UNDERSTANDING THE SOCIAL/EMOTIONAL NEEDS OF GIFTEDNESS

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SMALL GROUPS ROLE (WHO ARE YOU)

WHY YOU ARE HERE?

WHO IS YOUR CHILD?

DO YOU HAVE A GIFTED IDENTITY?

FIND A CREATIVE WAY TO INTRODUCE YOURSELVES





AGENDA

WHAT IS GIFTEDNESS WHY SOCIAL/EMOTIONAL FOUNDATIONS UNUSUAL DEVELOPMENT **ASYNCHRONY SENSITIVITY OVER-EXCITABILITY** SENG'S MISDIAGNOSIS INITIATIVE **ISSUES WITH IDENTIFICATION** RISKS/REWARDS CURRICULAR IMPLICATIONS CLOSING

A QUICK CASE STUDY

Child X

Black Male 8 years old 94% Achievement Math 99% Achievement Reading Sensory Issues Not Formally Identified Highly Active: Busy, Interrupting, Social Artistic

Child Y

White Female 10 years old Formally Identified in 2nd Grade (FSIQ 135) Non-Verbal Labelled 'Underachiever' 'Wall flower' Ioner Flashes of Brilliance in Math/Sciences Has 'checked out'

What would YOU do?



WHAT IS GIFTEDNESS ANYWAYS?



GIFTEDNESS: A CONSTRUCT

High Innate Intelligence or High Achievement?

Thinker or Producer?

Leadership?

Artist?

Creative Thinker?

Related to Area Codes?

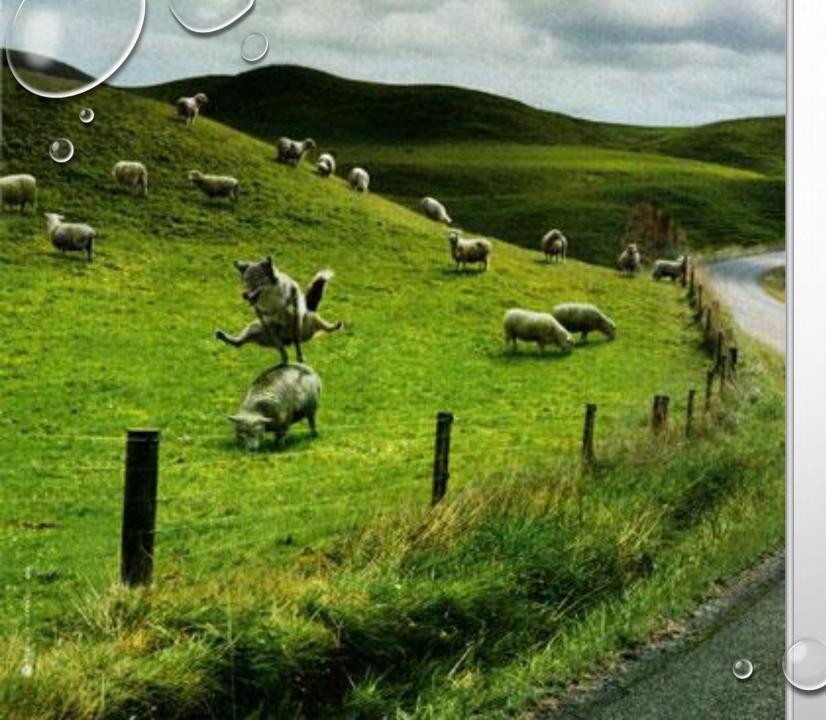
WHAT IS GIFTEDNESS?

MHO5

RAPID LEARNERS, STRONG MEMORY, LARGE VOCABULARY, ADVANCED COMPREHENSION OF NUANCES, LARGELY SELF-TAUGHT, UNUSUAL EMOTIONAL DEPTH, ABSTRACT/COMPLEX/ LOGICAL/INSIGHTFUL THINKING, IDEALISM AND SENSE OF JUSTICE, INTENSE FEELINGS AND REACTIONS, HIGHLY SENSITIVE, LONG ATTENTION SPAN AND PERSISTENCE...

MHO5

PREOCCUPIED WITH OWN THOUGHTS, IMPATIENT WITH SELF AND OTHERS INABILITIES AND SLOWNESS, ASKS PROBING QUESTIONS (ABLE TO GO BEYOND WHAT IS TAUGHT), WIDE RANGE OF INTERESTS, HIGHLY DEVELOPED CURIOSITY, INTEREST IN EXPERIMENTING AND DOING THINGS DIFFERENTLY, DIVERGENT THINKING (PUTTING THINGS TOGETHER IN DIFFERENT OR UNUSUAL WAYS), KEEN AND UNUSUAL SENSE OF HUMOR.



SOCIAL EMOTIONAL FOUNDATIONS

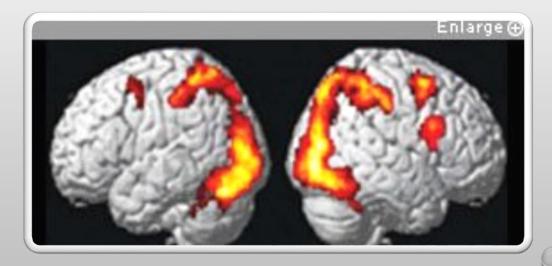
- WHY SO IMPORTANT?
- BALANCE?
- FUNCTIONALITY
- CONNECTIVITY
- HAPPINESS



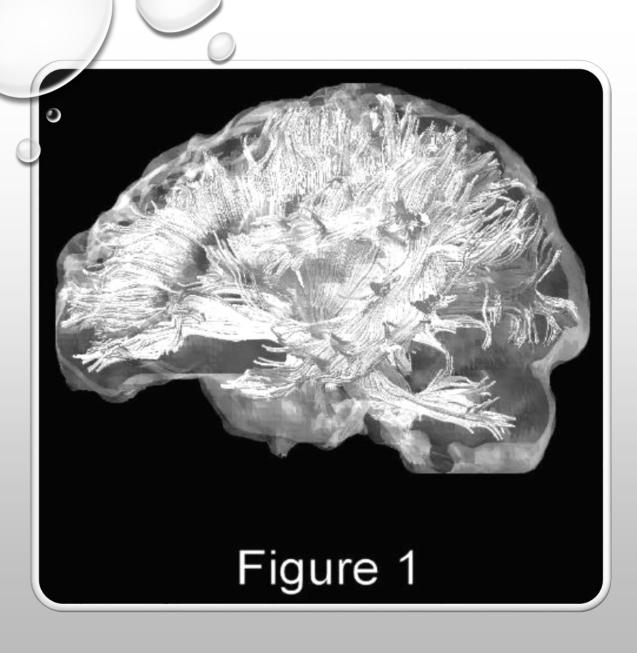
METAPHYSICAL DEVELOPMENT

ITS IN THE BRAIN

THE G/T BRAIN IS PHYSIOLOGICAL DIFFERENT THAN THE TYPICAL BRAIN!



• RECENT RESEARCH BY THE GRO

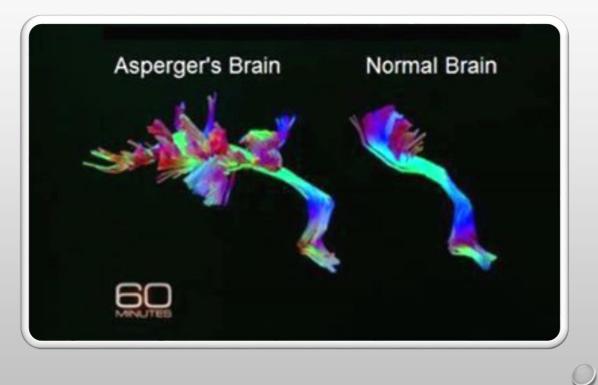


THE G/T BRAIN

- SIZE MATTERS
- CONNECTIONS MATTER
- WHITE MATTER
- EXPONENTIAL GROWTH
- SENSORY PRINTS



SENSORY PRINTS



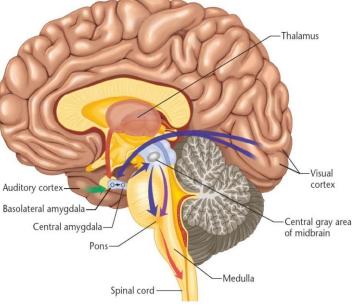
The 2e Brain

Sensory Prints

- 5 senses (earliest)
- Sources of Input

Copyright: Beth Houskamp, 2011

- Unique
- Varied Experiences



The Brain

Sensory Prints can be easily triggered by a variety of environmental Stimuli



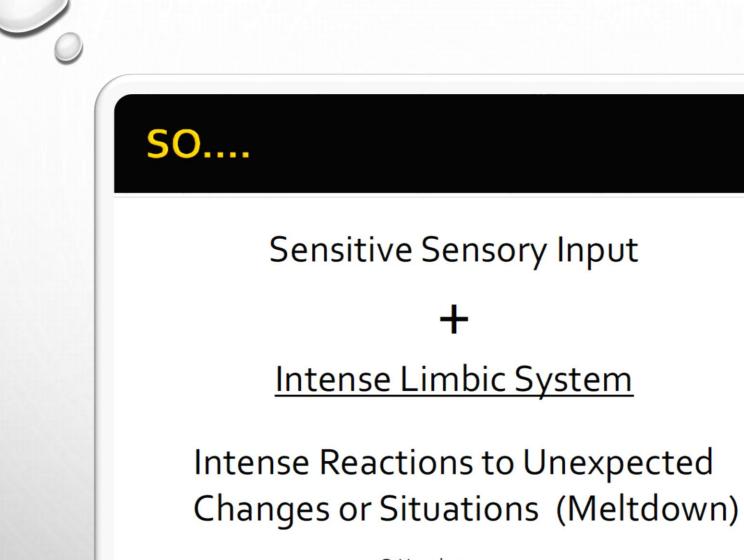


The 2e Brain

Extreme Sensitivity=Intense Emotionality

Senses communicate INFO to the Limbic System (often intense in G/T or 2e Kids)

Limbic System (Regulatory) can be easily overwhelmed in gifted kids meaning cognitive functioning decreases= intense reactions (situations beyond coping skills)



© Houskamp, 2011

Next...

Language Processing:

- Also early development and therefore:
 - Affected by intense limbic systems=difficulty processing language (undeveloped in terms of communication due to overdevelopment of other areas of the brain-problem solving, coding, critical thinking)
 - Cannot properly communicate overwhelmed limbic system using language= physical reactions

And then...

Frontal Lobe Develops Last

- Depends on Regulation system (limbic), sensory system, and language processing to be solid for optimal development
- If not (ie. g/t or 2e kids) frontal lobe development is delayed....which is why kids struggle with:
 - Attention, Planning/organizing, decision making, inhibition, self-correction, internal problem solving, perfectionism, inability to switch focus= skills need to be taught



THE G/T BRAIN

INTENSE SENSORY PRINTS

+

HIGH LEVELS OF COGNITION

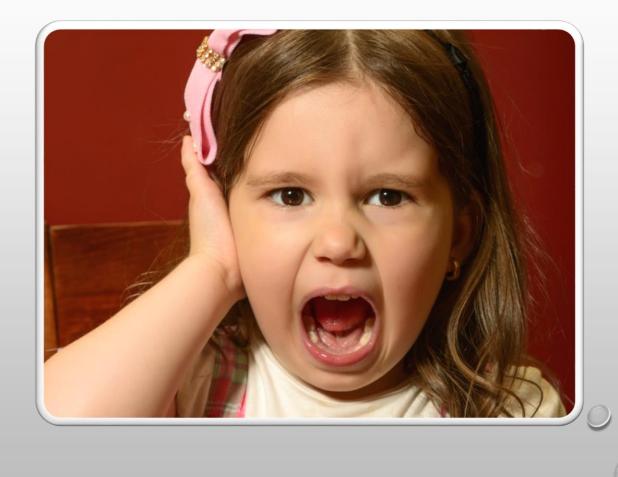
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LIMBIC DELAY

ASYNCHRONOUS DEVELOPMENT

POSITIVE DISINTEGRATION







□ PSYCHOMOTOR-RESTLESSNESS, CURIOSITY, AND LOTS OF ENERGY.

□ SENSUAL- PLEASURE IN SENSORY AND AESTHETIC EXPERIENCES.

QUESTIONS.

☐ IMAGINATION- SPONTANEITY, FANTASIZES, AND USES IMAGERY AND METAPHOR.

EMOTIONAL- INTENSE FEELINGS, SENSITIVE, AND EMPATHETIC





CREATE YOUR CLASSROOM PITCH?

WHY YOUR SCHOOL? CLASSROOM?



SENG'S MISDIAGNOSIS INITIATIVE

VIDEO:

HTTP://SENGIFTED.ORG/PROGRAMS/MISDIAGNOSIS-INITIATIVE/

NOW WHAT?



PRELIMINARY DATA SUPPORT A STRONG NEED TO IMPROVE THE DOCTOR/PARENT RELATIONSHIP, IN PART BY HELPING HEALTH CARE PROFESSIONALS BECOME MORE KNOWLEDGEABLE AND SUPPORTIVE OF THE COMPLEX NEEDS OF GIFTED CHILDREN. THE SURVEY ALSO REPORTED A SURPRISINGLY HIGHER LEVEL OF DIAGNOSED MENTAL HEALTH ISSUES IN GIFTED YOUTH THAN THE GENERAL POPULATION



NEW RESEARCH INDICATES THAT HIGH INTELLIGENCE IS A RISK FACTOR FOR PSYCHOLOGICAL AND PHYSIOLOGICAL OVER-EXCITABILITIES LEADING TO HIGHER INCIDENTS OF:

- MOOD DISORDERS
- ANXIETY DISORDERS
- ADHD
- ALLERGIES
- ASTHMA
- AUTO IMMUNE DISEASES
- ASD

R. I. KARPINSKI, A. M. KINASE-KOLB, N. A. TETREAULT, T. B. BOROWSKI, (2017). *HIGH INTELLIGENCE: A RISK FACTOR...,* ELSEVIER.

RESULTS

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Condition	National Average (NIMH)	High Intelligence Diagnosed	High Intelligence Combined
Anxiety Disorders	10.9%	20%	37.3%
ADD/ADHD	4.1%	7.4%	13.9%
ASD*	1%*	1.2%*	6.3%*
Mood Disorders	9.5%	26.8%	36.6%
Auto Immune Issues	8%	14.7%	16%



WHICH IS WHY...

EARLY IDENTIFICATION IS IMPORTANT

IDENTIFICATION

ACHIEVEMENT

VS.

INTELLECTUAL POTENTIAL

A DEBATE!

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COMMUNICATING WITH G/T PARENTS





ONE PARENT'S OPINION

WHAT I HEAR FROM EDUCATORS:

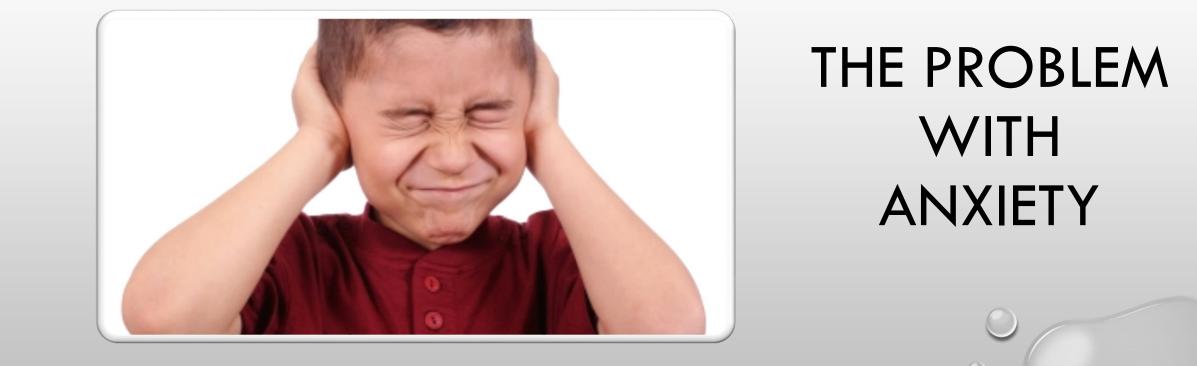
- HE'S SMART, HE'LL BE FINE
- WE NEED TO CONCENTRATE ON THE KIDS WHO ARE BEHIND
 - OUR GIFTED PROGRAM TAKES CARE OF THAT
 - WE INDIVIDUALIZE INSTRUCTION ALREADY
 - YOUR TOO DEMANDING AS A PARENT
 - THE MATERIAL IS GOOD ENOUGH
 - WE DON'T ACCOMMODATE FOR 2E

CONTINUED

WHAT I WANT TO TELL EDUCATORS:

- GIFTEDNESS DOESN'T START IN 3RD GRADE
- BEING GIFTED IS 24/7, NOT JUST A PULLOUT
 - UNDERSTAND ASYCHRONY
- MEETING GRADE LEVEL IS NOT MEETING POTENTIAL
- GIFTED IS A WAY OF EXPERIENCING THE WORLD; NOT ALWAYS RELATED TO PERFORMANCE
 - EMOTIONAL DEVELOPMENT IS ALSO IMPORTANT
 - BEHAVIOR PROBLEMS DO NOT MEAN HE IS NOT GIFTED
 - OE'S AND THE PLAYGROUND (WATCH OUT)
 - THEY KNOW THEY ARE DIFFERENT





DISINTEGRATION VS. REINTEGRATION

PERCEIVED DISABILITIES VS. INCREDIBLE CREATIVITY UNDERACHIEVEMENT VS. HIGH PRODUCTION INTENSITY

SENSITIVITY

EXECUTIVE FUNCTIONING

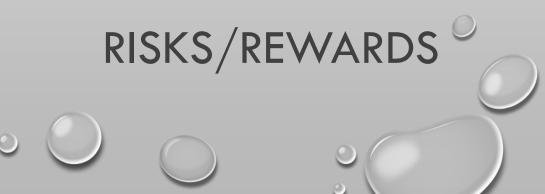
PERFECTIONISM

FATIGUE

CULTURAL NUANCES

STRESS

SELF ESTEEM



www.davidsongifted.org

Dabrowski's Theory and Existential Depression in Gifted Children and Adults

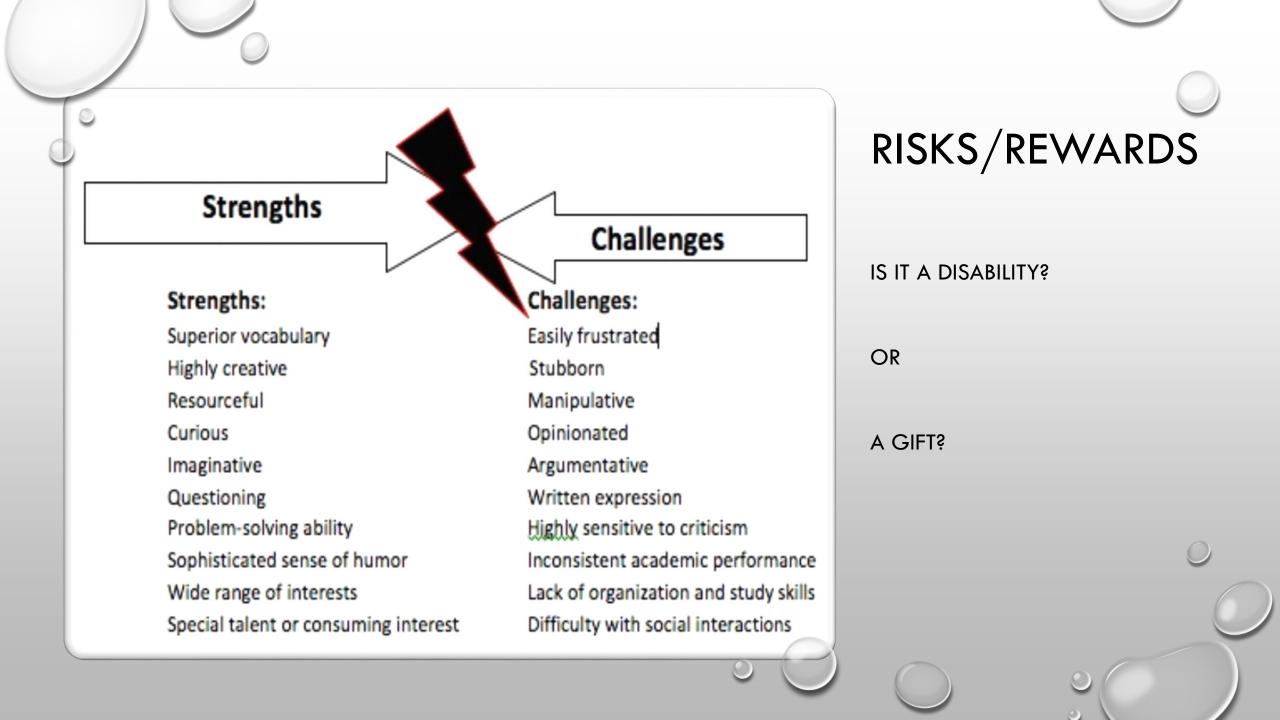
RISKS/REWARDS

EXISTENTIAL

DEPRESSION

&

REGENERATION



UNDERACHIEVEMENT TO PRODUCTIVITY

Reversing the Cycle of Underachievement through:

- Engagement
- Listening
- Flexibility
- Choice
- Meaningful lessons/dialogue
- Caring/empathy
- Civic engagement
- Biblio-therapy
- And More

EXECUTIVE FUNCTIONING

WHAT'S

WRONG

WITH

THIS

PICTURE?





CAN WE TEACH...

- PERSISTENCE
- STRIVING FOR ACCURACY
- APPLYING PAST KNOWLEDGE
- ORGANIZATION
- THINKING INTERDEPENDENTLY
- AMBIGUITY

- MANAGING IMPULSIVITY
- LISTENING WITH EMPATHY
- FLEXIBILITY
- METACOGNITION
- HOW TO QUESTION
- TAKING RESPONSIBLE RISKS
- COSTA & KALLICK, 2008

WHY HABITS OF MIND?

OUR KIDS LIVE IN A NEW WORLD CHARACTERIZED BY:

• LACK OF EMPATHY

• PEER CRUELTY (CYBERBULLYING INCIDENTS TRIPLED SINCE 2010)

 WEAKENED MORAL REASONING (70% COLLEGE STUDENTS SELF REPORTED CHEATING TO GET AHEAD)

• DIGITAL COMMUNICATION VS. PEER INTERACTION

• INCREASED STRESS/PRESSURE

"WE NEED TO TEACH THEM HOW TO ACT RATHER THAN REACT"

PERFECTIONISM

WHAT'S WRONG WITH BEING PERFECT???

UNDERACHIEVEMENT

RISK AVOIDANCE

DEPRESSION

ANXIETY





LAZY PEOPLE FACT #35463098210 -YOU WERE TOO LAZY TO READ THAT NUMBER



IDENTIFICATION BATTERIES ARE BIASED!! LOOKING FOR AND TEACHING TO: CREATIVITY LEADERSHIP ACTIVE LEARNERS

CODE SWITCHING





WITH BARRY GELSTON OF

'MR. GELSTON'S ONE-ROOM SCHOOLHOUSE'

GIFTED IDENTITY



STRESS...LOW SELF ESTEEM



ACTIVITY

ADMEN/WOMEN UNITE!

HOW MY DISTRICT, SCHOOL, CLASSROOM

DEVELOPS SAFE SANCTUARIES FOR BOTH LEARNING AND

SOCIAL EMOTIONAL GROWTH

SELL IT!



STRATEGIES/IMPLICATIONS

TESTING VS. ASSESSMENT FRONTLOADING INSTRUCTION SAFE ENVIRONMENTS/ROUTINES CULTURAL RELEVANCE THEMATIC INSTRUCTION RIGOR/RELEVANCE/COMPLEXITY/PACING **GROUPING STRATEGIES** DIFFERENTIATION LISTENING/CARING/EMPATHY HOWEMOKKsss

TESTING VS. ASSESSMENT

THE USE OF PROPER FORMATIVE ASSESSMENTS ELIMINATES THE NEED FOR TESTING AND REDUCES STRESS AND

ANXIETY IN

GIFTED LEARNERS



For Assess Benchmark Level	m of Diagnostic nent	Formative feedback for modifying instruction and learning accelerates learning	Summative Reported as grade
Above	oPost test as pre test oWhole/small discussion oKWL Charts oStudents Interest/Learning Profile oRubric of evidence oWord prompt oCreated student check list oConcept Map (blank)	 Check List of 5 Learning Goals "Walk Abouts" Draft work Think Alouds Concept maps Learning Logs Portfolio Reviews DAP Tool Purposeful conferences for early detection Exit Slips Self Assessment Un-graded quizzes Oral Questioning Techniques 	oPost Test (standard plus growth) oTest oReports oProducts oWork Portfolio
On			oPost Test (as to Standard) oTest oReports oProducts oWork Portfolio
Below		50	oPost Test (as to Standard) oTest oReports oProducts oWork Portfolio

RESEARCH DEMONSTRATES THAT USE OF ASSESSMENT FOR LEARNING OR FORMATIVE ASSESSMENT IMPROVES STUDENT ACHIEVEMENT

- BLACK AND WILIAM (1998)
 - STUDENTS WHOSE TEACHERS USE FORMATIVE ASSESSMENTS COMPACTED A YEARS LEARNING INTO 6 TO 7 MONTHS
 - CONSISTENT OVER LONG PERIODS OF TIME
 - CONSISTENT ACROSS A VARIETY OF COUNTRY'S
 - CONSISTENT WITH MANDATED STANDARDIZED TESTS (WILIAM, LEE, HARRISON, & BLACK, 2004)

STANDARD: UNIT TITLE: I CAN...

Cognitive Level Benchmark Level	Level A: Knowledge	Level B: Understandin g	Level C: Application Analysis, Synthesis, Evaluation
Above			
Resources			
On			
Resources			
Below			
Resources		• O	

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Lesson Format



FRONTLOADING INSTRUCTION

Diagnostic Assessment

Essential Questions/learnings

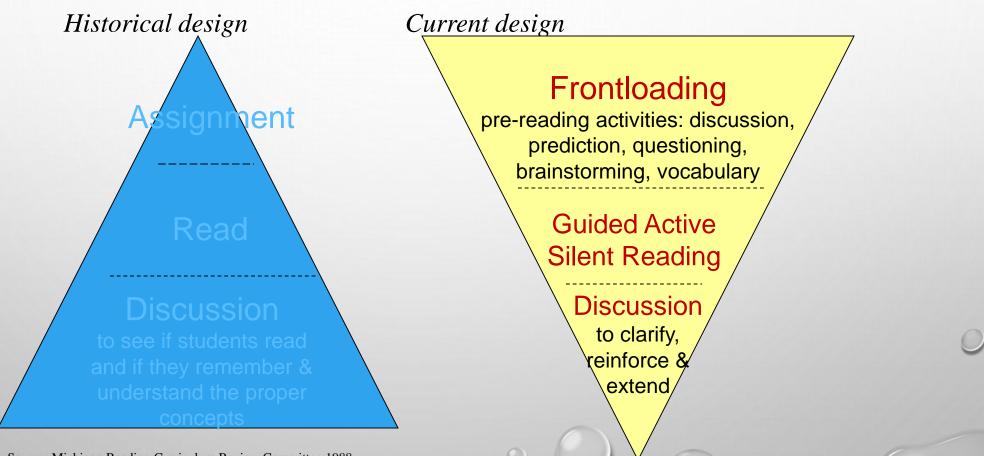
Cultural Relevance

Modeled instruction/outcomes

Responsive Classroom

Reversing the Lesson Triangle

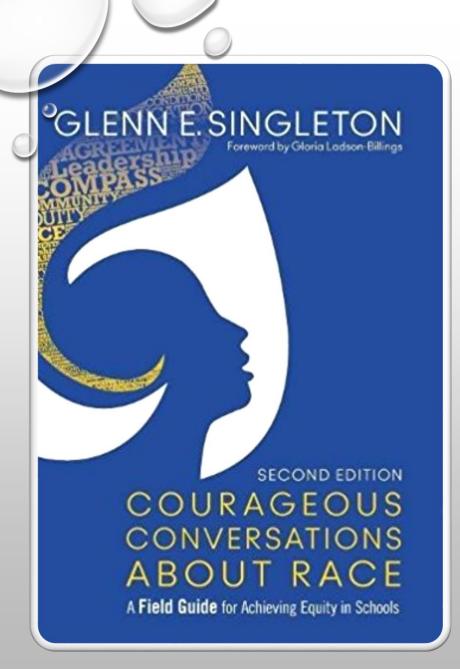
Research on pedagogy



Source: Michigan Reading Curriculum Review Committee 1988. Referenced in Journal of Reading, Feb. 1993 36:5, p.402



SAFE ENVIRONMENTS



CULTURAL RELEVANCE

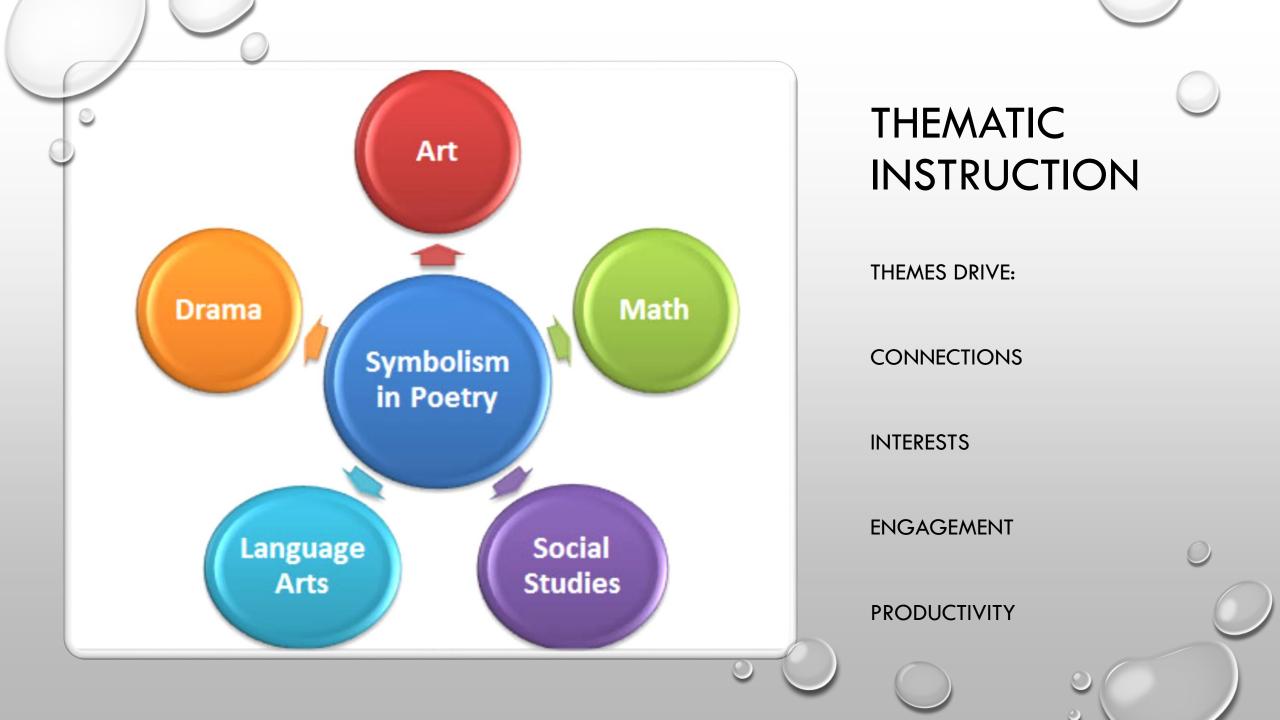


IN GIFTED STUDENTS

(ESPECIALLY)

IS

IMPORTANT





GROUPING

Flexible Student Grouping:

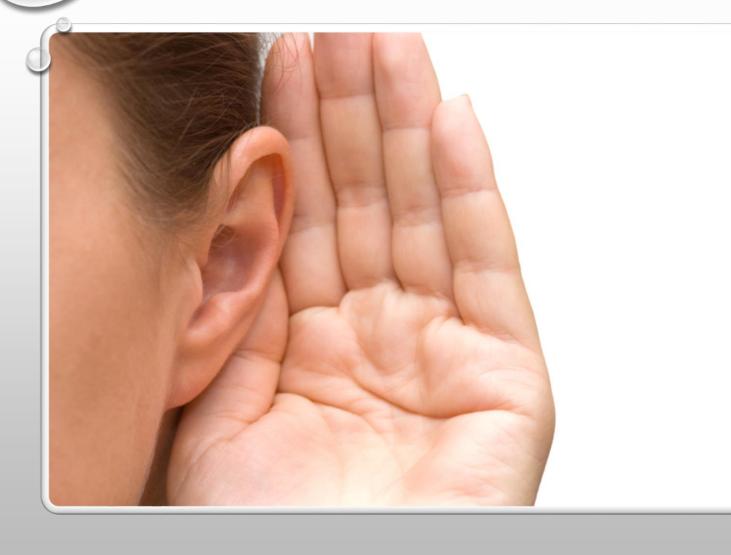


 Groups of students are arranged based on *readiness, learning profiles,* or *interests*.
 These groups change from activity to activity.
 Flexible Grouping employs combinations of whole group, small group & independent work.

DIFFERENTIATION

Differentiation still works if:

- Planned properly
- Flow of instruction is based on Diagnostics
- Continual Formative assessment is present
- Adjustments are made
- Frontloading is done properly
- Training is provided







THE PROBLEM WITH HOMEWORK

FINAL ACTIVITY

DESIGN A UNIT SPECIFICALLY

RELATED TO SOCIAL/EMOTIONAL DEVELOPMENT

CAN BE A LESSON
A SERIES OF DAILY S/E SHORT ACTIVITIES
SEPTEMBER INTRODUCTIONS
PARENT/TEACHER PLAN FOR TACKLING AN ISSUE (PERFECTIONISM)
A COLLABORATIVE PLAN FOR STAFF/COUNSELOR/SOCIAL WORKER

"THE COLLISION BETWEEN THE PARAMETERS OF DAILY SCHOOL REQUIREMENTS AND THE NATURE OF OE IN GIFTED STUDENTS MAY SET THE CHILD ON A **DOWNWARD SPIRAL TOWARD EMOTIONAL IMPOVERISHMENT, OR GIVEN THE PROPER** UNDERSTANDING AND ACCOMMODATION, ON THE FAST TRACK TO PERSONAL, ACADEMIC, AND SOCIAL TRIUMPH."

M.POSTMA



THANK YOU!

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AND WE ARE DONE!