Loss of Belief in abilities and self-confidence
  - Social problems and isolation
  - Concerns about Future Education, Career, & Family
  - Multi-potentiality
  - Perfectionism
  - Achievement & Underachievement
- Parental opinions matter greatly to young girls, and memories of negative parental comments haunt gifted and talented women decades after they have left home.
- Dickens (as cited in Reis, 2002) found consistently significant correlations between parental expectations and student math self-concept.
- Teachers are usually able to identify gifted boys, but are often surprised to learn that a girl is considered smart, frequently because gifted girls are very successful at hiding their intelligence and silencing their voices.
- Cooley, Chauvin, and Karnes (as cited in Reis, 2002) found that both male and female teachers regarded smart boys as more competent than gifted girls in critical and logical thinking skills and in creative problem solving, while they saw smart girls as more competent in creative writing.
- Male teachers perceived bright girls to be more emotional, more high strung, more gullible, less imaginative, less individualistic, and less impulsive than males.
- Teachers have also been found to believe and reinforce one of the most prevalent sex stereotypes: that males have more innate ability, while females must work harder.
- Kline and Short (as cited in Reis, 2002) found that the self-confidence and self-perceived abilities of gifted girls steadily decreased from elementary through high school.
  Interviews with middle school gifted females revealed that girls avoided displays of outstanding intellectual ability and searched for better ways to conform to the norm of the peer group according to Callahan, Cunningham, & Plucker (as cited in Reis, 2002).
- Gifted girls often perceive achievement and affiliation as opposite issues because, to girls, competition means that someone wins and someone loses.
- The girls also feared social isolation as a consequence of their success.
Women who have multi-potentiality usually have an eagerness to learn or an endless thirst for knowledge, uniformly high scores across ability and achievement tests, multiple educational, vocational, and leisure interests at comparable intensities and complex personality factors.

For some this is beneficial but others cannot find their niche, nor can they make it on their own since it is possible to do all that they would like to do and are capable of doing.

We will discuss perfectionism when we come to “P.”

Reis, et al. 1995 compared culturally diverse groups of young female achievers and underachievers in a low socioeconomic high school and found that the talented, young, achieving women were extremely determined to be independent.

They indicated that they rarely dated; were extremely supportive of other high-achieving students, were involved in multiple activities and were independent and resilient.

“Giftedness” “Giftedness is a biologically rooted concept that serves as a label for a high level of intelligence and indicates an advanced and accelerated development of functions within the brain, including physical sensing, emotions, cognition, and intuition. Such advanced and accelerated function may be expressed through abilities such as those involved in cognition, creativity, academic aptitude, leadership, or the visual and performing arts. Gifted individuals are those who perform, or who show promise of performing, at high levels in such areas and who, because of such advanced and accelerated development require services or activities not ordinarily provided by the schools in order to develop their capability more fully.”

OR TO PUT IT MORE SIMPLY.... INTENSE + SENSITIVE = GIFTED

The Highly Sensitive Child

The author traces development of the sensitive child from infancy to adulthood providing guidance and insights about a variety of topics....

- Soothing and attuning to the highly sensitive child
- Helping these children cope with change and overstimulation
- Assisting them with feeling successful in new situations
- Helping them learn how to resolve problems
- Help them learn to enjoy classroom and social life
- Launching them into adulthood

Humor
- Many gifted individuals have a strong sense of humor; this trait is pervasive in the population.
- According to Ford (as cited in Colangelo & Davis, 2003), a “strong sense of humor is a characteristic trait of giftedness. Gifted individuals love to play with words and ideas; enjoy puns; they are clever with words.
- They use humor to improve social relations and use metaphorical, colorful, graphic language.
- Some possible problems associated with this trait is that they can be cruel, sarcastic, insensitive, are often the class clown, and they seek attention with their humor.”

Shade’s research confirms Ford’s claims.
- Shade found that “the reactions of 60 gifted students and 60 regular students in grades 4, 6, and 8 to an audiotape of age-appropriate riddles, jokes, puns, satire, and non-humorous items were compared.
Results indicated that gifted subjects performed significantly higher in spontaneous mirth response and comprehension of verbal humor than the general population group.”

Record your thoughts on the “E” “F” “G” “H” issues here

Idealism

- Clark explains that “high levels of developed cognitive ability do not guarantee high levels of affective or emotional development.
- While the capabilities exist, opportunities to develop them must be made a part of the child’s experience.
- One very early trait in the emotional growth of gifted children is their intense sense of justice and unwavering idealism.
- The parent of a gifted child will soon experience the futile effort of explaining why injustice so often exists.
  - If life isn’t fair. It should be. And why are you (the adult) not doing something about it?
  - This sense of justice is tremendously valuable to society and beautiful in its motivating power for humanistic action. We must guide the idealism of children so that they do not become so frustrated that they lose it early and replace it with cynicism or the sense of being powerless.
Essential elements

- You believe that you know what is good, right, just
- Care deeply
- Sense of hope and optimism that you can make a difference in your life
- You want to make things better
- Sense of mission/purpose to your life
- Sense of fairness and justice
- If you follow the rules then good things will happen
- In the long run things will work out for the best

Problems for Idealists

- They see the reassurance that comes from acceptance and recognition by others
- They can become rigid and intolerant of others who see things differently
- Idealism can leave individuals vulnerable because of their intense human compassion, they care so much and so deeply.

Not so healthy coping styles that feed illusions of some idealists...

- The truth, the whole truth, and nothing but the truth
- Trying to control life or at least label it
- Keeping busy
- Deliberately not thinking and using distractions
- Clinging to things
- Becoming narcissistic
- Learning to not care
- Numbing your mind
- Seeking novelty and adrenaline rushes
- Camouflaging to keep others from knowing you and your ideals
- Withdrawal and detachment
- Anger
Theory of Successful Intelligence Sternberg

<table>
<thead>
<tr>
<th>Analytic intelligence:</th>
<th>Synthetic intelligence:</th>
<th>Practical intelligence</th>
<th>Combo intelligence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>is being able to dissect a problem and understand its parts.</td>
<td>is seen in people who are insightful, intuitive, creative, or simply adept at coping with novel situations.</td>
<td>involves applying whatever analytic or synthetic ability to everyday pragmatic situations.</td>
<td>blending of the three types and the blend can change over time because intelligence can be developed in various directions.</td>
</tr>
<tr>
<td>• This type of intelligence can be measured by traditional IQ tests.</td>
<td>• These people do not do well on traditional IQ tests; they typically see more in a problem that did the test creator or read different things into the problem and get wrong answers because they see things differently from the way others do.</td>
<td>• They can go into a setting, figure out what needs to be done to succeed in that setting, and then do it.</td>
<td>• Someone who is highly creative but cannot demonstrate it in practical settings and cannot convince people of the worth of his or her ideas may encounter frustration at every turn.</td>
</tr>
<tr>
<td>• Alice is an example of someone with this type of intelligence. Alice had excellent test scores, great grades, highly thought of by teachers, she did well on all things viewed as “traditionally” gifted.</td>
<td>• They may not be the ones with the highest Iqs but they make the biggest contributions to various pursuits (sciences/ art/ literature/art/drama.</td>
<td>• Celia is an example of this type of intelligence.</td>
<td>• Thus an important part of giftedness is being able to coordinate these three aspects of abilities and knowing when to use which one.</td>
</tr>
<tr>
<td>• Alice had difficulty in graduate school because while she was good at analyzing ideas she was not good at coming up with clever original ideas.</td>
<td>• Barbara is an example of someone with this type of intelligence.</td>
<td>• She had neither Alice’s analytical nor Barbara’s synthetic abilities but she was highly successful in figuring out what she needed to do in order to succeed in an academic environment.</td>
<td>• This person can be called a good Mental Set manager.</td>
</tr>
<tr>
<td>• Barbara did not do well on tests but was enormously creative in producing ideas for new research.</td>
<td>• Barbara is an example of someone with this type of intelligence.</td>
<td>• She knew what kind of research was valued, how to get articles into journals, how to impress people at job interviews.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Celia is an example of this type of intelligence.</td>
<td>• She had the advantage in practical situations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• She had neither Alice’s analytical nor Barbara’s synthetic abilities but she was highly successful in figuring out what she needed to do in order to succeed in an academic environment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• She had the advantage in practical situations.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Intensity

- They state: “the emotional intensity and high level of energy of a gifted child cannot be ignored because they disturb the routine and the order of things set before the arrival of the little Energizer.
- Gifted children take in information from the world around them; they react and respond more quickly and intensely than other children.
- They are stimulated both by what is going on around them and by what moves them from within.
- Because they can be so greatly stimulated, and because they perceive and process things differently gifted children are often misunderstood.
• Their excitement is viewed as excessive, their high energy as hyperactivity, their persistence as nagging, their questioning as undermining authority, their imagination as not paying attention, their passion as being disruptive, their strong emotions and sensitivity as immaturity, their creativity and self-directedness as oppositional. They stand out from the norm. But then what is normal?” (p. 4).
• What seems out of the norm for most (the above perspectives)...is normal for gifted!!!
• Daniels & Piechowski discuss Dabrowski’s theory of Overexciteabilities in this book.

– Their (gifted individuals) excitement is viewed as excessive, their high energy as hyperactivity, their persistence as nagging, their questioning as undermining authority, their imagination as not paying attention, their passion as being disruptive, their strong emotions and sensitivity as immaturity, their creativity and self-directedness as oppositional. They stand out from the norm. But then what is normal? Normal is just a setting on a dryer.

Intensity –
  o “Intensity, so characteristic of the gifted, is explained in terms of overexcitabilities—greater capacities to respond to various stimuli” (p. 12)
  o “the gifted come equipped with supersensitive nervous systems which enable them to assimilate extraordinary amounts of sensory stimuli” (p. 12)
  o “By its very intensity, a high kind of creativity may cause nervous strain and tension, and a supersensitivity of the nervous system may be conducive to both inner and outer conflict and creative expression” Chrickshank, Whitmore (as cited in Silverman, 1993, p. 12)
  o “Super-sensitivity makes the gifted acutely more perceptive and sensitive, more discriminating of the details of stimuli, and more analytical and critical of themselves and others” Whitmore (as cited in Silverman, 1993)

Inner Locus of Control
• Gifted children are found to have more inner locus of control at a younger age than do average learners (Clark, 1988, p. 317).
• Schools use external rewards such as grades, prizes, gold stars, special privileges, threats, and punishments without considering whether or not. The child is intrinsically motivated.
• For those with inner locus of control an external reward system can be devastating (Clark, 1988, p. 317)
• The child will no longer work for the joy or notice the satisfaction of accomplishment, but will focus on the learning task as a means to a different goal, the reward.
• Once the reward stops being offered, the task ceases to be worthwhile.
• For gifted learners this is most important.
• Not only do they have more inner control available earlier, they are more sensitive to the demands of the environment.
• They can, in fact, lose more of their perceived power faster than will the average learner.
• It then becomes important to plan an environment that builds inner locus and heightens the perception of choice.
Intuition
- As with creativity, Clark categorizes the different types/kinds of intuition. This helps greatly in understanding such complex ideas.

<table>
<thead>
<tr>
<th>Rational intuition</th>
<th>Predictive intuition</th>
<th>Transformational intuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ expresses a level of intuitive behavior that realigns known information in such a way that new insights emerge.</td>
<td>○ enlarges upon the processes of the rational level by including new information into existing patterns or sequences.</td>
<td>○ When operating on this level a person seems to be using a different kind of sensing that “picks up information through a means that has defied scientific understanding.”</td>
</tr>
<tr>
<td>○ We intuit the next step to take in solving a problem, evaluating alternatives, diagnosing a treatment, or resolving a personal crisis.</td>
<td>○ It includes the ability to complete unfinished pictures, see a gestalt from little information, and gain accurate insights not previously available with the given information.</td>
<td>○ Those who have received information at this level often report that ideas came to them suddenly unbidden or in a dream or that what they wrote came through them as if from an outside source.</td>
</tr>
<tr>
<td>○ Though we know the facts, we see them in a new light, put them together in a new way, or infer from the past the direction to be taken.</td>
<td>○ This is the level of the hunch or “best guess” and the perception of the whole picture when only the parts can be seen by others.</td>
<td>○ Jung calls this synchronicity... happenings where events that have no apparent causal connection occur in such a way as to give meaning or significant impact.</td>
</tr>
<tr>
<td>○ By combining all of our consciously known information with information we once processed but we no longer consciously have available, new alignments and new patterns seem to emerge.</td>
<td>○ Here an unconscious impression or information of some seemingly unknown sources becomes an important part of the new patterns formed, the insights, or the profound conclusions.</td>
<td>○ You seem to be at the right place at the right time.</td>
</tr>
<tr>
<td></td>
<td>○ An individual may arrive at a solution to a problem while remaining unaware of the process involved. For some this process is called CREATIVITY.</td>
<td>○ This level of transcendence can be observed within the brain as a change in the rate of coherence or the correlation between brain waves from separate regions of the brain.</td>
</tr>
<tr>
<td></td>
<td>○ This type of intuition is responsible for breakthrough discoveries. That “AHA” moment that comes after perhaps years of extensive preparation and that appears when a person is relaxed or involved in an entirely different task.</td>
<td>○ This highest form of knowing occurs when one knows and knows totally the universe, the self, and the connection between.</td>
</tr>
<tr>
<td></td>
<td>○ The experience is euphoric, the solution suddenly absolutely clear.</td>
<td></td>
</tr>
</tbody>
</table>
• If ability is high and less effort is warranted, many women begin to feel that they are lucky rather than academically gifted.
• Self-reflection, discussion, and time are often necessary to overcome the great imposter syndrome.
• Supportive environments, counseling, and peer support are also important for understanding that success is attained in different ways.
• Talented girls and women frequently accomplish a great deal without the effort required from less capable peers. When less effort is warranted, many women feel they are lucky rather than gifted.

Insert your thoughts on the “I” issues here

Jung’s Personality Type Theory
What is personality type? Personality type is a tool to help you understand yourself and other people.

Personality Type is not a measurement of
• IQ
• Psychiatric disturbances
• Trauma
• Stress
• Learning
• Attitudes
• Maturity
• “Normalcy”

Personality Type tests report on some of your key
• Preferences
• Tendencies
• Characteristics
• But not all of them....

<table>
<thead>
<tr>
<th>Either this one......</th>
<th>......Or this one</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extraversion (E)</td>
<td>Introversion (I)</td>
</tr>
<tr>
<td>Sensing (S)</td>
<td>Intuition (N)</td>
</tr>
<tr>
<td>Thinking (T)</td>
<td>Feeling (F)</td>
</tr>
<tr>
<td>Judging (J)</td>
<td>Perception (P)</td>
</tr>
</tbody>
</table>
The 4 Preference Scales are...

<table>
<thead>
<tr>
<th>Extraversion &amp; Introversion</th>
<th>Sensing &amp; Intuition</th>
<th>Thinking &amp; Feeling</th>
<th>Judgment &amp; Perception</th>
</tr>
</thead>
<tbody>
<tr>
<td>are complimentary</td>
<td>are ways of taking in</td>
<td>are ways of making</td>
<td>are complimentary</td>
</tr>
<tr>
<td>attitudes toward the world.</td>
<td>information</td>
<td>decisions!!!</td>
<td>lifestyles</td>
</tr>
<tr>
<td>• Extraverts get</td>
<td>• The sensing function</td>
<td>• The thinking function</td>
<td>• A judging lifestyle</td>
</tr>
<tr>
<td>stimulation from the</td>
<td>takes in information</td>
<td>decides on the basis</td>
<td>is decisive,</td>
</tr>
<tr>
<td>environment—the outer</td>
<td>by way of the 5</td>
<td>of logic and objective</td>
<td>orderly, and</td>
</tr>
<tr>
<td>world of people and things.</td>
<td>senses—sight, sound,</td>
<td>considerations.</td>
<td>planned.</td>
</tr>
<tr>
<td>• Introverts essential</td>
<td>feel, taste, smell.</td>
<td>• The feeling function</td>
<td>• A perceptive</td>
</tr>
<tr>
<td>stimulation is from</td>
<td>• The intuiting function</td>
<td>decides on the basis</td>
<td>lifestyle is flexible,</td>
</tr>
<tr>
<td>within—the inner world</td>
<td>processes information</td>
<td>of personal,</td>
<td>adaptable, and</td>
</tr>
<tr>
<td>of thoughts and</td>
<td>by way of a “6th</td>
<td>subjective values.</td>
<td>spontaneous</td>
</tr>
<tr>
<td>reflections</td>
<td>sense” or hunch!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Personality type is a four letter combination of the dimensions

So what does this have to do with teaching?????

• If a man does not keep pace with his companions, perhaps it is because he hears a different drummer.
  Let him step to the music which he hears, however measured or far away.

In a classroom...there will be

<table>
<thead>
<tr>
<th>Introverts who</th>
<th>Extroverts who</th>
<th>....there will be Perceivers who</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hold back when faced with</td>
<td>• Approach a situation</td>
<td>• Seem unconcerned about</td>
</tr>
<tr>
<td>the unfamiliar</td>
<td>without hesitation</td>
<td>whether he is on time or not;</td>
</tr>
<tr>
<td>• Are slower to respond,</td>
<td>• Are better understood and</td>
<td>desk drawers and closets are a</td>
</tr>
<tr>
<td>muse or dwell over an ideas;</td>
<td>related well and easily to</td>
<td>jumble (and he doesn’t</td>
</tr>
<tr>
<td>seems to absorb qualities</td>
<td>others</td>
<td>understand why this is</td>
</tr>
<tr>
<td>of ideas before</td>
<td>• Are comfortable in the</td>
<td>bothersome to others)</td>
</tr>
<tr>
<td>communicating a reaction</td>
<td>school environment; tends to be responsive,</td>
<td>• Tend to have a number of</td>
</tr>
<tr>
<td>• Develop habits more</td>
<td>expressive, and enthusiastic</td>
<td>relationships</td>
</tr>
<tr>
<td>slowly</td>
<td>• Are ready to enter into</td>
<td>• Appears eager, exhibits a</td>
</tr>
<tr>
<td>• Presents to the public</td>
<td>group activities without</td>
<td>certainty in approaching the</td>
</tr>
<tr>
<td>only those ideas already</td>
<td>having to warm up</td>
<td>new and unfamiliar</td>
</tr>
<tr>
<td>developed; doesn’t show all</td>
<td>• Adjust well if their family</td>
<td></td>
</tr>
<tr>
<td>of his/her cards</td>
<td>moves; quickly finds new friends</td>
<td></td>
</tr>
<tr>
<td>• Are a puzzle to many</td>
<td>• Is seldom alone</td>
<td></td>
</tr>
<tr>
<td>around them</td>
<td>• Are in line with public</td>
<td></td>
</tr>
<tr>
<td>• Are often judged as</td>
<td>opinion; on the side of the</td>
<td></td>
</tr>
<tr>
<td>being stubborn; in</td>
<td>majority on most issues</td>
<td></td>
</tr>
<tr>
<td>actuality he/she is</td>
<td>• Approaches new situations</td>
<td></td>
</tr>
<tr>
<td>holding back his responses</td>
<td>quickly, acts quickly,</td>
<td></td>
</tr>
<tr>
<td>until he has rehearsed</td>
<td>verbalizes quickly</td>
<td></td>
</tr>
<tr>
<td>them internally are</td>
<td>• Desk drawers and closets are a</td>
<td></td>
</tr>
<tr>
<td>particularly vulnerable to</td>
<td>jumble (and he doesn’t understand why this is</td>
<td></td>
</tr>
<tr>
<td>damage if asked to behave</td>
<td>bothersome to others)</td>
<td></td>
</tr>
<tr>
<td>like an extrovert</td>
<td>• Tend to have a number of relationships</td>
<td></td>
</tr>
</tbody>
</table>

Alphabet Soup: Social Emotional Issues of Gifted presented by Dr. Debra Troxclair February 8, 2015 35
Judgers who | ...and there will be Sensors | Intuitors
---|---|---
- are always ready on time; worries about being late; closets and drawers are highly organized, neat  
- Run the neighborhood activities  
- are reluctant in dealing with others; tends to be shy, slow in development of social skills; droops his head, slow to volunteer in the classroom  
- Hesitates in sharing his ideas  
- Has a big need for privacy; adults try to correct his process and ends up communicating to the child his natural ways are wrong  
- Enjoy adventure, action, novel stories, ideas, experiences  
- Love to play games  
- Outnumber intuitors 3-to-1  
- Take broken promises in stride  
- Shine in the world about him; approaches the world through relating to what and who is about him  
- Responds to details, noting vividness and variety  
- Enjoys coloring books and workbooks  
- Asks for repetition of stories about metaphor and fantasy  
- Anticipates the future; seem uninvolved in the present  
- Breaking a promise to an N can be a tragedy  
- Seem to be opinionated to others  
- In friendships the N displays passionate devotion that may be inappropriate  
- If trust is violated, suffers deeply  
- Have a strong sense of revenge; pushes buttons skillfully (including his/her teacher’s!)  
- The bottom line is..  
- Teachers need to know their own personality type and the types of others around them so that they can learn how to best respond to the different types.  
- In a classroom it is the teacher’s role to type flex to the students, NOT the students’ job to mutate into the teacher’s type!!  

What is your personality type?

<table>
<thead>
<tr>
<th>Are you a guardian?</th>
<th>Are you an Idealist?</th>
<th>Are you an artisan?</th>
<th>Are you a rational?</th>
</tr>
</thead>
</table>

Krathwohl’s Taxonomy of Affective Objectives


**Receiving, Responding, Valuing, Organization, & Characterization of a Value or Value Complex**

- Instruction for gifted learners must involve the affective domain.  
- Lessons/units/activities need to incorporate Krathwohl’s affective objectives.
VanTassal-Baska (1994) discusses Eberle & Hall’s work which illustrated how the combined affective and cognitive processes can be applied to aesthetic sensitivity, interpersonal relations, moral and ethical development and self-knowledge.

Additionally, Carin & Sund 1978 gave specific examples of teaching activities related to each level and sub-level of the affective taxonomy.

<table>
<thead>
<tr>
<th>Gifted curriculum needs to address:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding Giftedness</td>
<td>Guilt</td>
</tr>
<tr>
<td>Self-expectations</td>
<td>Social Skills</td>
</tr>
<tr>
<td>Fear of failure</td>
<td>Dealing with Stress</td>
</tr>
<tr>
<td>Expectations of Others</td>
<td>Sensitivity</td>
</tr>
<tr>
<td>Feeling Different</td>
<td>Tolerance</td>
</tr>
<tr>
<td>Uneven Development</td>
<td>Family Dynamics</td>
</tr>
<tr>
<td>Introversion</td>
<td>Responsibility for Others</td>
</tr>
<tr>
<td>Peer Pressure</td>
<td>Developing Study Habits</td>
</tr>
<tr>
<td>Competitiveness</td>
<td>Developing Leadership Abilities</td>
</tr>
<tr>
<td></td>
<td>Career Explorations</td>
</tr>
</tbody>
</table>

Little Adults/Child Adults (See handout on page 54)

- The gifted child has a huge need to be in control…much like a little adult…
- Some gifted children see themselves as adults and feel in complete charge of themselves. Anything that interferes with this vision is a threat to their self-image. They observe the weaknesses of adults and feel that they can trust only themselves.
- These children are often identified as underachievers; they do not allow themselves to be learners because they cannot accept the position of being a peer to other children; they do not accept adult authority and over have behavior problems, not because of aggression, but because they need to maintain the illusion of being in charge.
- Their need to be in charge is unconscious; they cannot afford to emotionally give up power so they do all they can to maintain a position that is unrealistic and vulnerable.
- They often react to insecurities and weaknesses of their parents who often promote the idea that their children are, in fact, superior. The children feel unprotected and on their own while confronted with an unknown world.
- Thus the child/adult has two antagonists; the dangers and unknown problems of the world, which they cannot really master, and the continued threat to their unrealistic positions and self-image by their environment which treats them like the children they are.
- Child adults defend their infantile selves against the world and feel that they are the only ones capable of doing so.

Record your thoughts on the “J” “K” “L” issues here
### Myths About Gifted (Debunking)

<table>
<thead>
<tr>
<th>Myth</th>
<th>Myth Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myth 1</td>
<td>Coleman &amp; Cross (as cited in Cross, 2005) assert that gifted students need opportunities to be together with their intellectual peers, no matter what their age differences.</td>
</tr>
<tr>
<td>Myth 2:</td>
<td>The claim is that if we allow gifted students to be clustered together through one of any means available, they will be unable to get along with others later in life, and this experience will cause emotional distress. The concern on the part of the adults is the becoming socially astute will only occur when gifted students spend time with students of mixed ability. The claimed research that supports this myth is virtually non-existent.</td>
</tr>
<tr>
<td>Myth 3:</td>
<td>Non-gifted individuals are not perfectly well-rounded. Why should gifted individuals be so?</td>
</tr>
<tr>
<td>Myth 4:</td>
<td>Things come easily to young gifted children thus they don’t have to work hard to achieve. The naïve notion of giftedness while intuitively proper can be debilitating to gifted students’ development. This belief is held by many but it is not backed by research on talent development and development in general.</td>
</tr>
<tr>
<td>Myth 5</td>
<td>Many factors combine to create situations where competing advice—sometimes by people who mean well, but do not kow the research on the social and emotional development of gifted students – is given.</td>
</tr>
<tr>
<td>Myth 6:</td>
<td>Adults know what gifted students experience.</td>
</tr>
<tr>
<td>Myth 7:</td>
<td>A large percentage of American students with gifts and talents have developed social coping strategies that take up time and energy limit their opportunities, cause them to make bad decisions, retard their learning, and threaten their lives. These behaviors and beliefs make perfect sense when one perceives the mixed messages about being gifted in the school’s social milieu.</td>
</tr>
<tr>
<td>Myth 8:</td>
<td>Gifted children are no better or worse than non-gifted learners. All children have gifts, but not all are GIFTED.</td>
</tr>
</tbody>
</table>

### Misdiagnosis & Dual Diagnosis of Gifted

- Characteristics of giftedness mistaken for maladjustment
  - Overexciteabilities (Intensity/Sensitivity)
- Thinking & Learning Styles
  - Visual spatial/nonlinear styles
  - Auditory sequential styles
- Asynchronous development
  - Judgment lags behind intellect
- Interest Patterns
- ADD/ADHD
- Anger Diagnosis
- Ideational & Anxiety Disorders
- Mood Disorders
- Learning Disabilities
- Sleep Disorders
- Allergies, Asthma, & Reactive Hypoglycemia
- Relationship Issues for Gifted Children & Adults
Overexcitabilities -

Intensity in Gifted Individuals.... According to William James....The intensity and overemphasis of highly emotional people is a necessary condition of being genuinely, rather than superficially, moral. However, these individuals are not valued socially....

They are viewed
- Nervous
- Hyperactive
- Neurotic
- Excessively Emotional and produce a level of emotional intensity that most people find uncomfortable at close range.

Overexcitabilities are a special way of
- Responding
- Experiencing
- Acting....
- One that is enhanced and distinguished by characteristic forms of expression --Kasimerz Dabrowski

<table>
<thead>
<tr>
<th>Kinds of Overexcitabilities</th>
<th>Guiding Overexcitable Children in General</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychomotor Overexcitability</td>
<td>Strategies to Guide Students with Psychomotor Overexcitabilities</td>
</tr>
<tr>
<td>o Heightened excitability of neuromuscular system</td>
<td>o Allow time for activity – before, during, and after</td>
</tr>
<tr>
<td>o Capacity for being active and energetic; love of movement for its own sake</td>
<td>o Find activities which are acceptable to child/adult/companions</td>
</tr>
<tr>
<td>o Organic surplus of energy</td>
<td>o Provide time for spontaneity – open-ended, free-wheeling activities</td>
</tr>
<tr>
<td>o Psychomotor expression of emotional tension</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sensual Overexcitability</th>
<th>Strategies to Guide Students with Sensual Overexcitabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Heightened experience of sensual pleasure or displeasure</td>
<td>o Create environment which limits offensive stimuli</td>
</tr>
<tr>
<td>o Intense sexuality</td>
<td>o Provide opportunities for limelight</td>
</tr>
<tr>
<td>o Sensual expression and outlets for emotional</td>
<td>o Provide time to dwell in their delight</td>
</tr>
</tbody>
</table>
### Intellectual Overexcitability

- Heightened need to......
  - Seek understanding and truth
  - Gain knowledge
  - Analyze
  - Synthesize
- Intensified activity of the mind
- Predisposition for asking probing questions and problem solving
- Preoccupation with logic and theoretical thinking
- Development of new concepts

**Strategies to Guide Students with Intellectual Overexcitabilities**

- Help child find answers to their questions
- Help child find ways to act on their concerns – to feel effective
- Help child understand how criticism is taken
- Remember not to treat the child like a small adult

### Emotional Overexcitability

- Heightened, intense positive and negative feelings
- Somatic expressions
- Strong affective expressions
- Capacity for strong attachments and deep relationships
- Well differentiated feelings toward self

**Strategies to Guide Students with Emotional Overexcitabilities**

- Accept all feelings and their intensity
- Teach child to anticipate physical and emotional responses and prepare for them
- Consider attachments with requiring change

### Imaginational Overexcitability

- Imaginational Overexcitability
  - Heightened play of the imagination
  - Rich association of images and impressions (real and imagined)
  - Spontaneous imagery as an expression of emotional tension
  - Capacity for living in a fantasy world

**Strategies to Guide Students with Imaginational Overexcitabilities**

- Help child to use imagination to function in the real world
- Help child to differentiate between imaginary and real world

### Conclusions

- There are many myths surrounding giftedness that can be eradicated by understanding about overexcitabilities.
- Removing misunderstandings about the intense nature and excruciating sensitivity of many gifted individuals paves the wave to unlocking invaluable gifts and opportunities that not only serve the individual but society as a whole.
- Teachers and parents of gifted children need to increase their awareness of the importance of the concept of overexcitabilities so that they can provide a safe social/emotional atmosphere for their children to thrive

### Record your thoughts about the “M” “N” “O” issues here
Perfectionism

<table>
<thead>
<tr>
<th>ebster</th>
<th>Roedel</th>
<th>Adderholdt-Elliott</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Having a disposition to regard anything short of perfection as unacceptable and a perfectionist as one that demands or works to achieve perfection</td>
<td>• A developmental vulnerability of gifted individuals, an inner drive to accomplish tasks coupled with unrealistic expectations of ability and results in completed projects being assaulted by the inherent, well-developed critical thinking skills of gifted individuals</td>
<td>• Perfectionism is due to social learning that occurs during childhood and produces a drive which results in worry, guilt, and workaholic behavior</td>
</tr>
</tbody>
</table>

PROCRASTINATION

Results from fear of
- Failure
- Success
- Control
- Separation
- Attachment

Results in
- Test anxiety
- Writer’s block
- Paralysis

Curnan describes 9 kinds of perfectionism.

- Arrogance: The fear of being vulnerable
- Self-deprecation: The fear of being inferior
- Image vanity: A poor body image
- Stubbornness: The fear of change
- Martyrdom: The fear of unworthiness

- Impatience: The fear of missing something
- Righteousness: The fear of being wrong
- Greed-envy: The fear of lack
- Self-destruction: The fear of losing control

The Dirty Dozen Beliefs Upon Which Perfectionism is Based

When Combating Perfectionism... Teach your child

- Perfectionism is the ultimate goal.
- Human worth is judged in terms of performance and accomplishment.
- Motivation to achieve arises out of the feeling that nothing is all right as it is—everything must be transformed into what it should be.
- If imperfections are accepted as they are, the highest standards or values have been abandoned.

- It is okay to make mistakes especially when you are learning something new. Help your child learn how to turn mistakes into lessons and opportunities rather than regrets.
- How to say, “Oh well!” when things don’t go exactly the way he or she would like them to or think that they should. The experience will still sting, but by saying these words when something doesn’t work out perfectly, some of the sense of failure will go away, which will help reduce emotional festering.
- How to replace the words should, ought, must & have to
• We are morally obligated to judge ourselves and others and to insist upon accuracy and correctness.
• Demanding perfection—and dictatorially imposing those expectations on others—is a right.
• Thinking must have a practical goal and a higher purpose or it is a waste of time.
• Acting for enjoyment alone is neither noble nor praiseworthy. Recreation, unless it has a purpose (such as health maintenance or competitive excellence), is frivolous self-indulgence.
• Self-esteem derived from others’ assessment is surpassed only by the self-esteem that comes from being “RIGHT.”
• If in the right, do not compromise; compromise exhibits weakness of character.
• Stand with firm resolve and dedication to one’s principles, no matter the circumstances; without strict adherence to principles there is no integrity
• It is “natural” to worry about the uncertainty of the future; loss of full control over one’s life causes great insecurity.

Profiles of the Gifted - Six Types of Gifted Individuals

➤ Type 1 Successful

<table>
<thead>
<tr>
<th>Feelings &amp; Attitudes</th>
<th>Behaviors</th>
<th>Needs</th>
<th>Adult &amp; Peer Perceptions of Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Boredom</td>
<td>• Perfectionist</td>
<td>• To see deficiencies</td>
<td>• Loved by teachers</td>
</tr>
<tr>
<td>• Dependent</td>
<td>• High Achiever</td>
<td>• To be challenged</td>
<td>• Admired by peers</td>
</tr>
<tr>
<td>• Positive self-concept</td>
<td>• Seeks teacher approval and</td>
<td>• Assertiveness skills</td>
<td>• Loved and accepted by parents</td>
</tr>
<tr>
<td>• Anxious</td>
<td>structure</td>
<td>• Autonomy</td>
<td></td>
</tr>
<tr>
<td>• Guilty about failure</td>
<td>• Non risk-taking</td>
<td>• Help with boredom</td>
<td></td>
</tr>
<tr>
<td>• Extrinsic motivation</td>
<td>• Does well academically</td>
<td>• Appropriate curriculum</td>
<td></td>
</tr>
<tr>
<td>• Responsible for others</td>
<td>• Accepts &amp; conforms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Diminished feelings of self</td>
<td>• Dependent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and rights to their emotion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Self-critical</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Type 2 Challenging

<table>
<thead>
<tr>
<th>Feelings &amp; Attitudes</th>
<th>Behaviors</th>
<th>Needs</th>
<th>Adult &amp; Peer Perceptions of Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Boredom</td>
<td>• Corrects teacher</td>
<td>• To be connected with others</td>
<td>• Find them irritating</td>
</tr>
<tr>
<td>• Frustration</td>
<td>• Questions rules, policies</td>
<td>• To learn tact, flexibility, self-awareness, self-control, acceptance</td>
<td>• Rebellious</td>
</tr>
<tr>
<td>• Low self-esteem</td>
<td>• Is honest, direct</td>
<td>• Support for creativity</td>
<td>• Engaged in power struggle</td>
</tr>
<tr>
<td>• Impatient</td>
<td>• Has mood swings</td>
<td>• Contractual systems</td>
<td>• See them as creative</td>
</tr>
<tr>
<td>• Defensive</td>
<td>• Demonstrates inconsistent work habits</td>
<td></td>
<td>• Discipline problem</td>
</tr>
<tr>
<td>• Heightened sensitivity</td>
<td>• Has poor self-control</td>
<td></td>
<td>• Peers see them as entertaining</td>
</tr>
<tr>
<td>• Uncertain about social roles</td>
<td>• Is creative</td>
<td></td>
<td>• Wants to change them</td>
</tr>
<tr>
<td></td>
<td>• Prefers highly active &amp; questioning approach</td>
<td></td>
<td>• Don’t view them as gifted</td>
</tr>
<tr>
<td></td>
<td>• Stands up for convictions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Is competitive</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Type 3: Underground

<table>
<thead>
<tr>
<th>Feelings &amp; Attitudes</th>
<th>Behaviors</th>
<th>Needs</th>
<th>Adult &amp; Peer Perceptions of Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Unsure</td>
<td>• Denies talent</td>
<td>• Freedom to make choices</td>
<td>• Viewed as leaders or unrecognized</td>
</tr>
<tr>
<td>• Pressured</td>
<td>• Drops out of GT and advanced classes</td>
<td>• To be aware of conflicts</td>
<td>• Seen as average and successful</td>
</tr>
<tr>
<td>• Confused</td>
<td>• Resists challenges</td>
<td>• Awareness of feelings</td>
<td>• Perceived to be compliant</td>
</tr>
<tr>
<td>• Guilty</td>
<td>• Wants to belong socially</td>
<td>• Support for abilities</td>
<td>• Seen as quiet/shy</td>
</tr>
<tr>
<td>• Insecure</td>
<td></td>
<td>• Involvement with gifted peers</td>
<td>• Adults see them as unwilling to risk</td>
</tr>
<tr>
<td>• Diminished feelings of self and right to their emotions</td>
<td></td>
<td>• College/career info</td>
<td>• Viewed as resistive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Self-acceptance</td>
<td></td>
</tr>
</tbody>
</table>

Alphabet Soup: Social Emotional Issues of Gifted presented by Dr. Debra Troxclair February 8, 2015
### Type 4: Dropouts

<table>
<thead>
<tr>
<th>Feelings &amp; Attitudes</th>
<th>Behaviors</th>
<th>Needs</th>
<th>Adult &amp; Peer Perceptions of Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resentment</td>
<td>Has intermittent attendance</td>
<td>An individualized program</td>
<td>Adults are angry with them</td>
</tr>
<tr>
<td>Angry</td>
<td>Doesn’t complete tasks</td>
<td>Intense support</td>
<td>Peers are judgmental</td>
</tr>
<tr>
<td>Depressed</td>
<td>Pursues outside interests</td>
<td>Alternatives (separate, new opportunities)</td>
<td>Seen as losers, dropouts, dopers, or airheads</td>
</tr>
<tr>
<td>Explosive</td>
<td>“Spaced out” in class</td>
<td>Counseling (individual, group, and family)</td>
<td>Reject and ridicule them</td>
</tr>
<tr>
<td>Poor self-concept</td>
<td>Is self-abusive</td>
<td>Remedial help with skills</td>
<td>Seen as dangerous and rebellious</td>
</tr>
<tr>
<td>Defensive</td>
<td>Is isolates self</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Burn-out</td>
<td>Is creative</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Criticizes self &amp; others</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does inconsistent work</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is disruptive, acts out</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seems average or below</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is defensive</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Type 5: Double-Labeled

<table>
<thead>
<tr>
<th>Feelings &amp; Attitudes</th>
<th>Behaviors</th>
<th>Needs</th>
<th>Adult &amp; Peer Perceptions of Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Powerless</td>
<td>Demonstrates inconsistent work</td>
<td>Emphasis on strengths</td>
<td>Seen as “weird”</td>
</tr>
<tr>
<td>Frustrated</td>
<td>Seeks average or below</td>
<td>Coping skills</td>
<td>Seen as “dumb”</td>
</tr>
<tr>
<td>Low self-esteem</td>
<td>May be disruptive or acts out</td>
<td>GT support group</td>
<td>Viewed as helpless</td>
</tr>
<tr>
<td>Unaware</td>
<td></td>
<td>Counseling</td>
<td>Avoided by peers</td>
</tr>
<tr>
<td>Angry</td>
<td></td>
<td>Skill development</td>
<td>Seen as average or below in ability</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Perceived to require a great deal of imposed structure</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Seen only for the disability</td>
</tr>
</tbody>
</table>

### Type 6: Autonomous

<table>
<thead>
<tr>
<th>Feelings &amp; Attitudes</th>
<th>Behaviors</th>
<th>Needs</th>
<th>Adult &amp; Peer Perceptions of Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-confident</td>
<td>Has appropriate social skill</td>
<td>Advocacy</td>
<td>Accepted by peers and adults</td>
</tr>
<tr>
<td>Self-accepting</td>
<td>Works independently</td>
<td>Feedback</td>
<td>Admired for abilities</td>
</tr>
<tr>
<td>Enthusiastic</td>
<td>Develops own goals</td>
<td>Facilitation</td>
<td>Seen as capable and responsible by parents</td>
</tr>
<tr>
<td>Accepted by others</td>
<td>Follows through</td>
<td>Support for risks</td>
<td>Positive influences</td>
</tr>
<tr>
<td>Supported</td>
<td>Works without approval</td>
<td>Appropriate opportunities</td>
<td>Successful</td>
</tr>
<tr>
<td>Desire to know &amp; learn</td>
<td>Follows strong areas of passion</td>
<td></td>
<td>Psychologically healthy</td>
</tr>
<tr>
<td>Accepts failure</td>
<td>Is creative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intrinsic motivation</td>
<td>Stands up for convictions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal power</td>
<td>Takes risks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepts others</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Record your thoughts about the “P” issues here

**Questioning Attitude**
Many gifted children have this trait which gets them in lots of trouble with parents and teachers at home and in school. It is related to the high cognitive abilities, need to control the situation, and need to know.

*Sylvia Rimm*
Website: http://www.sylviarimm.com/

**Supporting the Emotional Needs of the Gifted**
Website: [www.sengifted.org](http://www.sengifted.org/)

**Special Populations of Gifted**
- The Kaleidoscopic Mask (social & cultural challenges)
  - African-American, Hispanic-American, ESL
- The Mysterious Mask (learning disability)
- The Hidden Mask (sensory & physical challenges)
  - Deaf, vision-impaired, cerebral palsy
- The Silent Mask (Autism)
- The Beguiling Mask (emotional disturbance)

**Talent Development**
Dr. Jane Piirto, a scholar in the field of gifted education has constructed a model for education of the talented amongst us.

**Twice-Exceptional Individuals…Gifted and…**
- Describes levels of giftedness
  - Mildly gifted (IQ 120 – 139)
  - Moderately gifted (IQ 140-159)
  - Exceptionally gifted (IQ 160-179)
  - Profoundly gifted (IQ 180+)
• Describes special populations of gifted children
  – Gifted children from minority groups
  – Gifted girls,
  – Creatively gifted children
  – Twice exceptional gifted children
    • Attention Deficit/Hyperactivity Disorder
    • Asperger Syndrome
    • Learning Disabilities

Using Kant’s Constructs
• Cognition: precocious development in general; advanced development of childhood milestones, advanced academic abilities, and advanced overall speed of learning new materials; early talking, reading, and development of mathematical ability, early ability to compose music, ability to learn abstract concepts in advance of age peers, unusual insights; These children may not score quite so high on an IQ test, yet they may be quite gifted; reflective thinkers who may have handicaps, learning disabilities, come from impoverished backgrounds, recently from other cultures. Creativity = discovery process, on their own, ask more original questions,
• Conation: aspect of motivation, striving, effort and will; giftedness has to do with WILL TO DO (drive of curiosity to find out something or the desire to master, “Rage to Learn” (according to Winner as scited in Lovecky) intrinsic motivation, passion to master
• Emotion: intensity, sensitivity causes them to feel strongly about things, show great earnestness about life problems, have a clear vision about how things ought to be, experience a need to interact with others at a deeper level

Record your thoughts on the “Q” “R” “S” “T” issues here

Up-side Down Brilliance/Visual Spatial Learners

Right hemispheric giftedness turns all of our preconceived notions of “smart” upside-down! Silverman explains the auditory – sequential and visual spatial learner in her book...

Auditory-Sequential Learner
• Thinks primarily in words
• Has auditory strengths
• Relates well to time
• Is a step-by-step learner
• Learns by trial and error
• Progresses sequentially from each to difficult material
• Analytical thinker
• Attends well to details
Visual-Spatial Learner
- Thinks primarily in pictures
- Has visual strengths
- Relates well to space
- Is a whole-part learner
- Learns concepts all at once
- Learns complex concepts easily; struggles with easy skills
- Is a good synthesizer
- Sees the big picture; may miss details

Underachievement of Gifted

- “Performance that places the student more than a full standard deviation below his ability standing in the same group” (Gowan, 1957)
- Kinds of underachievement (how it is revealed)
  - **Unknown**: aptitude and achievement is consistently low; hiding the ability of the child; student’s underachievement is hidden by “satisfactory” performance/teachers have no evidence that the child is capable of much more
  - **High aptitude scores w/low grades & achievement test scores**
  - **High standardized achievement test scores but low grades** due to poor daily work, whether or not there are aptitude scores that indicate ability
- “Performance that places the student more than a full standard deviation below his ability standing in the same group” (Gowan, 1957)
- Kinds of underachievement (how it is revealed)
  - **Unknown**: aptitude and achievement is consistently low; hiding the ability of the child; student’s underachievement is hidden by “satisfactory” performance/teachers have no evidence that the child is capable of much more
  - **High aptitude scores w/low grades & achievement test scores**
  - **High standardized achievement test scores but low grades** due to poor daily work, whether or not there are aptitude scores that indicate ability

- Kinds of underachievement: (effects)
  - **Mild to moderate**: no evident negative effects on the child/others in their life; emotional adjustment and social behavior appear normal; student does not seem discontent/disturbed
  - **Moderate to severe**: lack of success has created low self esteem and self-derogatory attitudes resulting in compensatory/coping behavior that impedes the child’s growth and may be socially destructive; social isolation, withdrawal, aggression, peer alienation, etc.

- Early identification of giftedness and early intervention
- The role of self-perception
- Nature and effects of specific disabilities or developmental lag
- Classroom interaction
### Vulnerabilities of Gifted

<table>
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<th>Trait</th>
<th>Description</th>
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<td>Uneven Development</td>
<td>Gap between a child’s advanced intellectual capacity and more age-appropriate social and physical skills can lead to unrealistic expectations for performance</td>
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<td>Inappropriate Environments</td>
<td>Vulnerability increases when large amounts of time are spent in inappropriate educational environments</td>
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<td>Role Conflict</td>
<td>Conflict between society’s stereotyped expectations for certain age, gender, and racial groups &amp; the highly gifted child’s need to fulfill extraordinary individual potential can be severe</td>
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<td>Perfections is exaggerated by adults who constantly urge their children to live up to their potential</td>
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<tr>
<td>Intensity/Sensitivity</td>
<td>Intense sensitivity and internal responsiveness can intensify reactions to ordinary problems of growing up</td>
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<tr>
<td>Self-definition</td>
<td>Classic adolescent crisis may occur earlier for gifted children due to intense analytical approach which leads to early analysis of self</td>
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</table>

**Why?**

eXacting (see Perfectionism)

**Young Gifted Children**
<table>
<thead>
<tr>
<th>General Intellectual Ability</th>
<th>Specific Academic Aptitude - Linguistic</th>
<th>Specific Academic Aptitude - Scientific</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Asks many specific questions, seriously attends to answers</td>
<td>• Uses advanced vocabulary</td>
<td>• Constantly wants to know how and why things work</td>
</tr>
<tr>
<td>• Has a good memory</td>
<td>• Employs advanced sentence structure</td>
<td>• Collects things</td>
</tr>
<tr>
<td>• Frequently prefers playing with older children</td>
<td>• Makes up elaborate stories or fantasies</td>
<td>• Likes to classify and categorize objects and ideas</td>
</tr>
<tr>
<td>• Has subtle, mature sense of humor</td>
<td>• Memorizes many poems, stories. Recites with rhythm and cadence</td>
<td>• Has advanced understanding of cause-and–effect relationships</td>
</tr>
<tr>
<td>• Is likely to understand puns, plays on words</td>
<td>• Prefers storybooks with many words and fewer pictures</td>
<td>• Chooses “how-to” books or nature study books over stories, fairy tales</td>
</tr>
<tr>
<td>• Draws cartoons illustrating figures of speech</td>
<td>• Has taught self to read by asking parents or nearby adults, “What is this letter?”</td>
<td>• Likes to take things apart; toys, clocks, flashlights, etc. (May or may not be able to put them back together!)</td>
</tr>
<tr>
<td>• May not understand/appreciate silly/bathroom humor of same-aged children</td>
<td>• Has early interest in printing letters, names, words.</td>
<td></td>
</tr>
<tr>
<td>• Is exceptionally curious</td>
<td>• Leadership Ability</td>
<td></td>
</tr>
<tr>
<td>• May explore many areas of interest simultaneously or focus on one at a time</td>
<td>• Interacts easily with children and adults</td>
<td>• Spends free time drawing, painting, sculpting</td>
</tr>
<tr>
<td>• High energy level; restless in mind and body</td>
<td>• Is often sought out by others for play</td>
<td>• Remembers in detail items, places, or pictures seen</td>
</tr>
<tr>
<td>• Interested in cause and effect relationships; explores possible explanation</td>
<td>• Is able to enter an already-playing group of children and be easily accepted</td>
<td>• Has advanced eye/hand coordination</td>
</tr>
<tr>
<td>• Long attention-span for activities of his/her own choosing</td>
<td>• Is able to influence other children toward his or her own goals, positive or negative</td>
<td>• Embellishes artwork with fine detail</td>
</tr>
<tr>
<td>• Knows many thing about which children of same age are unaware.</td>
<td>• Understands cause and effect as it relates to behavior and consequences. Recognizes when his/her behavior yields certain predictable results</td>
<td>• Shows attention to texture, color, balance</td>
</tr>
<tr>
<td>• Applies concepts of reading and math in contexts other than those in which they were introduced</td>
<td>• Has sense of justice and fair play for self and others</td>
<td>• Responds emotionally to photos, painting, sculptures, even abstract or non-representational styles</td>
</tr>
<tr>
<td>• Sensitive to emotional issues at an early age. Questions about pain, death, anger, love, violence</td>
<td></td>
<td>• Shares own feelings and moods through drawing a painting, sculptures</td>
</tr>
<tr>
<td>• Eager to try new activities, perform familiar activities in new ways</td>
<td></td>
<td>• Has advanced technical skill in drawing</td>
</tr>
<tr>
<td>Creative or Productive Thinking</td>
<td>Psychomotor Aptitude</td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
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<td></td>
</tr>
<tr>
<td>• May have an “imaginary friend” and be able to describe him/her in great detail</td>
<td>Enjoys movement such as running, jumping, climbing, and/or tumbling as an end in itself</td>
<td></td>
</tr>
<tr>
<td>• Has idiosyncratic speech or mannerism</td>
<td>• Uses gestures, body movement, and/or facial expression to show or mimic feelings</td>
<td></td>
</tr>
<tr>
<td>• Invents words</td>
<td>• Has an accurate and relaxed sense of balance when hopping on one foot, walking a narrow line, hanging from a bar, etc.</td>
<td></td>
</tr>
<tr>
<td>• Use graphic, unusual body language (gestures dramatically when telling a story)</td>
<td>• Uses simple athletic equipment with comparative ease</td>
<td></td>
</tr>
<tr>
<td>• Constantly asks questions</td>
<td>• Throw &amp; catch softball</td>
<td></td>
</tr>
<tr>
<td>• Responds to questions with a list of possible answers</td>
<td>• Jump rope</td>
<td></td>
</tr>
<tr>
<td>• Sees solutions that rarely occur to other children or adults</td>
<td>• Dribble a basketball</td>
<td></td>
</tr>
<tr>
<td>• Effectively uses materials in ways other than those for which they were intended</td>
<td>• Skate</td>
<td></td>
</tr>
<tr>
<td>• Has spontaneous sense of humor</td>
<td>• Is able to adapt motor skills appropriately in game situations</td>
<td></td>
</tr>
<tr>
<td>• Embellishes stories, TV programs, games, etc.</td>
<td>• Can hold his/her own in sport-related games with older children</td>
<td></td>
</tr>
<tr>
<td>• Makes up elaborate excuses for behavior; finds loopholes</td>
<td>• Creates dances which are vigorous in nature and include diving, rolling, dipping, jumping.</td>
<td></td>
</tr>
</tbody>
</table>

Zany

Record your thought on the “U” “V” “W” “X” “Y” “Z” issues here
### Wrap Up – KWL Chart

<table>
<thead>
<tr>
<th>What do I know about giftedness</th>
<th>What do I want to know about giftedness?</th>
<th>What have I learned about giftedness?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
References


McIntosh, M. *High fantasy literature as a genre for gifted children and youth.* ED 244473


Appendix

How the Gifted Brain Learns, David A. Sousa
www.hasd.org/.../gifted%20brain%20chapter%20final%20summary...

Building Background: The Human Brain

Most of what we know about the brain and how it works has only been uncovered in the last 20 years. Technological advancements such as Computerized Axial Tomography (CAT scans) and Magnetic Resonance Imaging (MRI) have allowed us to better understand nature’s most complex organism. Despite all this technology and research, there are still many mysteries to uncover. Current research on brain-based learning has been especially interesting for educators. Scientists have studied how the brain takes in and processes information, how it stores information and how it creates connections with the information. In other words, scientists have studied how the brain learns. Brain research has had a positive impact on both what we teach and how we teach. Gone are the days of memorizing facts, everyone doing the same page at the same pace all while sitting in straight rows. Today’s classrooms are much more responsive to the needs of our gifted learners. They provide: more student choice and flexible pacing; hands-on learning that keeps students engaged; a greater emphasis on making learning relevant; and opportunities for collaboration within and outside the school.

Every brain is unique. Even the brains of identical twins are different. Comparing the brain to a computer is one way to help younger children understand how it works. Think about our high-tech lifestyles. Most homes have a computer with Internet access, land lines and cell phones, video games, iPods and things I haven’t heard about, yet. Just as people can program computers to talk to fax machines and a cell phone can monitor a home-alarm system; our brains are constantly directing and monitoring all functions of our bodies. For more examples about the analogy between the human brain and computers go to: http://faculty.washington.edu/chudler/bvc.html

The human brain is divided right down the middle into a right hemisphere and a left hemisphere. Until recently, scientists believed that each hemisphere was responsible for a specific kind of thinking. The theory was that the left hemisphere dealt with reasoning, math, logic, science, reading and writing. The right hemisphere dealt with art, music, creativity, imagination and intuition. The left hemisphere controlled the right side of the body and the left hemisphere controlled the right side of the body. While each side of the brain does process things differently, some of those theories are now outdated and scientists believe the hemispheres are usually working together.

Brain Fact: By age 10, a person has usually developed a dominant side to his/her brain.

Brain Fact: Nearly 90% of the population is right-handed.

Brain Fact: The right side of your brain will come up with an immediate answer to a problem, whereas the left side will solve it in steps.

Brain Fact: Females tend to develop their left hemisphere earlier than males. This gives them a distinct advantage in language and reading skills. Males are superior to females in right hemisphere development at age 5, but both sexes even out by age eight or nine.

There are all kinds of online left brain or right brain inventories/survey. Here are some links:
http://faculty.washington.edu/chudler/right.html
http://homeworktips.about.com/library/brainquiz/bl_leftrightbrain_quiz.htm
http://www.angelfire.com/wi/2brains/
http://faculty.washington.edu/chudler/split.html
http://frank.mtsu.edu/~studskl/hd/hemispheric_dominance.html

The brain is sometimes called, “The Control Center” because it directs everything we do from breathing to tasting and from reading to running. Different parts of the brain have different functions or jobs to do. The diagram below illustrates the brain’s activity centers.
The Brain Games
Check out this website for an interactive Build-a-Brain activity where participants can make a brain by clicking, dragging and labeling the brain’s 4 lobes.  [http://faculty.washington.edu/chudler/flash/lobeg.html](http://faculty.washington.edu/chudler/flash/lobeg.html)

Or another brain game can be found at:  [http://faculty.washington.edu/chudler/pdf/game.pdf](http://faculty.washington.edu/chudler/pdf/game.pdf)

For those of you who enjoy singing while you are learning, check out these songs about the brain:  [http://faculty.washington.edu/chudler/songs.html](http://faculty.washington.edu/chudler/songs.html)

---

**Model a Brain (Grades K-12)**

Create a model of the brain by using clay, Playdough, Styrofoam, recyclables, food, etc. Create a whole brain or use a brain atlas and create cross-sections of the brain at different levels. Use different colors to indicate different structures.

**Materials:**

- Clay or Playdough or Styrofoam or Recyclables (bottle caps, cups, buttons, etc) OR Food (fruit, jelly beans)
- A picture or diagram of the brain

---

**Cap Head For grades K-12**

This activity requires a white swimming cap - the kind that pulls on tight over your head. Draw an outline of the brain on the cap with a black marker. Draw and label the different areas/lobes of the brain.

**Materials:**

- White Swim Cap
- Black marker
- Colored markers

---

**Brain Fact:**  At birth, the brain weighs about one pound. By age 18, it weighs about 3 pounds.

**Brain Fact:**  The average weight, in pounds, of a dolphin’s brain is 4 pounds.

**Brain Fact:**  The adult brain is about the size of a coconut.

**Brain Fact:**  The brain is made up of cells which are the basic unit of life. The most important are nerve cells or neurons. These are electrically active chemicals that do our thinking. Our brains have billions of neurons. Neurons look like trees with lots of branches. The branches spread out and their job is to carry signals to and connect with other neurons. They help carry instructions from the brain to all parts of the body.

**Brain Fact:**  The longest nerves in your body are those from your brain to your big toe and back again. Sensory nerves tell the brain where the toe is, how hot it is, how to move it, when to move it and more.

**Brain Fact:**  A brain actually produces enough electricity to light a flashlight bulb.
Lost Connections
Elementary

Follow the neuron trails (the "axons") at the top of this picture to the neurons at the bottom. Match the neurons.

The Answer
Neuron matches:
Neuron A goes with Neuron 3
Neuron B goes with Neuron 4
Neuron C goes with Neuron 1
Neuron D goes with Neuron

Creating a Neuron (Elementary – Middle)

Create a model of a neuron by using clay, Playdough, Styrofoam, recyclables, food or anything else you can get your hands on. Use pictures from books to give you an idea of where the components of a neuron should go and what shape they should be. Use different colors to indicate different structures. Make a neural circuit with a few of the neurons. Create sensory or motor systems. Eat your model if you made it out of food!!

Materials: Clay or Play dough or Styrofoam or Recyclables (bottle caps, cups, buttons, etc) OR Food (fruit, jelly beans)

- A picture or diagram of a neuron

Pipe Cleaner Neuron (Elementary)

You can also use the materials and directions below to build a neuron. This neuron will need pipe cleaners of 5 different colors: one color each for the dendrites, cell body, axon, myelin sheath and synaptic terminal. Any colors will do.
1. Take one pipe cleaner and roll it into a ball. This will be the cell body.

2. Take another pipe cleaner and attach it to the new "cell body" by pushing it through the ball so there are two halves sticking out. Take the two halves and twist them together into a single extension. This will be the axon.

3. Take other pipe cleaners and push them through the "cell body" on the side opposite the axon. These are dendrites. These can be shorter than your axon and you can twist more pipe cleaners to make more dendrites.

Another resource for elementary students is Sam’s Brainy Adventure by Eric and Sam Chudler at http://faculty.washington.edu/chudler/flash/comic.html

And finally, try out the Stroop Effect which is a strange, but very interesting phenomenon. http://faculty.washington.edu/chudler/words.html
### Affective Characteristics

- Unusual sensitivity to the expectations and feelings of others
- Heightened self-awareness accompanied by feelings of being “different”
- Idealism and a sense of justice, which appear at an early age
- Earlier development of inner locus of control and satisfaction
- Advanced levels of moral judgment
- High expectations of both self and others, which often leads to high levels of frustration with self, others, and situations.
- Unusual emotional depth and intensity
- Sensitivity to consistency between ideals and behaviors
- Large accumulation of information about emotions that has not been brought to awareness
- Keen sense of humor
- Advanced levels of moral judgment
- Strongly motivated by self-actualization needs
- Advanced cognitive & affective capacity for conceptualizing & solving societal problems
- Involvement with the meta-needs of society (justice, truth, beauty)
- Global awareness

### Intuitive Characteristics of the Gifted

- Early involvement and concern for intuitive knowing and metaphysical ideas and phenomena
- Open to experiences in this area; will experiment with psychic and metaphysical phenomenon
- Creativity apparent in all areas of endeavor
- Acceptance and expressions of a high level of intuitive ability; especially the highly gifted; understanding and accepting this ability

### Cognitive Characteristics

- Extraordinary quantity of information, unusual retentiveness
- Advanced comprehension
- Unusual curiosity and variety of interests
- High levels of language development, visual and spatial ability, & of verbal ability
- Unusual capacity for processing information
- Flexible thought processes
- Accelerated pace of thought processes
- Comprehensive synthesis
- Early ability to delay closure
- Heightened capacity for seeing unusual and diverse relationships and overall gestalts
- Ability to generate original ideas and solutions
- Early differential patterns for thought processing; thinking in alternatives and abstract terms, sensing consequences, making generalizations and visualizing solutions
- An evaluative approach towards self and others
- Persistent, goal-directed behavior
- Early ability to use and form conceptual frameworks
- Intensity

### Differentiated Characteristics of the Gifted

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**Hoagie’s Gifted Education Page**
(http://www.hoagiesgifted.org/highly_profoundly.htm)

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>gifted or moderately gifted  (G or MG)</td>
<td>130-138</td>
<td>130-145</td>
<td>124-133</td>
<td>130 - 145 (132-148 SB-4)</td>
</tr>
<tr>
<td>exceptionally gifted (EG)</td>
<td>145-152</td>
<td>160+</td>
<td>145+</td>
<td>160 - 180 (SB L-M only)</td>
</tr>
<tr>
<td>profoundly gifted (PG)</td>
<td>152-160</td>
<td>175+</td>
<td>145++</td>
<td>180 and above (SB L-M only)</td>
</tr>
<tr>
<td>Perfectionist</td>
<td>Child/Adult</td>
<td>Winner of the Competition</td>
<td>The Exception</td>
<td>Self-Critic</td>
</tr>
<tr>
<td>--------------</td>
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<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td>• Cannot fail in anything</td>
<td>• Sees themselves as adults' feelings in complete control of themselves; interference threatens self-image</td>
<td>• Experiences psychosexual developmental phases differently</td>
<td>• Omnipotence interferes with conscience development</td>
<td>• Views themselves as wanting; their emotions, actions, thought, behaviors do not live up to their expectations; they can separate from themselves and evaluate themselves objectively</td>
</tr>
<tr>
<td>• Places unrealistic demands upon themselves</td>
<td>• Observes and reacts to adult weaknesses and insecurities; they can only trust themselves and are alone in the world</td>
<td>• Becomes winner of the competition when parents are in awe of him; children feels smarter, more capable than the father, sees himself as the mother's partner, makes him feel like he is the adult</td>
<td>• High ability leads to great personal power which is never reconciled with needs of others; don't develop feelings for others, uses abilities to fulfill their own wishes and needs</td>
<td>• Is aware of differences from other children and the consequences of their giftedness</td>
</tr>
<tr>
<td>• Feels omnipotent beyond normal stage</td>
<td>• Paranoia arises due to having two antagonist: a) dangers of unknown problems in the world they cannot solve, and b) continued thread to their unrealistic positions and self-image by environment which treats them as the children they are</td>
<td>• Forced to maintain this position which results in carrying this competitiveness everywhere; believes he must do better than peers to show mother how great he is; relegates need of father's support to unconsciousness</td>
<td>• Maintains illusion of being outside rules and regulations governing levels of normal people because it is this difference that their self-esteem is based on</td>
<td>• More awareness of world's problems; feels compelled to stand up for their convictions while suffering loneliness and isolation for this risk-taking</td>
</tr>
<tr>
<td>• Depersonalization; believes negative emotions impossible and imperfect, they should be suppressed; lack of affect in evident in behavior</td>
<td>• Becomes dependent child; doesn't battle with environment when confronted with limits of abilities, knows it's impossible to be an adult</td>
<td>• Well-established, realistic self-concept, feels parental support</td>
<td>• Like perfectionists; unrealistic expectations but instead under-estimate responsibilities</td>
<td>• Realizes rights to their own feelings as well as their gifted, developing empathy with feelings of others</td>
</tr>
<tr>
<td>• Continuation of omnipotence combines with early conscience development creating enormous obligations</td>
<td>• Defends infantile selves against the world</td>
<td>• Experiences greater conflict during passage through Oedipal stage resulting in later resolution of this stage when it is inappropriate and unexpected</td>
<td>• Like child/adult; superiority to adults sees themselves beyond the system</td>
<td>• Needs support for the resulting feelings creted by reactions to their surroundings</td>
</tr>
<tr>
<td>• Method of suppressing emotions underdeveloped and explosive</td>
<td>• Sees themselves as adults' feelings in complete control of themselves; interference threatens self-image</td>
<td>• Fights for imagined right</td>
<td>• Fixation on feeling omnipotent</td>
<td>• Passes through developmental stages in normal manner</td>
</tr>
<tr>
<td>• Suppressed aggression expressed against one's self; masochist, becomes scapegoat, in extreme cases leads to suicide</td>
<td>• Experiences psychosexual developmental phases differently</td>
<td>• Omnipotence interferes with conscience development</td>
<td>• Like winner of the competition; feels superior to parent of opposite sex, but that competitor is not required because normal expectations do not apply to them</td>
<td>• Feels parental support and sees themselves as autonomous beings who own their giftedness</td>
</tr>
<tr>
<td>• Unusually early superego age and ability</td>
<td>• Paranoia arises due to having two antagonist: a) dangers of unknown problems in the world they cannot solve, and b) continued thread to their unrealistic positions and self-image by environment which treats them as the children they are</td>
<td>• Forced to maintain this position which results in carrying this competitiveness everywhere; believes he must do better than peers to show mother how great he is; relegates need of father's support to unconsciousness</td>
<td>• Maintains illusion of being outside rules and regulations governing levels of normal people because it is this difference that their self-esteem is based on</td>
<td>• Views themselves realistically; understands failure is a part of life</td>
</tr>
<tr>
<td>• Fault instead of realistic expectations, personal to achieve unrealistic in evident in behavior</td>
<td>• Becomes dependent child; doesn't battle with environment when confronted with limits of abilities, knows it's impossible to be an adult</td>
<td>• Well-established, realistic self-concept, feels parental support</td>
<td>• Like child/adult; superiority to adults sees themselves beyond the system</td>
<td>• Positive and negative emotions are normal and basic to life</td>
</tr>
<tr>
<td>• Unusually early superego age and ability</td>
<td>• Defends infantile selves against the world</td>
<td>• Experiences greater conflict during passage through Oedipal stage resulting in later resolution of this stage when it is inappropriate and unexpected</td>
<td>• Fixation on feeling omnipotent</td>
<td>• Overcomes omnipotence in normal manner</td>
</tr>
</tbody>
</table>
## Intensity in Gifted Individuals (Overexcitabilities)


<table>
<thead>
<tr>
<th>Psychomotor</th>
<th>Sensual</th>
<th>Intellectual</th>
<th>Imaginational</th>
<th>Emotional</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Heightened excitability of the neuromuscular system</td>
<td>• Heightened experience of sensual pleasure or displeasure [Seeing; smelling; tasting; touching; hearing]</td>
<td>• Heightened need to seek understanding and truth, to gain knowledge, analyze and synthesize</td>
<td>• Heightened play of the imagination</td>
<td>• Heightened, intense positive and negative feelings [Extremes of emotion; complex emotions and feelings; identification with others’ feelings; high degree of differentiation of interpersonal feeling; awareness of range and intensity of feelings]</td>
</tr>
<tr>
<td>• Capacity for being active and energetic; Love of movement for its own sake</td>
<td>• Intense sexuality</td>
<td>• Intensified activity of the mind [Curiosity; concentration; capacity for sustained intellectual effort; avid reading; keen observation; detailed planning; detailed visual recall]</td>
<td>• Rich association of images and impressions (real and imagined) [Frequent use of image and metaphor; facility for invention and fantasy; detailed visualization; poetic and dramatic perception; animistic thinking; magical thinking]</td>
<td>• Somatic expressions [tense stomach; sinking heart; blushing/flushing, pounding heart, sweaty palms]</td>
</tr>
<tr>
<td>• Organic surplus of energy [Rapid speech; marked excitation; intense physical activity; need for action]</td>
<td>• Sensual expression and outlets for emotional tension [Overeating; buying sprees; wanting to be in the limelight]</td>
<td>• Peculiar for probing questions; problems solving [Search for truth, understanding; tenacity in problem solving]</td>
<td>• Peculiar for probing questions; problems solving [Search for truth, understanding; tenacity in problem solving]</td>
<td>• Strong affective expressions [Inhibition, timidity, shyness]; ecstasy, euphoria, pride; strong affective memory; feelings of unreality, fears and anxieties; feelings of guilt; concern with death; depressive and suicidal moods]</td>
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<td>• Psychomotor expression of emotional tension [Compulsive talking and chattering’ impulsive actions; acting out; nervous habits (tics, nail biting); drive; work holism; organizing; competitiveness]</td>
<td>• Aesthetic pleasures [Appreciation of beautiful objects, words, music, form, color, balance]</td>
<td>• Preoccupation with logic and theoretical thinking [Love of theory and analysis; thinking about thinking; non-judgmental introspection; moral thinking; conceptual and intuitive integration; independence of thought (sometimes criticism)]</td>
<td>• Spontaneous imagery as an expression of emotional tension [Animistic imagery; mixing truth with fiction; elaborate dreams; illusions]</td>
<td>• Capacity for strong attachments and deep relationships [strong emotional ties and attachments to persons, living things, places; compassion, responsiveness to others; empathy; sensitivity in relationships; difficulty adjusting to new environments; loneliness; conflicts with others over depth of relationship; intense desire to offer love]</td>
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- | Well differentiated feelings toward self [Awareness of one’s real self; inner dialogue and self-judgment]
CREATIVE PEOPLE


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<td>❖ risk-takers</td>
<td>❖ un-cooperative</td>
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<td>❖ curious</td>
<td>❖ capricious</td>
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<td>❖ wide interests &amp; hobbies</td>
<td>❖ sloppy, disorganized with unimportant matters</td>
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<td>❖ interested in arts &amp; aesthetics</td>
<td>❖ egocentric</td>
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<td>❖ humorous</td>
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<td>❖ high energy levels</td>
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<td>❖ adventurous</td>
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<td>❖ attracted to mysterious, complex</td>
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<td>❖ needs “alone time”</td>
<td>❖ overactive</td>
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### NAGC-CEC Teacher Knowledge and Skills Standards for Gifted & Talented Education

**Addressed During Nature of Gifted Learners**

| Standard 1 | Foundations | K1 | Historical foundations of gifted and talented education including points of view and contributions of individuals from diverse backgrounds |
| Standard 2 | Development & Characteristics of Learners | K1 | Cognitive and affective characteristics of individuals with gifts and talents, including those from diverse backgrounds, in intellectual, academic, creative, leadership, and artistic domains. |
| Standard 3 | Individual Learning Differences | K1 | Influences of diversity factors on individuals with gifts, talents, and disabilities |
| Standard 5 | Learning Environments & Social Interactions | K2 | Influence of social and emotional development on interpersonal relationships and learning of individuals with gifts and talents |
| Standard 7 | Instructional Planning | K1 | Theories and research models that form the basis of curriculum development and instructional practice for individuals with gifts and talents |
| Standard 9 | Professional & Ethical Practice | K1 | Personal and cultural frames of reference that affect one’s teaching of individuals with gifts and talents, including biases about individuals from diverse backgrounds |
| Standard 10 | Collaboration | S6 | Communicate and consult with school personnel about the characteristics and needs of individuals with gifts and talents, including individuals from diverse backgrounds |
Exploring Critical Issues in Gifted Education

Wyatt

Introduction

The school or home environment may influence underachievement in some content areas and its intensity in both in-school and out-of-school spheres. Knowing when to both push and pull creates dilemmas for educators, parents, and students alike.

Wyatt's case study introduces the professional to a 13-year-old seventh-grade student who exhibits diverse learning strengths and interests influenced by his age and school environment.

The case is told from the point of view of Wyatt's school, Wyatt's parents, and Wyatt himself.

Wyatt comes from a middle-class family living in a small city in the south. His father owns his own business that he started 15 years before. The community knows his mother as the top CPA. Both contribute time and energy to their children and to community activities. Wyatt has a sister, Selena, who is 4 years older than he is. Selena focuses her school efforts on debate and theater. She and Wyatt share many common interests despite their age differences and differing abilities.

The School's Point of View

Wyatt is the star receiver on the seventh-grade football team and the high-scoring player on the basketball team. He also runs the high hurdles better than anyone in his school, including the eighth graders. Until this year, he was among the top of his class. In elementary school, he always made the highest grades within his class. He also won every science and history fair that he entered. This year, the only classes that seem to motivate him are English and science.

The methods used to identify Wyatt in the third grade were his IQ test score of 140 and his completion of a portfolio that included writing and poetry examples, which were one of his areas of interest at that time. Wyatt also indicated he was interested in solar power and won first place in the science fair with a solar powered iPod. His portfolio narrative explained that while it had been an interest of his, he had really learned all he wanted about solar power and currently was more interested in writing. Evaluations of the portfolio indicated that Wyatt was at least 2 years ahead of his classmates in creative writing, poetry, and vocabulary.

Wyatt has excelled in all academic areas until this year, even though his composite achievement scores remain high with each core content area in the
Recognizing Learning and Developmental Differences

95th–99th percentile range. His teachers acknowledge that Wyatt is gifted, but are concerned that he has chosen to concentrate his efforts in only athletics and two subjects, English and science.

Parents' Point of View

Wyatt's parents are not especially concerned about his disinterest in math and social studies this school year because they know that he is going through puberty. They also notice that he enjoys the validation he receives for his efforts in athletics. With his focus on athletics, he seems to concentrate only on the academic areas related to his personal interests. They note that he has found a new interest, music, and that it takes up much of his time outside of school.

They know that Wyatt can be as successful in all of his academics as he is with athletics and his current areas of interest. They know he can excel in all areas and want him to do so, as this will allow him to pursue his interests in the college of his choice.

Wyatt's parents are meeting with his counselor and principal to discuss Wyatt's academics. They want to see what is available for him to take next school year; what is available for summer enrichment; and what he needs to graduate with a high school diploma that goes beyond minimum requirements. His parents have asked that Wyatt join them for this meeting.

Things to Consider

- Parents' perspectives are often different from those of educators' because they see the student in a different environment.
- Middle school environments are very different from that of an elementary school.
- Underachievement occurs when a child's performance is below what is expected based on the child's ability.

Wyatt's Point of View

Wyatt likes school the way it is at his middle school. He notes that middle school is very different from elementary school. He realizes that although he has more freedom to explore his interests, he has responsibilities to his school, to teachers, and to other students. He notices that his friendships are changing according to interests and abilities in both athletics and academics. He also notices that along with the physical changes in his own body and those of his friends, emotional changes are also occurring that create changes among social
groups. Although interests dictate most of his social group, his physical ability related to changes in his body and his emotional point of view influences which students are also his associates. Even though he has preferences for friends, he is included in all social functions in and out of school.

Wyatt likes the way his science and English teachers treat him. He works hard in their classes because he likes the rigor of the classroom. His science teacher was a biologist for a pharmaceutical company before deciding to teach. She recognizes that Wyatt and two other students are more advanced than the others, so she offers them problems to solve based on her work within the pharmacy industry. Wyatt often gets so involved in the problem solving that he and his friends stay through lunch to work on the problem. They enjoy the challenge and the rigorous work they do. Wyatt always thinks about the problem before him or the implications of the outcome. Wyatt also spends time on the Internet exploring sites that relate to projects offered by his science teacher. He is very interested in chemical reactions in general, and how they influence the combination of prescribed medicine with over the counter medications. His teacher has sparked a fascination with chemical reactions that has opened the world of chemistry to him. The teacher believes that he should be able to move into high school chemistry next year.

His English teacher has recognized his ability to write, especially poetry. When Mr. Menzel knows that Wyatt has mastered what the class is studying, he gives him references about poets and asks him to emulate them with an original poem of his own. Wyatt has learned a great deal about poetry this year through this approach. He believes he can develop his own style once he learns about other successful poets.

At home, Wyatt listens to and writes music. He even wrote a piece of music and lyrics for a song in one of his sister's theater productions. He has learned that he can set many of his poems to music, and spends much of his leisure time with his guitar and poetry.

He does not have to work hard in math and social studies. The teachers are boring to him and the work is not challenging. Wyatt takes mind trips during math class, as it seems to him that the teacher does not know as much as he already does. He does his homework, but sees no point in contributing in the class and continues doing the minimal amount of work possible. All of the repetition is boring to him. His science teacher tells him that he needs to know math to work with all areas of science, including chemistry.

Social studies used to be his favorite subject because his teachers would tell stories to go along with the history, and talk about why an era was important. This year, it is only facts, dates, and locations on the map. Wyatt can memorize them, but he really wants the backstory, the history to the history. He is tired of memorizing for the sake of memorizing.
Wyatt is good at athletics, and everyone in his middle school likes him because of his abilities. He compares athletics and academics by relating that all of his physical activity within athletics feels as good to his body as writing poetry or solving problems feels to his mind.

**The Challenge**

School district personnel look to the NAGC Programming Standards for guidance in meeting the needs of Wyatt’s parents and Wyatt. Each perspective presents its own challenge. The school must explore a variety of possibilities and solutions to meet learners’ needs. The guidance offered by *Standard 1: Learning and Development, Student Outcomes and Evidence-Based Practices*, facilitates the creation of the best possible learning environment for Wyatt.

**Discussion Questions**

1. What special needs does Wyatt have? What course of action would you recommend for his eighth-grade year? Why?
2. What specific questions should Wyatt’s parents ask the counselor? Are there other questions they should ask the principal? Why?
3. If Wyatt’s parents disagree with the school, what is their course of action?
4. If the school disagrees with the desires of Wyatt’s parents, what is their course of action?
5. Is Wyatt gifted? In what ways? What would you tell Wyatt’s parents about his abilities/gifts?
6. What would you tell Wyatt about his abilities/gifts? How do you believe Wyatt would respond to a question that asks what it means to be considered gifted before any explanation? How do you believe he would respond after an explanation?

**Activities**

1. Conduct research on Dabrowski’s overexcitabilities. Do any of the areas of overexcitability apply to Wyatt? If so, which one(s) and how? Describe the area(s) that apply to Wyatt and how his overexcitability can be used to his best advantage. Modify a unit of study you would use to accommodate Wyatt’s area of overexcitability, in order to facilitate his academic growth.
2. Create an outline of a semester of brown-bag lunch sessions for gifted middle school students that explore the concept of *giftedness*.
3. Research some out-of-school options available for middle school gifted students in your area.

Extensions

1. Brown bag lunches can provide an opportunity to explore social and emotional needs of gifted students. Develop a brown-bag lunch session with an outline and two activities for gifted middle school students.
2. Determine an issue relevant to your gifted child or one in your school district. Select participants and conduct a role-play to include the parent(s), a counselor, the principal, and/or the G/T coordinator.

Additional Readings


Delisle, J., & Galbraith, J. (2002). When gifted kids don’t have all the answers: How to meet their social and emotional needs. Minneapolis, MN: Free Spirit.


Recognizing Learning and Developmental Differences


Exploring Critical Issues in Gifted Education

Jessica

Introduction

It is often difficult to identify gifted and talented learners with learning disabilities. These unique learners have remarkable strengths in one or more areas and significant weaknesses in others. According to Susan Baum (2004), these students can be grouped into three categories: students identified as gifted who also have subtle learning disabilities; students identified as having a learning disability, but not identified as gifted; and unidentified students whose giftedness and learning disabilities mask each other so that the student functions at or slightly below grade level.

Jessica's case study introduces the professional to an 11-year-old student and past participant in the elementary gifted program. Jessica's parents are concerned about the apparent discrepancy between their daughter's efforts and achievement.

Jessica comes from an intact middle-class family, living in a small Midwestern community. Her father owns his own business, and her mother is an elementary school teacher. The family values education and begins dinner each evening by asking the children about their school day. If time allows, the conversation typically turns to current events.

At 11, Jessica is arguably one of the most well-liked girls in the sixth grade. Friends describe her as smart, cute, and fun. They envy her ability to get along with everyone—popular kids, smart kids, “jocks”, and “nerds” all like Jessica. She swims competitively, has a great voice, and knows the lyrics to “all” the songs. Last year, when Jessica was cast as the lead in a summer stock production of Annie, family and friends filled the audience.

Although classroom work is not easy for Jessica, she loves attending school. She likes interacting with her classmates and enjoys several of her classes. She finds science interesting, especially class demonstrations and experiments. She actively participates in social studies and language arts class discussions, but finds keeping up with the reading to be an ongoing challenge. Choir is her favorite, and math is a struggle.
Recognizing Learning and Developmental Differences

Things to Consider

• Expectations for middle school students are not the same as those for elementary students. Sixth graders typically experience increased homework and reading assignments upon entering middle school.
• Study skills and time management are learned behaviors.

Teachers enjoy Jessica in class, describing her as a “respectful and conscientious student.” Comments shared during conferences and on report cards indicate her assignments are thorough and on time. Although group work, experiential learning, and projects are particular strengths for Jessica, classroom and achievement test scores are typically in the average to low-average range. This is somewhat surprising given her third-grade Cognitive Abilities Test (CogAT) score of 129 and past participation in the elementary gifted program.

Although Jessica’s mother is worried about her daughter, colleagues at school have confirmed with assurance that Jessica is a “great kid, doing just fine.” When Jessica admits during her sixth-grade conference that homework at times can seem overwhelming, her teachers are surprised. They assume her contributions to class discussions reflect a wide range of knowledge and above-average reading ability. They are not aware that Jessica reads very slowly, often rereading passages many times for basic comprehension. They have no idea how hard she works or how frustrated she is about schoolwork.

With an eye on the future, Jessica’s parents are concerned her test scores and grades are not an accurate indication of their daughter’s ability. They worry about state assessments required for graduation and college entrance exams. Jessica realizes she spends far more time on her homework than her peers and is beginning to wonder if something is wrong. Jessica questions her own capability, and whether school administration will permit her to take the enriched and accelerated courses that interest her.

Discussion Questions

1. Based on the NAGC Pre-K–Grade 12 Gifted Education Programming Standard 1: Learning and Development Student Outcomes 1.1 Self-Understanding (see Appendix A) referencing self-understanding, is Jessica a gifted student? If so, in what areas does she exhibit gifted characteristics? Does she demonstrate self-knowledge with respect to her interests, strengths, identity, and needs in social-emotional development and in

intellectual, academic, creative, leadership, or artistic domains? What evidence supports your choice(s)? What seem to be Jessica's special needs? What possible course of action might one take to address those needs?

2. What type of assessment is likely to provide the most accurate picture of Jessica's strengths and relative weaknesses? Why? Who should assess Jessica?

3. What conversation, if any, would you have with Jessica prior to assessment?

4. Why were Jessica's needs and her parent's concerns overlooked?

Activities

1. Develop a plan to present Jessica's case to the school Child Study Team. Determine who should comprise the team and what information is pertinent to the case.

2. Create a decision-making tree for the assessment and intervention decisions for students suspected of twice-exceptionality.

3. Conduct research on reading problems. Does Jessica exhibit characteristics consistent with reading problems? If so, what intervention or support can provide her with the help she needs? Share your findings with a colleague.

4. Research the Javits Grant 2XCEL (http://www.stthomas.edu/project2xcel/), identify support and resource materials for twice-exceptional learners. List your top five materials.

Extensions

1. Plan and record a webinar that raises awareness of twice-exceptional learners.

2. Create an annotated bibliography of current research in literacy that focuses on gifted learners with reading problems.

3. Research one other type of learning disability that influences the perceptions of giftedness. Present your findings using a product of your choice.

Additional Readings


Identify a topic for further investigation:

Identify three resources from this learning institute to investigate further.

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Create a plan of incorporating information from this institute and/or your further research to be implemented during 2015.

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