UNDERSTANDING THE SOCIAL/EMOTIONAL NEEDS OF GIFTEDNESS

DR. MICHAEL POSTMA
JANUARY 16, 2018
COPYRIGHT, POSTMA 2017
INTRODUCTIONS

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

<table>
<thead>
<tr>
<th>Child X</th>
<th>Child Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black Male</td>
<td>White Female</td>
</tr>
<tr>
<td>8 years old</td>
<td>10 years old</td>
</tr>
<tr>
<td>94% Achievement Math</td>
<td>Formally Identified in 2nd Grade (FSIQ 135)</td>
</tr>
<tr>
<td>99% Achievement Reading</td>
<td>Non-Verbal</td>
</tr>
<tr>
<td>Sensory Issues</td>
<td>Labelled 'Underachiever'</td>
</tr>
<tr>
<td>Not Formally Identified</td>
<td>'Wall flower' loner</td>
</tr>
<tr>
<td>Highly Active: Busy, Interrupting, Social Artistic</td>
<td>Flashes of Brilliance in Math/Sciences</td>
</tr>
<tr>
<td></td>
<td>Has ‘checked out’</td>
</tr>
</tbody>
</table>

What would YOU do?
WHAT IS GIFTEDNESS ANYWAYS?
<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Innate Intelligence or High Achievement?</td>
</tr>
<tr>
<td>Thinker or Producer?</td>
</tr>
<tr>
<td>Leadership?</td>
</tr>
<tr>
<td>Artist?</td>
</tr>
<tr>
<td>Creative Thinker?</td>
</tr>
<tr>
<td>Related to Area Codes?</td>
</tr>
<tr>
<td>WHAT IS GIFTEDNESS?</td>
</tr>
</tbody>
</table>
WHO?

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...
WHO?

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

IT'S 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
- Unique
- Varied Experiences

Copyright: Beth Houskamp, 2011
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)
SO....

Sensitive Sensory Input

+ 

Intense Limbic System

Intense Reactions to Unexpected Changes or Situations (Meltdown)

© Houskamp, 2011
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
INTENSE SENSORY PRINTS
+
HIGH LEVELS OF COGNITION
=
LIMBIC DELAY
ASYNCHRONOUS DEVELOPMENT
POSITIVE DISINTEGRATION
OVER-EXCITABILITIES
OVER-
EXCITABILITY

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

☐ SENSUAL- PLEASURE IN SENSORY AND AESTHETIC EXPERIENCES.

☐ INTELLECTUAL- HIGHER LEVEL THINKING, AND LOTS OF QUESTIONS.

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

☐ EMOTIONAL- INTENSE FEELINGS, SENSITIVE, AND EMPATHETIC
ACTIVITY

CREATE YOUR CLASSROOM PITCH?

WHY YOUR SCHOOL?
CLASSROOM?
SENG’S MISDIAGNOSIS INITIATIVE
VIDEO:

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

RESULTS

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

# RESULTS

<table>
<thead>
<tr>
<th>Condition</th>
<th>National Average (NIMH)</th>
<th>High Intelligence Diagnosed</th>
<th>High Intelligence Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety Disorders</td>
<td>10.9%</td>
<td>20%</td>
<td>37.3%</td>
</tr>
<tr>
<td>ADD/ADHD</td>
<td>4.1%</td>
<td>7.4%</td>
<td>13.9%</td>
</tr>
<tr>
<td>ASD*</td>
<td>1%*</td>
<td>1.2%*</td>
<td>6.3%*</td>
</tr>
<tr>
<td>Mood Disorders</td>
<td>9.5%</td>
<td>26.8%</td>
<td>36.6%</td>
</tr>
<tr>
<td>Auto Immune Issues</td>
<td>8%</td>
<td>14.7%</td>
<td>16%</td>
</tr>
</tbody>
</table>
WHICH IS WHY...

EARLY IDENTIFICATION IS IMPORTANT
IDENTIFICATION

ACHIEVEMENT

VS.

INTELLECTUAL POTENTIAL

A DEBATE!
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
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
THE PROBLEM WITH ANXIETY
DISINTEGRATION VS. REINTEGRATION
PERCEIVED DISABILITIES VS. INCREDIBLE CREATIVITY
UNDERACHIEVEMENT VS. HIGH PRODUCTION
INTENSITY
SENSITIVITY
EXECUTIVE FUNCTIONING
PERFECTIONISM
FATIGUE
CULTURAL NUANCES
STRESS
SELF ESTEEM
Dabrowski’s Theory and Existential Depression in Gifted Children and Adults

RISKS/REWARDS

EXISTENTIAL

DEPRESSION

&

REGENERATION
### RISKS/REWARDS

**IS IT A DISABILITY?**

**OR**

**A GIFT?**

<table>
<thead>
<tr>
<th>Strengths:</th>
<th>Challenges:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior vocabulary</td>
<td>Easily frustrated</td>
</tr>
<tr>
<td>Highly creative</td>
<td>Stubborn</td>
</tr>
<tr>
<td>Resourceful</td>
<td>Manipulative</td>
</tr>
<tr>
<td>Curious</td>
<td>Opinionated</td>
</tr>
<tr>
<td>Imaginative</td>
<td>Argumentative</td>
</tr>
<tr>
<td>Questioning</td>
<td>Written expression</td>
</tr>
<tr>
<td>Problem-solving ability</td>
<td>Highly sensitive to criticism</td>
</tr>
<tr>
<td>Sophisticated sense of humor</td>
<td>Inconsistent academic performance</td>
</tr>
<tr>
<td>Wide range of interests</td>
<td>Lack of organization and study skills</td>
</tr>
<tr>
<td>Special talent or consuming interest</td>
<td>Difficulty with social interactions</td>
</tr>
</tbody>
</table>
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
FATIGUE

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

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’
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!
TESTING VS. ASSESSMENT
FRONTLOADING INSTRUCTION
SAFE ENVIRONMENTS/ROUTINES
CULTURAL RELEVANCE
THEMATIC INSTRUCTION
RIGOR/RELEVANCE/COMPLEXITY/PACING
GROUPING STRATEGIES
DIFFERENTIATION
LISTENING/CARING/EMPATHY
HOMEWORK???
TESTING VS. ASSESSMENT

THE USE OF PROPER FORMATIVE ASSESSMENTS ELIMINATES THE NEED FOR TESTING AND REDUCES STRESS AND ANXIETY IN GIFTED LEARNERS
<table>
<thead>
<tr>
<th>Benchmark Level</th>
<th>Form of Assessment</th>
<th>Diagnostic</th>
<th>Formative feedback for modifying instruction and learning accelerates learning</th>
<th>Summative Reported as grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>oPost test as pre test</td>
<td>oCheck List of 5 Learning Goals</td>
<td>oPost Test (standard plus growth)</td>
<td>oPost Test as grade</td>
</tr>
<tr>
<td></td>
<td>oWhole/small discussion</td>
<td>o“Walk Abouts”</td>
<td>oTest</td>
<td></td>
</tr>
<tr>
<td></td>
<td>oKWL Charts</td>
<td>oThink Alouds</td>
<td>oReports</td>
<td></td>
</tr>
<tr>
<td></td>
<td>oStudents Interest/Learning Profiles</td>
<td>oConcept maps</td>
<td>oProducts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>oRubric of evidence</td>
<td>oLearning Logs</td>
<td>oWork Portfolio</td>
<td></td>
</tr>
<tr>
<td></td>
<td>oWord prompt</td>
<td>oPortfolio Reviews</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>oCreated student check list</td>
<td>oDAP Tool</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>oConcept Map (blank)</td>
<td>oPurposeful conferences for early detection</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>oExit Slips</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>oSelf Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>oUn-graded quizzes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>oOral Questioning Techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 YEAR’S 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…

<table>
<thead>
<tr>
<th>Cognitive Level</th>
<th>Benchmark Level</th>
<th>Level A: Knowledge</th>
<th>Level B: Understanding</th>
<th>Level C: Application Analysis, Synthesis, Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FRONTLOADING INSTRUCTION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagnostic Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essential Questions/learnings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Relevance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modeled instruction/outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsive Classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reversing the Lesson Triangle
Research on pedagogy

Historical design

Assignment

Read

Discussion
to see if students read and if they remember & understand the proper concepts

Current design

Frontloading
pre-reading activities: discussion, prediction, questioning, brainstorming, vocabulary

Guided Active Silent Reading

Discussion
to clarify, reinforce & extend

Build a classroom your students can call home.

SAFE ENVIRONMENTS
CULTURAL RELEVANCE

CULTURAL IDENTITY IN GIFTED STUDENTS (ESPECIALLY) IS IMPORTANT
THEMATIC INSTRUCTION

THEMES DRIVE:
- CONNECTIONS
- INTERESTS
- ENGAGEMENT
- PRODUCTIVITY
THE GIFTED CHILD NEEDS:

RIGOR
DEPTH
BREADTH
COMPLEXITY
CREATIVITY
FLEXIBILITY

TO BE ABLE TO LEARN, BUILD CONFIDENCE, AND FEEL SUCCESSFUL
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 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
AN EAR TO HEAR

EMPATHY

CARING

UNDERSTANDING =

ADVOCACY
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 OIER 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!

MIKE.POSTMA@SENGIFTED.ORG