

Parenting Gifted Children

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Goals and Objectives

- Definition
- Bright Children Vs Gifted Children
- Characteristics
- Louis Terman
- Need for Struggle and Developing Grit
- EQ Vs. IQ
- School Issues
- Parenting Do's and Don't
- Helping the Anxious Worrier

Gifted-Not One Size Fits All

- Gifted Adults VS Gifted Children
- Variation within population
- Speed of processing information
- Depth of understanding and ability to solve problems of multiple factor complexity
- Rabbit Ears vs. Satellite Dish
- As IQ rises so does feelings of loneliness, isolation and alienation
- As IQ rises probability of leadership decreases

The Bright Child VS The Gifted Learner

Janice Szabos

- Knows the answers Asks the questions
- Is Interested Is highly curious
- Has good ideas Has wild silly ideas
- Works hard Plays around, yet tests well
- Enjoys peers Prefers adults
- Is receptive Is intense
- Enjoys school Enjoys learning
- Technician Inventor
- Is pleased with self Highly self critical

Characteristics of the Exceptionally Gifted

- Experiences of life qualitatively different
 - More intense/dramatic
 - Personalize and internalize experiences
 - Emphasis on justice, fairness and idealism
 - Awareness and specialness a burden-pressure to succeed, to be leaders
 - Weight of the world on their shoulders
 - Existential Depression

Defining Gifted

- Test Scores
 - Top 2-3 % on IQ or ability tests
 - Schools generally use upper 5 to 10%
 - Difference between moderately gifted and highly gifted significant
 - Achievement
 - Specific talent such as artistic, musical or athletic
- 3 wishes

What IQ tests don't measure

- Task persistence
- Ability to inhibit response/ impulsivity
- Self monitoring
- Frustration tolerance
- Ability to deal with ambiguity and uncertainty
- Risk taking
- Confidence

Asynchronous Development

- Giftedness is asynchronous development in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm. This asynchrony increases with higher intellectual capacity . The uniqueness of the gifted renders them particularly vulnerable and requires modifications in parenting, teaching and counseling in order for them to develop optimally.

Dabrowski's Over-Exciteabilities

- Not a feeling of more than others but a different way of experiencing the world
- Vivid
- Absorbing
- Encompassing
- Complex

Dabrowski's Over-Exciteabilities

- Psychomotor
 - Impulsive, active, talkative, lots of physical activity
- Sensual
 - Oversensitive to bright lights, how things feel, loud noises etc. but also heightened aesthetic awareness, artists
- Intellectual
 - Curious, questioning, abstract thinking, logic, loves puzzles
- Imaginational
 - Creative, inventors, comedians, day dreamers, space cadets
- Emotional
 - Extremes in emotions, humanitarians

IQ VS EQ

- Emotional Intelligence-Daniel Goleman
 - Knowing one's emotions
 - Managing those emotions
 - Motivating oneself
 - Recognizing emotions in others
 - Handling relationships

Louis Terman

- Genetic study of genius
- Looking for best educational fit for GC
- To look at their social emotional development
- Longitudinal study beginning in 1921
- Follow up 35 years later
- “Terminites” found generally more successful
- Higher achieving better health less divorce

Issues Within the Gifted Child

- Asynchronous Development
 - Adult expectations
 - Knowledge doesn't equal judgment
 - Associating with older children
 - School behavior interfering with academic placement

What is Grit?

- Pluck, courage: indomitable spirit
- Courage or resolution in the face of difficulties
- Backbone,chutzpah, fortitude, guts, stick-to-it-tiveness

Duckworth Study

- Developed Grit Scale
- Studies involving West Point Cadets and Scripps Spelling Bee Finalists
- “Grittier” individuals more successful I.e Higher grades, higher ranked
- Not related to IQ

Additional Issues

- Little fish in the big bowl
- Fear of failure
- Fear of success
- Sterotypical threat
- Control issues
- Separation issues into adolescents
- Heightened sensitivity and Idealism
- Existential Depression
- Hitting the wall
- Imposter Syndrome

School Factors

- Not providing appropriate challenges
- Unrealistic expectations
- Penalizing due to strengths
- Peer Pressure
- Teacher and staff insensitivity
- No child left behind

Importance of Struggle

- Need to learn how to deal with difficult material
- Need to learn how to deal with frustration
- Need to learn self discipline and study habits
- Need to learn that being gifted doesn't mean lack of effort
- Need to learn how to organize and plan
- Encourage thinking outside the box
- Real ego growth.....

How Parents and Teachers Can Help

- Look at disappointments as opportunities as opportunities for growth
- Ask questions, what worked, what didn't
- Encourage and support, don't do them what they can do for themselves
- Give them choices
- Parents need to strategize and plan as a unit while considering how your child is likely to react

Rocky Balboa

- “Its not how hard a punch you throw but what happens when you get hit by a hard punch and if you can get up and keep moving forward.”

Ways of Providing Support

- HALT
- Active Listening
- Validation of Feelings
- Stay Calm and in Control
- Avoid Lectures!
- Its never what you tell them its what you model
- Avoid providing solutions instead encourage thinking outside the box
- Distract
- Encourage Physical Activity or Other Fun Activity

Parenting Interventions

- Don't Own the Problem
- Be Supportive
- A Special Time for Each Child
- Put it in Writing
- Give Choices-Avoid Confrontations and Power Struggles-Natural Consequences
- Discuss Strategy with Spouse
- Praise Within Earshot
- Anticipatory Praise
- Importance of the Relationship!

Punishment VS Discipline

- Goal of Discipline is self direction
- Goal of punishment is impose direction
- Praise tells children what to do
- Punishment tells children what not to do
- Discipline teaches self control and decision making
- All children need limits
- Set as few as possible but be firm and consistent in following through
- Natural Consequences
- Encourage child to help set limits for themselves

Overcoming Anxiety

- Learn to compartmentalize
- Labeling the worry brain
- Locking up the worry brain
- Visualization
- Guided Light
- RET

Types of Perfectionists

- All or Nothing
- Workaholics
- Avoiders/Procrastinators
- Fear of Failure
- Fear of Success

Perfectionist Behavior

- Lack of risk taking
- Setting unrealistic goals
- Often overwhelmed when looking at a large project or task
- Focus on the end product or score or grade
- Rarely satisfied with self or others

Overcoming Perfectionism

- Focus on the process and not the product
- Use attribution theory
- Break task into smaller parts
- Teach time management
- Avoid superlatives
- Teach positive self talk
- Use biblio therapy

Overcoming Perfectionism

- Debugging (not right or wrong but how can we fix this)
- Visualization
- Laughter
- Enlist friend's support
- Permission to be less than perfect
- Be a good (imperfect) role model
- View mistakes as learning opportunities

Signs of Stress

- Change in Eating and/or Sleeping
- Regressive Behaviors
- Rigidity and Inflexibility
- Excessive Worry
- Compulsive Behaviors
- Sad Mood or Tearfulness
- Negative Self Talk (increasing use)

Goals and Objectives

- Understanding Gifted Children
 - Definition based on Scores and or Talent
 - Asynchronous Development
 - Dabrowski's Over-Exciteabilities
 - Renzulli
 - As an adjective
 - EQ vs. IQ
 - Issues within the child
 - School/Academic Issues
 - The Need for Struggle
- Helping Anxious-Worriers
- Parenting Strategies

Renzulli's 3 ring conception

- Don't label the child
- Label the Behavior
- Use "Gifted" as an adjective
- "Giftedness is a behavior that comes to fruition in certain (but not all) students, at certain times (not all the time), and under certain circumstances, Giftedness is something students do, not something they are.