GT Advisory Council (GTAC) Meeting Agenda

Monday, February 26, 2018
7:00-9:00 PM
ESC Board Room

Welcome.....Jim McIntosh, Chair

Board Report.....Kelly Perez, Board Liaison

Presentation

"Over-excitibilities in GT Students"....Sophie Derkson & Catie Sandoval, GT Facilitators

New GT Identification Categories.....Melinda Ness, GT Coordinator

Depth & Complexity Activity.....Julia Montano, GT Facilitator

Closing.....Jim McIntosh, Chair

Our Next Meeting is Monday, March 19th, 2018

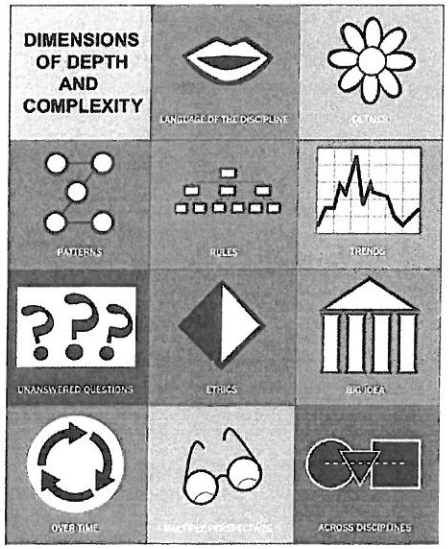
GTAC MInutes 02/26/18

1. **Welcome**

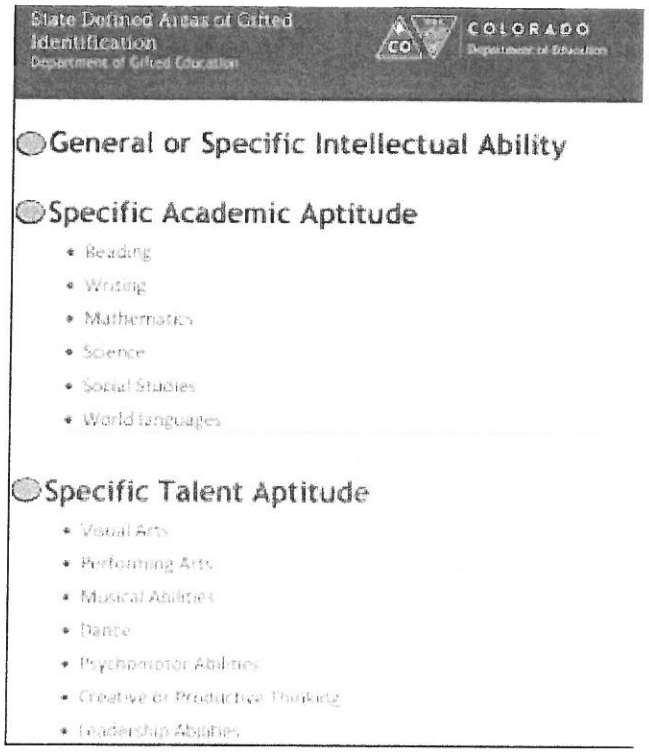
2. **Board Report - Kelly Perez**
   TLCC results on BoardDocs
   Early HS report
   UPCOMING- Discussion around new graduation requirements.
   Discussion about a potential change in the location of HS graduation.
   Be sure to check Board Docs on the District website to see the agendas and minutes for meetings. This will provide you with more specific detail about the discussions around various topics.

3. **Presentation: Depth & Complexity Activity**
   Reminder of "prompts"
   Amazon Prime Air Activity THIS VIDEO
   https://www.youtube.com/watch?v=MXo_d6tNWuY
   Discussion using Q3 cards (see chart below)

Dimensions of Depth & Complexity



4. **New GT Identification Categories**
   The Colorado Department of Education updated the criteria for Identification to include the following:



   Presentation (see additional pages)

5. **Overexcitabilities in GT Students**
   Presentation by Catie Sandoval and Sophie Derksen.
   a. (see attached handout)

6. **Reminder about next meeting on March 19th.**
   We will be working on identifying means by which to share the results of this year's charges and identifying potential charges for 2018-2019.

New Areas of Gifted Identification

Outlining the 2017-2018 CDE Updates

CDE Changes for GT Identification

These changes are intended to expand our thinking of "giftedness" and the identification process.

Areas of Identification - THEN

- Language Arts
- Math
- Both LA and Math
- "Other"

Areas of Identification - NOW

State Defined Areas of Gifted Identification
Department of Gifted Education

COLORADO
Department of Education

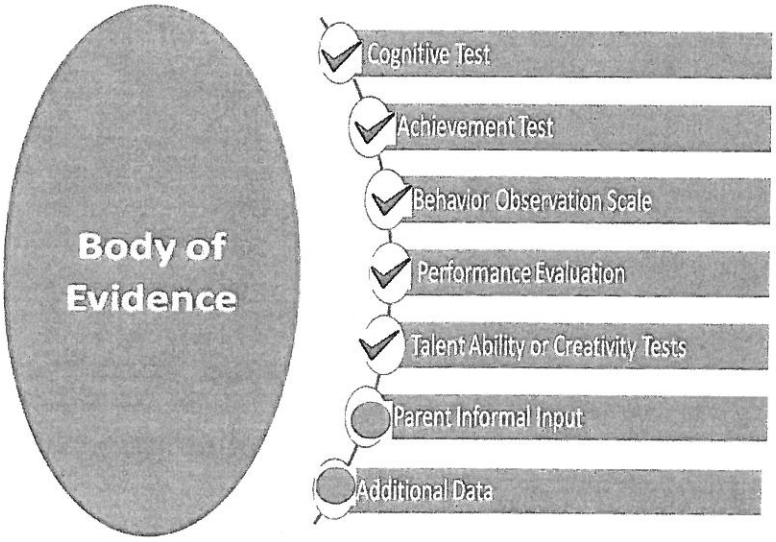
- General or Specific Intellectual Ability
- Specific Academic Aptitude
  - Reading
  - Writing
  - Mathematics
  - Science
  - Social Studies
  - World languages
- Specific Talent Aptitude
  - Visual Arts
  - Performing Arts
  - Musical Abilities
  - Dance
  - Psychomotor Abilities
  - Creative or Productive Thinking
  - Leadership Abilities

Identification Instruments

- Districts have choice in the tests, instruments and techniques used in the gifted identification process.
- LPS utilizes both *SCREENING* assessments (such as the Kingore, TABS to initiate the referral) and *IDENTIFICATION* assessments (such as the CogAT, NNAT, TOMAGS, iReady, Gifted Evaluation Scale, Scales for identifying Gifted Students). The school Gifted Review Team decides which assessments are needed for the body of evidence and which identification areas the data indicates they should consider.
- No matter the tools used, identification REQUIRES a BODY OF EVIDENCE

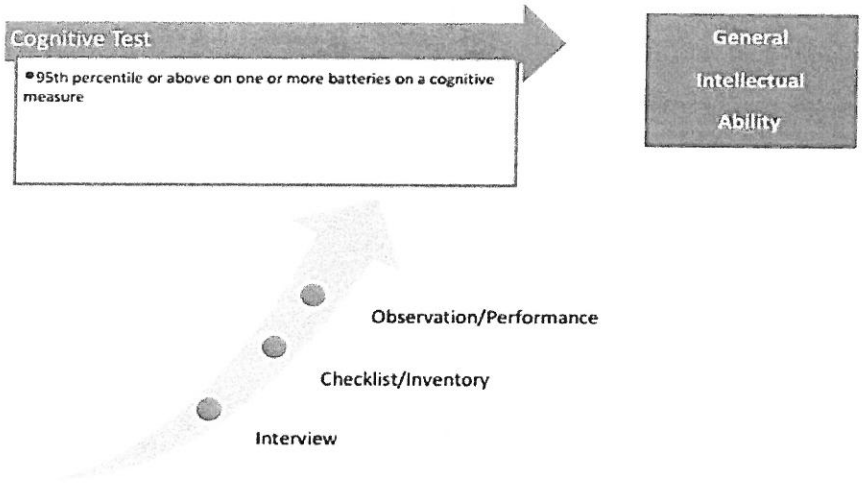
Body of Evidence (BOE)

The BOE contains data to identify the student's area(s) of giftedness and determines appropriate individual programming services. The BOE is gathered throughout the course of the identification process and is used by the school Gifted Review Team to make decisions.

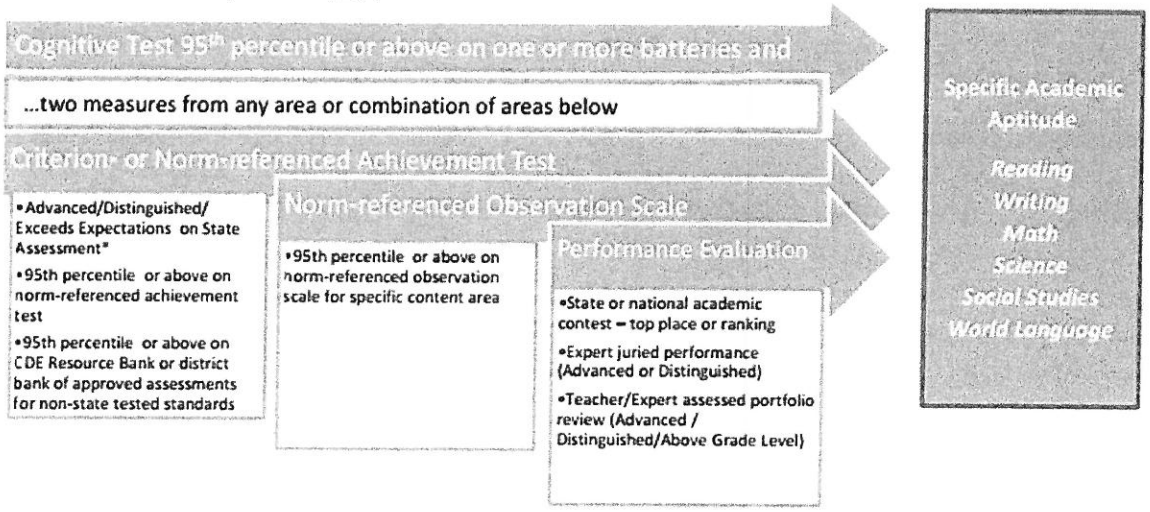


Gifted Identification Criteria: General Intellectual Ability-only used in rare instances.

Students may qualify in the area of general intellectual ability with a score of 95th percentile or above on one or more batteries of a cognitive test. The determination team must collect and review additional data for the body of evidence to develop the student's learning profile. A gifted determination based solely on a cognitive assessment score, without any other qualifying data, is the **exception.**



Gifted Identification Criteria: Specific Academic Aptitude-with Aptitude



Specific Talent Aptitudes

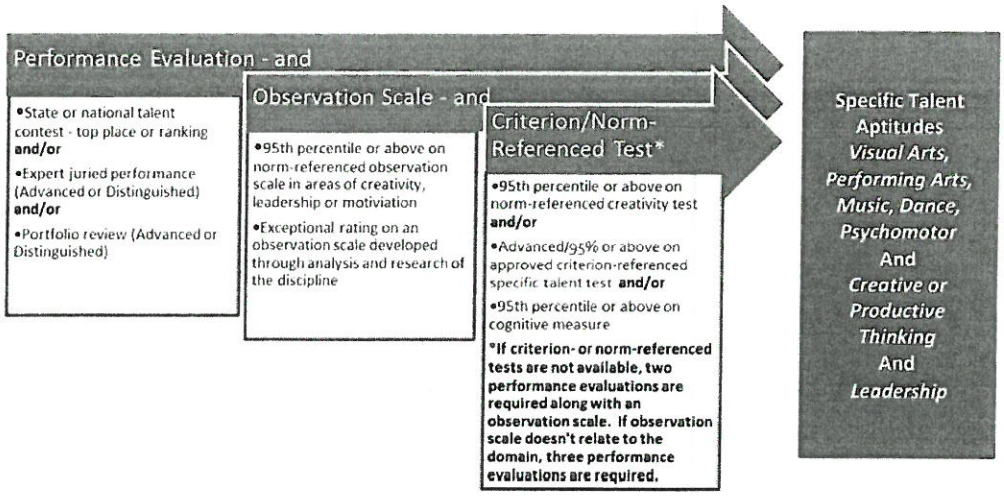
The CDE Office of Gifted Education has determined that a student may be identified as Gifted in any of the following Talent Aptitudes:

- Leadership Abilities
- Creative & Productive Thinking
- Visual Arts
- Performing Arts/Drama
- Dance
- Musical Abilities
- Psychomotor Abilities

Gifted Identification Criteria: Talent Areas

- Examination of a variety of instruments
- Multiple pathways to identification
- Educators who understand the unique and varied characteristics a student may demonstrate in the talent domains
- Several years of talent development may be needed before formal gifted identification can be made
- Students may require development to build a body of evidence that supports formal gifted identification
- Evidence of exceptional recognition in the talent area

Gifted Identification Criteria: Talent Areas



Questions

For More Information

Visit the CDE Gifted Identification Website

COLORADO
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Embracing Overexcitabilities: Recognizing and supporting the Intensity of Gifted Children

Presented by Sophie Derksen and Catie Sandoval
LPS GTAC February 26, 2018

Gifted children take in information from the world around them: they react and respond more quickly and intensely than other children. They are stimulated by what's going on around them and by what moves them from within.

-*Living with Intensity*
Daniels and Piechowski

How others might see the intensities:

He has too much energy.	She lives in her own world.	He cries so easily.
She's too sensitive.	He's so immature.	She must have ADHD.
He lives in his head.	She's obsessed with _____.	She's always up in others business.
He's so stubborn.	She's always asking "why?"	He has to constantly be affirmed.
She's too bossy.	He can't stand to have anyone touch him.	She's too concerned with "fairness.".

"One who manifests several forms of overexcitability, sees reality in a different, stronger and more multi sided manner" (Dabrowski, 1972, p. 7).

Overexcitebilities

Intellectual

The Intellectual overexcitability is characterized by activity of the mind.

Intense...

- **Curiosity**
- **Concentration**

Avid reading

Keen observation

Penchant for solving problems

Search for truth and understanding

Resulting Tension

Thinking about thinking

Preoccupation with logic

Moral thinking

Introspection

Independence of thought (sometimes very critical)

Overexcitebilities

Psychomotor

The Psychomotor overexcitability is characterized by an abundance of energy.

Rapid speech

Marked excitation

Intense physical activity

Pressure for action

Marked competitiveness

Resulting Emotional Tension

Compulsive talking/chattering

Impulsivity

Nervous habits such as tics, nail biting

workaholism

Overexcitebilities

Sensual

The Sensual overexcitability is characterized by enhanced sensory and aesthetic pleasure.

Extremely tuned into the senses

Delight in beautiful objects

Repeating sounds and words

Love of music

Particularly observant of form, color, balance

Resulting Emotional Tension

Overeating

Wanting to be in the limelight

Avoiding attention from others

Needing to touch and taste everything

Relishing word/rhyming games

Overexcitebilities

Emotional

The Emotional overexcitability is characterized by intense feelings and emotions

Extremes of emotion

Identification with others' feelings

Strong affective expressions

- Inhibition
- Enthusiasm
- Strong affective memory

Resulting Emotional Tension

Strong emotional ties to

- People
- Places
- Animals

Difficulty adjusting to new environments

Loneliness

Inner dialogue and self-jugement

Overexcitebilities

Imaginational

The Imaginational overexcitability is characterized by free play of the imagination.

Penchant for invention and fantasy

Detailed visualization

Poetic and dramatic expression

Animistic and Magical thinking

Creation of private worlds

Resulting Emotional Tension

Animistic imagery

Blurring truth and fiction

Elaborate dreams

Imagining worst case scenarios

Need for novelty and variety

"I think differently because I normally take the logical side of ideas. If my friend wants to do something, I am thinking through if that's possible and if it's safe."

M - age 10

"I think differently than others because I have a very vivid imagination."

F - age 11

"I like that schools have different programs like art, music and P.E. They also have different clubs for kids with different interests."

F-10

When I get stressed about something, even when I am doing something that I enjoy, in the back of my head there is that stress. It can interfere even when I am having fun or even keep me up at night.

F-Age 10

Strategies for Parents and Teachers

Intellectual

- Show children how and where to find the answers to questions. Allow them to explore the library.
- Provide support and direction for those interested in moral and ethical topics to get involved with action, such as collecting coats for the homeless or setting up a trash collection day on the playground.
- If individuals are too critical of others help them to see how the intent of their comments may be perceived as cruel or disrespectful. For example saying that something is "stupid idea."

Psychomotor

- Allow time for these children to move and interact with others. Build in hands on/physical and/or social activities around seat work. Let them do!
- Help them understand that their wiggling standing fiddling can distract to those around them.
- Teachers allow flexible seating and standing as alternatives to sitting at desks.
- Allow child to run errands and take bathroom breaks or "movement breaks."
- Provide time for spontaneity and open-ended activities and project-based learning.
- Teach and model relaxation techniques.

Sensory

Sensory

- Provide time to relish the sensual with music, interesting textures in the room, opportunities to draw, cook and create.
- Create an environment which builds in breaks from bothersome stimuli and provides comfort.
- Create downtime and quiet spaces for children who are easily overstimulated.
- Provide appropriate opportunities for those who relish the limelight by giving unexpected attention or organizing creative or dramatic productions with an audience.

Emotional

Emotional

- Allow room for all kinds of feelings. Suppressing or ignoring emotions does more harm than good.
- Help emotional children identify their feelings and notice physical signs of intense emotions before they lose control.
- By being aware of the physical signs and acting on them right away these students will be better able to cope with situations that result in intense feelings before they lose control.

Imaginational

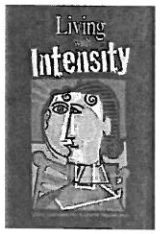
Imaginational

- Sometimes individuals with great imaginations confuse fact with fiction because their imagination is so vivid. Have these children stop and think about the factual account when a factual retell becomes embellished with fantasy. This will help them keep real experiences separate from the tall tales.
- Allow these children to use their imagination whenever possible to help promote learning. They may use a scrapbook or song or play to report on a book or other area of learning as opposed to writing an informational report.

Sources

Daniels, S., & Piechowski, M. M. (2008). *Living with intensity: understanding the sensitivity, excitability, and emotional development of gifted children, adolescents, and adults*. Scottsdale, AZ: Great Potential Press.

Lind, S. (n.d.). Overexcitabilites and the Gifted. Retrieved January 26, 2018, from http://sengifted.org/



Knowing Social Emotional
Gifted Overexcitabilities Self-Test

Read over the statements below. Put a check mark by each statement that describes you. Count the check marks in each section. Circle the letter with most checkmarks. If you have a tie, choose the letter that best describes you at school/work.

A.

- ❑ Are you a high-energy person?
- ❑ Do you love intense physical activity and movement?
- ❑ Do you feel constantly pressured to take action?
- ❑ Are you impulsive?
- ❑ Do you have nervous habits?
- ❑ Are you restless, always on the go, incapable of just relaxing?
- ❑ Do you talk compulsively?
- ❑ Are you a workaholic?

B.

- ❑ Are you often moved to tears by music or the visual arts?
- ❑ Are you prone to eating and drinking excesses because they give you intense pleasure?
- ❑ Are you adventurous where new sensory experiences are concerned (food, music, different environmental settings, for example)?
- ❑ When you recall an experience, can you also recall the sensory aspects?
- ❑ Are the touch, smell, taste, and sight of belongings important?

C.

- ❑ Are you always questioning everything?
- ❑ Do you love to explore a wide variety of theories and ideas?
- ❑ Are you able to examine ideas outside of the framework of your own opinion?
- ❑ Do you enjoy research, analysis, and theoretical thinking?
- ❑ Is problem-solving a source of immense satisfaction?

D.

- ❑ Do you write, speak, think, or dream in vivid imagery?
- ❑ Do you embellish the plain truth in ways that make your end of a conversation more impactful or amusing?
- ❑ Do you express yourself in ways that demonstrate a rich association of images and impressions?
- ❑ Do you entertain yourself endlessly with private jokes and wacky visual, auditory, or associational images?
- ❑ Do you creatively reframe events to support your perspective on life?

E.

- ❑ Are you excruciatingly sensitive, with intense emotions?
- ❑ Can you describe your feelings with great precision?
- ❑ Do you have intense emotional attachments to others?
- ❑ Are your emotions sufficiently profound to take you beyond yourself into areas of philosophical consideration?
- ❑ Do you suffer from extraordinarily high levels of fear and anxiety or suffer bouts of depression?

HELP ON THE WEB

Check out the SENG website for further research and literature on the intensities of the gifted. As stated on the website the mission of this organization is as follows….

SENG seeks to inform gifted individuals, their families, and the professionals who work with them about the unique social and emotional needs of gifted persons. We support programs that foster in gifted individuals the mental health and social competence necessary for them to be free to choose ways to develop and express their abilities and talents fully.

With support, gifted individuals can develop abilities that enhance their own lives and the lives of others. Without understanding and support, they may be inhibited in the development of their gifts and talents, which can result in significant negative personal and societal consequences. The mission of SENG is to empower caring families and communities to influence more positively and effectively the development of giftedness in those individuals entrusted to their care.

This web site serves mostly as a resource to articles and publications on meeting the social and emotional needs of the gifted child. It also provides information on upcoming conferences and continuing education opportunities.

www.sengifted.org

Citations

O'Connor, K. J. (2002). The application of Dabrowski's theory to the gifted. Rimm, S. (2002) Peer pressures and social acceptance of gifted students. In M. Neihart, S.M. Reis, N.M. Robinson & S.M. Moon (Eds.), *The Social and Emotional Development of Gifted Children* (pg. 51-60). Waco, TX: Prufrock Press, Inc.

Roeper, A. (2003, November). The emotional needs of the gifted child. Retrieved March 29, 2006, from http://www.sengifted.org

Sword, L.K. (2003, November). Emotional intensity in gifted children.. Retrieved March 29, 2006, from http://www.sengifted.org

Michelle McCartan & Nikki Sandor

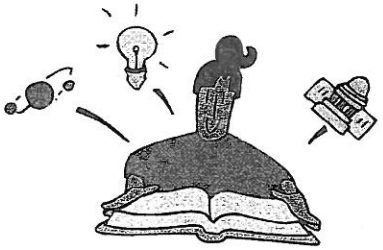
SPED 6161

Cabarrus County Schools

AIG Department

A Guide to Meeting the Social and Emotional Needs of Your Gifted Child

Issue 1



Featured topic:

Intensities of the Gifted Child

THE INTENSITIES OF GIFTED CHILDREN

Giftedness has an emotional as well as intellectual component. Just as gifted children's thinking is more complex and has more depth than other children's, so too are their emotions more complex and more intense (Sword , 2003). Research by Dabrowski identifies five forms of experiencing these intensities which he refers to as "overexcitabilities". Each area of overexcitability is listed below, along with the impact each one may have on the daily functioning of the gifted child (O'Connor, 2002).

- **Psychomotor overexcitability**: In a gifted child this may be observed as a love for movement, rapid speech, violent or impulsive activity, restlessness, or drivenness. It may be viewed as a capacity for being active and energetic.

- Sensual overexcitability: This may be expressed as a desire for comfort, luxury, stereotyped or refined beauty, the pleasure for being admired or in the limelight. These children may also derive pleasure from touching things or tasting and smelling.

Intellectual overexcitability: this overexcitability shows itself as persistence in asking probing questions and a preoccupation with theoretical problems. Children may often demonstrate a sharp sense of observation, independence of thought, symbolic thinking, development of new concepts, and a searching for truth.

- Imaginational overexcitability This is recognized through rich association of images and impressions, inventiveness, vivid and often animated visualization, use of images and metaphors in verbal expression. These children are prone to living in the world of fantasy; may use fairy and magic tales, poetic creations and dramatizing to escape boredom.

- Emotional overexcitabilities: The way emotional relationships are experienced, and the great intensity of feeling and awareness of its whole range. Characteristic expressions are: timidity and shyness or great enthusiasm, strong recall of past experiences or concern with death, fears, anxieties or depressions. Intense loneliness, desire to offer love, or concern for others may be observed in these children.

A PARENT'S ROLE

The intense emotions and experiences of gifted children are most likely expressed in the safety of the home. Families become witnesses to the expression of greatest joy and happiness, as well as desperation. By excluding the emotions, we miss the essence of giftedness. If we want to be supportive of the gifted, we must support ***the self.*** (Roeper, 2003)

HOW CAN I HELP?

☑Accept your child's emotions so that they feel understood and supported. Help your child understand that intense feelings are normal in gifted children.

☑Discuss feelings openly with your child. Be non-judgmental: don't interrupt, moralize, distract or give advice.

☑Appreciate your child's sensitivities. Don't try to minimize his or her emotions because you feel uncomfortable with their pain.

☑Reassure your child when he/she is afraid and help him/her to find a comfortable outlet to express intense emotions (stories, art, journals, music, or physical activities are some ideas).

☑Realize that sensitivity does not mean weakness. Give your child age-appropriate responsibilities and do not over protect them from the world and the consequences of their actions.

(Sword, 2003)