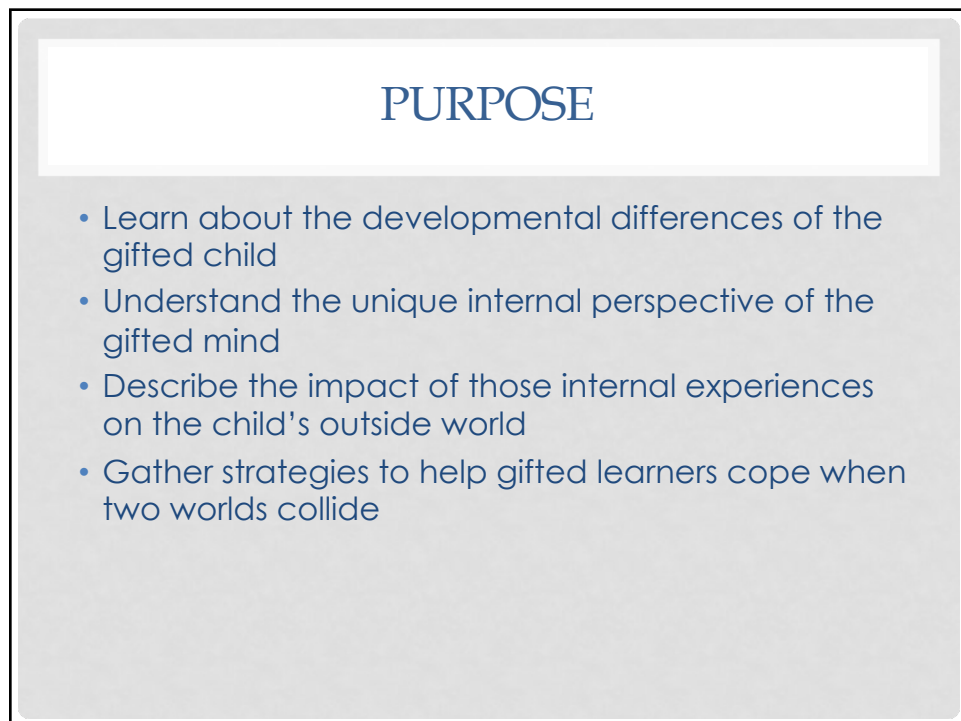


1



2

## ASYNCHRONOUS DEVELOPMENT

- Core of the gifted child
- Gifted kids may develop at an unexpected pace compared to typical children
- Areas of overall development:
  - Physical
  - Emotional
  - Cognitive
  - Moral
  - Spiritual
- Gifted kids may develop at an uneven pace within themselves

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## ASYNCHRONOUS DEVELOPMENT EXAMPLE

- Child A – age 8:
  - Physical – typical age 8 size/weight/motor skills
  - Emotional – age 10 in understanding, age 8 in expression and control
  - Cognitive – age 12
  - Moral – age 14
  - Spiritual – age 12
- How does this affect child's internal world?
- How does this affect the child's relationships with classmates?
- How does this affect the child's relationships with adults?

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## ASYNCHRONOUS DEVELOPMENT EXAMPLE

- Child B – age 6:
  - Physical – similar to age 8 in size/weight but age 5 in motor skills
  - Emotional – age 8 in understanding and expression
  - Cognitive – age 8
  - Moral – age 6
  - Spiritual – age 6
- How does this affect child's internal world?
- How does this affect the child's relationships with classmates?
- How does this affect the child's relationships with adults?

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## ASYNCHRONOUS DEVELOPMENT EXAMPLE

- Child C – age 14:
  - Physical – typical age 14 in size/weight/motor skills
  - Emotional – age 18 in understanding and expression
  - Cognitive – age 18
  - Moral – age 16
  - Spiritual – age 16
- How does this affect child's internal world?
- How does this affect the child's relationships with classmates?
- How does this affect the child's relationships with adults?

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## PARENTING EXPECTATIONS

- Honestly assess your child's developmental age in each area
- Consider how the differences within your child and between your child and classmates might affect their experiences
- Help your child find friends of similar developmental patterns more than age similarity
- Establish responsibilities and freedoms for the child based on their developmental readiness in each area
- Communicate with friends and family about realistic expectations for your child

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## OVEREXCITABILITIES

- Heightened sensitivities to input
- Common among gifted individuals
- 5 areas
  - Intellectual
  - Imaginational
  - Sensory
  - Psychomotor
  - Emotional

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## INTELLECTUAL

- Often considered a defining feature of giftedness (superior cognitive ID in Ohio)
- “Need to know”
- Seeks the truth and fairness
- Planner and organizer
- Observes details
- Frequent questions
- Particular areas of intense interest – “passions”
- May get hyperfocused on a particular activity or topic
- Constantly connecting different bits of information
  - Grasps abstract ideas quickly and earlier than expected
- Hard to turn off mind
  - May cause sleeping problems

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## STRATEGIES FOR INTELLECTUAL OE

- Seek enrichment opportunities and advanced classes as available
- Guided access to desired information
- Provide time to explore areas of passion/interest
- Provide explanations for decisions as appropriate
- Prepare for transitions away from interest activities
- Allow for questions with limits
- Ask your own questions to prompt additional thinking about alternative views or to evaluate a situation
- Set aside 15-20 minutes before bed for winding down
  - Quiet music, dim lights, conversation, light stretches
  - No homework, TV, reading, or games
- Keep a journal by the bed for late night thoughts

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## IMAGINATIONAL

- Daydreaming
- Make believe friends
- May pretend play later in childhood than classmates
- Exaggerates
- May worry more than usual
- Asks odd questions that seem out of place
- Developed sense of humor
- Retells stories or TV shows verbatim and then recreates with unique twist
- May have trouble turning it off for bedtime or school
- ADD a common misdiagnosis because of this

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## STRATEGIES FOR IMAGINATIONAL OE

- Seek opportunities for dance, drama, visual arts, and/or music
- Keep a journal for story ideas
- Provide down time to enjoy books, movies, or even just to “do nothing” but daydream
- Prepare for transitions away from interest activities
- Allow for questions with limits
- Ask your own questions to prompt additional thinking about alternative views or odd scenarios
- Talk through “what ifs” in new or scary situations
- Provide reassurance for worries
- Set aside 15-20 minutes before bed for winding down

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## SENSORY

- Heightened awareness to input from the senses
- Less of a filter to extra "stuff" compared to others
- Constantly touching things, especially fabrics or textures
- Drawn to visual art, music, or dance
- Pleasure and comfort seeking
- Picky eater due to intense flavors or textures
- Irritated by seams or tags in clothing or particular fabrics
- May be bothered by bright lights or noises
- ADHD and Sensory Integration Disorder a common misdiagnosis because of this

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## STRATEGIES FOR SENSORY OE

- Identify the overstimulated sense and provide limits
- May need to reduce noise – possibly with silent headphones - or add quiet music to homework area
  - Take earplugs or cotton to concerts and movies
- Find best lighting for eyes in home and when doing homework
  - Keep a pair of sunglasses handy when outdoors
- Use a study carrel at school or home to limit visual stimulation
- Cut tags out of clothes or turn socks inside out
- Find alternate ways to prepare foods to modify texture
- Talk about this with the child so they know what they are experiencing and how it relates to others

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## PSYCHOMOTOR

- Fidgets or has nervous habits
- Excess energy due to internal thoughts
- Talks a lot and quickly
- May not need as much sleep as expected
- Competitive
- Physical expression of emotions
- Repeated, almost compulsive, actions
- ADHD and OCD a common misdiagnosis because of this

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## STRATEGIES FOR PSYCHOMOTOR OE

- Provide clear behavioral guidelines and ways to express emotion
  - Model and practice before hand
- Use a timer to keep on task as needed
- Allow for physical breaks during long tasks or events
- Determine which nervous habits can be overlooked and which need to be modified
- Provide an athletic or active outlet
- Coach child through winning AND losing

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## EMOTIONAL

- Sensitive to other's words or actions
  - Feelings can be easily hurt
- Worried about others' feelings and empathetic
- Anxious or unwarranted guilt
- Extreme moods that swing back and forth
- Exceptional memory rooted in the emotional experience
- May be introverted or shy
- Physical response to emotions
- Bipolar disorder and Asperger's syndrome a common misdiagnosis because of this

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## STRATEGIES FOR EMOTIONAL OE

- Use a counting technique or a "reset" to help wind down extreme emotional displays
- Keep communication open and don't assume
- Search for books with a strong emotional component and message to help teach coping skills
- Help sort through unwarranted guilt or anxiety versus real concerns
- Model and practice socially accepted responses to different emotional experiences
- Find activities or social situations that are small groups or partners rather than large groups
- If consulting with a professional, find a psychologist with experience with gifted children or who will take the time to learn about giftedness

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## ROLE OF IDENTITY

- Giftedness is just one of many components of identity
- Intersection with other aspects
  - Race, ethnicity, religion, socio-economic, education, gender, age, family position, and more
  - Enhance versus conflict
- *Research shows relationship between development of identity in other areas with academic achievement and social-emotional well-being of gifted individuals.*

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## THE ROLE OF THE GUIDING ADULT

- Keep development in perspective.
- Frame the child's differences as strengths and opportunities.
- Guide the child through problem solving.
- Model, model, model!
- Self-care

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## TAKE AWAY

- What new understanding do you have about one or more of your child's behaviors?
- What one or two strategies do you want to try at home?
- What lingering questions do you still have?