



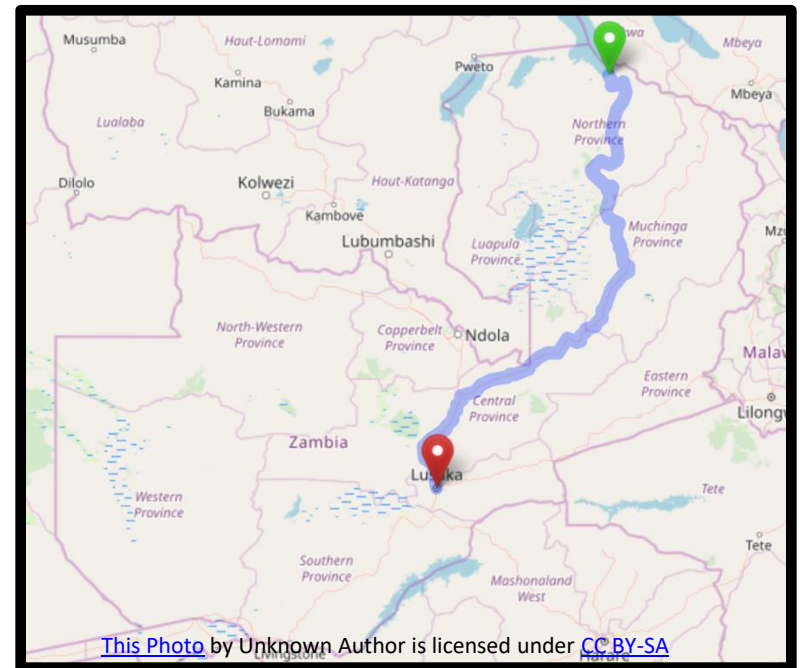
Gifted Parenting ~~101~~ 201:

Guiding Gifted and Twice Exceptional Children During a Pandemic!

Carol Lewis, GEAC Past President
LWSD Gifted Education Advisory Council
September 23, 2020
Online presentation and Parent Q and A
www.lwsdgeac.org

Roadmap for this talk

- (10) Putting out fires: Remote Learning and Covid Questions eg:
 - Maintaining sanity (including self-care)
 - Maximizing learning and happiness
 - Social issues, screen time, anxiety, etc.
- (10) General parenting guidance/parent questions
- (5) Brief Live Q and A
- (10) Overview of Giftedness
 - Tendencies
 - Overexcitabilities
 - General gifted resources
- (5) Brief Live Q and A - Giftedness
- (25) Twice Exceptional
 - Common subtypes
 - Key areas of impairment/assessment
 - Working with schools/accommodations
 - Strategies for support
 - Twice Exceptional resources
- (10) Brief Live Q and A - Twice Exceptional
- (5) GEAC Board wrap up
- (25) Submitted parent questions/Open Live Q and A



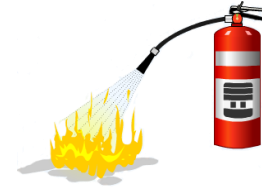
Disclaimer

- Based on my experience and research
- You know your kid best
- Tons of good resources, choose what works for you



- Don't panic – lots of info shared tonight
 - GEAC will post this presentation
 - Just take in whatever bits are relevant right now

Putting out fires



- **Daily hassles:** try family meetings, calm problem-solving
- **Staying on task:** try wiggle seat/yoga ball, stretch and movement breaks, fidgets, etc.
- **Perfectionism/anxiety about finishing work:** try compassion breaks, reasonable goal setting
- **Supporting kids who need lots of attention:** sometimes they just want to feel heard/seen, teach them to make a clear request, give them tokens/certificates (make out of index cards) for 15 minutes of “mom” time, keep them company while you work too, give them something useful to do,
 - identify unmet needs to be seen, heard, safe, connected, respected, special, loved
- **Monitoring kids who work independently:** try “trust but verify,” negotiate checkpoints
- **Screen time burnout:** try compassion, negotiate with teacher, audio only, schedule more breaks (See also ZOOM FATIGUE slide)
- **“No, I don’t think I will” HOMEWORK issues:** try Positive Discipline approaches, “tell me what you’re thinking,” wish fulfillment “I bet you would like a whole day without meetings,”
 - Kids want to feel heard. Compassion – “yes, this is hard.” Problem-solving, negotiating with teachers
- **Craving social activity/interaction:** compassion, outdoor activities, create your own group
- **Insufficient intellectual discussion/creativity with peers:** See above. Look for mentors.
- **Organizational dysfunction** (from teachers too): Make clear request of teacher that assignments be posted, ask teacher for suggestions, lend your frontal lobe
- **Breaks from schooling/Managing free time:** Get outside!

Zoom fatigue

- <https://community.today.com/parentingteam/post/how-to-help-kids-with-zoom-fatigue>
“Nature Is Zoom’s antidote”
- <https://community.today.com/parentingteam/post/a-step-by-step-guide-to-make-distance-learning-better-next-week>

Learning Challenges in the time of Covid



[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#)

- Excessive screen time
- Limited socializing
- Reduced environment changes (one room vs moving around at school)
- Too much family togetherness
- Expectation conflicts
- Boredom
- Kid and parent anxiety/overwhelm

CoVid bonuses?



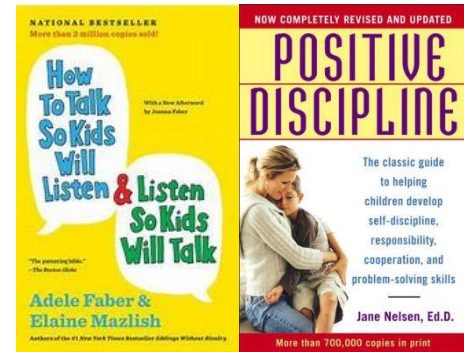
- More time to explore true interests
- Kids not overscheduled/less rushing around
- Parents have more transparency into classes
- Some accommodations may be easier
- Family and/or sibling bonding
- More resources now available online

My general approach

- **Respect.** For both my kid and myself.
- **Solution oriented.** “What got in the way?” vs. “Why didn’t you do that?”
- **Kid-involved.** Invite kids to solve problems, find motivators (rewards), recognize unhelpful beliefs.
- **Empathy and compassion.**
- **Humor.**
- Seek to **understand** the other person, **listen** fully.
- Be **curious** and have an open mind.
- Remember **they’re kids** and have less life experience.
- Take time for **training**.
- **Big picture.** What will matter in the long run?
- **Assume good intent.**
- **Kindness.** Be your kid’s ally.
- Take **care** of my own well-being.
- Be a good **role model.** Kids learn most from watching us.

Some generally useful tools

- Self-Compassion – treating yourself as you would like a kind friend to do; being kind to yourself in the midst of suffering
- Mindfulness – being aware and present without judgement
- How to Talk So Kids Will Listen & Listen So Kids Will Talk strategies
- “Name it to tame it”
 - help kid label feelings and needs
- Positive Discipline concepts -



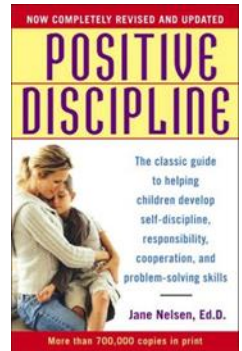
<https://afineparent.com/be-positive/positive-discipline.html>

Positive Discipline - Dr. Jane Nelsen

1. Is **Kind and Firm** at the same time. (Respectful and encouraging)
2. Helps children feel a sense of **Belonging and Significance**. (Connection)
3. Is **Effective Long-Term**. (Punishment works short term, but has negative long-term results.)
4. Teaches valuable **Social and Life Skills** for good character. (Respect, concern for others, problem-solving, accountability, contribution, cooperation)
5. Invites children to discover how **Capable** they are and to use their personal power in constructive ways.

The tools and concepts of Positive Discipline include:

- Mutual respect. Adults model firmness by respecting themselves and the needs of the situation, and kindness by respecting the needs of the child.
- Identifying the [belief behind the behavior](#). Effective discipline recognizes the reasons kids do what they do and works to change those beliefs, rather than merely attempting to change behavior.
- Effective communication and problem solving skills.
- Discipline that teaches (and is neither permissive nor punitive).
- Focusing on [solutions](#) instead of punishment.
- [Encouragement](#) (instead of praise). Encouragement notices effort and improvement, not just success, and builds long-term self-esteem and empowerment.
- <https://www.positivediscipline.com> Book: [Positive Discipline](#)



Mistaken Goal Chart

www.positivediscipline.com

1	2	3	4	5	6	7	8
The child's goal is:	If the parent/teacher feels:	And tends to react by:	And if the child's response is:	The Belief behind child's behavior is:	How adults may contribute:	Coded messages	Parent/teacher proactive and empowering responses include:
<p>Undue Attention</p> <p>(to keep others busy or get special service)</p>	<p>Annoyed Irritated Worried Guilty</p>	<p>Reminding Coaxing Doing things for the child he/she could do for him/herself</p>	<p>Stops temporarily, but later resumes same or another disturbing behavior. Stops when given one-on-one attention.</p>	<p>I count (belong) only when I'm being noticed or getting special service. I'm only important when I'm keeping you busy with me.</p>	<p>"I don't have faith in you to deal with disappointment." "I feel guilty if you aren't happy."</p>	<p>Notice Me</p> <p>Involve Me Usefully</p>	<p>Redirect by involving child in a useful task to gain useful attention; Say what you will do, "I love you and ____." (Example: "I care about you and will spend time with you later.") Avoid special services; Say it only once and then act; Have faith in child to deal with feelings (don't fix or rescue); Plan special time; Set up routines; Engage child in problem-solving; Use family/class meetings; Ignore (touch without words); Set up nonverbal signals.</p>
<p>Misguided Power</p> <p>(to be boss)</p>	<p>Angry Challenged Threatened Defeated</p>	<p>Fighting Giving in Thinking "You can't get away with it" or "I'll make you" right</p>	<p>Intensifies behavior Defiant compliance Feels he/she's won when parent/teacher is upset Passive Power</p>	<p>I belong only when I'm boss, in control, or proving no one can boss me. You can't make me.</p>	<p>"I'm in control and you must do what I say." "I believe that telling you what to do, and lecturing or punishing you when you don't do it, is the best way to motivate you to do better."</p>	<p>Let Me Help</p> <p>Give Me Choices</p>	<p>Acknowledge that you can't make him/her do something and redirect to positive power by asking for help; Offer a limited choice; Don't fight and don't give in; Withdraw from conflict and calm down; Be firm and kind; Act, don't talk; Decide what you will do; Let routines be the boss; Develop mutual respect; Get help from child to set reasonable and few limits; Practice follow-through; Use family/class meetings.</p>
<p>Revenge</p> <p>(to get even)</p>	<p>Hurt Disappointed Disbelieving Disgusted</p>	<p>Retaliating Getting even Thinking "How could you do this to me?" Taking behavior personally</p>	<p>Retaliates Hurt others Damages property Gets even Intensifies Escalates the same behavior or chooses another weapon</p>	<p>I don't think I belong so I'll hurt others as I feel hurt. I can't be liked or loved.</p>	<p>"I give advice (without listening to you) because I think I'm helping." "I expect you to know why I focus more on your grades than I focus on you as a person."</p>	<p>I'm Hurting</p> <p>Validate My Feelings</p>	<p>Acknowledge hurt feelings; Don't take behavior personally; Avoid punishment and retaliation; Build trust; Use reflective listening; Share your feelings; Apologize; Make amends; Show you care; Act, don't talk; Encourage strengths; Put kids in same boat; Use family/class meetings.</p>
<p>Assumed Inadequacy</p> <p>(to give up and be left alone)</p>	<p>Despair Hopeless Helpless Inadequate</p>	<p>Giving up Doing for Over helping Showing a lack of faith</p>	<p>Retreats further Passive No improvement No response Avoid trying</p>	<p>I don't believe I can belong, so I'll convince others not to expect anything of me; I am helpless and unable; It's no use trying because I won't do it right.</p>	<p>"I expect you to live up to my high expectations." "I thought it was my job to do things for you."</p>	<p>Don't Give Up On Me</p> <p>Show Me A Small Step</p>	<p>Break task down to small steps; Make task easier until child experiences success; Set up opportunities for success; Take time for training; Teach skills/show how, but don't do for; Stop all criticism; Encourage any positive attempt, no matter how small; Show faith in child's abilities; Focus on asset; Don't pity; Don't give up; Enjoy the child; Build on his/her interests; Use family/class meetings.</p>

Positive Discipline

- Mistakes are wonderful opportunities to learn.
- Are we looking for blame or are we looking for solutions?
- Focusing on solutions is the foundation for successful family meetings. It helps parents avoid the temptation to lecture about items on the agenda. It also helps children stop complaining.
- One of the most important things to remember when focusing on solutions is to involve your children in the process.

Managing sensitivities and emotional regulation

- Read to your kids! Even older kids (and adults!) like to be read to. Some ideas:
 - The Phantom Tollbooth
 - My Father’s Dragon
 - Hitchhiker’s Guide to the Galaxy
 - Harry Potter, Narnia, Lord of the Rings
 - Anything by Louis Sachar or Andrew Clements (Frindle, Holes, Sideways School)



Hint: You can read something advanced to them that you find interesting. And allow kids to engage in quiet activities while listening (drawing, stretching, legos, knitting).

Managing sensitivities and emotional regulation

- Simple breathing practice - focus on breath for five to ten breaths or long enough to calm down. (Parent might do this alone first, kids often respond to parent calming down.) Two feet and a breath exercise.
- Exercise. Neighborhood walks.
 - Let your kid choose the route.
- Car rides. Let your kid choose the route. (Also great for getting your kid to talk...)
- Family tv shows (eg, Avatar on Netflix appeals to adults too!).
- Compassion breaks.
- Anything with water.



Change it up at home

- Scavenger hunts in the house or yard or neighborhood

(Let your kids hide items too!)



- Learn to cook anything
- Science projects (crystal growing, seedlings)
- Nature collections (pine cones, rocks)
- Cardboard cat castles



Change it up at home

- Distinct study areas and relaxation/play areas
- Blanket forts/cardboard quiet rooms.



Change it up at home – Go outside!

- Get outside at least daily. If possible, encourage your kid to spend time alone just exploring.
- Have your kid describe all the things they see outside while you write them down/record.
- Go on walks. Let your child be the guide.
- Play in the rain.
- Get a bird feeder.



<http://www.haxnicksusa.com/sunbubble>

Some home schooling resources

- Gifted Homeschoolers Forum

<https://ghflearners.org/>

- <https://raisinglifelonglearners.com/the-ultimate-guide-to-homeschooling-gifted-children/>

Some online enrichment resources for gifted

- https://education.wm.edu/centers/cfge/resources/covid_athomeenrichment/index.php
- <https://www.minutephysics.com/>
- Your favorites...?

Professional resources

Northwest Gifted Child Association Resources

- <http://www.nwgca.org/counselors--therapists.html>
- <http://www.nwgca.org/testing--assessment.html>
- <http://www.nwgca.org/coaches--consultants.html>
- (We've used Brock's Academy in Woodinville for tutoring/enrichment in math and writing)

Parent questions

Q: What can we do to support a child's natural talents and interests while encouraging him/her to explore other areas for more balanced development?



A: Sounds like you have your answer embedded in your question!

1. Intense engagement in an area of interest can develop executive function (eg, persistence, concentration, organization), so there are carry-over effects.
2. Many gifted kids get involved in something, learn it, then move on to something else.

Parent questions

Q: How can we help a child show his/her full potential confidently but without overpowering others or feeling guilty about it?

A: Perhaps have them teach? Praise effort. Recognize and enjoy others' talents. Find an equally talented peer group.



[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)

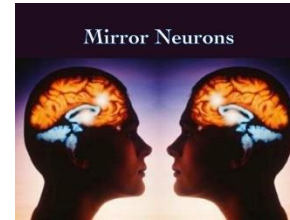
Parent questions

Q: How can we support less interrupting and more patience (adults too!)?



- Teach your child and yourself to pause and breathe. Model slowing down, real listening, and taking calming breaks.
- Let your child take the lead more. Respect that they may have insight into problems and solutions.
- Consider unspoken needs.

Compassion and Mirror Neurons



Check your own:

- expectations – try for “good enough,” not perfect
- Anxiety and worry – take time to calm yourself; your child will follow your lead (or will pick up on your tension!)
- Presence – try to really be present when being with your child, listen deeply
- Compassion – model treating yourself as you would a friend. Help your kid do the same.

Parent Questions



Q: Suggestions to help a kid in overcoming shyness and participating in academic and social conversations?

A: Be patient. It isn't necessarily a problem. Allow them ample time in settings with others who share their passions. Encourage alternative ways of expression (eg, writing, music, art, coding). Teach them self-compassion. See if they think it's a problem. Check auditory processing. Allow "peripheral" involvement, being on edge of group, but still attentive. Consider sensitivities. Allow kid to share anonymously. Don't force eye contact (some kids can't tolerate it).

Parent Questions

Q: Growing in acceptance of differences and empathy towards others

A: Bring curiosity to everything, model self-compassion/empathy



[This Photo](#) by Unknown Author is licensed under [CC BY-NC](#)

Parent Questions

Q: Becoming less critical/negative and more positive/optimistic

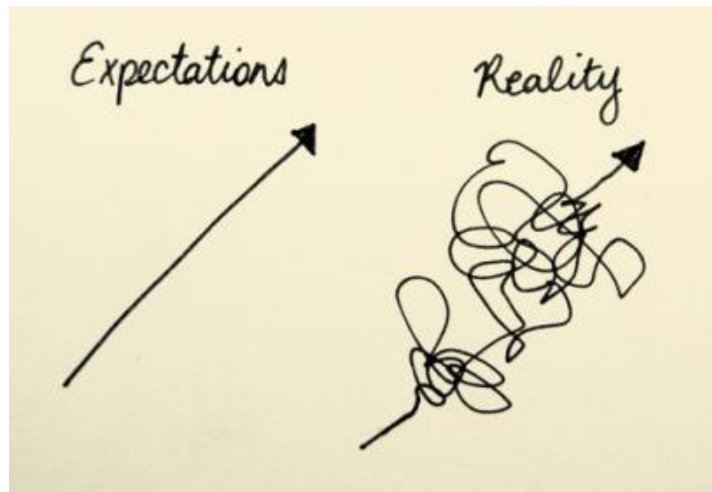
A: Practice resilience, limit media consumption (parents especially!), recognize human tendency to look for negative, call out what's going right, look at the big picture, self-compassion



Parent Questions

Q: Managing perfectionism and self-expectations

A: learn self-compassion, treat yourself as you would a friend, become aware of critical self-talk



Parent Questions

Q: Managing intense emotions (eg, sudden tantrums)

A: see slides on emotional regulation, look for precursors (eg, sensory overload, hunger, fatigue, boredom), consider unmet needs



Supporting challenges

- Resistance to “boring” yet important repetitive drills or tasks



- Flash cards (perhaps home made?) have kid quiz adult as well
- Have your child identify rewards for practicing hard stuff or come up with other solutions
- Look online for tips/games for repetitive practice eg,
- <https://www.mathsisfun.com/multiplication-tips-tricks.html>

Supporting challenges

- Distractedness/forgetfulness
 - Just 15 minutes (or even 5 minutes)
 - See strategies for executive dysfunction support
 - Visual cues
 - “launch pad”
 - Parental support - “scaffolding”
 - Involve kid in problem-solving and solutions

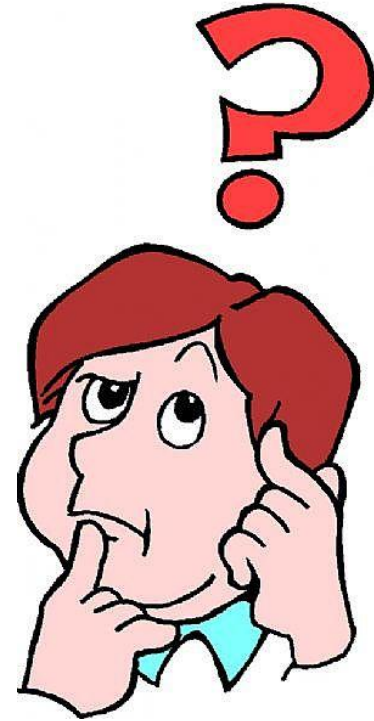


Supporting challenges

Q: Poor memory especially in learning certain new concepts

A: - Assess for specific issues

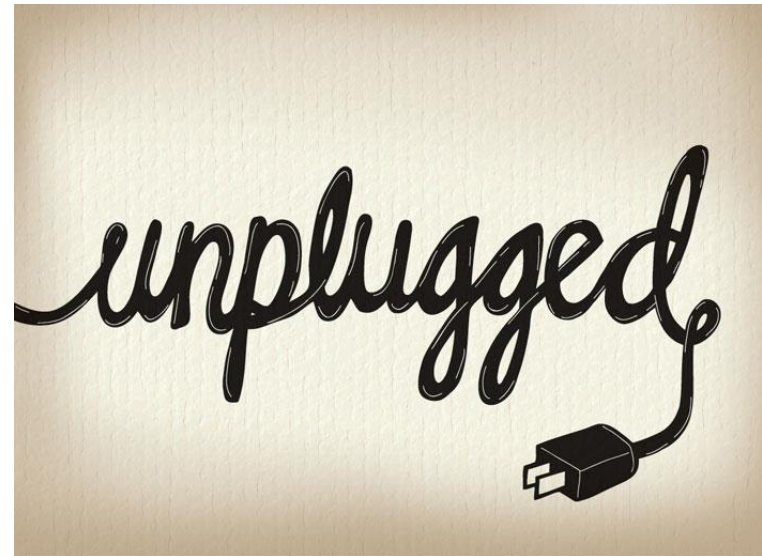
- Try alternative learning means: visual, tactile, kinetic, spatial, while singing, etc.
- Find work-arounds, involve kids in solutions



Screen time

Q: How can we help kids who spend a lot of time on screen (gaming, youtube) balance out their interests and activities?

A: Be a good role model, get them out of the house, have screen-free days



Challenges



Q: Arrogance in gifted children

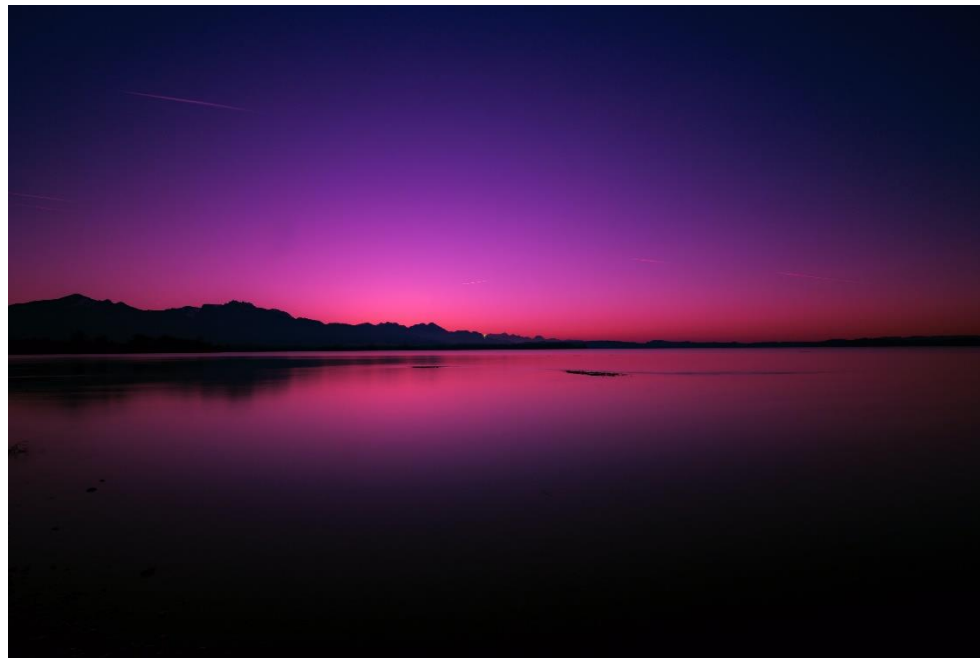
A:

- Help them focus on what they want to learn, not what they know
- Build empathy
- Model self-confidence versus arrogance
- Discuss values (eg, life is not a zero-sum game)
- Engage them in an activity they aren't naturally good at
- Find them a equally capable peer group

Parent questions

Q: Techniques to help calm body and make highs a little less high?

A: [see slides on emotional regulation](#)



Challenges

Q: How do I help my middle schooler be true to himself while navigating the mounting social pressures of middle school and his self-imposed pressures as well?

A: Great question!

- Help them define their values
- Help them set reasonable expectations
- Discuss peer pressure and resilience
- Offer safe, validating, non-judging, loving refuge



Remote learning challenges

Q: Strategies for parenting high energy during remote learning (eg, encourage more independent work, managing kids at different grade levels, supporting increased anxiety and stress)?

A: SELF-Compassion (Wow, this is hard. And it is probably hard for all or most of us. What can I do to comfort myself right now?)

- We can't think well/creatively when we're feeling scared or small.



[This Photo](#) by Unknown
Author is licensed under [CC BY](#)

Growing social skills during CoVid

Q: How can we help kids grow their social skills, especially if they were already challenged before the pandemic (including making new friends online)?



A: Areas of interest, socializing within family (perhaps cousins, extended family online), distanced socializing, start a social group (meet at park?), pen pals

<https://www.nymetroparents.com/article/ways-kids-can-socialize-while-keeping-social-distance>

Bonus Question

How do you and your kids recharge?



Parent Questions

1. How to find the balance between enabling exploration of specific fields (by finding related activities, books etc) and letting the kids' own curiosity drive them?

Ask your kid what kind of support they want. Offer to do the things they can't do (drive to library, sign up for classes, etc.).

2. What are some good resources to teach children emotional regulation and emotional intelligence? Mindfulness and self-compassion training are some. Parent learning in these areas makes for great modeling for the child to pick up. Positive Discipline books too.

3. How to help the kids improve their self confidence and social development? Mostly answered elsewhere.

4. In this COVID time, how do we engage kids with challenging group activities (e.g. Math club or robotics) in a structured and safe way? It's tough! Online? Outside?

Parent Questions

5. a. My kid is very arrogant and doesn't like listening to others mostly. See earlier slide about arrogance.
- b. I observe they want to be problem solvers. Great---observing your child's tendencies is useful. They may be natural leaders. But...
- c. How to make them listen even though they are disinterested? Model good listening. Give them training in listening through practice but they may not be mature enough to do this yet. Explain that brainstorming where all solutions are heard makes for better problem solving.
6. Worries that we are not challenging them enough. What is the right balance and suggested topics? Great questions. Aim for giving them challenges just beyond their comfort zone so they can develop persistence and other skills. Ask your kid for input. Ask teachers.
7. How to help gifted kids during this Covid situation? Find ways to nourish yourself as parent. Limit negative media exposure. Emphasize what's going right. Give them lots of TLC and a safe, kind, validating, non-judging refuge.
8. How do you teach a kid to be less intense? Recognize that intensity is part of giftedness (see section on Overexcitabilities). Educate them on their intensities. Give them appropriate outlets for intensities. Teach mindful breathing practices/look at slides on emotional regulation.

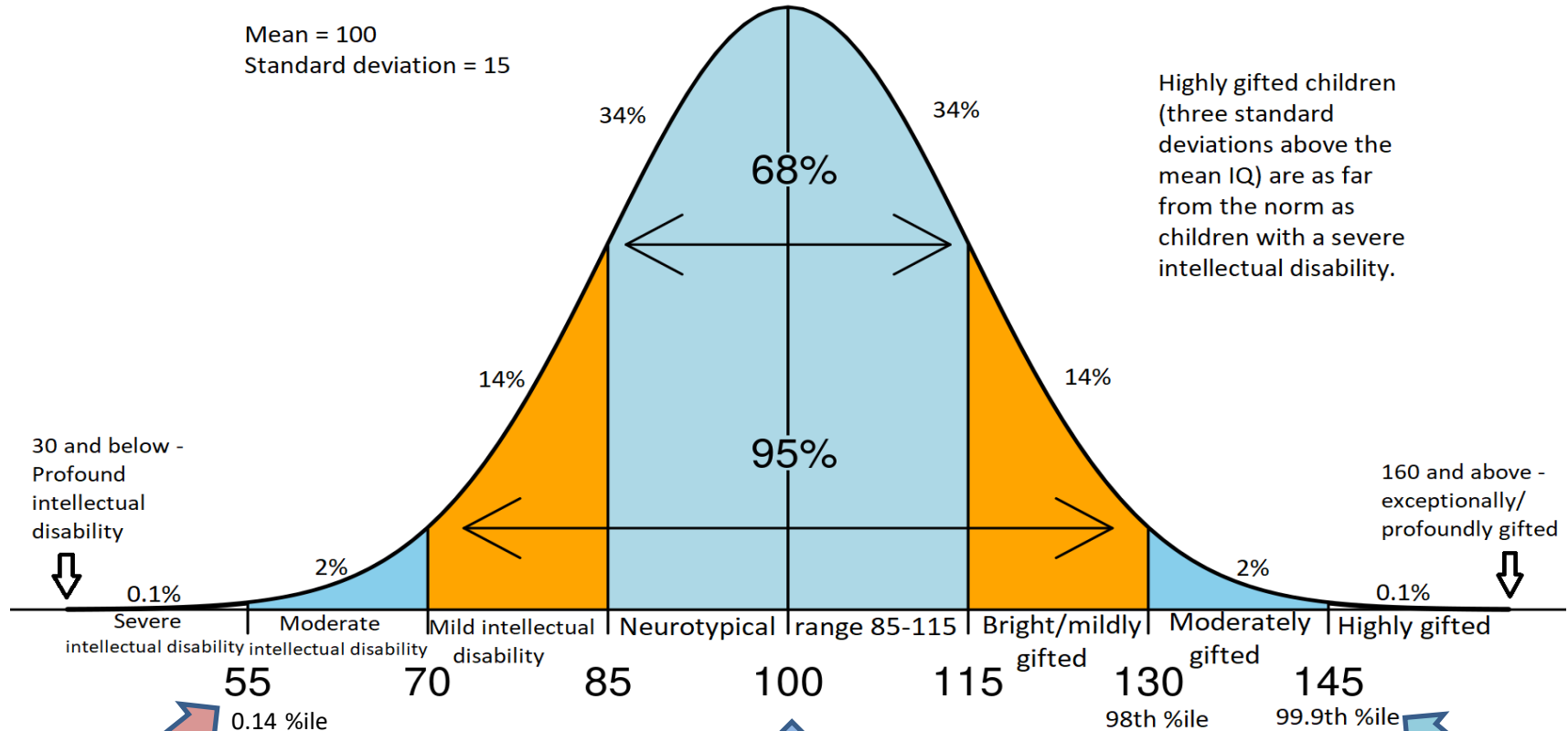
What's different about gifted kids?

Let's start with the IQ bell curve



IQ

Mean = 100
Standard deviation = 15



Highly gifted children (three standard deviations above the mean IQ) are as far from the norm as children with a severe intellectual disability.

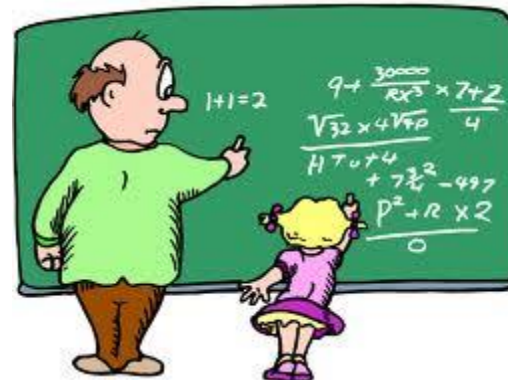
Intellectually Disabled 10 year old with IQ of 55
Mental age = 5.5

Neurotypical 10 year old with IQ of 100
Mental age = 10

Gifted 10 year old with IQ of 145
Mental age = 14.5

Far from the norm

- Gifted kids feel different from neurotypical kids because they really are different!
- Children two or more standard deviations above the mean IQ are as different from the average child as a moderate or severely intellectually disabled child is from an average child.
- Maybe we should call them “severely” gifted?



[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#)

What does “gifted” mean?



- Giftedness is a holistic concept - more than cognitive ability or achievement (academic success is often unrelated to giftedness). Other attributes of giftedness coming up...
- What may seem unique and peculiar in a gifted child is often part of the typical development seen in highly intelligent children.

Quirky behaviors

Many of the seemingly quirky behaviors and reactions gifted children have are actually typical of giftedness. They are “hard wired” into the nervous system and in fact enhance rapid learning and high intelligence.





Giftedness in 100 words

*"Giftedness is **not** what you do or how hard you work. It is who you are. You think differently. You experience life intensely. You care about injustice. You seek meaning. You appreciate and strive for the exquisite. You are painfully sensitive. You are extremely complex. You cherish integrity. Your truth-telling has gotten you in trouble. Should 98% of the population find you odd, seek the company of those who love you just the way you are. You are not broken. You do not need to be fixed. You are utterly fascinating. Trust yourself!"*

- Linda Silverman



Common tendencies of gifted children (and adults!)

Intense (AKA "MORE!") - Do and feel things to extremes Perfectionistic

- May be driven to excel OR may underachieve
- Unwilling to try if can't demonstrate perfection

Sensitive

- Experience outer *and* inner world differently from neurotypical children
- React *more* strongly to a *smaller* input and have a *longer* reaction than normal
- E.G.: Too loud, too bright, too sticky, too sad

Introverted - Recharge with alone time; groups are tiring

Concerned with fairness, social justice, and existential issues - way above their age-peers

- Prone to emotional distress because of this
- Helps to find meaningful activities related to their concerns (e.g., volunteering)

Independent - Prefer to be original, non-conformist

Asynchronous in development

- Abilities may vary significantly across areas
- E.G., read at a 12th grade level, act emotionally at a 4th grade level, handwriting at 2nd grade level
- Motor skills may lag cognitive abilities

Empathetic and compassionate

- Unusually aware of others' feelings/suffering
- Often strong desire to help those in need

Part of a gifted family

- Parents, grandparents, siblings likely gifted too
- Second and later children less often identified as they don't demonstrate "gifted" behaviors as overtly

Differently motivated

- Enjoy learning for its own sake, own interests
- Good grades may not be a primary goal



Overexcitable or easily stimulated

- Dabrowski's five OE areas: Intellectual, Emotional, Sensual, Imaginational, Psychomotor (see box)

Unsure of where they fit in/Frustrated with relationships

- Feel "different" because *they really are different* from their age peers; feel lonely/isolated without gifted peer group; even in a gifted program it might be hard to find a friend who really "gets" them
- May be college or later before find their "tribe"

Late bloomers in executive skills functioning

- Skills in organizing, planning, initiating, judgement, and evaluating quality of work tend to mature later
- May need support for longer than expected

Twice Exceptional (2e) – estimated 20% of gifted have learning disabilities/differences

- Giftedness may mask disabilities or vice versa

Hard to find the perfect educational setting for them

- Especially profoundly gifted, 2e, or very asynchronous
- GIFTED DO NOT NECESSARILY EXCEL AT SCHOOL!

At risk academically

- Without truly challenging work they can't develop study skills and perseverance - may fail when their natural abilities aren't enough in later grades
- Fixed mindset (I'm smart so this should be easy) versus growth mindset (effort produces success)

Problematic about food

- Gifted brains use lots of glucose when engaged - hypoglycemia can trigger meltdowns
- Forget or decline to eat when deeply involved
- Tend to be more sensitive to foods; picky eaters
- *Healthy protein snacks are important to their (and your) physical and emotional well-being!*



Dabrowski's Overexcitabilities (OEs) – hard wired in the gifted, "superstimulatability" of the nervous system

Intellectual OE – most common OE

- intense curiosity, endless questions
- hyper focus on a topic or area of interest
- love of problem-solving, knowledge, and learning; avid reading/researching
- always thinking; looking to answer deep questions

Emotional OE – strong emotional sensitivity

- Intense feelings; emotional mood swings
- empathic and sensitive to moods of others
- anxiety, guilt, fears, depression, self-criticism
- physical reactions to emotions (e.g., stomachaches, headaches)

Sensual (sensory) OE – heightened awareness to senses

- keen enjoyment of music, color, art, words, etc.
- intense sensitivity to smells, tastes, light, sounds (irritated by buzzing noise, picky eater; hears things others don't)
- tactile sensitivity to textures or clothing (aversion to tags in shirts and/or cravings for fuzzy fabrics)

Imaginational OE – creative and divergent thinkers

- strong sense of humor; inventive
- love of drama, imagination, fantasy
- daydreams; good ability to visualize
- magical thinking and overdeveloped fears

Psychomotor OE – energetic and active

- lots of movement, constant fidgeting
- craves physical activity; can be impulsive
- constant talking or humming, rapid speech
- difficulty sleeping or relaxing
- can be exhausting to be around



Gifted children (and adults!) tend to be:

Intense



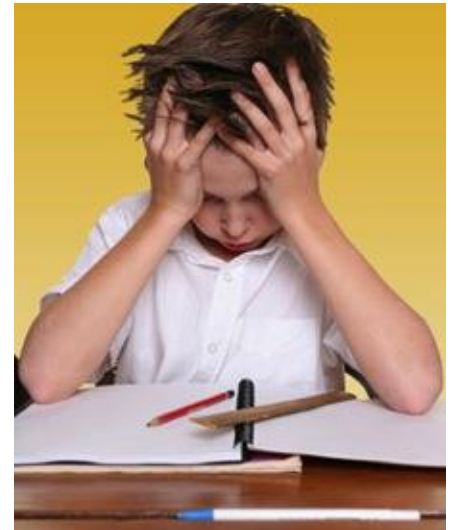
- Also described as just MORE
- Do and feel things to extremes



Gifted children (and adults!) tend to be:

Perfectionists

- May be driven to excel **OR** may underachieve (which may show as avoidance/fear)
- May be unwilling to try if can't demonstrate perfection



Gifted children (and adults!) tend to be:



Sensitive

- Experience outer *and* inner world differently from neurotypical children
- React *more* strongly to a *smaller* input and have a *longer* reaction than normal
- Examples: things are too loud, too bright, too sticky, too sad



Gifted children (and adults!) tend to be:

Introverted

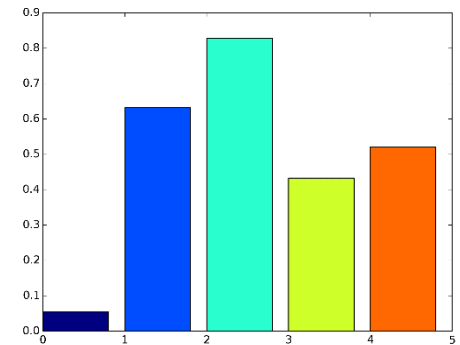
- Get recharged with alone time
- Groups can be tiring
- The higher the intelligence, the more likely to be introverted.



Gifted children (and adults!) tend to be:

Asynchronous in development

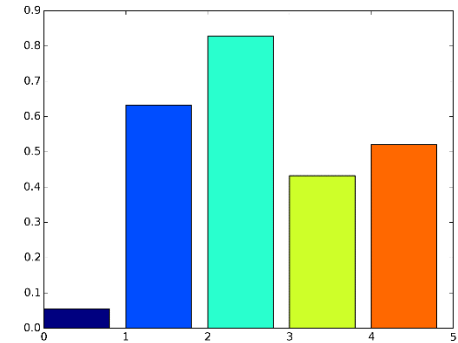
➤ Maturity and ability may vary significantly across areas



Gifted children (and adults!) tend to be:

Asynchronous in development

- Maturity and ability may vary significantly across areas
- For example, may be capable of reading at a 12th grade level, but emotionally be at a 4th grade level
- Math, verbal, and short term memory skills may be at widely different levels which is confusing for a gifted child (and parents and teachers!)
- Motor skills may lag cognitive abilities leading to frustration with drawing, writing, or physical activity



Gifted children (and adults!) tend to be:

Concerned with fairness, social justice, and existential issues

- Way above their age-peers
- Prone to emotional distress because of this
- Helps to find meaningful activities related to their concerns (e.g., volunteer at food bank, help plant trees)



Gifted children (and adults!) tend to be:

Empathetic and compassionate

- May be unusually aware of the feelings and suffering of others
- Often strong desire to help those in need



Gifted children (and adults!) tend to be:



Part of a gifted family

- Parents, grandparents, and siblings of the gifted child are probably also gifted
- Second and later children are less often identified because they don't demonstrate "gifted" behaviors as overtly

Gifted children (and adults!) tend to be:

Unsure of where they fit in

➤ Feel “different” because
they really are different
from their age peers

➤ Can feel lonely and isolated without an
appropriate gifted peer group



Gifted children (and adults!) tend to be:

Frustrated with relationships

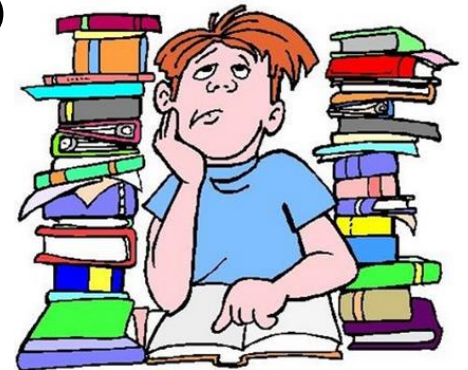
- Even in a full-time gifted program it might be hard to find a friend who really “gets” them
- May not be until college or later to find their “tribe”



Gifted children (and adults!) tend to be:

Late bloomers in executive skills functioning

- Organizing, planning, initiating tasks, judgement, evaluating quality of work, etc.
- Executive skills tend to mature later in highly gifted children than their age peers
- Often need more support for longer than expected
- Sherlock Holmes needed a Watson 😊



Gifted children (and adults!) tend to be:

Twice Exceptional (2e)

- gifted children can have learning or other disabilities
- They may be masked by their intellectual abilities
- Or disabilities may mask giftedness

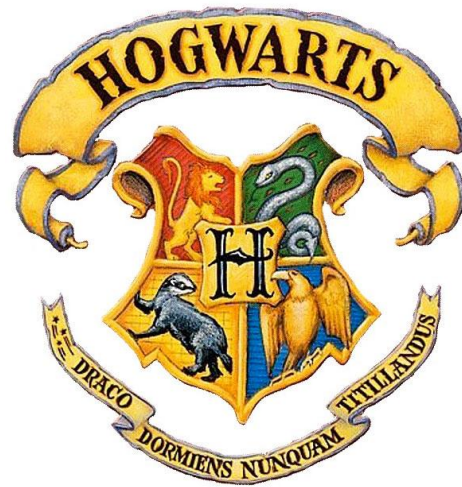


More on this later

Gifted children (and adults!) tend to be:

Hard to find a perfect educational setting

- Especially if they are
 - profoundly gifted
 - Twice Exceptional
 - Very asynchronous



- **GIFTED CHILDREN DO NOT NECESSARILY EXCEL AT SCHOOL!**

Gifted children (and adults!) tend to be:



At risk academically

- If they are not given truly challenging work they may fail when their natural abilities aren't enough in later grades
- True challenge allows them to develop study skills and perseverance
- Need to develop appropriate attitude
 - fixed mindset (I'm smart so this should be easy)
 - versus growth mindset (effort produces success)
 - see Carol Dweck's book Mindset

Gifted children (and adults!) tend to be:

Differently motivated

- Enjoy learning for its own sake
- Good grades may not be a primary goal
- Prefer to focus on specific interests; find general classes boring



High Achiever vs Gifted Learner vs Creative Thinker

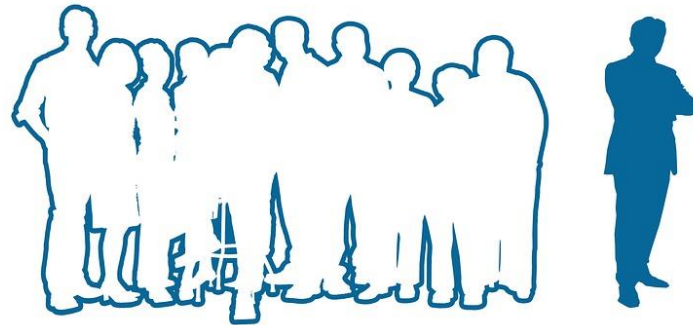
A High Achiever...	A Gifted Learner...	A Creative Thinker...
Remembers the answers.	Poses unforeseen questions.	Sees exceptions.
Is interested.	Is curious.	Wonders.
Is attentive.	Is selectively mentally engaged.	Daydreams; may seem off task.
Generates advanced ideas.	Generates complex, abstract ideas.	Overflows with ideas, many of which will never be developed.
Works hard to achieve.	Knows without working hard.	Plays with ideas and concepts.
Answer the questions in detail.	Ponders with depth and multiple perspectives.	Injects new possibilities.
Performs at the top of the group.	Is beyond the group.	Is in own group.
Responds with interest and opinions.	Exhibits feelings and opinions from multiple perspectives.	Shares bizarre, sometimes conflicting opinions.
Learns with ease.	Already knows.	Questions: What if...
Needs 6 to 8 repetitions to master.	Needs 1 to 3 repetitions to master.	Questions the need for mastery.
Comprehends at a high level.	Comprehends in-depth, complex ideas.	Overflows with ideas--many of which will never be developed.
Enjoys the company of age peers.	Prefers the company of intellectual peers.	Prefers the company of creative peers but often works alone.
Understands complex, abstract humor.	Creates complex, abstract humor.	Relishes wild, off-the-wall humor.
Grasps the meaning.	Infers and connects concepts.	Makes mental leaps: Aha!
Completes assignments on time.	Initiates projects and extensions of assignments.	Initiates more projects that will ever be completed.
Is receptive.	Is intense.	Is independent and unconventional.
Is accurate and complete.	Is original and continually developing.	Is original and continually developing.
Enjoys school often.	Enjoys self-directed learning.	Enjoys creating.
Absorbs information.	Manipulates information.	Improvises.
Is a technician with expertise in a field.	Is an expert who abstracts beyond the field.	Is an inventor and idea generator.
Memorizes well.	Guesses and infers well.	Creates and brainstorms well.
Is highly alert and observant.	Anticipates and relates observations.	Is intuitive.
Is pleased with own learning.	Is self-critical.	Is never finished with possibilities.
Gets A's.	May not be motivated by grades.	May not be motivated by grades.
Is able.	Is intellectual.	Is idiosyncratic.



Gifted children (and adults!) tend to be:

Independent

- Prefer to be original
- Generally non-conformist



Gifted children (and adults!) tend to be:



Problematic about food

- Gifted brains use lots of glucose when engaged
 - hypoglycemia can trigger meltdowns
- Forget or decline to eat when deeply involved
- Tend to be more sensitive to foods; picky eaters
- *Healthy protein snacks are important to their (and your) physical and emotional well-being!*

Gifted children (and adults!) tend to be:

Overexcitable or easily stimulated

- Gifted naturally have “overexcitabilities” (OEs) which impact their lives in both positive and negative ways
- Polish psychologist Kazimierz Dabrowski identified five areas in which children show intense behaviors

More on this next



Dabrowski's Overexcitabilities (OEs)

- “OEs are primarily positive sources of energy...The term literally means “superstimulatability” of the nervous system.”
- “OEs can be thought of as an **abundance** of physical, sensual, creative, intellectual and emotional energy...OEs are innate, suggesting that gifted children are wired differently.”
- “Negative aspects of OE require further evaluation to rule out overlapping symptoms...OEs can co-exist with any disability. It is essential to rule out any other possible causes of problematic behavior, rather than just attributing it to OEs.”

– Linda Silverman

Dabrowski's Overexcitabilities (OEs)

- “OEs are primarily positive sources of energy...The term literally means “superstimulatability” of the nervous system.”
- Linda Silverman

Overexcitabilities



- “Gifted individuals --- especially those at the highest levels of ability --- seem to have the ability to function as specialized and highly sensitive receptacles for incoming stimuli. Human Geiger counters, so to speak.”
- “They see, hear, sense, feel, think, imagine all to a degree that is often completely invisible to others. With these intensely tuned perceptions, they can then create, innovate, perform, and astound. They can also deeply suffer.”
- “...Having these *super senses* can unfortunately make these individuals feel vastly different from others, and thus always in search of a way to fit in. Some never truly find their tribe.”

- Marianne Kuzujanakis (<https://kuzujanakis.com/2015/09/12/oes-ohno-oes-ohyes/>)

Overexcitabilities

Intellectual OE – most common OE

- intense curiosity
- endless questions
- hyper focus on a topic or area of interest
- love of problem-solving, knowledge, and learning
- avid reading/researching
- appear to be thinking all the time
- look for answers to deep questions



Overexcitabilities

Emotional OE – strong emotional sensitivity

➤ Intense feelings



➤ emotional mood swings



➤ empathic and sensitive to moods of others

➤ anxiety, guilt, fears, depression, self-critical

➤ physical reactions to emotions (eg, stomachaches, headaches)

➤ strong memory of feelings

Overexcitabilities



Sensual (sensory) OE –heightened awareness to input from the senses.

- keen appreciation for beauty – music, color, art, words, etc.
- intense sensitivity to smells, tastes, light, sounds (irritated by buzzing noise, picky eater; hears things others don't)
- tactile sensitivity to textures or clothing (aversion to tags in shirts and/or cravings for fuzzy fabrics)

Overexcitabilities

Imaginational OE – very creative and divergent thinkers



- strong sense of humor
- inventive
- love of drama, imagination, fantasy
- daydreaming
- good ability to visualize
- magical thinking and overdeveloped fears

Overexcitabilities

Psychomotor OE – energetic and active

- lots of movement, constant fidgeting
- impulsive behavior
- craves physical activity
- difficulty sleeping
- constant talking or humming, rapid speech
- can be exhausting to be around



Overexcitabilities



“You may be saying to yourself, ‘Holy cow! That is EXACTLY what my child is like, but I never knew that those weird little idiosyncrasies had any connection to his being smart!’”

“It makes sense when you think about it – why do some kids ‘get’ new concepts so quickly and so deeply? A predisposition to ‘feeling’ rather than ‘observing’ the world could be the key.”

<http://www.raisingwizards.com/what-are-hypersensitivities>

Raising Wizards: [The Secrets of Parenting Gifted Children](#)

Overexcitabilities

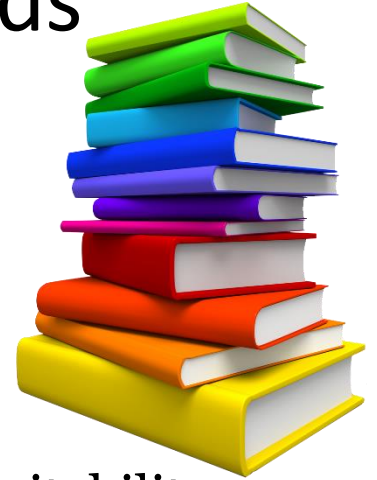


“...the OEs cannot be turned off like a light: they affect children throughout the day and across the lifespan, in nearly every area of their lives.”

- Emily VR- <https://thefissureblog.com/tag/gifted-intensities/>

Which OEs do you recognize in your child?
In yourself?

Some good books on gifted kids for parents to start with



- A Parent's Guide to Gifted Children by James T. Webb et al.
- Giftedness 101 by Linda Silverman
- Living with Intensity: Understanding the Sensitivity, Excitability, and the Emotional Development of Gifted Children, Adolescents, and Adults Edited by Susan Daniels and Michael M. Piechowski
- The Highly Sensitive Child by Elaine N. Aron
- Misdiagnosis and Dual Diagnoses of Gifted Children and Adults: ADHD, Bipolar, OCD, Asperger's, Depression, and Other Disorders by James T. Webb et al.

Some good websites to start with:

- SENG - Supporting the Emotional Needs of the Gifted www.Sengifted.org
- Hoagies Gifted - www.hoagiesgifted.org/
- Gifted Development Center - www.gifteddevelopment.com



And now on to Twice Exceptional - the quick tour -



Twice Exceptional - Definition

Gifted and...

- learning disabilities
 - learning disorders
 - attention difficulties
 - or just plain learning differences
-
- Also known as 2e, GT/LD, Dual Identified
 - Estimated 20% of gifted population is 2e
 - Often misdiagnosed or missed as a diagnosis because giftedness can mask disabilities or disabilities can mask giftedness



What to understand if you have a Twice Exceptional child

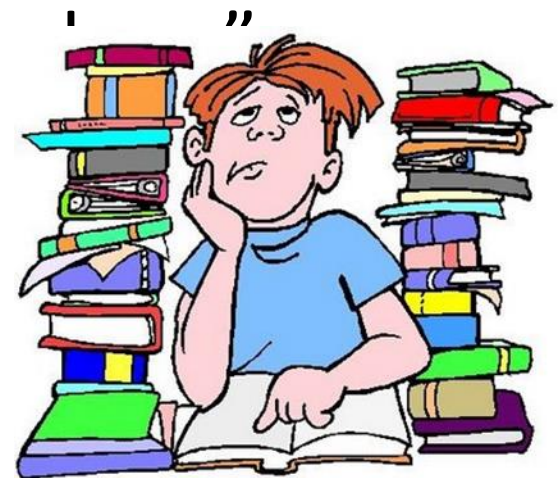
- You are not alone.
- Your kid is not broken.
- There are things that help.
- These kids can do remarkable things.



The Potential Costs

“...students who are GT/LD [2e] have repeatedly reported school as being a difficult and frustrating experience. It is sometimes the behaviors associated with these school reactions that begins the process that leads to specific diagnosis and learning

- Montgomery County Public Schools (MCPS) 2004



Misdiagnosis or Missed Diagnosis?



Students whose giftedness masks their learning and attention issues.

- These kids score high on tests for giftedness but may not do well in gifted programs.
- These students use their exceptional abilities to try to compensate for their weaknesses.
- But as they get older, they may be labeled as “underachievers” or “lazy” as they fall behind their gifted peers.

Parent experience and 2e

- Frustration

- Guilt

- Panic

- Empathy

- Pride

- Confusion

- Creativity

- Loneliness/Isolation



- Relief

- Overwhelmed

- Grief

- Worry

- Exhaustion

- Patience

- Vigilance

- Doubt

Child's experience of 2e (when not supported)

- Frustration
- Helplessness
- Confusion
- Persistence
- Imposter syndrome
- Fear of failure
- Shame
- Creativity
- Anxiety
- Depression
- Low self-esteem
- Burnout



“To have an incredible mind with extraordinary power that is limited in some way can generate anxiety and depression.

It's like owning a Ferrari and only being able to drive it 40 mph.



You know you own a Ferrari, and you cannot experience the full potential of the car. Your neighbor may be driving a Prius and passing you on the highway.”

Common 2E subtypes

Specific learning disabilities

- Dyslexia – reading (can be stealth dyslexia)
- Dysgraphia – writing
- Dyscalculia – e.g. difficulty with math computation, trouble memorizing math facts
 - Einstein!
- Auditory processing disorder



Common 2e subtypes

ADHD - Difficulties with:

- Attention, concentration
- Hyperactivity
- Impulsivity
- Judgment, ability to evaluate quality of work



Children with ADHD “Need more support in the way of more frequent and more obvious reminders, cues, and reinforcement”

- Chris McCurry

Common 2e subtypes

Asperger's (aka high functioning autism)

- Difficulty with social interactions
- Difficulty with transitions
- Overly rigid, rule-focused
- May have difficulty with
- abstracting concepts



Common 2e subtypes



Sensory processing disorder

- Can overlap with typical OEs of the gifted
- Sensitivity to noise, light, movement, texture, emotional atmosphere, etc.
- Difficulty concentrating due to sensitivities
- Handwriting (e.g., grip strength, fine motor control)
- Proprioceptive input (wobble seat, elastic band, heavy work can help orient them)
- Can benefit from occupational therapy

Common 2e subtypes

Learning “differences” or cognitive styles such as Visual Spatial Learning style

- “phenomenal abilities to solve items presented to them visually or items requiring excellent abilities to visualize” (Silverman, 2013)
- Traditional classrooms are often taught in an auditory-sequential style, but many gifted kids prefer visual-spatial

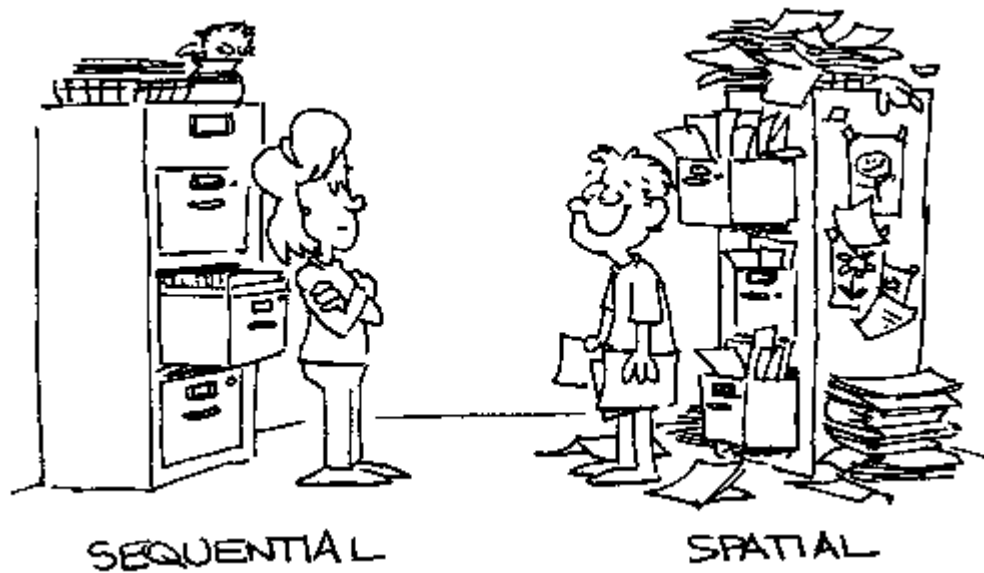
“Most of these children thought in pictures, rather than in words. They had three-dimensional (or four? Or five?) perception, like sculptors. They were unusually sensitive and intense. They were highly imaginative and creative. They often knew things intuitively, but could not tell you how they knew them. They were Big Picture thinkers.” - Silverman



Visual Spatial Learners

http://www.gifteddevelopment.com/Visual_Spatial_Learner/vsl.htm

Illustrated by Buck Jones, 2002. All rights reserved



2e Multipliers (additional stressors)

- Other 2e in family
- Cultural/race factors
- Gender (girls less likely to be identified)
- Profoundly gifted
- Stress
- Food sensitivities
- Bullying
- Teacher mismatch
- Fixed Mindset about skills

Key areas of impairment/difficulty

Executive dysfunction

- Planning
- Organizing
- Initiation of tasks – getting started
- Completion of tasks
- Judgment/evaluation of quality
- Time management
- Maintaining attention and concentration



Key areas of impairment/difficulty

- Short term and working memory deficits
- Forgetful/distractible
- Materials management/
keeping track of belongings
- Processing speed
- Output dysfunction
- Written expression



Key areas of impairment/difficulty

- Fatigue and limited mental energy
- Frustration
- Discouragement
- Sleep deprivation
- “Fun deprivation”
- Fear of poor quality work
- Fear of increased expectations if do good work



Concentration/Limited mental energy

- Frequently have difficulty sustaining attention
- But may be able to concentrate for long periods *in areas of interest*



“...working harder is what happens when passion kicks in” - David Flink

Good Assessment is Essential

“A good diagnosis is essentially a prescription that says, ‘This is what you need’” - David Flink, Thinking Differently

- What are child’s weaknesses and strengths
- Tester must understand gifted testing
- Rule out other issues

- **Vision** – tracking/teaming/convergence
 - Is not obvious in regular vision screening!
 - Can make reading exhausting, cause errors in math
- Hearing/Auditory processing
- Health concerns (e.g., hypoglycemia, vitamin deficiency, stealth infections like Lyme, PANDAS)



Without a diagnosis, you may not have access to legal protections

“These children are a puzzle to themselves and often are greatly relieved when diagnosed. They no longer carry the burden of “fault” for their lack of success in school.”

- Montgomery County Public Schools (MCPS) 2004

Working with schools

- LWPTSA Council Special Needs webpage – lots of resources
 - <http://www.lwptsa.net/special-needs/>
- Meet with guidance team/student support team
- IEP and 504 plans



IEPs and 504 Plans

IEP – Individual Education Plan

- Special Education law (IDEA)
- Specially designed instruction for that student
- Special Education funds



IEPs and 504 Plans

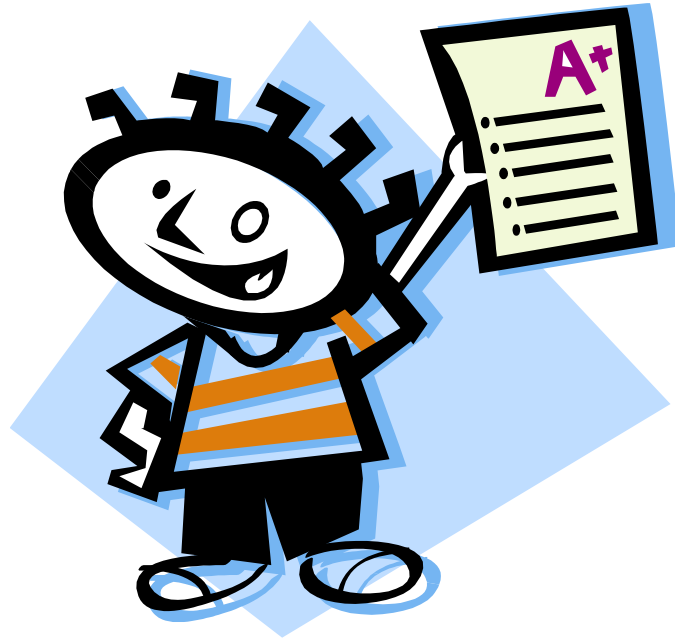
504 Plan

- Antidiscrimination law
- Must not discriminate against people with disabilities in access to education
- Accommodations or modifications provided to “level the playing field”
 - E.g., Glasses to bring vision to 20/20
 - E.g., Sidewalk ramps for wheelchairs



IEPs and 504 Plans

Goal: Allow children to achieve and demonstrate their gifted full potential



What should schools do?

- Provide challenging instruction in areas of strength
- Provide explicit instruction to improve areas of weakness
- Provide individualized accommodations
- Empower 2e students to self-advocate
- Teach compensation strategies
- Provide social/emotional support and monitor progress



Accommodations



- Good teachers try to accommodate *all* students' needs so they can achieve maximal learning and achievement
- Not every twice-exceptional child will need a formal 504 plan or IEP

Accommodations

- Idaho Department of Education PDF on Twice-Exceptional – 9 pages of possible accommodations:
- Twice-Exceptional: Students with Both Gifts and Challenges or Disabilities by Diane Boothe
https://scholarworks.boisestate.edu/cgi/viewcontent.cgi?article=1342&context=fac_books
- Montgomery County Public Schools – good lists of strategies
[https://www.montgomeryschoolsmd.org/uploadedFiles/curriculum/enriched/programs/gtld/0470.15 TwiceExceptionalStudents Handbook Web.pdf](https://www.montgomeryschoolsmd.org/uploadedFiles/curriculum/enriched/programs/gtld/0470.15%20TwiceExceptionalStudents%20Handbook%20Web.pdf)

Some Useful Accommodations

- Allow keyboarding (might be difficult at first)
- Allow movement breaks
- Allow preferential seating
- Assess writing content separately from other writing skills (grammar, spelling)
- Allow breaks or extended time on tests and assignments
- Allow use of sensory items (fidget, water bottle)
- Audiobook version of texts



Involve your child in accommodations and help them think about how they learn best

Some Useful Accommodations

- Check back for understanding
- Check planner for accuracy
- Provide written instructions
- Allow extra time for packing up
- Assist child with desk/binder organization
- Allow quiet space for test taking or working on projects
- Allow use of headphones

“Appropriate accommodations, such as a calculator, allow these students to utilize their often superior math reasoning abilities while not being held back by their computation skills.” - MCPS



Writing

- Hardest academic area – involves multiple skills simultaneously
- Maturation of handwriting ability is often delayed (especially in gifted boys) and may never fully mature
- “Awesome computer, lousy printer” discrepancy



Sample *writing* Accommodations

- Allow keyboarding
- Allow scribe/dictation/speech recognition
- Allow use of graph paper for handwriting/math
- Provide sufficient space for math calculations!!!
- Limit copying from whiteboard, textbooks
- Provide shorter writing assignments and/or oral, visual options to demonstrate learning
- Allow drafts to focus on **content**, not spelling, grammar, punctuation
- Provide scoring rubric, models, and anchor papers for students to evaluate their own work
- Connect to interests/real-world



Journeys

- Private neuropsychological evaluations
- Tutoring (eg, writing tutors, math enrichment)
- Occupational therapy
- Vision therapy
- Auditory processing therapy
- Neurofeedback
- Handwriting Without Tears
- UW Robinson or other enrichment classes
- Medication – can help significantly for some kids
- Classroom accommodations
- Choice/alternative schools in LWSD, including Running Start for HS
- Private School, Home Schooling, online enrichment



On the bright side...

- Creative!
- Specialized brains
- Empathy
- Larger than normal population locally of gifted AND 2e
- Develop persistence and strong study habits (if supported)



Power Ups

- Humor
- Friends and community
- Family fun events
- Good sleep
- Exercise
- Good diet
- Activity kid excels at



➤ Don't limit these interests to work on weaknesses!

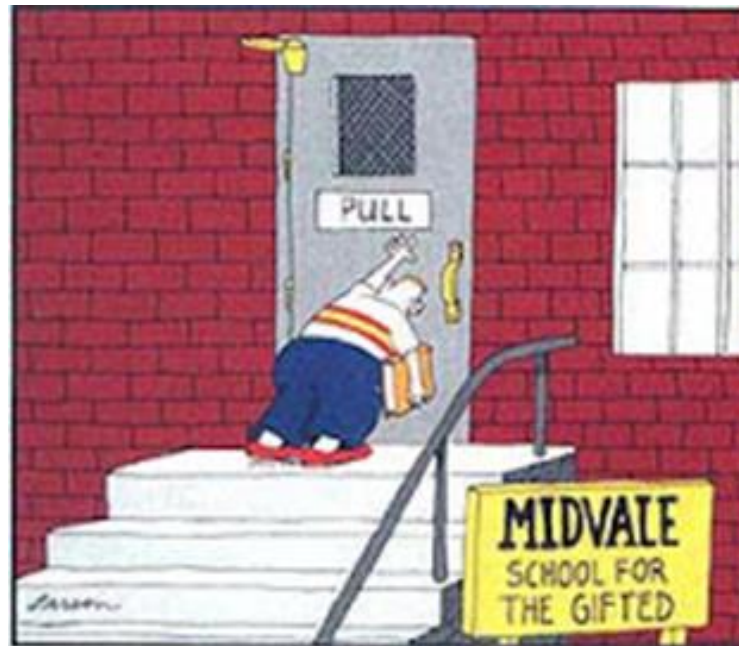
Strengths can be key to developing strategies, stamina, skills, and confidence to overcome weaknesses.

- Parent support
- Down time
- Growth Mindset (see Carol Dweck book)

Really?

These people were considered learning disabled:

- Albert Einstein
- Nikola Tesla
- Thomas Edison
- Isaac Newton



Strategies

- Help them develop good habits and routines
- Regular study time (even if they don't have homework)
- Regular backpack “tidy” **NO ZOMBIE PAPERS!**
- Communication folder (from/to school)
- Preparation habits
 - Backpack packed the night before
 - Clothes, other items laid out
 - Get enough sleep
 - Get a good breakfast
 - Get up and out the door with time to spare



Strategies

- Dedicated study space with necessary supplies
 - This may not be a desk, ask child to help design area



- Have a kid-friendly timer
 - Time Timers are good visual
 - Analog clocks/watches



Strategies

- Budget extra time for homework (and everything else!)
- Don't overschedule activities
- Get little tasks done ASAP
- Just 15 minutes
- Homework's not done until...
 - It's packed up
 - It's turned in



Strategies

- Intersperse breaks (rest and recharging)
- Provide healthy snacks
- Provide reminders
 - “natural consequences” may backfire and lead to discouragement
- Be a good role model for working
- Provide supervision if necessary
 - **“Lend them your frontal lobe”**

Children with ADHD “Need more support in the way of more frequent and more obvious reminders, cues, and reinforcement”
- Chris McCurry



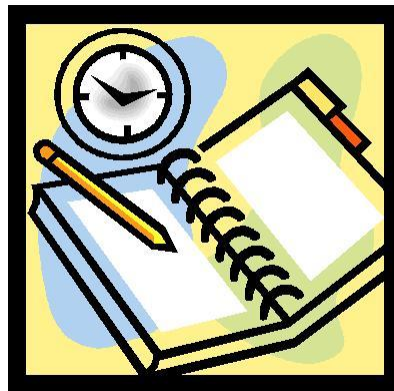
“Lend them your frontal lobe”



- Compassionate company can help them regulate emotions (especially anxiety, frustration)
- Walk/talk them through steps to completion
- Help them identify obstacles and work arounds
- Identify learning goal (eg, writing content, not handwriting practice)
- Reinforce concept of draft versus final work to limit perfectionist paralysis
- Help them initiate tasks
- Suggest when they might need a break, snack, different strategy, assistance, etc.
- Help them evaluate the quality of their work

Organization

- What we call *organization* is a set of behaviors or skills
 - As such, they must be taught, coached, practiced, and encouraged until these behaviors become habit
 - Not just a matter of *getting* them organized, but *teaching* organization skills and *keeping* the student organized
 - That's where you come in: teaching, modeling, supervising, and encouraging
- Chris McCurry



Strategies

- Empathize – these kids are working very hard!
- They can be more emotionally fragile than they look
- Help them approach complex assignments
 - Acknowledge anxiety
 - Just 15 minutes approach
 - Strategize steps to completion



Strategies

- Define problems in specific terms:
 - She leaves her notebook at school is more useful than “she’s forgetful”
- Let them offload unnecessary aspects of work
 - Help them get started
 - Be their scribe
 - Ask guiding questions
 - Help review rubric when editing
 - Help with organizing



Children with ADHD “Need more support in the way of more frequent and more obvious reminders, cues, and reinforcement”
- Chris McCurry

Strategies

- Focus on effort and progress, not achievement
- Help them find ways to reward themselves for their extra effort
- Discouragement is deadly!
- Build on successes
- Work in areas of strength
- More complex work can actually increase their interest and performance
- Work in areas of interest
 - Especially for remediation of deficits
 - Find mentor if possible (chess, dinosaurs, etc.)



Strategies



- Educate child about his/her strengths
- Educate child about his/her weaknesses
- Share your own struggles and triumphs with similar issues
- Teach compensatory skills
 - Sticky note on “desktop,” note on hand
- Teach child to advocate for him/herself
 - Ask for breaks at school, etc.
 - Ask for help before they get too far behind
 - **It's ok to get stuck, but not ok to stay stuck**

Parent help

Balance the need for support with the need for competence

Hold back the urge to help unless it's clear that they can't move forward without it. Even then, support effort rather than negate or eliminate need for it. - David Flink



Mottos



- Just get it done.
 - finish assignments early
 - “anti-procrastination” approach
 - Turn in forms ASAP, electronically if possible
- Pack up.
- Just 15 minutes.
- Don’t rely on remembering.
- Be a Watson to your kid’s Sherlock Holmes.

Useful thoughts



- Time will help
- Swimming through Jello makes you strong
- Honor the goals: good relationship with your kid, lifetime success, and happiness
- Years from now, they won't remember what you said, but they will remember how you made them feel

Some Resources

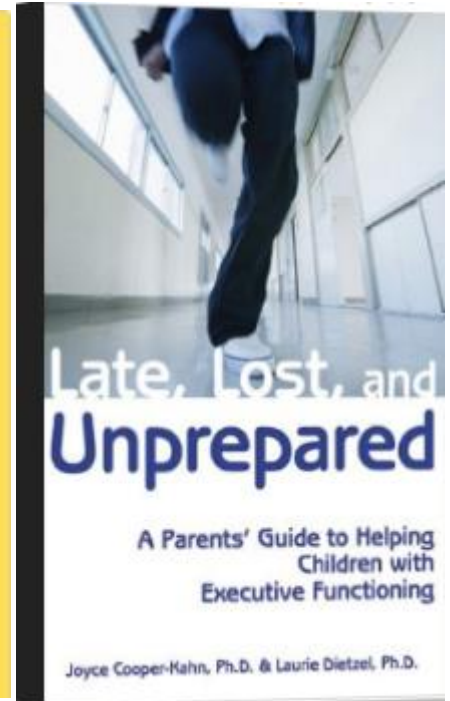
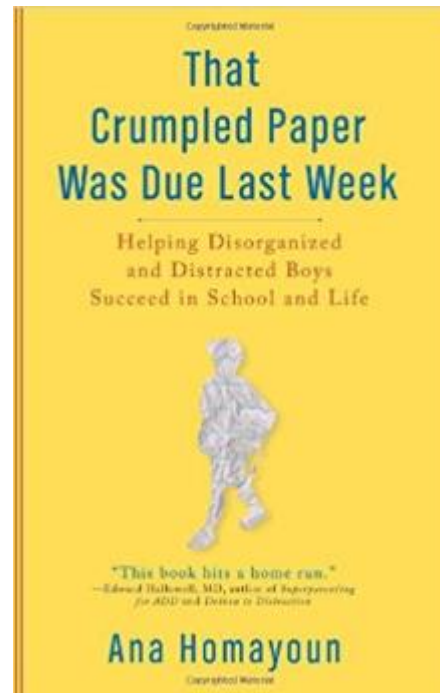
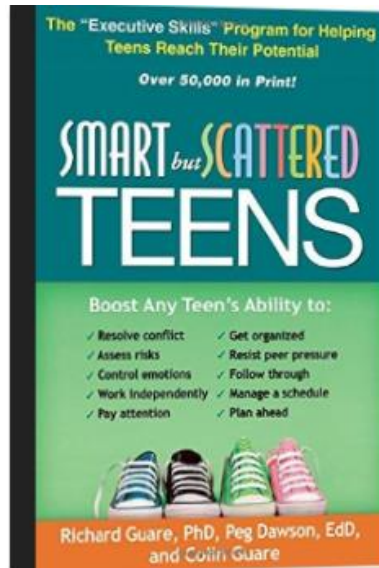
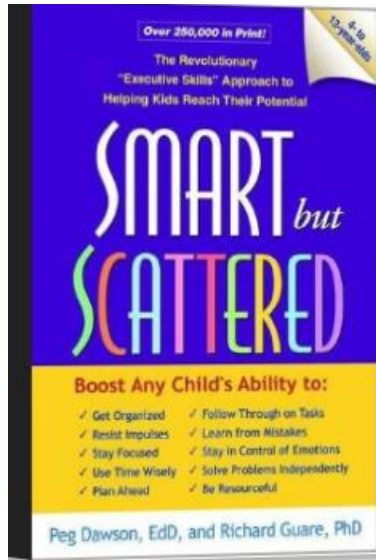
- 2e: Twice-Exceptional Newsletter <http://www.2enewsletter.com/>
 - Uniquely Gifted <http://www.uniquelygifted.org/>
 - Gifted Development Center: Visual-Spatial Learners
<http://www.gifteddevelopment.com/resources/visual-spatial-resource>
 - Hoagies Gifted Education Page https://www.hoagiesgifted.org/twice_exceptional.htm
 - Idaho Department of Education
https://scholarworks.boisestate.edu/cgi/viewcontent.cgi?article=1342&context=fac_books
 - Montgomery County Public Schools -Twice Exceptional Students Handbook
http://www.montgomeryschoolsmd.org/uploadedFiles/curriculum/enriched/programs/gtld/0470.15_TwiceExceptionalStudents_Handbook_Web.pdf
- *Also excellent FAQ page with “GT/LD Checklist for Parents.”
http://www.montgomeryschoolsmd.org/uploadedFiles/curriculum/enriched/programs/gtld/2015%20GT-SLD_Checklist_Interactive.pdf
- Wrightslaw Twice Exceptional Children (2e) <http://www.wrightslaw.com/info/2e.index.htm>
 - Understood.org <https://www.understood.org/en/friends-feelings/empowering-your-child/building-on-strengths/gifted-childrens-challenges-with-learning-and-attention-issues>
 - For a dose of 2E humor, <http://www.laughingatchaos.com/>
 - Roadblocks to Achievement: Organization and Executive Skills Presentation by Christopher McCurry, Ph.D., ABCD, Inc., Seattle, WA

Some Useful Books

- *Thinking Differently: An Inspiring Guide for Parents of Children with Learning Disabilities (Flink)
 - Very readable and comforting!
- The Myth of Laziness (Levine)
 - Excellent section on writing
- The Motivation Breakthrough: 6 Secrets to Turning On the Tuned-Out Child (Lavoie)
- The Spark (Barnett)
- Parent's Guide to Gifted Children (Webb et al.)
- Sensational Kids (Miller) – Sensory Processing
- The Mislabeled Child (Eide and Eide)
- Misdiagnosis and Dual Diagnoses of Gifted Children and Adults: ADHD, Bipolar, OCD, Asperger's, Depression, and Other Disorders (Olenchak, Webb, etc.)
- Smart But Scattered (Dawson and Guare)
- Organizing Solutions for People with ADHD (Pinsky)
- Twice-Exceptional Gifted Children (Trail) – used by Quest for Professional Development, good for seeing educational view
- If This is a Gift, Can I Send it Back?: Surviving in the Land of the Gifted and Twice Exceptional (Merrill)
- <https://raisinglifelonglearners.com/10-awesome-books-for-parents-of-gifted-kids-2/>

Useful Books

Executive Function/ADHD



Not just for boys!

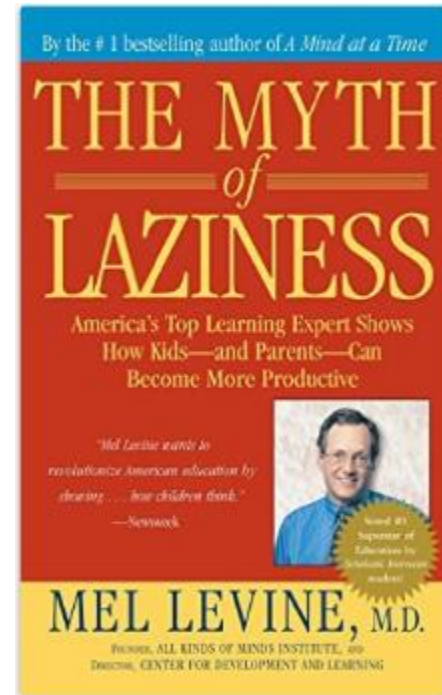
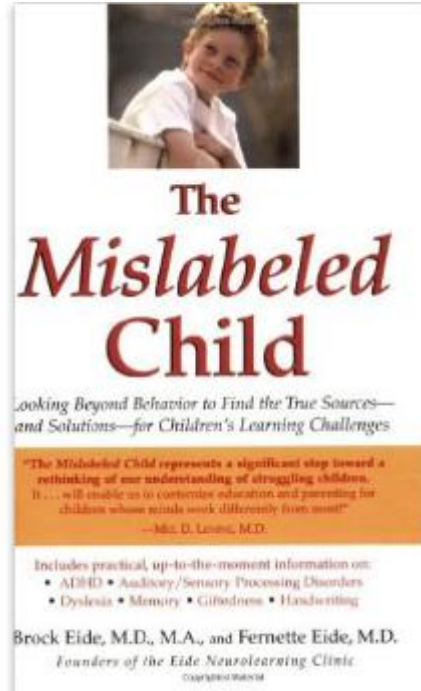
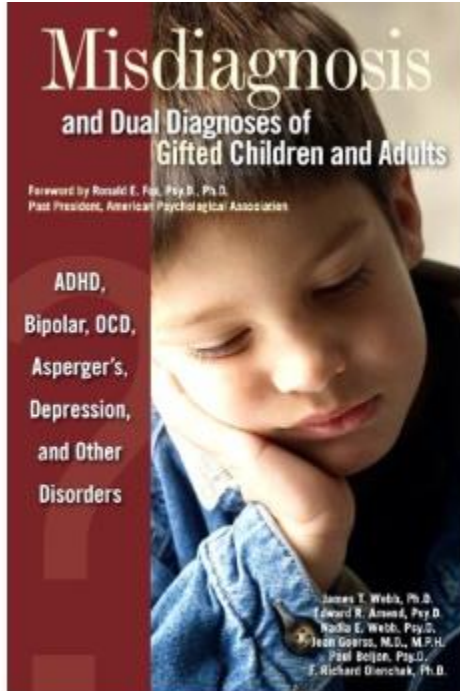


ORGANIZING SOLUTIONS FOR PEOPLE WITH ADHD

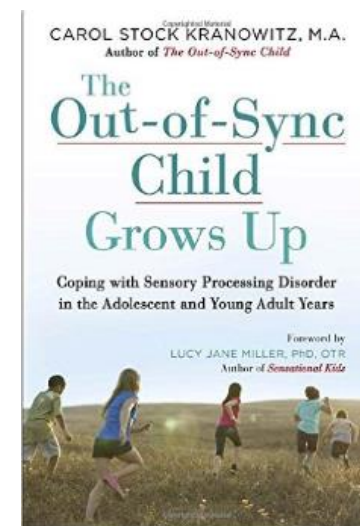
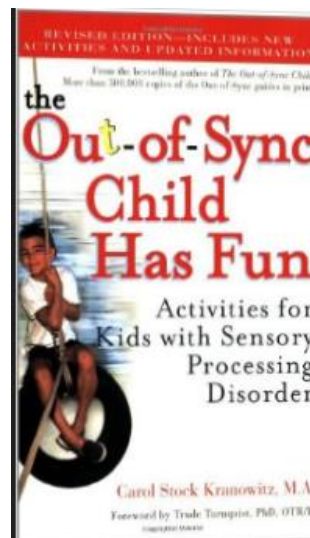
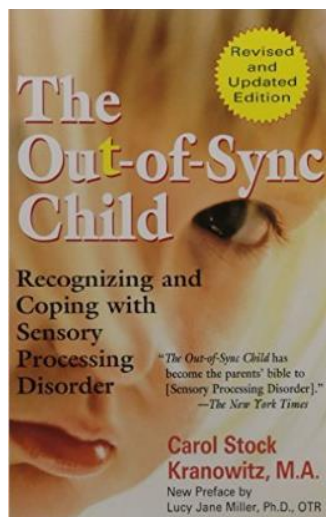
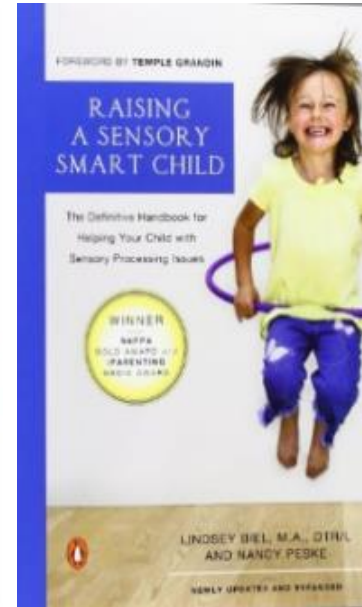
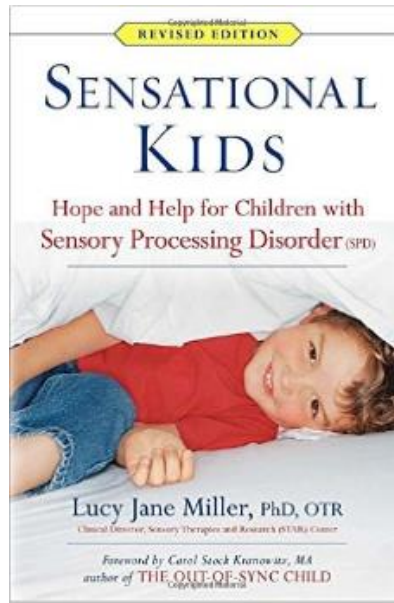
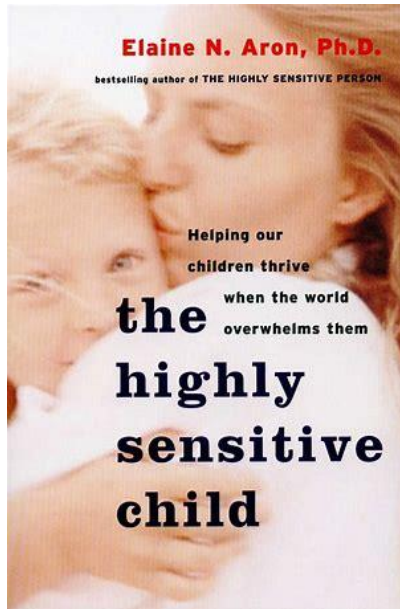
Tips and Tools to Help You Take Charge of Your Life and Get Organized



Useful books - diagnosis



Useful books – Sensory Issues





Love sign with chicken photo by Carol Lewis

Other illustrations/photos under creative commons usage:

“This Photo by Unknown Author is licensed under CC BY-SA,” unless otherwise specified

Parent Questions



1. How to balance emotional stress for the kid without setting too high expectations?

Involve your kid in expectation setting. Model/guide them in emotional regulation.

2. Kid does not want to learn or do more because of afraid to fail (perfectionism), how help kid step forward? We already remind him the process of learning is more important than just achieving the result quickly. Assess for other possible limitations (eg, handwriting issues, mental fatigue). Practice self-compassion and identify possible critical thinking related to achievement. Kid may worry that expectations will shift if they accomplish more.

3. Kid sees everything as a competition. Model cooperative approach. Help child shift to competing kindly with themselves versus others.

Parent Questions – presentation chat

- Carol's blog post here: : <https://www.lwsdgeac.org/blog>
1. How can I help my 3rd grader boy to focus better in this remote learning system? He tends to get distracted sometimes and misses out on few lessons. Remote learning is hard! 3rd grade boys should be distracted! Encourage frequent movement breaks or alternate postures. Get lessons in alternative ways so kid doesn't have to remember or constantly be on task to get information.
 2. My kiddo is really struggling with missing out on regular classroom time (classic "fear of missing out"), as well as struggling with putting in the effort on some of the POQ activities that she's not as interested in (though she's willing to put in the effort on topics that interest her). POQ and fear of missing out is common. Self-compassion. Ask teachers for advice.
 3. What is your advice of how to work with gifted kids when their brain works faster than their motor skills and they just don't want to engage then in the motor skills as they don't serve them. Take off load for them so motor skills don't limit them (be their scribe, try voice recognition, etc.) Find fun ways to practice motor skills (mazes, board games, Chess, freeform art). Consider Occupational Therapy or consult for advice.

Parent Questions – presentation chat

1. I have a question on importance of physical activity for this group of kids, is there a proven way in which it helps them? [I don't know of research, but all kids need physical activity. I imagine it helps manage intensities, and gives them a break from intellectual activity.](#)
2. How to help with the 'short cut kid'. the kid that is always taking the shortest step possible, so will try to answer a long question in only 3-4 words. I also have a short cut kid and could use advice on this. Today he tried to answer an essay question on giving directions by drawing arrows. [These kids are practicing good problem-solving. Often they are limited in handwriting abilities \(or perhaps have stealth dyslexia\), so they are trying to limit the amount they write. Find ways around them writing \(see slide on writing accommodations\) such as use of a scribe, keyboarding, etc. Ask kid for input on problem.](#)
3. How to help a kid who is really good with positive reinforcement but loses interest when she makes mistakes? [See answer on perfectionism.](#)
4. I see kids becoming super competitive in class. I feel this is not good for long run in general. how to help kids with that? so they understand that it's ok to see failures in things. [Model cooperative approach, encourage cooperative activities. Have abundance versus zero sum view of life. \(Parent answer: it helps to find their own activities so they can have their own strengths. For us, one's in band, another is in orchestra. Different sports...\)](#)
5. Seems studying from each other among the kids is especially a major factor in this program. How do the program deal with or compensate for the lack of kids interaction? [Great question! I'm hoping there are small group breakout meetings.](#)
6. For details about each of the Accelerated Programs offerings: <https://www.lwsd.org/programs-and-services/accelerated-programs>

Parent Questions – Presentation Chat

1. My son has ADD and has trouble focusing on writing assignments. He is more interested in hands on projects and interested in solving problems in his head but does not want to write it done. **A lot of times these kids actually get answers intuitively, and didn't follow steps to solving something. So it is frustrating for them to have to explain a process they don't use! See the slides on visual-spatial learners. He may also have handwriting issues that could be accommodated.**

2. I have an issue with unfairness...if I bring up my kids the same way to fight it out....am I going to make their life tougher? (Fight meaning stand for themselves). **Self-compassion. Seek to understand others, listen deeply.**

Parent Questions – Presentation Chat

1. How can encourage 'why'? my child seems to ask 'why' to herself, but then doesn't ask it verbally. She then tries to answer 'why' by herself and then doesn't test the premise. She just assumes her answer is correct and moves on. [These could be executive function immaturity. Help monitor quality. Help set expectations that we all make mistakes and look for them. Try “what” versus “why” questions. \(Parent says: About asking why and answering themselves, what’s helped me sometimes is verbalizing my thought process when I have a why question and how just answering it myself may not encompass all the angles or even facts associated with the question.\) \(Parent says: As Mr.Egawa and Ms.Chen say...we can let them learn by themselves...or you can ask them questions that make them think more to get other perspective.\)](#)
2. Self compassion...new concept to me...as I have compassion for others. Thank you. [Pretty powerful for sure! \(Parent says one technique that I have tried with my child to address perfectionism/self-compassion when things don’t go right is to ask them “what would you say to your friend who was in the same situation?” and then say it to yourself!\)](#)
3. Excellent suggestion on memorization! Songs always work great for us. If nothing else, lot of nonsense fun :-)
[I think humor is way underutilized in dealing with stress!](#)
4. My daughter is in her first year in FT Quest (5th grade), and is emotionally having a hard time with the additional homework, new school, remote learning, etc. She is already saying she wants go back to "regular school" for middle school. Any advice on how to encourage her to stay the course, or is it better to just respect her decision, if she doesn't want to continue next year? [Give her lots of compassion! Talk to teachers. Middle school is different set up than elementary. Encourage her to wait to make decision for a while. She can always return to regular school at any time \(next year too\).](#)

Parent Questions – Presentation Chat

1. How does grading work for a 2nd grader in gifted program, who is in 2/3 class, and has to do the work online and remotely. The course work can be challenging, and learning environment is not ideal. What constitutes an OK grade? How much should we push our kids? **Great question! Talk to teacher. Give kids lots of compassion and take grades lightly.** (Parent says: This year is unique in terms of grading and expectations. I know the teachers recognize this and are more understanding in their approach. As a parent, I recently made an appointment with my son's teacher to review expectations for the next few months.) (Parent says: In general, encouraging learning, curiosity, is more valuable than pushing toward grades - all the more so in gifted kids.) (Parent says: The teachers set an expectation that it is a difficult transition and the kids will have lower grades at the beginning of the year. The grades do get better over the course of the year and that's the growth they want to see. So if the kid gets a 2.5 that is totally fine.)

2. My kid becomes super tired even after 20 mins of screen time, probably because she pays too much of attention... she is a good observer and have tons of questions about everything. How could help her getting her attention back for the next activity? **Take more breaks, especially movement breaks. Sit on a yoga ball or something other than a chair. Snacks are important. Rest eyes during breaks. Do heavy work, like carrying books to another room. Ask child what is rejuvenating. Ask teacher for accommodation suggestions and adjusting expectations for screen time attentiveness.** (Parent says: depending on age of child, can she write down her questions as they come up, gives her eyes a break from screen while keeping her mind engaged in the listening?) (Parent says: "Brain gym" movement exercises are fantastic for embodiment!)

Parent Questions

1. What is the best way to teach emotional intelligence? Model (out loud perhaps) your own emotional intelligence. Self-compassion/mindfulness. Educate child about gifted tendencies and strategies.
2. My son also likes lot of science experiments, would be great if there is program for it and including good problem solving skills. any program suggestions? (Parent says: <https://www.generationgenius.com>; <https://melscience.com/US-en/> there's a subscription kit.) Ask teachers. Look for ideas like: <https://www.fpspimart.org/product/renzulli-fps-learning-module/>.
3. How to be gentle to a teenager that thinks he is an adult now...? Great question! I think your word "gentle" sums it up. 😊