

# Welcome to Gifted and Talented Education in CVUSD

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# Introductions

## Student Support Services Department

- Shanna M. Egans, Ed.D., Assistant Superintendent
- Christina J. Harrison, Director
- Stefanie K. Caswell, Teacher on Special Assignment (TOSA)

## GATE-DAC (District Advisory Council) Board

- Tammi Taggart, Chairperson
- Christine Wells, Vice Chair
- Rachael Brusseau, Parliamentarian
- Hun Kaplowitz, Secretary
- Heather Nordahl, Member at Large
- Satinderpal Singh, Member at Large

What is GATE?

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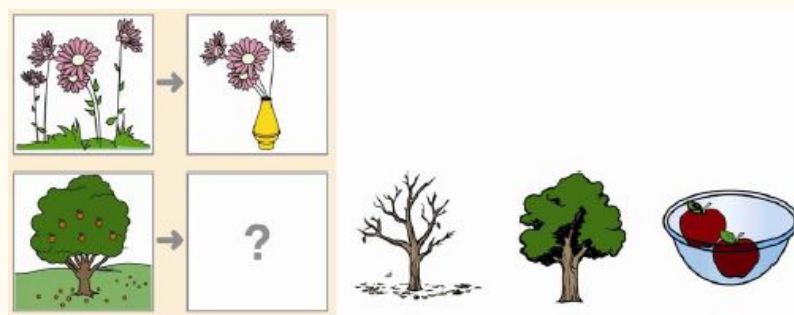
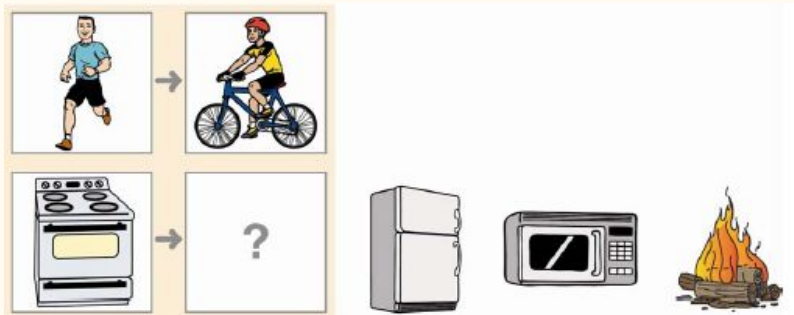
# How did we get here?

## Identification process:

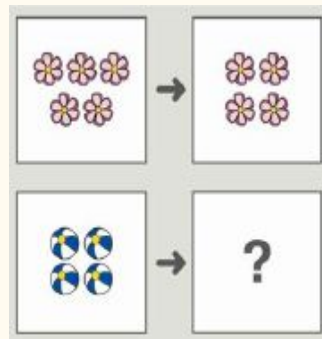
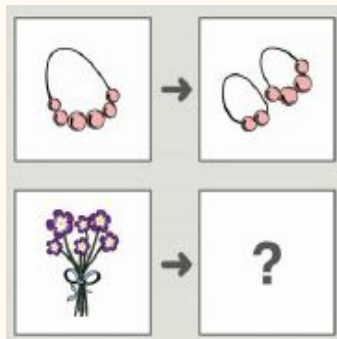
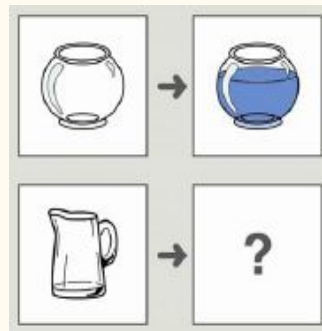
- 2nd grade universal screening
  - Cognitive Abilities Test (CogAT)
    - Verbal
    - Quantitative
    - Nonverbal
- 95%ile threshold for eligibility
  - Students that score in the 90%ile or higher in any section will complete the “battery” in their area of strength.



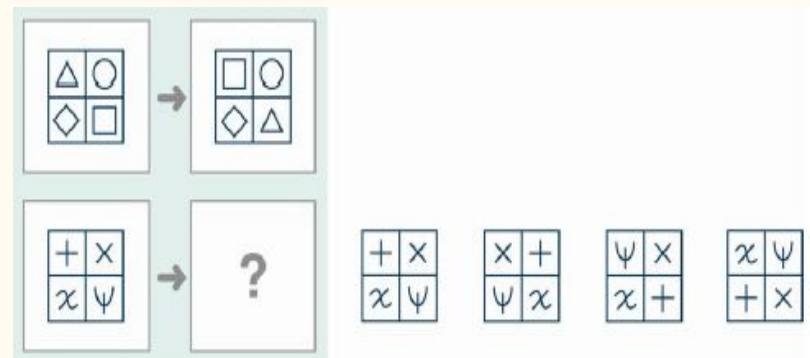
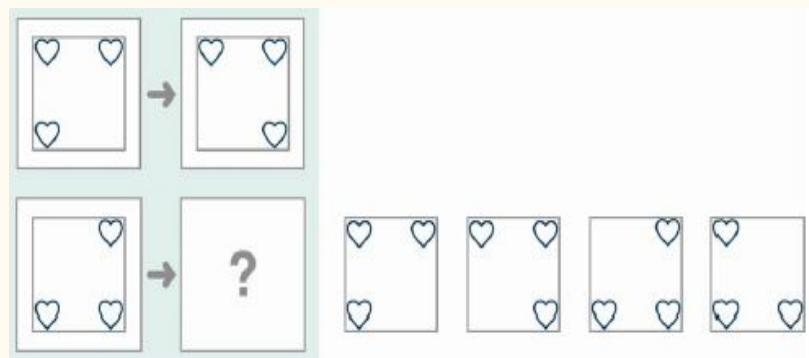
# Verbal



# Quantitative

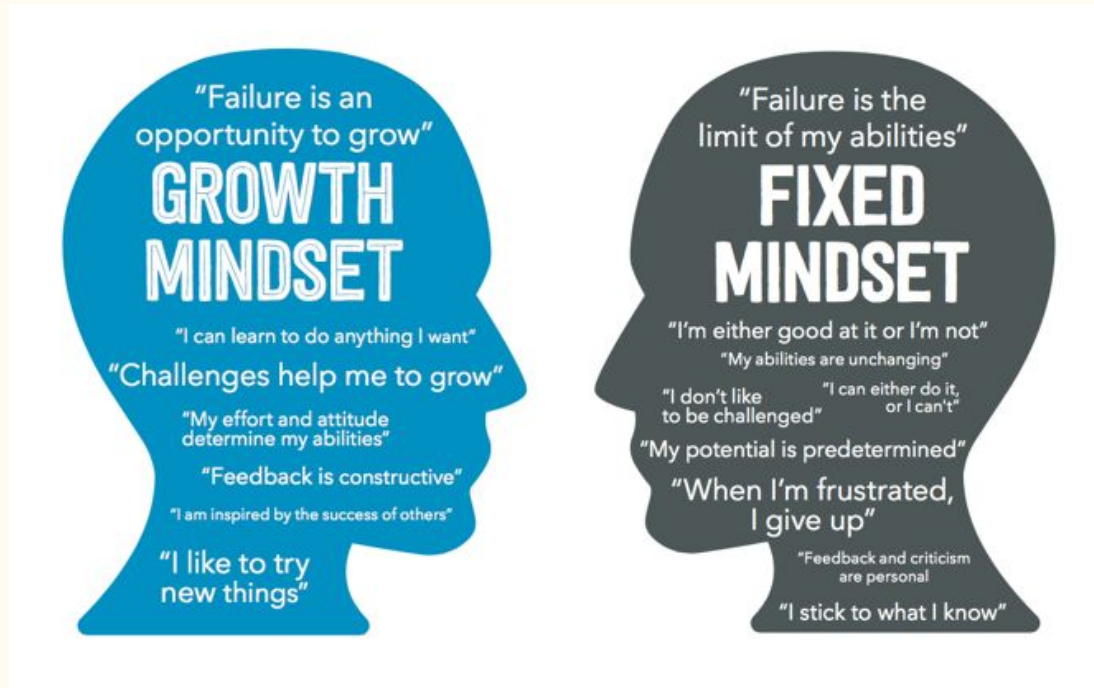


# Nonverbal



# Gifted and Talented Education: How to talk about GATE?

Avoid having your child's identity wrapped around a label.





# Identify Strengths and Challenges

- All gifted individuals are unique!

- Make a list together

- Use these ideas to create an awareness of tasks/actions that might cause frustration as a way to set goals.

- Encourage the idea that we can all grow and develop our strengths and use our challenges as a way to improve. Nobody knows everything, everyone can learn. The “power of yet”.

- Avoid using your child’s abilities to point out their shortcomings, “You know all this, but forgot this?” They are still learning and develop at asynchronous rates.



# What are the Traits of our Gifted Learners?

## GIFTED CHARACTERISTICS

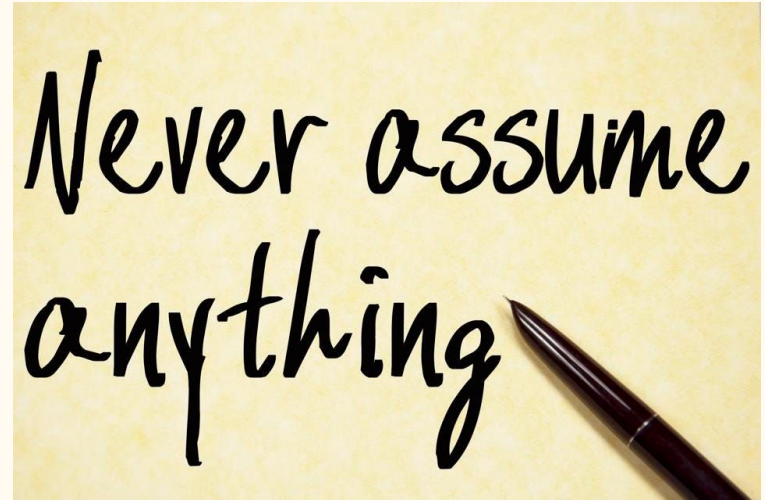
PERFECTIONIST
HEIGHTENED SENSITIVITY
PROBLEM SOLVER
ABSTRACT THINKING
OBSERVANT
INQUISITIVE
EXCELLENT REASONING SKILLS
LEARNS QUICKLY
INTENSE INTERESTS
OVERREACTS
CRITICAL OF SELF AND OTHERS

## A BRIGHT CHILD VS. A GIFTED CHILD

ENJOYS SCHOOL	ENJOYS LEARNING
IS INTERESTED	IS HIGHLY CURIOUS
KNOWS THE ANSWER	ASKS THE QUESTIONS
UNDERSTANDS IDEAS	CONSTRUCTS ABSTRACTIONS
COPIES ACCURATELY	CREATES NEW DESIGNS
IS A TECHNICIAN	IS AN INVENTOR
ANSWERS THE QUESTIONS	DISCUSSES IN DETAIL
IS IN THE TOP GROUP	IS BEYOND THE TOP GROUP
IS RECEPTIVE	IS INTENSE
LEARNS WITH EASE	ALREADY KNOWS
ENJOYS PEERS	PREFERS ADULTS

# Assumptions

- School is easy for gifted learners
- Parenting gifted children is simple
- Gifted children are gifted in all ways
  - intellectually, academically, creatively, artistically, socially and emotionally



# Gifted children and adults may be misunderstood

Their excitement is viewed as excessive,

Their high energy as hyperactivity,

Their persistence as nagging,

Their imagination as not paying attention,

Their passion as being disruptive,

Their strong emotions and sensitivity as immaturity,

Their creativity and self-directedness as oppositional.

# Many Needs of the Gifted...

- Intellectual
- Academic
- Artistic
- Creative
- Social-Emotional



# Supporting the Social Emotional Needs of Gifted Learners

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# Social-Emotional Realities for some Gifted Children

- Feelings drive thinking (Emotion, Reason and the Human Brain - Damasio)
- Internal struggles can lead to isolation (The Downside of Being Talented - Plucker & Levy)
- Asynchronous development can create a sense of being out of sync with others and the world around them. (Social Skills of Gifted and Talented Children - Neihart & Silverman)

# Personal Factors



It is estimated that 20 - 25% of gifted children have social and emotional difficulties, about twice as many as in the general population of students. Gifted possess more and stronger intensities as well.

What are heightened sensitivities and how can parents help their children understand and nurture these intensities?

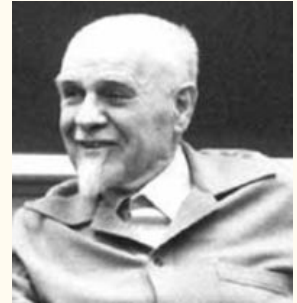
(Daniels & Piechowski, 2009)



# Dabrowski's Overexcitabilities

Kazimierz Dabrowski (1902-1980) was a psychiatrist, psychologist and educator who developed the Theory of Positive Disintegration.

- Personality development
  - Life conditions support or block potential
- Multi-levelness of emotions and behaviors
  - Low emotional level (self-serving, power-seeking, etc)
  - High emotional level (caring, empathy, positive self-concept, etc.)
- Overexcitabilities (OE)
  - “Spirited” = more intense, sensitive, perceptive, persistent and energetic
  - Deeper, stronger, longer-lasting reactions to stimuli that is more acutely sensed.



# How OE relates to GATE



(Daniels & Meckstroth, 2008)

“Please keep in mind that a child may exhibit heightened experience of one, several, or all of the OEs and that each OE may imbue both advantages and challenges for the child.

***Generally, the brighter, more inquisitive, and more creative the child the more likely the child’s OEs and related behaviors and needs will permeate and influence daily activities.***

It is helpful to remember that each OE, in some way, provides the energy or fuel that contributes to the development of a young person’s talent along with the advantages and challenges that fundamentally shape their ultimate development.”

# Dabrowski Sensitivities/Overexcitabilities

- **Psychomotor**

- High energy
- Psychomotor response to emotional tension



- **Sensual**

- Enhanced sensual / aesthetic pleasure
- Sensual response to emotional tension



- **Imaginational**

- Fantasy and drama
- Imaginational response to emotional tension



- **Intellectual**

- Intense curiosity
- “Thirst and search”
- Metacognition



- **Emotional**

- Intense and sometimes extreme feelings
- Forms deep relationships
- Strong affective expressions
- Strong somatic expressions
- Strong self-judgment



“Have you observed any of these characteristics in your gifted child?”

# Psychomotor Intensity

- Surplus of energy (can be misdiagnosed as ADHD)
- Famous for being active and energetic, love of movement
- Heightened excitability
- Restlessness and nervous habits (tics, nail biting)
- Compulsive talking and chattering
- Pressure for action
- Rapid speech



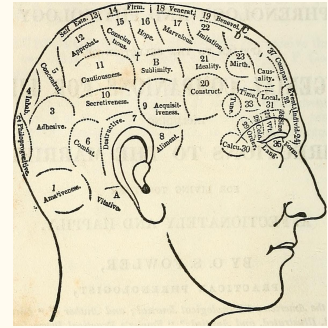
# Sensual Intensities

- Heightened sense sensitivity: Seeing, Smelling, Tasting, Touching and Hearing
- Enhanced experiences through senses
- Expression of emotional tension through: overeating, sensory seeking, wanting to be in the limelight
- Delight in pleasures that other children may not notice

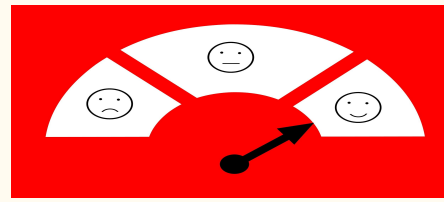


# Intellectual Intensity

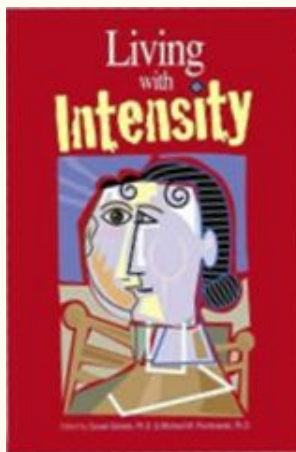
- Accelerated search for truth and knowledge
- Discovery, questioning and always asking probing questions
- Love of ideas and theoretical analysis, moral thinking and intuitive integration of thoughts
- May worry about adult issues without the wisdom that age can bring (asynchronous development)
- Intense concentration and curiosity
- Highly introspective



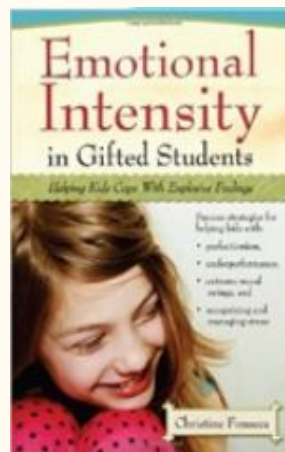
# Emotional Intensity



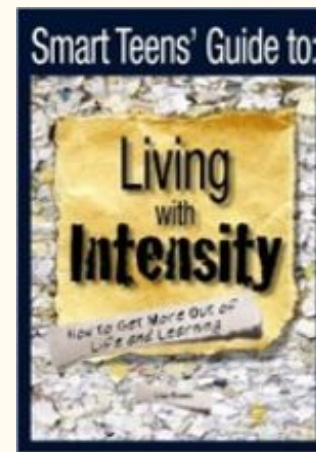
- Often first noticed by parents, it is the intensity of emotional life, intense positive and negative feelings, identification with others' feelings and strong affective expression
- Visual expression of feelings and emotions (tense stomach, blushing, pounding heart)
- Can form deep relationships with people, places and things
- Compassion and empathy for others
- Heightened sense of responsibility
- Constant self-examination and self-judgement
- Fears and anxieties - death, love, loneliness, fairness, etc
- Often accused of “overreacting”
- Their focus on relationships and intensity of their feelings may interfere with everyday tasks



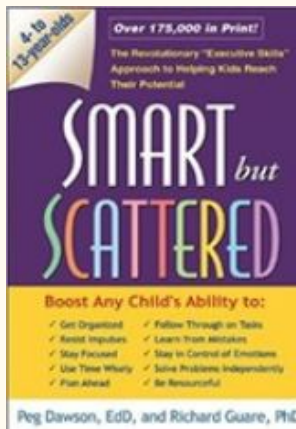
Daniels & Piechowski



Fonseca



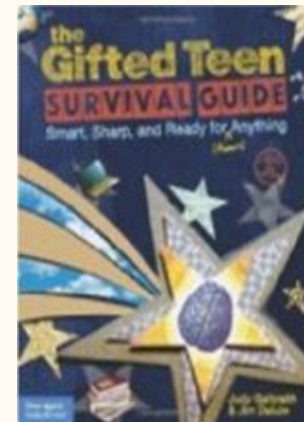
Rivero



Dawson & Guare



Galbraith



Galbraith & Deslisle



# GATE Support Contact Information

## School:

- Administrator overseeing GATE (principal or designee)
- GATE Facilitator (teacher on site)
- GATE-DAC Representative (parent)

## District/Student Support Services:

- Dr. Shanna M. Egans, Assistant Superintendent [segans@conejousd.org](mailto:segans@conejousd.org)
- Christina J. Harrison, Director [charrison@conejousd.org](mailto:charrison@conejousd.org)
- Stefanie K. Caswell, GATE TOSA [scaswell@conejousd.org](mailto:scaswell@conejousd.org)



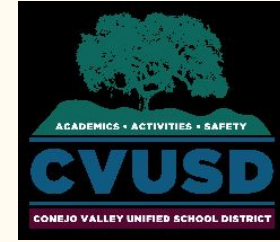
# What does GATE look like at my school?

- GATE cluster classrooms
- Present program overview to GATE parents via annual parent meeting
- Provide GATE resources, strategies and updates to faculty
- Implement Individual Differentiated Learning Plans (IDL P) for each elementary GATE student - conferences
- Provide social-emotional support
- Offer engaging extension activities and enrichment opportunities
- Nurture students' individual abilities and unique interests
- Monitor GATE student progress and communicate regularly with parents



# What GATE supports does the district have in place?

- Offer “ACES” enrichment activities to students
- Provide GATE resources and support to teachers
- Meet regularly with site facilitators to provide academic and social-emotional resources/strategies for gifted learners (faculty meeting presentations)
- Provide district-wide GATE professional learning and resources (GATE Library)
- Monitor GATE student progress
- Meet with GATE-DAC parents throughout the year to hear successes and concerns from each school site and to share activity/event ideas and opportunities



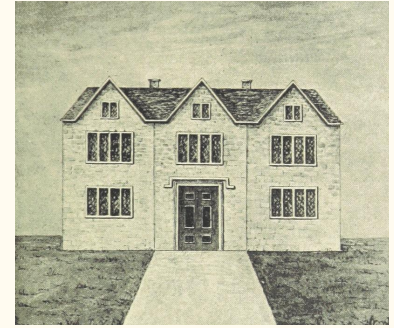
[District GATE Webpage](#)

# “Big picture” of GATE in CVUSD:

- Teacher activities offer increased levels of depth and complexity
- Compacted curriculum
- District resources for extension and enrichment
- Monthly campus “Lunch Bunch” or after school enrichment opportunities
- Monthly district-wide After Class Enrichment Series(ACES) activities
- Enrichment/Extension Resources



# What can we do to help at home?



- Create an environment where your child feels comfortable talking about their differences, difficulties, and challenges.
- Encourage them to dream, use their imagination, and *take risks*.
- Implement activities that nurture and highlight individual interests, strengths, and abilities.

# Gifted Students...

- Creative
- Curious
- Inquisitive
- Inventive
- Perceptive
- Problem-solvers
- Sensitive



THANK YOU for joining us!