

FAIRVIEW PARK PARENT ACADEMY

Individuality and Intensities of Gifted Learners

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TODAY'S HIGHLIGHTS.....

Individuality:

- Multiple Intelligences
- Twice-Exceptionality

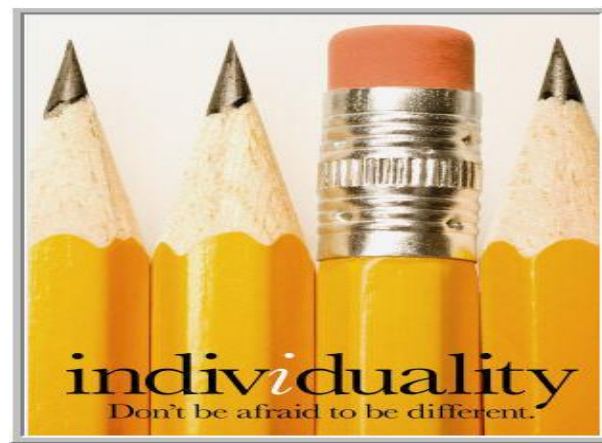
Intensities:

- Overexcitabilities



INDIVIDUALITY

[I Am Gifted video](#)

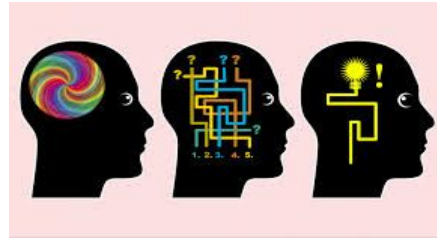


- **Understanding self:** Interests, passions, talents & abilities, learning styles, expression styles
- **Understanding others:** Empathy, socialization
- **Teacher understanding:** Nurturing, challenging
- **Parent understanding:** Love, acceptance, guidance

[Davidson Institute article](#)

INDIVIDUALITY: MULTIPLE INTELLIGENCES

Developed by Harvard University Professor of Education Howard Gardner (1983). Proposed that IQ tests were too limiting, and that **8 Intelligences** (a 9th was later added) account for human **potential** in children and adults:



Linguistic intelligence: (“word smart”) Loves words, reading, writing, expressive language ⇒ **SCHOOL** Writer, journalist, speaker, lawyer

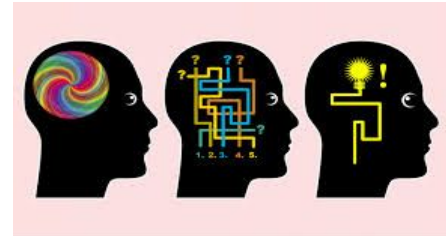
Logical-Mathematical intelligence (“number/reasoning smart”) Strengths in calculation, experimentation, reasoning, logic, recognizing patterns ⇒ **SCHOOL** Scientist, mathematician, computer programmer, engineer

MULTIPLE INTELLIGENCES, CONTINUED...

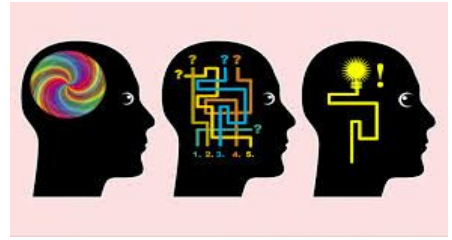
Spatial intelligence (“picture smart”) Loves doodling, designing, drawing, is able to spatially visualize. **Architect, artist, designer, engineer, inventor, photographer**

Bodily-Kinesthetic intelligence (“body smart”) Enjoys movement, touch, building, tactile experiences, hands-on learning. **Athlete, dancer, actor, physical therapist**

Musical intelligence (“music smart”) Engages in humming, tapping hands and feet, loves rhythm and sound patterns. **Musician, composer, sound tech, music teacher, speech and language pathologist.**



MULTIPLE INTELLIGENCES, CONTINUED...



Interpersonal intelligence (“people smart”) Enjoys reading, organizing, manipulating, mediating. **Teacher, nurse, sales person, politician, therapist**

Intrapersonal intelligence (“self smart”) Thrives on goal-setting, dreaming, being quiet and alone, self-paced projects, choices. **Entrepreneur, writer, therapist, social worker, inventor**

Naturalist intelligence (“nature smart”) Sensitive to the natural world, strong appreciation for the environment. **Scientist, park ranger, vet/vet tech, biologist**

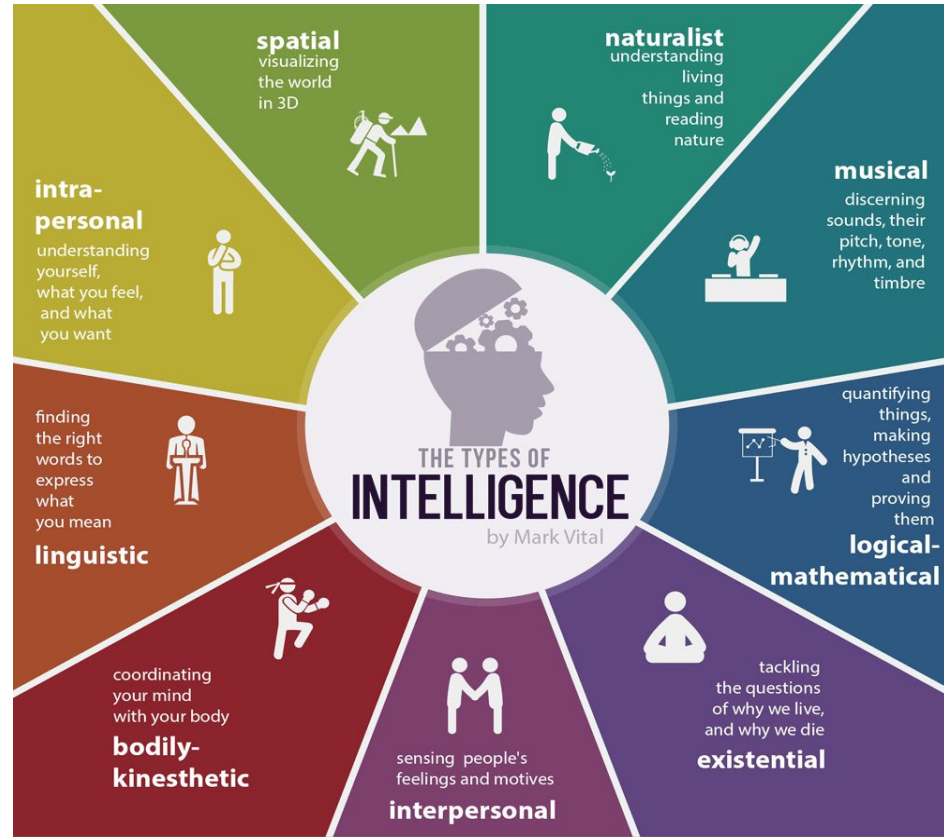
Existential intelligence (“deep-thinking smart”) Deep desire to ponder questions about life, death, reality. **Spiritual/religious leader, philosopher, researcher**

MULTIPLE INTELLIGENCES, CONTINUED

Elementary and MS Learning Style Inventories

The Goal: To understand, appreciate, and nurture diverse learning styles in children; to enable young adults/adults to explore careers/hobbies/interests harmonious with their Intelligences.

MI online test



TWICE-EXCEPTIONALITY DEFINED

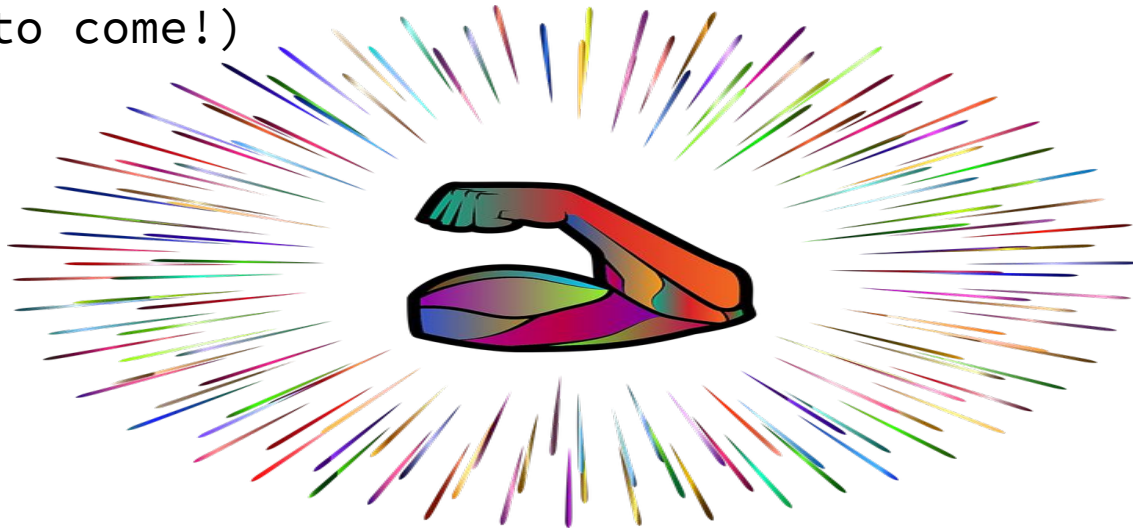
Gifted and Special Needs...2E Defined (NAGC): Gifted children who demonstrate the characteristics of giftedness with the **potential for high achievement**, AND display evidence of one or more disabilities as defined by federal or state eligibility criteria (504/IEP).

Coleman, Harrading, & Willian-King (2005) defined twice exceptional students as those who are: "Identified as gifted / talented in one or more areas while also possessing a learning, emotional, physical, sensory and / or developmental disability." (cited in Ronksley-Pavia, 2015, p. 222).

- Giftedness may mask a disability; a disability may mask giftedness
- When unsupported, 2E students may feel confused, frustrated, inadequate
- Asynchronicity may be up to 5 years between area(s) of strength and area(s) in need of strengthening.

SUPPORTING TWICE EXCEPTIONAL LEARNERS

- Twice-Exceptional students are **GIFTED FIRST**: Focus on serving the area(s) of giftedness, while providing support for learning challenges.
- Focus on talent development, supporting learning challenges, social-emotional well-being, and team work
- Use the Strengths-Based Approach
(more to come!)



STRENGTHS-BASED APPROACH TO SERVING 2E STUDENTS

Step 1: Identify

- ❖ Observe/collect evidence of giftedness/disabilities
- ❖ Seek support from district professionals

Step 2: Analyze Specific Needs

- ❖ Assess for both giftedness and learning challenge(s)

Step 3: Create a Learning Profile

- ❖ Interest inventories, expression style inventories, MI

Step 4: Eradicate Learned Helplessness

- ❖ Teach Mindset, emotional regulation, and use interest-based instruction in challenge areas

Step 5: Design an Individual Program

- ❖ IEP/504/WEP
- ❖ Mentorships, clubs, leadership opportunities
- ❖ Support organizational skills/executive functioning skills [Executive Functioning Skills article](#)



OVEREXCITABILITIES

Definitions of Overexcitability (OE):

- “An **enhanced mode** of being in the world.” (Piechowski, 1999).
- “**Responses to stimuli that are beyond normal** and often of a different quality, intensity, and duration.” (Sword, 2003).



TYPES OF OVEREXCITABILITY



- **Psychomotor** – abundance of physical energy
- **Sensual** – heightened responses of the senses and aesthetic appreciation
- **Imaginational** – capacity for fantasy
- **Intellectual** – curiosity and aliveness of the mind
- **Emotional** – sensitivity, intensity, empathy.

Overexcitability Self-Evaluation



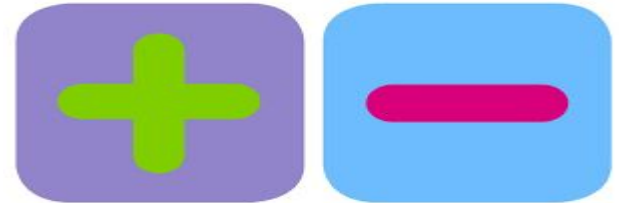
COPING WITH OVEREXCITABILITIES

Dabrowski theorized.....

Those who experience one or more excitabilities experience a more intense, multi-dimensional life, which may deeply affect him/her, either **positively or negatively, depending upon how OEs are addressed.**

Summit's Habits of Success: “Healthy Development” tier:

- ❖ Attachment
- ❖ Stress Management
- ❖ Self Regulation
- ❖ Self Awareness



COPING WITH OES: PSYCHOMOTOR



Set aside time for physical movement, as well as **less-structured** verbal activities.

- Allow for **spontaneous, open-ended activities** that encourage group work and hands-on discovery.
- In the classroom, teachers can arrange seating in a non-traditional way, such as a “no chairs day”, beanbag seats,
- Teach self-monitoring and relaxation techniques.

[Calm Schools Initiative](#)

[Calming/relaxation for kids at home](#)

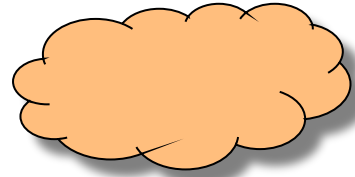
COPING WITH OES: SENSUAL



Create a calm environment, one which **limits negative stimuli**
(**know triggers!**)

- Allow child to have “star time”, during which they are the center of attention.
- Set aside time for **complete absorption** of art, music, nature.
- Provide opportunities for dramatic expression, tactile experiences, creative movement, and design.

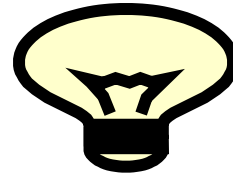
COPING WITH OES: IMAGINATIONAL



Encourage the **use of imagination**, while reinforcing reality.

- **Provide time** for dramatic and visual arts.
- Enable child to engage in storytelling, oral tradition studies, and verbal/written creativity.
- Allow time for “dreaming”; journaling of thoughts and ideas.
- Encourage entry into art, drama, writing, and poetry competitions, clubs, and activities.

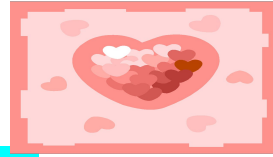
COPING WITH OES: INTELLECTUAL



Provide **time for research** regarding moral, ethical, and social issues.

- Teach research skills and etiquette.
- Model and discuss “constructive criticism”, and appropriate use of critiques.
- Provide brain-teasers and puzzles.
- Enable child to use skills to promote change, develop new theories, and apply problem-solving techniques.

COPING WITH OES: EMOTIONAL



Explore **positive outlets for emotions**, such as community activism, volunteerism, or letter-writing campaigns to institute change.

- Teach acceptance; role-play and model appropriate emotional responses.
- Reinforce **social skills** to encourage lasting friendships and healthy interactions.
- Teach stress-management skills and relaxation techniques.

Summit's Habits of Success: "Perseverance" tier:

- ❖ Resilience
- ❖ Agency
- ❖ Academic Tenacity

Character Lab

REMEMBER TO....

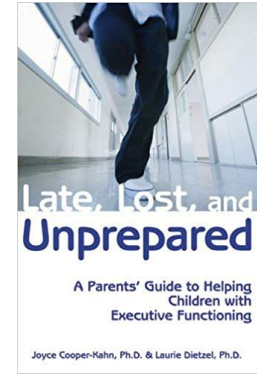
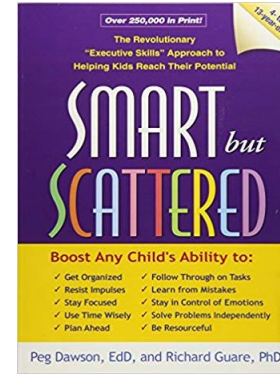
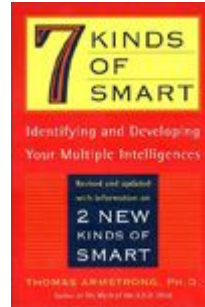
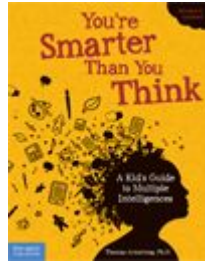
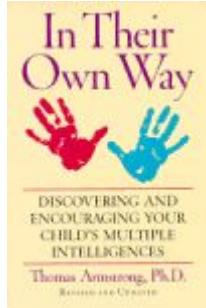
Celebrate diversity!

Overexcitabilities are inborn and cannot be “unlearned”, but can be managed and used for motivation and pursuing passions!



RESOURCES

Multiple Intelligences:



Twice-Exceptionality:

5 recommended books for parenting 2E children

Overexcitabilities:

