




*Giftedness, and Emotional
Health and Well-being*

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Focus on the individuality of your
child.....


Similarities.....Differences.....Uniqueness

and

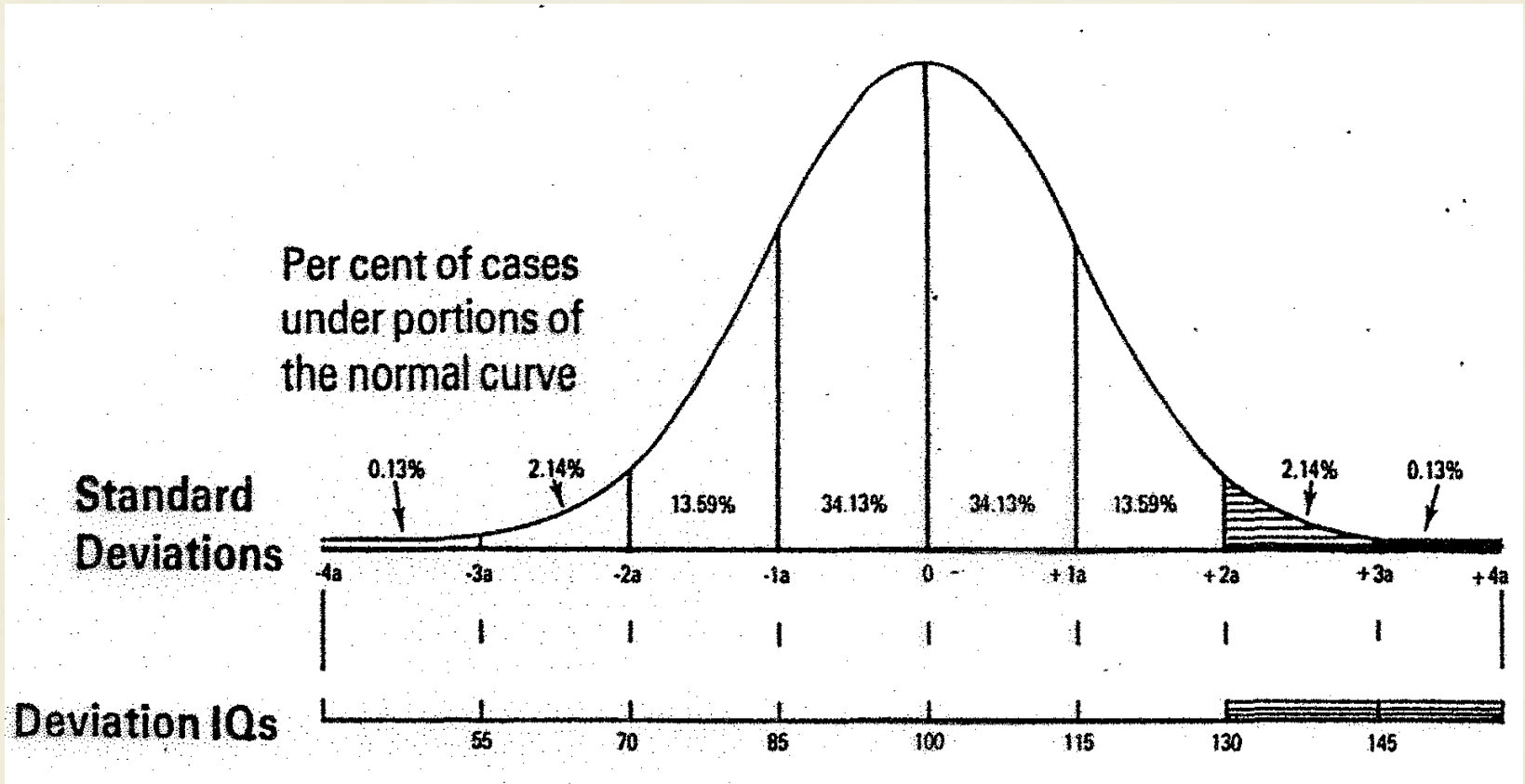
*The Importance of
our phenomenological perspective as reality*




What does it mean to be gifted?

- 
- An IQ score?
 - Academic productivity?
 - Meeting scholastic criteria?
 - Innate characteristics?


Distribution of Intelligence Quotients





Five words related to being gifted.....

- *Asynchrony*
- *Sensitivity*
- *Perceptivity*
- *Intensity*
- *Perfectionism*



Giftedness may be experienced as
a two sided coin.....

Strength, blessing, expansion

Vulnerability, hardship, loneliness



Domains of Development

- *Intellectual*
- *Emotional*
- *Physical*
- *Spiritual/ Moral/ Ethical*
- *Social*

Innate characteristics of being gifted are seen across all five domains



Living out of all five domains=

Balance =

Health, Vitality, Integrity



Recognize you have inner messages

Listen to them, notice each domain

Respect the messages


Honor the messages with action



Weed Garden or Seed Garden

Thoughts—Physical Response—
Emotions

The body as Messenger ...



Have you been told you are TOO MUCH?....

Overexcitabilities/ Intensities

- *Psychomotor*
- *Sensual*
- *Intellectual*
- *Imaginational*
- *Emotional*

Piechowski, 1999

Dabrowski



Are you an orange?

In the middle of an apple orchard?

Finding Likeness

Connecting

Belonging




Remember.....

*Parents are the rudder of the ship for
children*

(security and stability)

*To be of emotional support to your child,
respond to their emotional age*

Listen, Listen, Listen, Listen



Consider the personality and
temperament of each family
member...



Introvert

- *Re-energize by themselves*
- *Feel drained by people*
- *May have a public and private persona*
- *Reveal self to only a few*
- *Are happy with one or two close friends*
- *Mentally contemplate and rehearse before speaking*
- *Dislike being the center of attention*
- *Are uncomfortable with changes*
- *Are reflective*
- *Fear humiliation*




Extrovert

- *Get energy from interaction with others*
- *Quickly open and trust others*
- *Think aloud*
- *Enjoy being center of attention*
- *Are comfortable in new situations*
- *Like having many friends*
- *Can be distractible and impulsive*
- *Are risk-takers in groups*
- *Learn by doing*



Temperament....

- Optimistic or pessimistic
- Self-concept and self-esteem
- Quality of self-talk and recurring tapes
- Willingness to try and to take risks
- Persistence and effort
- Tolerating frustration
- Resilience

- 
- Asynchronous abilities across subject areas
 - Passions, interests and talents
 - Values, meaning and goals
 - Developmental focus change over time




Perfectionism

- Healthy and unhealthy
- Intrinsic and extrinsic motivation
- Pursuit of excellence
- What ought to be....
- Pleasing others, procrastination, paralysis




Stresses and Vulnerabilities

1. Uneven development across domains
2. Developmentally out of sync with chronological peers, people respond negatively
3. Expectations of adults (parents, teacher, family, friends, community)
4. Expectations of self (impatience, judgment, perfectionism)
5. Self-definition (self-worth and social worth based on productivity; imposture syndrome)
6. Intense sensitivity (acute perceptiveness, introspection, and continual comparison with others)
7. Alienation and loneliness (feeling odd, hiding the gifted self)
8. Obeying rules; requiring fairness and justice



**Emotional Challenges
And
Misdiagnosis of Gifted**



“The truly creative mind in any field is no more than this:

A human creature born abnormally, inhumanly sensitive.

To him...a touch is a blow.

A sound is a noise.

Misfortune is tragedy.

A joy is an ecstasy.

A friend is a love.

A lover is god.

And failure is death.”

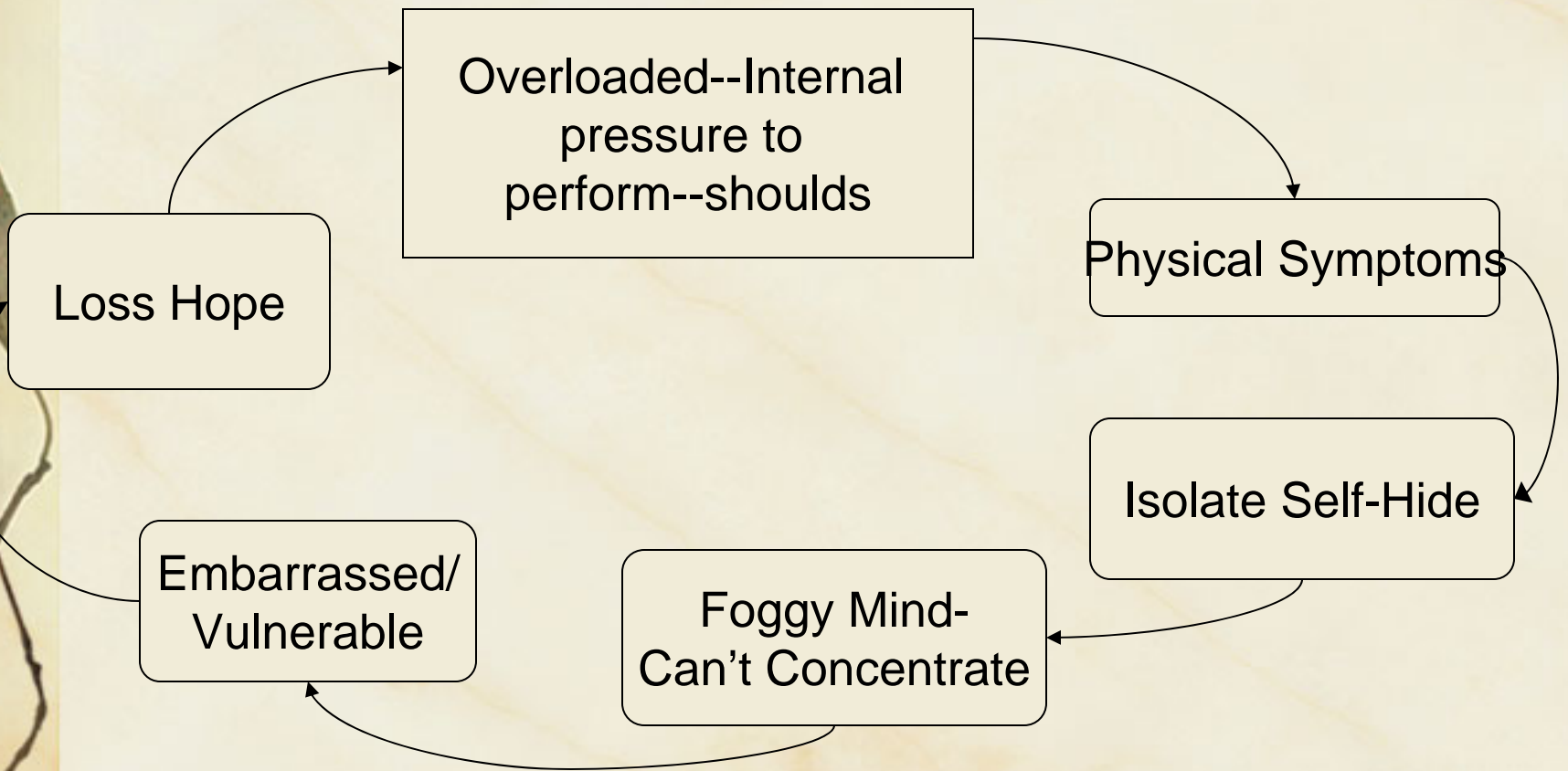
Pearl Buck



Stress

- Should {mind}
- Tense {body}
- Relentless {emotion}
- Eager to please {social}
- Sensitivity/intensity {emotion, mind, body}
- Solitary {social, spiritual}

Burn Out Cycle





Depression

-is a messenger-

Depression is anger turned inward, against the self.

Feeling hopeless, lethargic, lack of interest or pleasure, unclear thinking and decision making ability, helplessness.

Can lead to withdrawal and changes in eating and sleeping behaviors.

Displayed as irritability and frustration in kids and teens; “halt”

Suicidal risks



Anxiety

Anxiety is fear turned inward.

Use of imagination—enemy or ally

Feeling out of control


A cognitive, emotional, physical and social experience

Not trusting oneself



Anger


- Most often the result of feeling misunderstood.
- Anger is an arrow pointing the way to necessary change.
- One needs to release anger constructively through positive choices and action.
- Know consequences follow all behavior.
(and, all behavior is purposeful)



Learning social skills that help in making friends


- *Listening*
- *Introducing yourself*
- *Taking turns*
- *Beginning and ending a conversation*
- *Joining into an activity*
- *Initiating an activity*
- *Offering help to a peer*
- *Giving and accepting a compliment*
- *Expressing your feelings*
- *Showing understanding of another's feelings*

McGinnis & Goldstein Skillstreaming the Elementary School Child, Research Press



**So, when do we ask for help
outside of the family?**

**How do we know who to
choose?**



**Nurturing your child's and
family's health and well
being**



Hierarchy of Developmental Needs

A.H. Maslow

Self-actualization (mission, purpose, joy, energy)

Self-esteem

Belonging needs (love, family and friends)

Safety needs (security)

Physical needs (food, clothing)

Maslow, A.H. The Farther Reaches of Human Nature. Escalen Books, 1971.

Maslow, A.H. Toward a Psychology of Being. Princeton: Van Nostrand, 1968



“Core Conditions”

Essentials For Healthy Relationships

Carl Rogers

1. Respect
2. Genuineness –
being real
3. Non- possessive
warmth
4. Empathy

All are necessary

Rogers, Carl. Freedom to Learn. Columbus, OH: Charles Merrill Publishing Co., 2983.

Rogers, Carl. On Becoming a Person. Houghton Mifflin Company, 1961.



Listen Within.....

When am I most alive?

What brings me the greatest joy?

What makes my heart sing?

What do I really care about?

What do I believe is truly essential?

What does this world really need?

What do I have to offer?

Who needs me?

How may I be of service?

Patricia Gatto-Walden Ph.D.



Today Choose Health.....

Patricia Gatto-Walden, PhD

1. “Check in” and listen to five domains
2. Get enough sleep and healthy food
3. Get outside 30 minutes per day, connecting with a natural order beyond you
4. Fear/stress/anxiety = closed position
Love/joy/hope = open position
... notice how you are a magnet
5. Become your own best friend



Today Choose Health

6. Acknowledge what you appreciate each day

7. Take a vacation once a week

—Relax, release, rejuvenate—

8. Practice “letting go” through deep breathing

9. Create an atmosphere of respect, genuineness,
acceptance and empathy in your home

10. Have a date with each child once a month



Recommended Readings

Colangelo, N., Assouline, S., & Gross, M. (2004). A Nation Deceived: How Schools Hold Back America's Brightest Students. Vol I and II. University of Iowa: www.education.uiowa.edu/belinblank

Daniels, Susan & Piechowski, Michael (eds; 2008). Living with Intensity. Great Potential Press.

Piechowski, Michael (2006). "Mellow Out", They Say, If I Only Could. Yunasa Books.

Webb, James; Amends, Edward, et al. (2005). Misdiagnosis and Dual Diagnoses of Gifted Children and Adults. Great Potential Press.

Webb, James; Gore, Janet; Amend, Edward & DeVries, Arlene (2007). A Parent's Guide to Gifted Children. Great Potential Press.



Website resources

Hoagies Gifted Education Page:
www.hoagiesgifted.org

Davidson Institute for Talent Development:
www.gt-cybersource.org

Institute for Educational Advancement
www.educationaladvancement.org

National Association for Gifted Children:
www.nagc.org

SENG Supporting Emotional Needs of the Gifted
www.sengifted.org